

CURRICULUM DOCUMENT

M.D. (Homoeopathy): Community Medicine

I. TITLE OF THE SPECIALIT[√] COURSE, AND ITS ABBREVIATION.

M.D. (Homoeopathy) Community Medicine.

II. COMPONENTS OF THE CURRICULUM

II (1). Part I

- (i) Fundamentals of Community Medicine.
- (ii) Fundamentals of Clinical Medicine in Community Medicine.
and
- (iii) Research Methodology and Biostatistics.

II (2). Part II

- (i) Community Medicine. Paper 1
- (ii) Community Medicine, Paper 2.

III. BRIEF DESCRIPTION OF SPECIALIT[√] AND ITS RELEVANCE IN

HOMOEOPATH[√] POST-GRADUATE COURSE.

The undergraduate topic in Community Medicine gave an overall idea regarding the Preventive and Social Medicine and use of the subject in daily practice however the PG topic will equip the students in planning implementing and evaluating the various projects and coordinating with other organisations both Govt and NGOs for delivery of health care services at the doorstep of people and also involving people in improving their own health as well as using the recent advancements in Health care technology and information technology in making the health services accessible, acceptable and affordable to all sections of the society. Recent COVID – 19 has shown the importance of A[√]USH System of medicine in general and Homoeopathy in particular in Public Health. So, the PG topic in Community Medicine with Competency Based curriculum is much appropriated.

Basic training during the topic should emphasize equally on clinical exposure, academics and research orientation so that they are trained in quality patient care based on evidence-based practice, exposed to excellent educational opportunities using modern teaching learning techniques so that they can be future educationists and also exposed to innovative scientific ideas so as to translate traditional knowledge in to scientific discovery.

The emphasis should also be for community care through promotive, preventive care rather than curative and rehabilitative care through homoeopathy. The student should take the advantage of advancement in the field of information technology and management in providing

the care to the social periphery and the underserved portion of the population deprived of quality care for a very long time there by justifying the philosophy of “*Sabka Sath Sabka Vikash*” which has been the prime moto of the Community Medicine i.e. greatest good for the greater number.

Community medicine needs to be taught in the community rather than in the classroom. so, more emphasis should be given for postings in the Rural and Urban health centres where the student will get to know how the familial circumstances, the psychological, social, cultural, occupational, socioeconomic factors as well as faith, belief, customs and religion of the individuals residing in such places influences and determines the occurrence of disease in a community. The disease does not occur randomly it has a definite pattern. The student should be able to identify these patterns by studying the disease distributions in the community in terms of time place and person.

The lifestyle, environmental changes including the social change and individual’s adaptation to it as well as his/her health seeking behaviour, the attitude towards the health services and the compliance are important factors in occurrence of diseases in an individual and in the community. The individual and community should not fall prey to the man-made disease. Homoeopathy provides a low cost, safe and effective way of promoting health, preventing disease and disability and treating gently.

Hahnemann says the physician is likewise a preserver of health, and he knows the things that deranges health thus emphasising the preventive aspects of homoeopathy. Today Homoeopathy is the second largest method of treatment and is gaining its popularity day by day and everyone has witnessed its role during the recent COVID pandemic.

The public health potentials of homoeopathy need to be taped by generating the evidence. The students should be trained in the modern epidemiological approaches so that they can apply these study designs in the field of homoeopathy and prove its efficacy in the field of public health and establish that homoeopathy can be applied not at individual level but also at community level effectively. The Hahnemannian concept of Genus epidemicus needs to be applied to the so called newly emerging epidemics with simple homoeopathic medicines.

Malnutrition and specific deficiency diseases can also be addressed with Hahnemannian way of treating such cases. So also, the infectious diseases. Thus, the student should be trained to assess the disease conditions through modern technologies and apply the homoeopathic philosophy for dealing with it.

Competency based teaching for quality patient care, education and research with proper knowledge, empathy for patient and better communication skill, homoeopathic orientation, problem-based learning and professionalism is the need of the hour. Student trained with such domain of competency will take the system to a greater height. The greatest beneficiaries will be the mankind.

IV. COURSE OBJECTIVES. (ENTRUSTABLE PROFESSIONAL ACTIVITIES –(EPAS)

1. Understand the homoeopathic concepts of health and disease and relate with the concept of health and diseases from different systems of medicine.
2. Identify individual and community health problems, do community diagnosis as per Hahnemannian concepts and prioritize the health problems of the community through study of community susceptibility.
3. Identify fundamental, exciting and maintaining causes of diseases at individual level and community level.
4. Plan, implement, evaluate any action aimed at improving health status of the community by Hahnemannian concepts.
5. Establish systems to collect health data from the community based on Hahnemannian concepts, formulate or modify the action plan based on this community health data.
6. Do epidemic investigations as per homoeopathic concepts and effectively apply genus epidemicus.
7. Plan, conduct and derive conclusions from a research study as per internationally accepted norms to generate evidence for homoeopathic system of medicine.
8. Critically analyze the relevant research publications aimed at generating evidence for homoeopathic system of medicine.
9. Collect, analyze and interpret data using appropriate statistical techniques manually / using software.
10. Understand the health care delivery system at National, State and local level and able to play any role in the system.
11. Establish the role of homeopathic system of medicine in policy making and various health programs at National, State and local levels.
12. Identify threats to global health and understand the role of international health agencies in preventing diseases and promoting health.
13. Communicate effectively with members of the community, stakeholders in the government sector, NGOs etc
14. Provide health education to community based on Hahnemannian concepts of health and disease and modify the exciting and maintaining causes in the community.
15. Identify various interventions to reduce fundamental causes of disease as per homoeopathic system of medicine at community level.
16. Act effectively as member / leader of a health team to achieve defined health goals
17. Use various teaching-learning techniques for imparting undergraduate and postgraduate teaching.
18. Understand and observe the applicable health laws and regulations at International National, and local levels
19. Understand the role of environment in health and disease as per homoeopathic concepts and identify the relevant local environmental factors including vectors in disease causation as per homoeopathic concepts. Can plan and implement control / corrective measures of environmental factors and vectors

20. Can effectively manage all aspects of any health care facility providing primary, secondary and tertiary health care
21. Understand role of immunity in health and disease as per homoeopathic concepts
22. Diagnose, treat and control communicable diseases at individual level and community levels as per homoeopathic concepts
23. Diagnose, treat and controls non-communicable diseases at individual level and community levels as per homoeopathic concepts
24. Diagnoses, treats and controls nutritional problems at individual level and community level as per homoeopathic concepts
25. Diagnoses, treat and control occupational health at individual level and community level as per homoeopathic concepts
26. Diagnoses, treat and control health problems of special groups like geriatrics, especially abled, mentally challenged at individual level and community level as per homoeopathic concepts
27. Provide comprehensive maternal and child health care at individual level and community level as per homoeopathic concepts
28. Use Information Technology and Health Management Information System for better health care delivery

IV(1). MAPPING OF EPAS AND DOMAIN COMPETENCIES

KS : Knowledge & Scholarship
PC : Patient care
HO : Homoeopathic Orientation
CS : Communication skills
PBL : Practice based learning
Prf: Professionalism

Sr No	EPA	KS	PC	HO	CS	PBL	Prf.
1.	<i>Understand the homoeopathic concepts of health and disease and relate with the concept of health and diseases from different systems of medicine.</i>	√		√			
2.	<i>Identify individual and community health problems, do community diagnosis as per Hahnemannian concepts and prioritize the health problems of the community through study of community susceptibility.</i>	√	√	√	√	√	
3.	<i>Identify fundamental, exciting and maintaining causes of diseases at individual level and community level.</i>	√	√	√	√	√	
4.	<i>Plan, implement, evaluate any action aimed at improving health status of the community by Hahnemannian concepts.</i>	√	√	√	√	√	
5.	<i>Establish systems to collect health data from the community based on Hahnemannian concepts, formulate or modify the action plan based on this community health data.</i>	√	√	√	√	√	√
6.	<i>Do epidemic investigations as per homoeopathic concepts and effectively apply genus epidemicus.</i>	√	√	√	√	√	√
7.	<i>Plan, conduct and derive conclusions from a research study</i>	√		√	√	√	√

	<i>as per internationally accepted norms to generate evidence for homoeopathic system of medicine.</i>						
8.	<i>Critically analyze the relevant research publications aimed at generating evidences for homoeopathic system of medicine.</i>	√		√		√	
9.	<i>Collect, analyze and interpret data using appropriate statistical techniques manually / using software.</i>	√		√		√	
10.	<i>Understand the health care delivery system at National, State and local level and able to play any role in the system.</i>	√					
11.	<i>Establish the role of homeopathic system of medicine in policy making and various health programs at National, State and local levels.</i>	√	√	√	√		
12.	<i>Identify threats to global health and understand the role of international health agencies in preventing diseases and promoting health.</i>	√	√				
13.	<i>Communicate effectively with members of the community, stakeholders at government sector, NGOs etc</i>	√		√	√		√
14.	<i>Provide health education to community based on Hahnemannian concepts of health and disease and modify the exciting and maintaining causes in the community.</i>	√	√	√	√		
15.	<i>Identify various interventions to reduce fundamental causes of disease as per homoeopathic</i>	√	√	√	√	√	√

	<i>system of medicine at community level.</i>						
16.	<i>Act effectively as member / leader of a health team to achieve defined health goals</i>		√		√		√
17.	<i>Use various teaching-learning techniques for imparting undergraduate and postgraduate teaching.</i>	√		√	√	√	√
18.	<i>Understand and observe the applicable health laws and regulations at International National, and local levels</i>	√					√
19.	<i>Understand the role of environment in health and disease as per homoeopathic concepts, and identify the relevant local environmental factors including vectors in disease causation as per homoeopathic concepts. Can plan and implement control / corrective measures of environmental factors and vectors</i>	√		√		√	
20.	<i>Can effectively manage all aspects of any health care facility providing primary, secondary and tertiary health care</i>	√	√	√	√	√	√
21.	<i>Understand role of immunity in health and disease as per homoeopathic concepts</i>	√	√	√			
22.	<i>Diagnose, treat and control communicable diseases at individual level and community level as per homoeopathic concepts</i>	√	√	√	√	√	√
23.	<i>Diagnose, treat and control non-communicable diseases at individual level and community level as per homoeopathic concepts</i>	√	√	√	√	√	√

24.	<i>Diagnose, treat and control nutritional problems at individual level and community level as per homoeopathic concepts</i>	√	√	√	√	√	√
25.	<i>Diagnose, treat and control occupational health at individual level and community level as per homoeopathic concepts</i>	√	√	√	√	√	√
26.	<i>Diagnose, treat and control health problems of special groups like geriatrics, especially being abled, mentally challenged at individual level and community level as per homoeopathic concepts</i>	√	√	√	√	√	√
27.	<i>Provide comprehensive maternal and child health care at individual level and community level as per homoeopathic concepts</i>	√	√	√	√	√	√
28.	<i>Use Information Technology and Health Management Information System for better health care delivery</i>	√	√	√	√	√	√

IV (2). SEMESTER WISE TABLE EPA LEVELS AND COMPETENCIES

APPLICABLE TO EACH EPA.

EPA Level:

1 = No permission to act

2 = Permission to act with direct, proactive supervision present in the room

3 = Permission to act with indirect supervision, not present but quickly available if needed

4 = Permission to act under distant supervision not directly available (unsupervised)

5 = Permission to provide supervision to junior trainees.

Sl no	EPAs	Hom-PG-R - <i>Part 1</i>			Hom-PG-R - <i>Part 2</i>		
		<i>SEM1</i>	<i>SEM2</i>	<i>SEM3</i>	<i>SEM4</i>	<i>SEM5</i>	<i>SEM6</i>
1.	<i>Understand the homoeopathic concepts of health and disease and relate with the concept of health and diseases from different systems of medicine.</i>	1 Able to understand history of medicine and homoeopathy, Able to recall the homoeopathic and other concepts of health and disease	3 Able to explain the concepts of health and disease of homeopathy and other systems of medicine.	4 Able to relate the homoeopathic concepts of health and disease with other systems, with suitable examples 5 Able to teach the concepts to students	4 Able to relate the homoeopathic concepts of health and disease with other systems, with suitable examples 5 Able to teach the concepts to students	4 Able to relate the homoeopathic concepts of health and disease with other systems, with suitable examples 5 Able to teach the concepts to students	4 Able to relate the homoeopathic concepts of health and disease with other systems, with suitable examples 5 Able to teach the concepts to students

2.	<i>Identify individual and community health problems, do community diagnosis as per Hahnemannian concepts and prioritize the health problems of the community through study of community susceptibility.</i>	2 Observe Surveys to identify community health problems	3 Assist in Community Surveys to identify community health problems	5 Plan, implement community surveys / hospital surveys to identify community health problems	5 Plan, implement community surveys / hospital surveys to identify community health problems	5 Plan, implement community surveys / hospital surveys to identify community health problems	5 Plan, implement community surveys / hospital surveys to identify community health problems
3.	<i>Identify fundamental, exciting and maintaining causes of diseases at individual level and community level.</i>	2 Observe how fundamental, exciting and maintaining causes are identified	3 identify under supervision fundamental, exciting and maintaining causes of disease	4 identify without supervision fundamental, exciting and maintaining causes of disease. 5 Explain in detail how fundamental	4 identify without supervision fundamental, exciting and maintaining causes of disease. 5 Explain in detail how fundamental, exciting and maintaining	4 identify without supervision fundamental, exciting and maintaining causes of disease. 5 Explain in detail how fundamental, exciting and maintaining causes of disease are	4 identify without supervision fundamental, exciting and maintaining causes of disease. 5 Explain in detail how fundamental, exciting and maintaining causes of disease are

				al, exciting and maintainin g causes of disease are identified in various diseases.	causes of disease are identified in various diseases.	identified in various diseases.	identified in various diseases.
4.	<i>Plan, implement, evaluate any action aimed at improving health status of the community by Hahnemannian concepts.</i>	1. observe the actions aimed at improving health status of the community	3 Assist in planning, implementing and evaluating various actions / programs aimed at improving health status of the community	4 Plan and implement the actions aimed at improving health status of the community	4 Plan and implement the actions aimed at improving health status of the community	4 Plan and implement and evaluate the actions aimed at improving health status of the community	4 Plan and implement and evaluate the actions aimed at improving health status of the community
5.	<i>Establish systems to collect health data from the community based on Hahnemannian concepts, formulate or modify the action plan based</i>	1 Observe various systems to collect health data from the community based on Hahnemannian	2 Assist in data collection from the community, based on Hahnemannian concepts,	4 Collect data under supervision from the community, based on Hahnemannian concepts, formulate or modify action	4 Collect data under supervision from the community, based on Hahnemannian concepts, formulate or modify action plan	4 Establish systems to collect health data from the community based on Hahnemannian concepts,	4 Establish systems to collect health data from the community based on Hahnemannian concepts,

	<i>on this community health data.</i>	concepts,		plan			
6.	<i>Do epidemic investigations as per homoeopathic concepts and effectively apply genus epidemicus.</i>	1 Observe epidemic investigation	2 Assist in epidemic investigation	3 Do under supervision, epidemic investigation	4 Do under supervision, epidemic investigation	4 Do under supervision, epidemic investigation	4 Do under supervision, epidemic investigation, train others
7.	<i>Plan, conduct and derive conclusions from a research study as per internationally accepted norms to generate evidence for homoeopathic system of medicine.</i>	2 Observe the planning of research studies	3 Assist in planning and implementing research studies	4 Plan and implementing research studies 5 Analyze data of research studies and draw conclusions	4 Plan and implementing research studies 5 Analyze data of research studies and draw conclusions	4 Plan and implementing research studies 5 Analyze data of research studies and draw conclusions	4 Plan and implementing research studies 5 Analyze data of research studies and draw conclusions
8.	<i>Critically analyze the relevant research publications aimed at generating</i>	2 Observe in journal clubs	3 Analyze with help of Assistance	4 Analyze and draw conclusions from other research	4 Analyze and draw conclusions from other research studies	4 Analyze and draw conclusions from other research studies	4 Analyze and draw conclusions from other research studies 5 Assist others

	<i>evidences for homoeopathic system of medicine.</i>			studies 5 Assist others in analyzing the research publications	5 Assist others in analyzing the research publications	5 Assist others in analyzing the research publications	in analyzing the research publications
9.	<i>Collect, analyze and interpret data using appropriate statistical techniques manually / using software.</i>	2 Understand various statistical concepts	3 Able to apply statistical techniques with the help of faculty	4 Apply statistical concepts to analyse and interpret data	4 Apply statistical concepts to analyse and interpret data	4 Apply statistical concepts to analyse and interpret data	4 Assist juniors in analysing and interpreting data
10.	<i>Understand the health care delivery system at National, State and local level and able to play any role in the system.</i>	2 Tell various levels of health care delivery system at National and state level	3 Understand the functions at various levels of health care delivery system	4 Understand levels and health care delivery system, their functions, deficiencies and draw a plan to overcome the deficiencies	4 Understand levels and health care delivery system, their functions, deficiencies and draw a plan to overcome the deficiencies	4 Understand levels and health care delivery system, their functions, deficiencies and draw a plan to overcome the deficiencies	4 Understand levels and health care delivery system, their functions, deficiencies and draw a plan to overcome the deficiencies

11.	<i>Establish the role of homeopathic system of medicine in policy making and various health programs at National, State and local levels.</i>	2 Identify various National Health Programs	3 Understand relevant details of National Health Programs	4 Understand the role of homeopathic system of medicine in policy making and various health programs at National, State and local levels.	4 Understand the role of homeopathic system of medicine in policy making and various health programs at National, State and local levels.	4 Understand the role of homeopathic system of medicine in policy making and various health programs at National, State and local levels.	4 Understand the role of homeopathic system of medicine in policy making and various health programs at National, State and local levels.
12.	<i>Identify threats to global health and understand the role of international health agencies in preventing diseases and promoting health.</i>	1 List threats to global health 2 Identify the causes of threats to global health	3 Identify threats to global health and understand the role of international health agencies in preventing diseases and promoting health.	3 Understands various ways to minimize the threats	3 Understands various ways to minimize the threats	3 Understands various ways to minimize the threats	3 Understands various ways to minimize the threats
13.	<i>Communicate effectively with members of</i>	1 Observe the communication	2 Understand the importance of	4 Communicate effectively with	4 Communicate effectively with	4 Communicate effectively with members of	4 Communicate effectively with members of the community, stakeholders at

	<i>the community, stakeholders at government sector, NGOs etc</i>	between doctor and patient, health workers, others	effective communication between doctor and patient, health workers, others	members of the community, stakeholders at government sector, NGOs etc	members of the community, stakeholders at government sector, NGOs etc	the community, stakeholders at government sector, NGOs etc	government sector, NGOs etc
14.	<i>Provide health education to community based on Hahnemannian concepts of health and disease.</i>	1 Observe while others are providing health education to community based on Hahnemannian concepts of health and disease.	2 Assist in providing health education (under supervision) to community based on Hahnemannian concepts of health and disease and help them to modify the exciting and maintaining causes in the community.	3 Provide health education to community based on Hahnemannian concepts of health and disease. Observe and train other PG students for the same.		.	
15.	<i>Identify various interventions to reduce fundamental</i>	1 List various possible interventions to	2 Understand various possible interventions	3 Plan strategies, under supervision, for	4 Plan and implement strategies, under supervision,	4 Plan and implement strategies for various interventions	5 Plan and implement strategies, teach the concepts to

	<i>causes, wherever possible, of disease as per homoeopathic system of medicine at community level.</i>	reduce fundamental causes of disease as per homoeopathic system of medicine at community level.	ns to reduce fundamental causes of disease as per homoeopathic system of medicine at community level.	various interventions to reduce / modify fundamental causes of disease wherever possible, as per homoeopathic system of medicine at community level.	for various interventions to reduce / modify fundamental causes of disease wherever possible, as per homoeopathic system of medicine at community level.	to reduce / modify fundamental causes of disease wherever possible, as per homoeopathic system of medicine at community level.	others
16.	<i>Act effectively as member / leader of a health team to achieve defined health goals</i>	1 Understands what is a health team, its goals and objectives	2 Understands the role of self and role of others in the team	3 Do the things as per role, under supervision	4 Act effectively as member of a health team to achieve defined health goals	5 Act effectively as member / leader of a health team to achieve defined health goals. Train members of the team.	5 Act effectively as member / leader of a health team to achieve defined health goals. Train members of the team.
17.	<i>Use various teaching-learning techniques for imparting undergraduate and postgraduate</i>	1 Identify various teaching learning methods with their pros and cons	1 Observe teaching activities in the capacity of would-be-a-teacher.	2 Conduct small sessions under supervision	4 Conduct sessions without supervision	4 Conduct sessions without supervision	4 Conduct sessions without supervision

	<i>e teaching.</i>						
18.	<i>Understand and observe the applicable health laws and regulations at International National, and local levels</i>	1 Enlist applicable health laws	1 Understand the details of health laws	2 Observe and assist for documentations (Notification of diseases etc)	3 Maintain documents under supervision	4 Maintain documents essential for applicable laws	5 Maintain documents essential for applicable laws. Teach and explain juniors about the same.
19.	<i>Understand the role of environment in health and disease as per homoeopathic concepts, and identify the local relevant environmental factors including vectors in disease causation as per homoeopathic concepts. Can plan and implement</i>	1 Enlist and understand various environmental factors and their roles in health and disease	2 Observe the control / corrective measures	3 Assist in corrective measures	4 Plan and implement control / corrective measures	5 Train others in identifying environmental factors	5 Train others in identifying environmental factors

	<i>control / corrective measures of environmental factors and vectors</i>						
20	<i>Can effectively manage all aspects of any health care facility providing primary, secondary and tertiary health care</i>	1. Understand various activities at a health care facility	1. Understand the role of various departments and persons working there	2 Observe managerial skills of hospital managers	3 Assist hospital managers in managing day-to-day activities	4 Manage hospital activities independently	4 Manage hospital activities independently
21	<i>Understand role of immunity in health and disease at community level as per homoeopathic concepts</i>	1 Identify the role of immunity / susceptibility in health and diseases	2 Identify disease in the community due to immune causes as per homoeopathy concepts	3 Assist in control measures related to such diseases	3 Assist in control measures related to such diseases	3 Assist in control measures related to such diseases	4 Plan and implement control measures for such diseases
22	<i>Diagnose, treat and control communicable diseases at individual level and community level as per</i>	1 Enlist various communicable diseases	2 Understand the role of various factors in communicable diseases as per homoeopa	3 Assist / Diagnose, under supervision various communicable diseases at individual level and	4 Diagnose, treat and suggest control and preventive measures against various communicable diseases	4 Diagnose, treat and suggest control and preventive measures against various communicable diseases at	5 Teach these concepts to UG and PG level

	<i>homoeopathic concepts</i>		thic concepts	at community level	at individual level and at community level	individual level and at community level	
23	<i>Diagnose, treat and control non-communicable diseases at individual level and community level as per homoeopathic concepts</i>	1 Enlist various non-communicable diseases	2 Understand the role of various factors in non-communicable diseases as per homoeopathic concepts	3 Assist / Diagnose, under supervision various non-communicable diseases at individual level and at community level	4 Diagnose, treat and suggest control and preventive measures against various non-communicable diseases at individual level and at community level	4 Diagnose, treat and suggest control and preventive measures against various non-communicable diseases at individual level and at community level	5 Teach these concepts to UG and PG level
24	<i>Diagnose, treat and control nutritional problems at individual level and community level as per homoeopathic concepts</i>	1 Enlist various Nutrients , identify its role in health and diseases	2 Identify various nutritional disorders of public health importance	3 Assist / Diagnose, under supervision various nutritional disorders at individual level and at community level	4 Diagnose, treat and suggest control and preventive measures against various nutritional disorders at individual level and at community level	4 Diagnose, treat and suggest control and preventive measures against nutritional disorders at individual level and at community level	5 Teach these concepts to UG and PG level

25	<i>Diagnose, treat and control occupational health at individual level and community level as per homoeopathic concepts</i>	1 Enlist various occupational diseases with their risk factors as per homoeopathic concepts	2 Observe diagnosis of various occupational disorders at individual level and at community level	3 Assist in diagnosis of various occupational disorders at individual level and at community level	4 Diagnose of various occupational disorders at individual level and at community level	4 Diagnose various occupational disorders at individual level and at community level. Suggest control and preventive measures	5 Teach these concepts to UG and PG level
26	<i>Diagnose, treat and control health problems of aged, especially abled, mentally challenged at individual level and community level as per homoeopathic concepts</i>	1 Enlist various problems of aged, especially abled, mentally challenged with their risk factors as per homoeopathic concepts	2 Observe diagnosis of such problem	3 Assist in diagnosis of such problem and its treatment, control and preventive measures including rehabilitation as per homoeopathic concepts	4 Diagnose of such problem and its treatment, control and preventive measures including rehabilitation as per homoeopathic concepts	4 Diagnose of such problem and its treatment, control and preventive measures including rehabilitation as per homoeopathic concepts	5 Teach these concepts to UG and PG level
27	<i>Provide comprehensive maternal and child health care at individual</i>	1 Identify health problems of mother and child	2 Observe diagnosis, treatment and control measures related to	3 Assist in diagnosis, treatment and control measures related to	4 Diagnose, treatment and control measures related to them	4 Diagnose, treatment and control measures related to them	5 Teach these concepts to UG and PG level

	<i>level and community level as per homoeopathic concepts</i>		them	them			
28	<i>Use Information Technology and Health Management Information System for better health care delivery</i>	1 identify the areas in Health care system where Information Technology can be used for providing better health care facility.	2 Observe the use of Information Technology in the field of Health care delivery	3 Interact with the people working in the field of IT and gets hands on training in use of software and other sophisticated gadgets / equipment ' life supportive technologies for providing better health care services	Start using the IT enabled software / equipment etc under the guidance	Come up with Innovative ideas for using the technology in the field of homoeopathy	Train other in the groups / peers and undergraduates for using the same

PART I Paper 1:

V. TOPIC AND TOPIC OBJECTIVES.

Part 1-Paper I:

FUNDAMENTALS OF COMMUNITY MEDICINE

Distribution of Topics for Theory examination Hom PG CM_Part - I

- Hom PG-CM 01: History of medicine and homoeopathy
- Hom PG-CM 02: Concepts of health and disease
- Hom PG-CM 03: General epidemiology
- Hom PG-CM 04: Concept of Immunity from Homoeopathic perspective
- Hom PG-CM 05: Screening for diseases and its fundamental, exciting and maintaining causes
- Hom PG-CM 06: Health Care Delivery System in India
- Hom PG-CM 07: Application of Biostatistics in the field of Homoeopathy
- Hom PG-CM 08: Nutrition and Epidemiology of related health problems
- Hom PG-CM 09: Environment and its impact on health and disease
- Hom PG-CM 10: Entomology
- Hom PG-CM 11: Biomedical waste management
- Hom PG-CM 12: Epidemiology of Communicable diseases as per homoeopathic concepts
- Hom PG -CM 13: Millennium Development Goals to Sustainable Development Goals

VI. TOPIC DESCRIPTION.

HOM PG-CM 01: HISTORY OF MEDICINE AND HOMOEOPATHY

- History of ancient systems of medicine prevalent at different time and different parts of the world
- History of Indigenous System of Medicine
- History of Public Health in India
- Evolution of Public Health / PSM / Community Medicine

HOM PG-CM 02: CONCEPTS OF HEALTH AND DISEASE

- Definition of Health from Homoeopathic perspective and other systems of Medicine
- Determinants of health and disease from Homoeopathic perspective and other systems of Medicine
- Concept of Health disease from Homoeopathic perspective and other systems of Medicine
- Concepts of causation of disease and deviation from health from Homoeopathic perspective and other systems of Medicine

HOM PG-CM 03: GENERAL EPIDEMIOLOGY

- Definition of epidemiology
- Tools of measurement in epidemiology
- Aims of epidemiology
- Classification of epidemiological studies
- Descriptive epidemiology from homoeopathy perspective
- Analytical epidemiology from homoeopathy perspective
- Experimental epidemiology from homoeopathy perspective
- Uses of epidemiology
- Epidemics and its types, pandemics

- Epidemic investigations as per homoeopathic concepts and effectively apply genus epidemicus.
- Characteristics of individual and community response in general from Homoeopathic perspective for agent, host and environmental factors in health and disease
- Multifactor aetiology of disease from Homoeopathic perspective
- Theories of disease causation, natural History of Disease from the perspective of various systems of medicine in general and homoeopathic perspective in particular
- Concept of control and prevention of disease with different levels and appropriate examples in each level of prevention from homoeopathic perspective
- Indices used in measurement of health and disease.

HOM PG-CM 04: CONCEPT OF IMMUNITY FROM HOMOEOPATHIC PERSPECTIVE

- National Immunization schedule and role of Homoeopath in National Immunization Program
- Role of homoeopathy in various hypersensitivity reactions

HOM PG-CM 05: SCREENING FOR DISEASES AND ITS FUNDAMENTAL, EXCITING AND MAINTAINING CAUSES

- Basic concept of Screening as per homoeopathic perspective
- Screening for fundamental, maintaining and exciting causes in the community
- Understanding concepts of acceptability, reliability, validity, Likelihood ratio of various diagnostic tools and techniques

HOM PG-CM 06: HEALTH CARE DELIVERY SYSTEM IN INDIA

- Three tier health care delivery system in India – concept, principles, elements, human resources etc.
- Role of AYUSH system of Medicine in existing health care delivery system

- Indian Public Health Standards at various health care delivery systems

HOM PG-CM 07: APPLICATION OF BIOSTATISTICS IN THE FIELD OF HOMOEOPATHY

- Understanding basics of collection, presentation, analysis and interpretation of data
- Methods of data collection tools and using various software for the same
- Diagrammatic and graphic Presentation of data using various software
- Analysis of descriptive and inferential data using various software
- Application of biostatistical methods
- Application of concept of likelihood ratio in the field of homoeopathy especially Prognostic Factors Studies

HOM PG-CM 8: NUTRITION AND EPIDEMIOLOGY OF RELATED HEALTH PROBLEMS

- Nutrients and its classifications
- Recommended daily allowances for various nutrients in health and various conditions
- Nutritional status monitoring in the community
- Diet and regimen from homoeopathic perspective
- Malnutrition -Under-Nutrition, Over Nutrition
- Specific deficiency diseases
- Concept of deficiency diseases due to defective assimilation and role of psoric miasm
- National Health Programs (Nutrition related)

HOM PG-CM 09: ENVIRONMENT AND ITS IMPACT ON HEALTH AND DISEASE

- Environmental factors and their role in health and disease such as Air, Water, Soil, Housing condition, Noise, radiation, temperature, waste disposal etc
- Control and prevention measures for such environmental factors
- Disaster Management

HOM PG-CM 10: ENTOMOLOGY

- Vector borne diseases
- Control of vectors
- National Vector Borne Disease Control Programme (NVBDCP)

HOM PG-CM 11: BIOMEDICAL WASTE MANAGEMENT

- Biomedical waste and its different categories
- Biomedical waste disposal
- Recent advances in Biomedical waste management
- Regulations related to BMW

HOM PG-CM 12: EPIDEMIOLOGY OF COMMUNICABLE DISEASES AS PER HOMOEOPATHIC CONCEPTS

- Common Communicable Diseases in the community like respiratory, Gastrointestinal, zoonotic, Skin, Urogenital, Bacterial Viral parasitic etc.
- Concept of communicable diseases from homoeopathic perspective
- Concept of acute diseases – Explosion of latent psora
- Role of homoeopathy in control and prevention of communicable diseases

HOM PG-CM 13: MILLENNIUM DEVELOPMENT GOALS AND SUSTAINABLE DEVELOPMENT GOALS

- Health related Millennium Development Goals
- Health related Millennium Development Goals

TOPIC NAME: HOM PG-CM 01:

HISTORY OF MEDICINE AND HOMOEOPATHY

Topic Overview	This topic will provide students of MD Hom (Community Medicine) an in depth understanding of history of medicine and homoeopathy, and evolution of the concepts of preventive medicine and community medicine.
Learning Outcomes	<p>Competency 1: Recognize and discuss history of ancient systems of medicine prevalent at different time and different parts of the world including India with its evolution.</p> <p>Knowledge:</p> <ol style="list-style-type: none">1. Recall the history of ancient systems of medicine prevalent at different times and its evolution.2. Recall the history of indigenous system of medicine. <p>Reflection:</p> <p>Understands the evolution of different systems of medicine including homoeopathy from ancient times.</p> <p>Competency 2: Recognize and discuss history of Public health / PSM / Community Medicine in India and different part of the world</p> <p>Knowledge:</p> <ol style="list-style-type: none">1. Recognize and discuss the history of public health / PSM / Community Medicine in India2. Recognize and discuss the history of public health / PSM / Community Medicine in the world <p>Reflection:</p> <p>Understands the evolution of concepts of health, disease and its prevention at individual level and community level.</p>

Learning Methods	Brainstorming/ Self-regulated learning / Library based / e-learning / formative self-assessment
Assessments	Continuous / Programmatic assessment /Practical assessment/Written assessment / SAQ / LAQ / Viva / Assignment / MCQ
Prescribed texts	Refer to list attached
Domains of competencies	Knowledge & Scholarship / Homoeopathic Orientation

TOPIC: HOM PG-CM 02:

CONCEPTS OF HEALTH AND DISEASE

Topic Overview	This topic will provide students of MD Hom (Community Medicine) an in depth understanding of concepts of health and disease as per homoeopathy perspectives, and different other systems of medicine.
Learning Outcomes	<p>Competency 1: Define Health from Homoeopathic perspective and other systems of Medicine</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define Health from Homoeopathic perspective 2. Define health as per WHO 3. Define health as per other systems of medicine <p>Reflection:</p> <p>Understands the definitions of health as per different systems of medicine.</p> <p>Competency 2: Describe determinants of health and disease from Homoeopathic perspective and other systems of Medicine</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe in detail determinants of health and disease from Homoeopathic perspective 2. List determinants of health and disease as per different systems of medicine <p>Reflection:</p>

Understands the factors which determine health and deviation from health as per the homoeopathic perspectives.

Competency 3: Explain concept of Health and disease from Homoeopathic perspective and other systems of Medicine

Knowledge:

1. Explain concept of Health and disease from Homoeopathic perspective
2. Explain concept of Health and disease as per other systems of Medicine

Skill:

1. Correlates the concepts of health and disease from Homoeopathy perspective and other systems of medicine

Reflection:

Justifies the present conceptual basis of understanding of health and diseases as per different systems of medicine. Justify the basis of prevention and control activities.

Competency 4: Explain concepts of causation of disease and deviation from health from Homoeopathic perspective and other systems of Medicine

Knowledge:

1. Explain concepts of causation of disease and deviation from health from Homoeopathic perspective
2. Explain concepts of causation of disease and deviation from health as per other system of medicine

Skill:

Correlate concepts of causation of disease and deviation from health from Homoeopathic perspective.

Reflection:

Justifies the present conceptual basis of understanding of causes of disease as per homeopathy perspective, and as per different systems of medicine.

	Justify the basis of prevention and control activities.
Learning Methods	Lecturer, Small group Discussion, Demonstration
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	NA
Domains of competencies	K, PC, HO, CS, PBL

TOPIC: HOM PG-CM 03:

GENERAL PRINCIPLE OF EPIDEMIOLOGY

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to Describe the principles of General epidemiology. Plan and conduct different epidemiological studies, collect and analyze data, draw conclusions / interpret, and give recommendations based on the study findings
Learning Outcomes	<p>Competency 1: Define epidemiology</p> <p>Knowledge:</p> <ol style="list-style-type: none">1. Explain the contents in the definition of epidemiology2. Explain the health-related state and events3. Explain distribution and determinants of health-related state and events4. Recall the evolution of the term epidemiology <p>Skill:</p> <ol style="list-style-type: none">1. Applications of study of distribution and determinants of health-related state and events in determining aetiology of the disease2. Application of epidemiological studies in prevention of disease <p>Reflection:</p> <ol style="list-style-type: none">1. Reflect on how classical epidemiological studies such as cholera, scurvy hand washing and such other studies prevented mortality and morbidity in the past2. Explore Future possibilities of prevention of diseases <p>Competency 2: Discuss tools of measurement of epidemiology</p> <p>Knowledge:</p> <ol style="list-style-type: none">1. List the tools of measurement of epidemiology2. Describe the tools of measurement of epidemiology <p>Skill:</p> <ol style="list-style-type: none">1. Select the appropriate tools for the measurement of various mortality and morbidity indicators <p>Reflection:</p>

1. Justification of use of appropriate tools for the measurement of mortality and morbidity indicators
2. Illustration of appropriate use of rate ratio proportion

Competency 3: Describe aims of epidemiology

Knowledge:

1. Describe the various objectives of epidemiological studies

Skill

1. Set objectives for a study

Reflection:

1. Identify various objectives of epidemiological studies

Competency 4: Classify epidemiological studies

Knowledge:

1. Describe the classification and subclassification of epidemiological studies
2. Give examples of various study designs
3. Distinguish between various study designs

Skill

1. Choose appropriate study design while planning a study

Reflection:

1. Compare the Merits and Demerits of each study design
2. Looks at the feasibility of a study design

. Competency 5 Explain in detail about various epidemiological studies and steps involved in the conduction from homoeopathy perspective

Knowledge:

1. Describe the steps of carrying out each of the study designs such as descriptive analytical quasi experimental or experimental study designs with its subclassifications
2. Describes the merits and demerits of each of them

Skill

1. Chooses and conducts the appropriate study under supervision
2. Identifies the variables of the study

Reflection:

1. Identifies the strength and weakness of the study conducted under supervision
2. Identifies the effect of extraneous factors in a study

Competency 6 -List various uses of epidemiology

Knowledge:

1. Describe the uses of epidemiology

Skill:

1. Plan for health services, education and research

Reflection:

1. Recall the uses of epidemiological studies

Competency 7 Describe various characteristics of individual and community response in general from Homoeopathic perspective for agent, host and environmental factors in health and disease

Knowledge:

1. Recognize the importance of agents, host and environmental factors in health and disease
2. Describe various characteristics of individual and community response in general from Homoeopathic perspective

Skill

1. Recognize the individual and community response to the factors that deranges health and cause disease
2. Recognizes the factors that preserve health

Reflection:

1. Recognizes the role of accessory circumstances and maintaining causes of disease and preservation of health

Competency 7 Describe multifactor aetiology of disease from Homoeopathic perspective

Knowledge:

1. Describe the concept of web of causation
2. Describe the multifactorial causation of disease.

Skill:

1. Identify the role of various telluric and meteoric causes of diseases

Reflection:

1. Correlate the concept of causation from conventional and other systems as well as from the homoeopathic system of medicine

Competency 8 Describe theories of disease causation, natural History of Disease from the perspective of various systems of medicine in general and homoeopathic perspective in particular

Knowledge:

1. Explain the causation of disease from various systems of medicine and homoeopathic system of medicine

Skill:

1. Integrate the causation of disease from various systems of medicine
2. Use the concept of causation for preventive and curative purposes.

Reflection:

1. Use of integrated approach of causation for preventive measure

Competency 9 Describe concepts of control and prevention of disease with different levels and appropriate examples in each level of prevention from homoeopathic perspective

Knowledge:

1. Describe the concept of control and levels prevention with suitable examples
2. Describe the concept of prevention from homoeopathic system of medicine

Skill:

1. Corelate the concepts of control and prevention from other systems as

	<p>well as homoeopathic system of medicine.</p> <p>Reflection:</p> <ol style="list-style-type: none"> 1. Integrate the concept of control and prevention from various systems for the benefit of the individual as well as community <p>Competency 10 List various indices used in measurement of health and disease.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Enumerate the indices used in health and diseases such as mortality morbidity disability etc. 2. Describe various indices used in measurement of health and disease 3. Distinguish between the indices <p>Skill:</p> <ol style="list-style-type: none"> 1. Recognize appropriate indices for comparison of health status of the countries and communities at regional and local levels 2. Use of appropriate indices for comparison of health status of the countries and communities at regional and local levels <p>Reflection:</p> <ol style="list-style-type: none"> 1. Recall the indices used for comparisons over time and place
Learning Methods	Group Discussion, Seminar, Problem Based, eLearning , Workshops , Journal club
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	List given in reference
Domains of competencies	K, PC, HO, CS, PBL

**TOPIC NAME HOM PG-CM 04:
CONCEPT OF IMMUNITY FROM HOMOEOPATHIC PERSPECTIVE**

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - Describe concept of Immunity from Homoeopathic perspective.
Learning Outcomes	<p>Competency 1: Manage Immunization session and hypersensitivity reactions Knowledge:</p> <ol style="list-style-type: none"> 1. Define immunity 2. Discuss the Types of immunity Cellular & Humoral, Active & Passive etc. 3. List of the Immunizing Agents 4. Concept of Immunity from Homoeopathic perspective 5. Define Cold Chain 6. LIST the Equipment's under Cold Chain 7. Describe National Immunization schedule 8. Describe role of Homeopath in National Immunization Program <p>Skill</p> <ol style="list-style-type: none"> 1. Manage Immunization Sessions 2. Supportive Supervision for Immunization 3. Respond quickly to adverse reactions <p>Reflection:</p> <ol style="list-style-type: none"> 1. Explain role of homoeopathy in various hypersensitivity reactions 2. Explore the scope of Homeopathy in cases of Adverse reactions 3. Understand immunological basis of disease and its progression. Helps in identifying correct treatment plans at individual and community level.
Learning Methods	Case based learning / Group discussion / Seminars /Problem based learning / Practical /Field visit
Assessments	Practical assessment/Written assessment / MCQ / SAQ/ LAQ / assignment / Viva
Prescribed texts	As per Attached List
Domains of competencies	K, PC, HO, CS, PBL

**TOPIC NAME: HOM PG-CM 05
PRINCIPLES OF SCREENING**

<p>Topic Overview</p>	<p>This topic will provide students of MD Hom (Community Medicine) to be able to - Apply the principles of Screening for diseases and its fundamental, exciting and maintaining causes</p>
<p>Learning Outcomes</p>	<p>Competency 1: Define screening test and Differentiate screening test from Diagnostic test</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define Screening test 2. Classify Screening test <p>Skill</p> <ol style="list-style-type: none"> 1. Differentiate Screening test from case finding and diagnostic test 2. Discuss the merits and demerits of various types of screening <p>Reflection:</p> <ol style="list-style-type: none"> 1. Revise the concept of screening <p>Competency 2: Discuss the concepts of acceptability, reliability, validity, likelihood ratio of various diagnostic tools and techniques</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe acceptability, reliability, validity, likelihood ratio of various diagnostic tools and techniques 2. Discuss the concepts of sensitivity, specificity, predictive values, accuracy of a screening test <p>Skill</p> <ol style="list-style-type: none"> 1. Identify a suitable screening test for a study based on acceptability, reliability and validity, 2. Discuss the application of the concept of screening to the field of homoeopathy <p>Reflection:</p> <ol style="list-style-type: none"> 1. Discuss the problem of cutoff point and ROC curve <p>Competency 3: Design a suitable screening test for finding the fundamental, maintaining and exciting causes in the individual and</p>

	<p>community</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Identify various opportunities and like screening of fundamental, maintaining and exciting causes in the individual and community <p>Skill</p> <ol style="list-style-type: none"> 1. Plan a screening program wherever screening can be done as per homoeopathy concepts <p>Reflection:</p> <ol style="list-style-type: none"> 1. Discuss the pros and cons of screening process. <p>Competency 4: Application of concept of likelihood ratio in the field of homoeopathy especially prognostic factors studies</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe the concept of likelihood ratio in the field of homeopathy <p>Skill</p> <ol style="list-style-type: none"> 1. Apply the concept of likelihood ratio in the field of homoeopathy <p>Reflection: review the advantages of likelihood ratio in the field of homoeopathy</p>
Learning Methods	Brainstorming, Group Discussion / Seminars / Workshops / Problem Based, Practical, eLearning, Journal club
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to list attached
Domains of competencies	K, PC, HO, CS, PBL

**TOPIC NAME: HOM PG-CM 06
HEALTH CARE DELIVERY SYSTEM IN INDIA**

Topic Overview	This topic will provide students of MD Hom (Community Medic in) to be able to - Describe the health care delivery system in India
Learning Outcomes	<p>Competency 1: List tiers of health care delivery system in India – concept, principles, elements, human resource etc.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define Primary Health care (PHC) 2. List the principles of PHC 3. Describe the Elements of PHC 4. List the Manpower, Material and equipment’s and functions of PHC <p>Skill</p> <ol style="list-style-type: none"> 1. Perform the basic clinical and emergency services 2. Demonstrate Effective Communication Skills 3. Coordinates with other departments 4. Shows requisite Professionalism <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review the various SOPS <p>Competency 2: Describe the role of secondary and tertiary level health care</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Identifies the high-risk conditions 2. Discuss the criteria for referral <p>Skill</p> <ol style="list-style-type: none"> 1. Sensitive to patient requirements 2. Respond to situations <p>Reflection:</p> <ol style="list-style-type: none"> 1. Critically analyze the gap and prepare for remedial measures in future. <p>Competency 3: Describe the existing surveillance systems including IDSP</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe the existing surveillance systems including IDSP

Skill:

1. Discuss the importance of surveillance system with grassroot level workers
2. Provide Supportive supervision

Reflection:

1. Identify the gap in the system and suggest remedial measures

Competency 4: Describe Indian Public Health Standards at various health care delivery systems

Knowledge:

1. Describe Indian Public Health Standards at various health care delivery systems

Skill

1. Analyses the Gap in terms of Manpower Material Money Minutes

Reflection:

1. Reviews and analyses the ground situation and suggests remedial measures

Competency 4: Explain role of AYUSH system of Medicine in existing health care delivery system

Knowledge:

1. Identify the role of AYUSH system of Medicine in existing health care delivery system

Skill

1. Discuss scope and limitations of AYUSH system of Medicine in existing health care delivery system

Reflection:

1. Reviews, analyses and shows the importance of low cost, safe and effective acceptable interventions through AYUSH in general and Homoeopathy in particular

Learning methods	Group Discussion, Field visit, Seminar
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to list attached
Domains of competencies	K, PC, HO, CS, PBL

**TOPIC NAME: HOM PG-CM 07
 BIOSTATISTICS IN THE FIELD OF HOMOEOPATHY**

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - Apply methods of Biostatistics in the field of Homoeopathy
Learning Outcomes	<p>Competency 1 Define Biostatistics and apply the biostatistical methods</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define Biostatistics 2. Define Variables 3. Define Measurement Scales 4. Discuss various types of statistical analysis such as Descriptive, Inferential and correlational etc 5. List the Parametric and Non-parametric tests of significance 6. Discuss Concept of Correlation and Regression (simple, multiple and multivariate) 7. Define Validation, reliability 8. Describe Confounding, Bias, Mediation and moderation <p>Skill</p> <ol style="list-style-type: none"> 1. Collect data through use of various software 2. Present the data by using various software 3. Analyze data using various software 4. Interpretation of data also using various software <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review the merits and demerits of various software 2. Critically review the statistical and clinical significance
Learning Methods	Problem Based, eLearning, Software's Packages, Skill Lab, Seminars formative assessment/ Workshops
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to list attached
Domains of competencies	K, PC, HO, CS, PBL

TOPIC NAME: HOM PG-CM 08

EPIDEMIOLOGY OF NUTRITION RELATED HEALTH PROBLEMS

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - Describe epidemiology of nutrition related health problems
Learning Outcomes	<p>Competency 1: Analyze Nutrition related health problems</p> <p>Knowledge:</p> <ol style="list-style-type: none">1. Explain food, nutrients, nutrition, diet2. List the Nutrients and classify them with examples of their sources <p>Skill</p> <ol style="list-style-type: none">1. Identify functions various Nutrients in health and disease. <p>Reflection:</p> <ol style="list-style-type: none">1. Understands the concepts of nutrients, nutrition and food as per homoeopathy perspective. <p>Competency 2: Understand the concept of Recommended Daily Allowances for various nutrients in health and various conditions (pregnancy, childhood, old age etc.)</p> <p>Knowledge:</p> <ol style="list-style-type: none">1. Describe Recommended Daily Allowances for various nutrients in health and various conditions2. Describe Reference Man & Woman3. Define Balance Diet <p>Skill</p> <ol style="list-style-type: none">1. Discuss Diet and regimen from homoeopathic perspective2. Create Awareness regarding Healthy Eating habits <p>Reflection:</p> <ol style="list-style-type: none">1. Role in dietary advice to individuals and community and follow up assessment <p>Competency 3: Describe and classify Malnutrition. (Both Under and Over Nutrition)</p> <p>Knowledge:</p> <ol style="list-style-type: none">1. Describe and classify Malnutrition

	<p>2. Describe Specific nutrient deficiency diseases and its geographical distribution</p> <p>Skill:</p> <ol style="list-style-type: none"> 1. Explain Concept of deficiency diseases due to defective assimilation and role of psoric miasm 2. Diagnosing Malnutrition by Anthropometric Measurements, Biochemical Measurements and Clinical signs 3. Identify causes of Malnutrition from social cultural economic prospective 4. Diagnosing nutrition related diseases at individual level and community level 5. Rehabilitation of SAM <p>Reflection:</p> <ol style="list-style-type: none"> 1. Remedial measures at individual and community level through homoeopathy. <p>Competency 4: Participate in National Nutrition related programmes</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Detail the (Nutrition related) National Health Programs <p>Skill:</p> <ol style="list-style-type: none"> 1. Plan and implement Nutritional status monitoring program in the community <p>Reflection:</p> <ol style="list-style-type: none"> 1. Helps in planning, designing, implementing, evaluating a control program against any nutritional deficiency. 2. Role of Homoeopathy in Managing case of Malnutrition both Over and under Nutrition.
Learning Methods	Group Discussion, Seminar, Problem Based, Practical, Field Visit
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the List Attached
Domains of competencies	K, PC, HO, CS, PBL

**TOPIC NAME: HOM PG CM 09
ENVIRONMENTAL FACTORS AND ITS IMPACT ON HEALTH AND DISEASE**

<p>Topic Overview</p>	<p>This topic will provide students of MD Hom (Community Medicine) to be able to Describe various environmental factors and its impact on health and disease and their prevention</p>
<p>Learning Outcomes</p>	<p>Competency 1: Describe various environmental factors and its impact on health and disease</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe various sources of water. 2. Define safe / portable water 3. Describe the cause of water pollution and effects of water pollution on health and disease 4. List the waterborne diseases 5. Describe various methods of purification of water at large scale and small scale <p>Skill:</p> <ol style="list-style-type: none"> 1. Shows how water is purified at domestic level 2. Estimate the Alum and Chlorine Demand of the Water Sample 3. Demonstrates the Use of Horrock’s Apparatus 4. Demonstrates the methods of Prevention of water pollution 5. Describes permissible limits for various harmful substances <p>Reflection:</p> <ol style="list-style-type: none"> 1. Community benefit of water purification and safe water supply 2. Create awareness for use of safe /portable water <p>Competency 2: Removal of Hardness of Water</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe hardness of water and its effects on health and other day-to-day activities of daily life 2. Describe the health hazards of hardness of water 3. Describe the methods of removal of Hardness of water

Skill:

1. Demonstrate how to remove hardness of water

Reflection:

1. Health risk and benefit of use of hard / soft of water

Competency 3: Advises on prevention and protection against air pollution

Knowledge:

1. Define air pollution
2. Describe the cause, types, effects and methods of prevention of air pollution

Skill:

1. Identify the parameters of air pollution
2. Demonstrates the effects of afforestation
3. Create awareness on preventive and protective measures against air pollution

Reflection:

1. Monitoring Air pollution and its impact of controlling locally endemic diseases

Competency 4: Describe other environmental factors like noise and light. Housing, radiation, temperature, humidity, altitude, soil, solid waste and excreta disposal etc. and their effects on health of the individual and community.

Knowledge:

1. Describe how environmental factors like noise, light. Housing, radiation, temperature, humidity, altitude, soil, solid waste and excreta disposal etc. and their effects on health of the individual and community.
2. Telluric and Meteoric causes of Disease from Homoeopathic Perspective

Skill:

1. Identify the methods of Prevention and protection from being exposed to environmental factors that deranges health
2. Demonstrate various measures taken for prevention and control of environmental hazards.
- 3.

Reflection:

1. Review the various environmental factors and its impact on health and disease.
2. Prepares himself / herself for continuous monitoring of such factors.
3. Effects changes in these factors to control any locally endemic disease for improving the health of individuals as well as the community.

Competency 5: Describe the Waste Disposal methods and their beneficial effects

Knowledge:

1. Describe various types of waste including domestic (both Solid & Excreta) and industrial wastes.
2. Describe their health effects

Skill:

1. Explain various methods of waste disposal (both Solid & Excreta).

Reflection:

2. Benefits of Swachata Abhijan

Competency 6: Preparedness for Disaster Management

Knowledge:

1. Define Disaster
2. Describe the types of disaster
3. List the various causes of disaster
4. Disaster cycle
5. Describe the Concept of Triage

	<p>Skill:</p> <p>1. Preparedness for managing and mitigating impact of disaster</p> <p>Reflection:</p> <p>1. Importance of Rehabilitation and restoration activities</p> <p>2. Role of National and International co-operation at the time of rehabilitation and restoration</p>
Learning methods	Practical, Field visit, Seminar, Workshop, Lab skills
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	As per list attached
Domains of competencies	K, PC, HO, CS, PBL

**TOPIC NAME: HOM PG-CM 10
ENTOMOLOGY**

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - Describe various arthropods of medical importance, and diseases transmitted by them. Prevention and control of vectors and the diseases transmitted by them.
Learning Outcomes	<p>Competency 1: Describe various arthropods of medical importance</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. List the various arthropods of medical importance. 2. Classify the arthropods of medical importance <p>Skill:</p> <ol style="list-style-type: none"> 1. Identify arthropods of medical importance 2. Studying the life cycle of the vector <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review how man is involved in vector born disease <p>Competency 2: Discuss the diseases transmitted by vectors</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. List various diseases transmitted by vectors, 2. Discuss the type of transmission in each disease <p>Skill:</p> <ol style="list-style-type: none"> 1. Describe various vector control measures. 2. Plan and implement vector control activities at individual & community level. <p>Reflection:</p> <ol style="list-style-type: none"> 1. Advice preventive measures in case of vector born disease outbreak. 2. Detail and critically review the strategies adopted in National Vector Borne Disease Control Programme (NVBDCP)
Learning Methods	Practical, Group Discussion, Field Visit
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of	K, PC, HO, CS, PBL

TOPIC NAME: PG CM 11

Biomedical waste and its safe disposal.

<p>Topic Overview</p>	<p>This topic will provide students of MD Hom (Community Medicine) to be able to - Describe Biomedical wastes its categories and safe disposal.</p>
<p>Learning Outcomes</p>	<p>Competency 1: Define epidemiology</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define Biomedical Waste, 2. List their sources, generation and composition 3. Classify Biomedical waste into different categories <p>Skill:</p> <ol style="list-style-type: none"> 1. Identify the colour coding for the category of Biomedical waste 2. Safe disposal practices <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review the categorization process from time to time <p>Competency 2: Discuss various methods of Biomedical waste disposal</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe various methods of treatment and disposal technologies of Health care waste 2. Describe Incineration, Autoclaving, Chemical Disinfection, Wet and dry thermal treatment, Microwave irradiation, Inertization Land disposal <p>Skill:</p> <ol style="list-style-type: none"> 1. Identify the type of waste and use appropriate treatment and disposal method 2. Helps in scientific method of disposal of biomedical waste 3. Train others, including paramedical persons, in collection, segregation, transportation and disposal of biomedical waste. <p>Reflection:</p>

	1. Update self and other staff on recent advances in Biomedical waste management regulations
Learning Methods	Group discussion, Seminar, Workshops, Practical
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL

Topic - PG
CM Course
Overview

This Topic will provide students of MD Hom (Community Medicine) to be able
to - Epidemiology of Communicable diseases as per homoeopathic concepts

**HOM PG-CM 12:
EPIDEMIOLOGY OF COMMUNICABLE DISEASES AS PER HOMOEOPATHIC
CONCEPTS**

<p>Learning Outcomes</p>	<p>Competency 1: Classify Communicable Diseases broadly</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. List Common Communicable Diseases in the community like Respiratory, Gastrointestinal, Zoonotic, Skin, Urogenital, Parasitic, Surface Infection, Hospital Acquired infection etc. 2. Discuss epidemiology of all the communicable diseases <p>Skill:</p> <ol style="list-style-type: none"> 1. Identify the epidemiological triad (Agent, Host and Environmental factors) of each communicable disease 2. Identify the mode of Transmission of communicable diseases 3. Identify the preventive and control measures of communicable diseases from environmental point of view <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review the Psycho-Socio cultural and economic factors responsible for the occurrences of the communicable diseases. <p>Competency 2: Discuss all the communicable diseases from Homoeopathic perspective.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Discuss communicable diseases from homoeopathic perspective <p>Skill:</p> <ol style="list-style-type: none"> 1. Apply concept of acute diseases – Explosion of latent psora 2. Identify the role of homoeopathy in control and prevention of communicable diseases <p>Reflection:</p> <ol style="list-style-type: none"> 1. Show the importance of individual as well as the community host susceptibility in occurrence of communicable disease. 2. Explore the role of Homoeopathy in Resistance/ Relapse cases <p>Competency 3: Managing the Epidemic of Communicable diseases</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define the terminologies Epidemic, Endemic and Pandemic etc
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	<p>2. Describe Role of Genus Epidemicus in cases of epidemics</p> <p>Skill:</p> <ol style="list-style-type: none"> 1. Investigation of an outbreak 2. Identify and apply General measures during the Outbreaks 3. Identification of Genus Epidemicus for an Outbreak situation 4. Evaluating the effect of Genus Epidemicus <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review of the role of genus epidemicus from past experience 2. Helps in planning, designing, implementing, evaluating a control program against any communicable disease as per homoeopathy perspectives.
Learning Methods	Group discussion, Seminar, Problem based learning, Practical, Field visits
Assessments	MCQ, SAQ, LQ Formative assessment/ Practical
Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL

**TOPIC NAME: PG CM 13
MILLENNIUM DEVELOPMENT GOALS TO SUSTAINABLE DEVELOPMENT
GOALS**

<p>Topic Overview</p>	<p>This topic will provide students of MD Hom (Community Medicine) to be able to -Map Millennium Development Goals to Sustainable Development Goals targets and Indicators related to Health</p>
<p>Learning Outcomes</p>	<p>Competency 1: Health Related Goals set by WHO, UNICEF other International Bodies</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe the health-related Millennium Development Goals <p>Skill:</p> <ol style="list-style-type: none"> 2. Identify the targets related to Millennium Goal 1-Eradicate Extreme Poverty and Hunger 3. Identify the targets related to Millennium Goal 4-Reduce Child Mortality 4. Identify the targets related to Millennium Goal 5-Improve Maternal Health Goal 5. Identify the targets related to Millennium Goal 6- Combat HIV AIDS, Malaria and other Diseases 6. Identify the targets related to Millennium Goal 7-Ensure Environmental Sustainability 7. Identify the targets related to Millennium Goal 8-Develop global Partnership for Development <p>Reflection:</p> <ol style="list-style-type: none"> 1. Map the targets and indicators of health to Millennium Development Goals <p>Competency 2: Describe the health-related Sustainable Development Goals</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe Ensure Healthy lives and promote wellbeing for all ages <p>Skill:</p> <ol style="list-style-type: none"> 1. Identify the targets related to Sustainable Development Goal <p>Reflection:</p> <ol style="list-style-type: none"> 1. Map the targets and indicators of health to Millennium Development Goals Map the targets and indicators of health to Sustainable Development Goals

Learning Methods	Group Discussion, Seminars, Workshops
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached.
Domains of competencies	K, PC, HO, CS, PBL

VII. ASSESSMENT

	Formative Assessment (Internal Assessment)	Summative Assessment (University Examination)
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M.D.(Hom.) Part-I	1st Term Test: During sixth month of training	During eighteenth month of training
	2nd Term Test: During twelfth month of training	

VII (1). M.D. (HOMOEOPATHY) PART-I EXAMINATION –

MAXIMUM MARKS FOR EACH SUBJECT AND MINIMUM MARKS REQUIRED TO PASS SHALL BE AS FOLLOWS:

Subjects	Theory		Practical or Clinical Examination, including Viva	
	Maximum Marks	Pass Marks	Maximum Marks	Pass Marks
i. Fundamentals of Community Medicine	100	50	200* (160 + 40) (Summative Assessment 160 Marks) (Internal Assessment 40 Marks)	100* (80 + 20) (Summative Assessment 80 Marks) (Internal Assessment 20 Marks)
ii. Fundamentals of Clinical Medicine in Community Medicine	100	50		
iii. Research Methodology and Biostatistics	100	50	-	-

(*A common practical exam for paper I and II (100 marks practical + 100 marks viva) shall be conducted; twenty per cent weightage shall be for internal assessment, which shall be calculated for practical or clinical including viva voce only. One internal assessment of 40 marks [20 marks (practical or clinical) + 20 marks (viva voce)] after each term of six months and average of two terms shall be considered. *Eighty per cent. weightage shall be for summative assessment).

VII (2a). ASSESSMENT BLUEPRINT – THEORY

(Benchmarked by the module-wise distribution.)

Types of question	No. of questions to be asked	Marks per question	Total
Problem Based Question	01	20	20
Long Answer Question	04	10	40
Short Answer Question	08	05	40
Total			100

PART 1 – PAPER 1.

FUNDAMENTALS OF COMMUNITY MEDICINE (HOM-PG- FCM)

List of Topics: PG Hom CM

- Hom PG-CM 01: History of medicine and homoeopathy
- Hom PG-CM 02: Concepts of Health and Disease
- Hom PG-CM 03: General Epidemiology
- Hom PG-CM 04: Concept of Immunity from Homoeopathic perspective
- Hom PG-CM 05: Screening for diseases and its fundamental, exciting and maintaining causes
- Hom PG-CM 06: Health Care Delivery System in India
- Hom PG-CM 07: Application of Biostatistics in the field of Homoeopathy
- Hom PG-CM 8: Nutrition and Epidemiology of related health problems
- Hom PG-CM 09: Environment and its impact on health and disease
- Hom PG-CM 10: Entomology
- Hom PG-CM 11: Biomedical Waste Management
- Hom PG-CM 12: Epidemiology of Communicable diseases as per homoeopathic concepts
- Hom PG -CM 13: Millennium Development Goals to Sustainable Development Goals

VII (2b). QUESTION PAPER LAYOUT (PART I -PAPER 1)

Q. No.	Type of Question	Content	Marks
1	Problem Based	Hom PG CM 12: Epidemiology of Communicable diseases as per homoeopathic concepts	20
2	LAQ	Hom PG CM 03: General epidemiology	10
3	LAQ	Hom PG CM 05: Screening for diseases and its fundamental, exciting and maintaining causes	10
4	LAQ	Hom PG CM 06: Health care delivery system in India	10
5	LAQ	Hom PG CM 07: Application of Biostatistics in the field of Homoeopathy	10
6	SAQ	Hom PG CM 01: History of medicine and homoeopathy	05
7	SAQ	Hom PG CM 02: Concepts of health and disease	05
8	SAQ	Hom PG CM 04: Concept of Immunity from Homoeopathic perspective	05
9	SAQ	Hom PG CM 8: Nutrition and Epidemiology of related health problems	05
10	SAQ	Environment and its impact on health and disease	05
11	SAQ	Hom PG CM 10: Entomology	05
12	SAQ	Hom PG CM 11: Biomedical waste management	05
13	SAQ	Hom PG -CM 13: Millennium Development Goals to Sustainable Development Goals	05

VII (3). ASSESSMENT BLUEPRINT –PRACTICAL / VIVA.

VII (3a). CLINICAL EXAMINATION.

CLINICAL		
1	Internal Assessment	20 Marks
2	One Long Case	50 Marks
3	One Short case	20 Marks
4	Logbook	05 Marks
5	Micro Teaching	05 Marks
Total		100 Marks

VII (3B). VIVA VOCE.

VIVA		
1	Internal Assessment	20 Marks
1	Discussion of Synopsis	20 Marks

2	Viva (Applied Homoeopathy, Clinical understanding, Laboratory / Imaging investigations – 20 + 20 + 20)	60 Marks
Total		100 Marks

VIII. LIST OF REFERENCE BOOKS

Sl No	
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4.	Bennett, A. E. (1978). <i>Recent advances in Community Medicine</i> . Churchill Livingstone; Distributed by Longman.
5.	Blaser, M. J., Cohen, J. I., & Holland, S. M. (2025). <i>Mandell, Douglas, and Bennett's Principles and Practice of Infectious Diseases 2 Vol.</i> (Vol. I&II). Elsevier Science Health Science.
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20.	Kishore, J. (2001). <i>National Health Programmes of India: National policies & legislations related to health</i> . Century Publications.
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22.	Last, J. M. (2025). <i>A Dictionary of Epidemiology</i> (M. S. Porta, Ed.). Oxford University Press.
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24.	MacMahon, B., & Pugh, T. F. (1970). <i>Epidemiology: Principles and methods</i> . Little, Brown and Company.
25.	Malone, M. A. (2013). <i>Infectious disease</i> . Elsevier Health Sciences.
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Part II Paper I & II

IX. TOPICS AND TOPIC OBJECTIVES.

PART II: COMMUNITY MEDICINE. (HOM-PG-CM -PART II – PAPER I)

Distribution of Topics for Theory examination PG Hom CM_Part – II Paper I

- Hom PG-CM 14: Epidemiology of Non-communicable diseases as per homoeopathic concepts
- Hom PG-CM 15: National Health Programs and role of homoeopathy in its implementation
- Hom PG-CM 16: Demography & Family Planning
- Hom PG-CM 17: Maternal and Child health as per homoeopathic concepts
- Hom PG-CM 18: School health
- Hom PG-CM 19: Geriatric health as per homoeopathic concepts
- Hom PG-CM 20: Occupational health as per homoeopathic

PART II: COMMUNITY MEDICINE. (HOM-PG-CM -PART II – PAPER II)

Distribution of Topics for Theory examination PG Hom CM_Part – II Paper II

- Hom PG-CM 21: Mental health as per homoeopathic concepts
- Hom PG-CM 22: Management techniques
- Hom PG-CM 23: International and voluntary health agencies
- Hom PG-CM 24: Role of Social Sciences in Medicine
- Hom PG CM 25: Health Education and Communication
- Hom PG -CM 26: Information Technology in Health Care & Health Management Information System

TOPIC NAME: PG CM 14 EPIDEMIOLOGY OF NON-COMMUNICABLE DISEASES

<p>Topic Overview</p>	<p>This Topic will provide students of MD Hom (Community Medicine) to be able to - Describe epidemiology of non-communicable diseases as per homoeopathic concepts</p>
<p>Learning Outcomes</p>	<p>Competency 1: Define epidemiology of Non-Communicable Diseases</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. List Common chronic Non-Communicable Diseases (NCD) like Cancer, Diabetes, CVD (including RHD Hypertension, CAD etc.) stroke (CVA), obesity, accidents, blindness etc. 2. Define the chronic non-communicable diseases like Cancer, Diabetes, CVD (including RHD Hypertension, CAD etc.) stroke (CVA), obesity, accidents, blindness etc. <p>Skill</p> <ol style="list-style-type: none"> 1. Identify the risk factors both modifiable and non-modifiable Risk factors for each of the NCD 2. Identify the primordial preventive measures for each NCD 3. Identify the community level preventive measures <p>Reflection:</p> <ol style="list-style-type: none"> 1. Evaluate the effect of primordial prevention based on risk reduction <p>Competency 2: Describe epidemiology of all these chronic non-communicable diseases as per homoeopathy perspectives.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Discuss the role of miasm, maintaining cause and Accessory circumstances if any 2. Discuss the role of Constitutional medicines and ant miasmatic treatment <p>Skill</p> <ol style="list-style-type: none"> 1. Diagnose the patient nosologically 2. Interpret the investigation correctly 3. Find the totality of symptoms for individualistic prescription 4. Advise lifestyle modification and non-drug management such as diet, exercise, sleep as per the need, coping with work or domestic stress, yoga meditation etc. 5. Evaluate the effect of management

	<p>Reflection:</p> <ol style="list-style-type: none"> 1. Emphasize on record keeping and documentary evidence 2. Publish the outcome with a view to generating evidence even in certain cases even in improving the QoL of the patient, survival etc. <p>Competency 3: Understand Role of homoeopathy in control and prevention of non-communicable diseases</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Discuss different Levels of prevention (Primordial, Primary, Secondary and Tertiary) of NCD 2. Discus Medicines mentioned in Materia Medica, repertory for NCD <p>Skill</p> <ol style="list-style-type: none"> 1. Apply the Knowledge of Materia Medica, Organon of Medicine and Repertory for management of NCD <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review and prepare a therapeutic for the NCDS <p>Competency 4: Detail the National Health programmes related to NCD i.e. NPCDCS</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe in detail the National Health Programme related to NCD i.e. – NPCDCS <p>Skill</p> <ol style="list-style-type: none"> 1. Discuss the implementation of NPCDCS <p>Reflection: Role of Homoeopathy and homoeopaths in NPCDCS</p>
Learning Methods	Group Discussion, Case Based Learning, Seminar, Field screening
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	NA
Domains of competencies	K, PC, HO, CS, PBL

TOPIC NAME: PG CM 15 NATIONAL HEALTH PROGRAMMES

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - Describe the Various National Health Programmes
Learning Outcomes	Competency 1: Detail the Various National Health Programmes Knowledge: <ol style="list-style-type: none">1. List the various National Health Programmes2. Discuss the concepts and principles of National health programme3. Describe the goals, objectives and strategies adopted in various National Health programmes Skill <ol style="list-style-type: none">1. Identify the National Health programmes related to Communicable diseases (NVBDCP, NTBEP, LEP, MEP, Mission Indra Dhanush etc.)2. Identify the National Health programmes related to non-communicable diseases (NPCDCS)3. Identify the National Health programmes related to Malnutrition, POSHAN MAH, IDDCP, Anemia Mukh Bharat, etc.4. Identify the National Health programmes related to MCH care RMNCH+A, IMNCI, JSY, JSSK, Vandemataram MCTS, RBSK etc.5. Identify the National Health programmes related to Disease Surveillance IDSP etc.6. Identify the National Health programmes related to Geriatric Diseases7. Identify the National Health programmes related to Mental Health8. Identify the National Health programmes related to occupational Diseases9. Identify the National Health programmes related to any other disease or any other group as and when implemented Reflection:

	1. Review and explore the role of Homoeopathy and homoeopaths in the National Health programmes
Learning methods	Group Discussion, Case Based Learning, Seminar, Field visits
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	NA
Domains of competencies	K, PC, HO, CS, PBL

TOPIC NAME: PG CM 16 DEMOGRAPHY & FAMILY PLANNING METHODS

<p>Topic Overview</p>	<p>This topic will provide students of MD Hom (Community Medicine) to be able to - Identify demographic characteristics of community</p>
<p>Learning Outcomes</p>	<p>Competency 1: Identify demographic characteristics of community</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define Demography and demographic processes 2. Describe the various stages of Demographic cycle <p>Skill</p> <ol style="list-style-type: none"> 3. Identify the various Demographic characteristics of the community <p>Reflection:</p> <ol style="list-style-type: none"> 4. Historical and current Population trends in the World and in India <p>Competency 2: Provide the baseline information for planning, implementation and evaluation of any health program.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. List and Demographic Indicators (such as age and sex composition Age pyramids Sex ratio Dependency ratio Population densities, Literacy levels life expectancy etc.) <p>Skill</p> <ol style="list-style-type: none"> 1. Identify the Demographic Indicators of the community 2. Explain population dynamics <p>Reflection:</p> <ol style="list-style-type: none"> 1. Health needs of the population <p>Competency 4: Explain the use of various family welfare services</p> <p>Knowledge:</p>

	<ol style="list-style-type: none"> 1. Distinguish between Family Planning & Family welfare services 2. Define fertility and describe related statistics 3. Describe the contraceptive methods both spacing and terminal methods with their merit and demerits <p>Skill</p> <ol style="list-style-type: none"> 1. Explain fertility related statistics 2. Identify the suitable contraceptive methods as per need of the client with advantage and disadvantages of each of the methods <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review the recent contraceptive options for prevention of unwanted pregnancy 2. Need for family welfare services in population control including contraceptives and MTP 3. Related Regulations
Learning Methods	Group Discussions, Practical, Demonstration, Seminar
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL

TOPIC NAME: PG CM 17 MATERNAL AND CHILD HEALTH AS PER HOMOEOPATHIC CONCEPTS

<p>TOPIC Overview</p>	<p>This topic will provide students of MD Hom (Community Medicine) to be able to - Explain all aspects of Maternal and Child health as per homoeopathic concepts.</p>
<p>Learning Outcomes</p>	<p>Competency 1: Study the Historical Evolution of RMNCH+A concept</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe the Historical Evolution of RMNCH+A concept 2. Discuss why Mother and Child health is a priority issue and to be studied together <p>Skill</p> <ol style="list-style-type: none"> 1. Identify the indicators for MCH care and their trend 2. Identify the factors associated with health issues of Mother & Child <p>Reflection:</p> <ol style="list-style-type: none"> 1. Recalling the gap in accessibility, affordability of services <p>Competency 2: Discuss the concept of maternal Health and factors affecting it.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define maternal mortality ratio and maternal mortality rate 2. Discuss Causes & Preventive Measures for MMR <p>Skill:</p> <ol style="list-style-type: none"> 1. Identification of high-risk pregnancy 2. Explain Role of Homoeopathy in ANC, INC & PNC 3. Explain the role of Family planning <p>Reflection:</p> <ol style="list-style-type: none"> 1. Recall experience in treating problems associated with ANC, INC& PNC with Homoeopathy

	<p>2. Record and document cases</p> <p>Competency 3: Explain Role of homoeopathy in Adolescent Health</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Discuss the health issues of Adolescent Girl like Physical and Psychological changes related to the age, Menstrual hygiene, Anemia, teen age pregnancy, early marriage Unwanted pregnancy, RTI, STI etc. <p>Skill:</p> <ol style="list-style-type: none"> 1. Identify the health issues of Adolescent relevant to local needs 2. Apply techniques of health education and peer education in improving the health of the Adolescent <p>Reflection:</p> <ol style="list-style-type: none"> 1. Justify the importance of Health education and peer education in improving the health of the Adolescent <p>Competency 4: Describe Child Health</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Discuss Causes & Preventive Measures for early neonatal, late neonatal, post neonatal, infant, Under 5 mortalities 2. Detail the National Health programmes related to Mother and Child health <p>Skill</p> <ol style="list-style-type: none"> 1. Identify role of Homoeopathy in neonatal, early neonatal, late neonatal, post neonatal, infant, under five childcares <p>Reflection:</p> <ol style="list-style-type: none"> 1. Plan & suggest the incorporation of homoeopathic intervention in RMNCH+A.
Learning methods	Case based, Group Discussions, Practical Seminar
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached

Domains of competencies	K, PC, HO, CS, PBL
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TOPIC NAME: PG CM 18 SCHOOL HEALTH PROGRAM

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - Plan and conduct a school health program for screening, treatment and referral for various conditions affecting health in school going children, as per homoeopathic perspective
Learning Outcomes	<p>Competency 1: Plan and conduct school health programs for screening, treatment and referral of various conditions affecting health, as per homoeopathic perspectives</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe the concept of school health from historical perspective 2. Describe the aspects of school health services 3. List the defects diseases deficiencies developmental delays that are screened in school health services <p>Skill</p> <ol style="list-style-type: none"> 1. Plan and conduct school health programs for screening, treatment and referral of various conditions affecting health, of school children as per homoeopathic perspectives. <p>Reflection:</p> <ol style="list-style-type: none"> 1. Explore the Scope of Homoeopathy in learning disability, behavioral disorders and in growth and developmental delays, skin, eye, ENT conditions of school children. 2. Review Rastriya Bal Swasthya Karyakram (RBSK) and suggest the Homoeopathic interventions in such programmes
Learning Methods	Practical, Group Discussions, Seminar, Field visit
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of	K, PC, HO, CS, PBL

competencies	
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TOPIC NAME: PG CM 19 – GERIATRIC DISEASES AND DISORDERS AND THEIR HOMOEOPATHIC MANAGEMENT

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to – Describe and Plan and administer services for elderly
Learning Outcomes	<p>Competency 1: Define epidemiology</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe common geriatric diseases and disorders 2. Describe in detail the national health program for Elderly <p>Skill</p> <ol style="list-style-type: none"> 1. Identify the scope of homoeopathy in geriatric disorder <p>Reflection:</p> <ol style="list-style-type: none"> 1. Recall National Programme for Health Care of the elderly (NPHCE) 2. Recall and record the experience of treating geriatric diseases with homoeopathy
Learning methods	Group discussion, Practical, Field visits
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL

TOPIC NAME: PG CM 20 EPIDEMIOLOGY OF OCCUPATION RELATED DISEASES AND CONDITIONS AS PER HOMOEOPATHIC CONCEPTS

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to – Describe various Occupational health diseases, Classify the causes of Occupational health diseases, Preventive Measures and related Legal Provisions and Acts and Welfare Schemes.
Learning Outcomes	<p>Competency 1: Describe epidemiology of occupation related diseases and conditions as per homoeopathic concepts</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define Occupational Health and related terminologies 2. List Occupation related diseases 3. Classify the causes of Occupational Diseases <p>Skill</p> <ol style="list-style-type: none"> 4. Discuss Role of Homoeopathy in occupational diseases 5. Details of the related Acts and regulations, 6. Implementation of Employee Welfare Schemes <p>Reflection:</p> <ol style="list-style-type: none"> 1. Role of Homoeopath in the implementation of ESI, Work Man Compensation Act, Factories Act Child Labour Act, Gender Equity at workplace etc.
Learning methods	Group Discussion, Field visit, Seminar
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of	K, CC, HO, CS, PBL

competencies	
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PART II: COMMUNITY MEDICINE. (HOM-PG-CM -PART II – PAPER II)

TOPIC NAME: PG CM 21 MENTAL HEALTH AND HOMOEOPATHY

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - Describe epidemiology of Mental health as per homoeopathic concepts
Learning Outcomes	Competency 1: Describe epidemiology of Mental health as per homoeopathic concepts Knowledge: <ol style="list-style-type: none">1. Describe Mental Health2. Describe the characteristics of Mentally healthy person3. List Warning signals of poor mental health4. Classify Mental illness from homoeopathic and conventional medicine point of view3. Discuss the causes. Prevention, treatment and rehabilitation of Mental Health issues4. Define drug dependency and its epidemiological triad Skill : <ol style="list-style-type: none">1. Understands the concepts of mental health.2. Act at individual or community level to control mental health problems.3. Management of Mentally ill patient as per Homoeopathy4. Appreciate the role of Counselling and referral if needed Reflection: <ol style="list-style-type: none">1. Review the comprehensive mental health Action plan2. Recall and document personal experiences of managing mentally ill

	patient and describe the scope of and limitation of homoeopathy
Learning methods	Group discussion, Seminar, Field visits
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	As per the attached list
Domains of competencies	K, CC, HO, CS, PBL

TOPIC NAME: PG CM 22: HEALTH PLANNING AND MANAGEMENT

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - Apply Management techniques for planning, implementation and evaluation of any health program / activity. Describe Planning Cycle and Management in health care system
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Learning Outcomes

Competency: 1 Human Resource Management

Knowledge:

1. Describe various Human resource management theories

Skill

1. Asses the need, Assign Job description and complete recruitment process, retention and promote positive workplace Management
2. Apply HR management techniques for planning, implementation and evaluation of any health program / activity.

Reflection:

1. Team building qualities

Competency 2: Describe various material resources management techniques

Knowledge:

1. Describe the Purchase and Procurement cycle
2. Describe various processes of Inventory Management techniques
3. Describe Preventive maintenance (AMC)
4. Describe the Condemnation process and disposal of items

Skill:

1. Optimal use of resources especially Materials their maintenance and proper disposal

Reflection:

1. Identification of suboptimal use of resources in the working environment and suggest remedial measure
- 2.

Competency 3: Describe various Financial Management and budgeting techniques

Knowledge:

1. Describe various types of Budgeting

Skill

1. Financial approvals from competent authorities
2. Proper keeping financial records

	<p>3. Auditing</p> <p>4. Apply existing Financial Regulations</p> <p>Reflection:</p> <p>1. Wise use of financial resources</p> <p>Competency 4: Describe Time Management</p> <p>Knowledge:</p> <p>1. Define time management</p> <p>Skill</p> <p>1. Effective time management with Prioritizing</p> <p>Reflection:</p> <p>1. Stopping the leakage</p> <p>Competency 4: Describe Stress Management technique</p> <p>Knowledge:</p> <p>1. Describe various stress management models</p> <p>Skill</p> <p>1. Responding rather than reacting</p> <p>Reflection:</p> <p>1. Enjoy while working</p>
Learning Methods	Group Discussion, Seminar, Workshop, Practical, Conferences
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of competencies	K, CC, HO, CS, PBL

TOPIC NAME: PG CM 23:

INTERNATIONAL HEALTH AGENCIES

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - Describe various International Health Agencies and their functions
Learning Outcomes	Competency 1: Define epidemiology Knowledge: <ol style="list-style-type: none">1. List of various International and voluntary health agencies2. Describe the various International and voluntary health agencies3. Discuss Global Health, One health concept4. Discuss the recognition of Ayush system in general and homoeopathy in particular by international health agencies Skill: <ol style="list-style-type: none">1. Explain the functions of various international agencies like WHO, UNICEF etc.2. Discuss the role of WHO, UNICEF etc. especially at the time of Disasters and war like situations and pandemics Reflection: <ol style="list-style-type: none">1. Discuss Global Health, One health concept
Learning Methods	Group Discussions, Seminar, eLearning, Conferences
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of competencies	K, CC, HO, CS, PBL

TOPIC NAME: PG CM 24 ROLE OF SOCIAL SCIENCES IN MEDICINE

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to – Appreciate role of Social Sciences in Medicine
Learning Outcomes	<p>Competency 1: Role of Social Sciences in Medicine</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Discuss Concepts in Sociology, Psychology, Social Psychology, Socioeconomic status and Occupation, community etc 2. Discuss the Role Cultural Factors in Health and Disease <p>Skill:</p> <ol style="list-style-type: none"> 1. Understand how faith, age-old belief, norms, customs, religious practices play an important role in health and diseases. 2. Explain lifestyle modifications required for better health <p>Reflection:</p> <ol style="list-style-type: none"> 1. Relate the socialization process leading to various illness <p>Competency 2: Doctor Patient Relationship</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Discuss the issues in establishment of good Doctor Patient Relationship <p>Skill:</p> <ol style="list-style-type: none"> 1. Understand patient prospective in illness 2. Understand the social cultural economic background of the patient in development of the disease 3. Communicate effectively with patients <p>Reflection:</p> <ol style="list-style-type: none"> 1. Recollect the experiences where doctor patient relationship worked for the betterment of the patient <p>Competency 3: Understand the role of Medical social worker in community activities</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Discuss who is a medical social worker 2. List the social problems 3. Discuss about the social problems

	<p>Skill:</p> <ol style="list-style-type: none"> 1. Social Mobilization 2. Social Marketing <p>Reflection:</p> <ol style="list-style-type: none"> 1. Understand the role of Medical social workers in community activities/ services
Learning Methods	Group discussion, Seminar, Field visits
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL, Prf

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to – Use effectively Health education and communication methods for delivery of better health care services
Learning Outcomes	<p>Competency 1: Effective use of health communication</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define Communication and its components 2. Discuss the types of communication 3. Describe the barriers of Communication 4. Describe Health Communication and its functions <p>Skill:</p> <ol style="list-style-type: none"> 1. Effective use of Health communication <p>Reflection:</p> <ol style="list-style-type: none"> 1. Role of motivation persuasion counselling etc. in health care delivery <p>Competency 2:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 2. Define health education 3. Discuss the various approaches and models to health education 4. Discuss the principles of health education 5. Discuss the Methods of Health Communication with their merits and demerits <p>Skill:</p> <ol style="list-style-type: none"> 1. Practice of Health Education <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review the Individual, group and mass approaches of health communication
Learning methods	Group discussion, Group participation, Practical, Role play
Assessments	MCQ, SAQ, Formative assessment

Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL

TOPIC NAME: HOM PG -CM 26: HEALTH MANAGEMENT INFORMATION SYSTEM

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to -Use Health Information management system and use information of a patient through EHR - Electronic Health Records to understand the history and status of the patient to provide quality and personalized health care as well as the community care.
Learning Outcomes	<p>Competency 1: Use of HMIS and application of</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Describe Health Management Information System (HMIS) 2. Discuss the components of HMIS 3. Discuss the features and benefits of HMIS <p>Skill:</p> <ol style="list-style-type: none"> 1. Use of HMIS, MCTS (Mother and child tracking system) etc. 2. Use of various EHR (Electronic Health Records) <p>Reflection:</p> <ol style="list-style-type: none"> 1. Review the benefits and challenges in the use of HMIS 2. Use of HMIS for homoeopathic case taking
Learning Methods	eLearning, Practical, Group discussion, Skill lab, Field visit
Assessments	MCQ, SAQ, Formative assessment
Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL

V. ASSESSMENT

M.D.(Hom.) Part-II	Formative Assessment (Internal Assessment)	Summative Assessment (University Examination)
	1st Term Test: During twenty fourth month of training	During thirty sixth month of training
	2nd Term Test: During thirtieth month of training	

VII (1). M.D. (HOMOEOPATHY) PART-II EXAMINATION

MAXIMUM MARKS FOR EACH SUBJECT AND MINIMUM MARKS REQUIRED TO PASS SHALL BE AS FOLLOWS:

Subjects	Theory		Practical or clinical exams including Viva-Voce and dissertation	
	Maximum Marks	Pass Marks	Maximum Marks	Pass Marks
Community Medicine. Paper 1	100	50	200* (160 + 40) (Summative Assessment 160 Marks)	100* (80 + 20) (Summative Assessment 80 Marks)
Community Medicine. Paper 2	100	50	(Internal Assessment 40 Marks)	(Internal Assessment 20 Marks)

*(*A common practical exam for paper I and II (100 marks practical + 100 marks viva) shall be conducted; twenty per cent. Weightage shall be for internal assessment, which shall be calculated for practical or clinical including viva voce only. One internal assessment of 40 marks [20 marks (practical or clinical) + 20 marks (viva voce)] after each term of six months and average of two terms shall be considered. *Eighty per cent. weightage shall be for summative assessment).*

VII (2). ASSESSMENT BLUEPRINT – THEORY

(Benchmarked by the module-wise distribution.)

VII (2A). DISTRIBUTION OF TOPICS FOR THEORY-BASED ASSESSMENT.

TYPES OF QUESTIONS WITH MARKS

Types of question	No. of questions to be asked	Marks per question	Total
Problem Based Question	01	20	20
Long Answer Question	04	10	40
Short Answer Question	08	05	40
Total			100

Part II – Paper 1. Topic Numbers

- Hom PG-CM 14: Epidemiology of Non-communicable diseases as per homoeopathic concepts
- Hom PG-CM 15: National Health Programs and role of homoeopathy in its implementation
- Hom PG-CM 16: Demography & Family Planning
- Hom PG-CM 17: Maternal and Child health as per homoeopathic concepts
- Hom PG-CM 18: School health
- Hom PG-CM 19: Geriatric health as per homoeopathic concepts
- Hom PG-CM 20: Occupational health as per homoeopathic

Part II – Paper 2. Topic Numbers

- Hom PG-CM 21: Mental health as per homoeopathic concepts
- Hom PG-CM 22: Management techniques
- Hom PG-CM 23: International and voluntary health agencies
- Hom PG-CM 24: Role of Social Sciences in Medicine
- Hom PG CM 25: Health Education and Communication
- Hom PG -CM 26: Information Technology in Health Care & Health Management Information System

Distribution of Marks for Theory Examination Hom PG CM_PART - II Paper 1

Sl no	Type of Question	Topic code	Topic	Marks
1.	Problem Based	Hom PG CM 14:	Epidemiology of non-communicable diseases as per Homoeopathic concepts	20
2.	LAQ	Hom PG CM 15:	National health programs and role of Homoeopathy in its implementation	10
3.	LAQ	Hom PG CM 17:	Maternal and Child health as per homoeopathic concepts	10
4.	LAQ	Hom PG CM 20:	Occupational health as per Homoeopathic concepts	10
5.	LAQ	Hom PG CM 20:	Occupational health as per Homoeopathic concepts	10
6.	SAQ	Hom PG CM 16:	Demography & Family Planning	05
7.	SAQ	Hom PG CM 18:	School health	05
8.	SAQ	Hom PG CM 19:	Geriatric health as per homoeopathic concepts	05
9.	SAQ	Hom PG CM 20:	Occupational health as per Homoeopathic concepts	05
10.	SAQ	Hom PG CM 16:	Demography & Family Planning	05
11.	SAQ	Hom PG CM 17:	Maternal and Child health as per homoeopathic concepts	05
12.	SAQ	Hom PG CM 18:	School health	05
13.	SAQ	Hom PG CM 19:	Geriatric health as per homoeopathic concepts	05

Distribution of Marks for Theory examination Hom PG CM_Part - II Paper 2

Sl no	Type of Question	Topic code	Topic	Marks
1.	SAQ	Hom PG CM 22:	Management techniques	20
2.	LAQ	Hom PG CM 24:	Role of Social Sciences in Medicine	10
3.	LAQ	Hom PG -CM 26:	Information Technology in Health Care & Health Management Information System	10
4.	LAQ	Hom PG CM 21:	Mental Health as per Homoeopathic concepts	10
5.	LAQ	Hom PG CM 22:	Management techniques	10
6.	SAQ	Hom PG CM 21:	Mental Health as per Homoeopathic concepts	05
7.	SAQ	Hom PG CM 23:	International and voluntary health agencies	05
8.	SAQ	Hom PG CM 25:	Health education and Communication	05
9.	SAQ	Hom PG -CM 26:	Information Technology in Health Care & Health Management Information System	05
10.	SAQ	Hom PG CM 23:	International and voluntary health agencies	05
11.	SAQ	Hom PG CM 24:	Role of Social Sciences in Medicine	05
12.	SAQ	Hom PG CM 25:	Health education and Communication	05
13.	SAQ	Hom PG -CM 26:	Information Technology in Health Care & Health Management Information System	05

VII (3). ASSESSMENT BLUEPRINT –PRACTICAL / VIVA.

VII (3A). CLINICAL EXAMINATION.

CLINICAL		
1	Internal Assessment	20 Marks
2	One Long Case	50 Marks
3	One Short case	20 Marks
4	Logbook	5 Marks
5	Micro Teaching	5 Marks
Total		100 Marks

VII (3B). VIVA VOCE.

VIVA		
1	Internal Assessment	20 Marks
1	Discussion of Synopsis	20 Marks
2	Viva (Applied Homoeopathy, Clinical understanding, Laboratory / Imaging investigations – (20 + 20 + 20)	60 Marks
Total		100 Marks

List of Suggested Books for Reading

SI No	
1.	Austin, D., & Werner, S. (2014). <i>Epidemiology for the Health Sciences: A Primer on Epidemiologic Concepts and their uses</i> . Charles C Thomas.

2.	Baxter, P., Aw, T.-C., Cockcroft, A., Durrington, P., & Harrington, J. M. (2011). <i>Hunter's diseases of occupations</i> . CRC Press.
3.	Bender, G. A. (1966). <i>Great moments in medicine stories by George A. Bender</i> . Northwood Inst. Press.
4.	Bennett, A. E. (1978). <i>Recent advances in Community Medicine</i> . Churchill Livingstone; Distributed by Longman.
5.	Blaser, M. J., Cohen, J. I., & Holland, S. M. (2025). <i>Mandell, Douglas, and Bennett's Principles and Practice of Infectious Diseases 2 Vol.</i> (Vol. I&II). Elsevier Science Health Science.
6.	Bonita, R., Beaglehole, R., & Kjellström, T. (2006). <i>Basic epidemiology R. Bonita, R. Beaglehole, T. kjellström</i> . Organization Mundial de la Salud.
7.	Clark, D. W., & MacMahon, B. (1981). <i>Preventive and Community Medicine</i> . Little, Brown.
8.	Critchley, M. (1978). <i>Butterworth Medical Dictionary</i> . Butterworths.
9.	Detels, R. (2015). <i>Oxford Textbook of Public Health</i> . Oxford University Press.
10.	Devettere, R. J. (2016). <i>Practical decision making in health care ethics: Cases, concepts, and the virtue of prudence, fourth edition</i> . Georgetown University Press.
11.	Dubos, R. J. (1970). <i>Man, medicine and environment</i> . Penguin.
12.	English, D. C. (1994). <i>Bioethics: A clinical guide for medical students</i> . W.W. Norton.
13.	F.N, Jhonson & S., Jhonson (1977). <i>Clinical Trials</i> . Blackwell Scientific Publications.
14.	GD, F. M. (2003). <i>Premier of Epidemiology</i> . Mac Graw Hill.
15.	Hanlon, J. J. (1974). <i>Public Health Administration and Practice</i> . MOSBY.
16.	Hannekens, C. H., Buring, J. E., & Mayrent, S. L. (2013). <i>Epidemiology in medicine</i> . Wolters Kluwer Health.
17.	Hills, A. B. (1971). <i>Principles of Medical Statistics</i> (9th Edition). Oxford University Press.
18.	Hogarth, J. (1975). <i>Glossary of Health Care Terminology, Geneva, WHO</i> . WHO.
19.	Jaggi, O. P. (1981). <i>Āyurveda--Indian system of medicine</i> . Atma Ram.
20.	Kishore, J. (2001). <i>National Health Programmes of India: National policies & legislations related to health</i> . Century Publications.
21.	Kishore, J. (2002). <i>A dictionary of public health</i> . Century Publications.
22.	Last, J. M. (2025). <i>A Dictionary of Epidemiology</i> (M. S. Porta, Ed.). Oxford University Press.
23.	Le Riche, W. H., & Milner, J. (1974). <i>Epidemiology as medical ecology</i> . Churchill Livingstone.
24.	MacMahon, B., & Pugh, T. F. (1970). <i>Epidemiology: Principles and methods</i> . Little, Brown and Company.
25.	Malone, M. A. (2013). <i>Infectious disease</i> . Elsevier Health Sciences.
26.	Maxcy, K. F., Last, J. M., & Wallace, R. B. (1992). <i>Maxcy-Rosenau-Last Public Health & Preventive Medicine</i> . Appleton-Century-Crofts.
27.	McKeown, T., & Lowe, C. R. (1977). <i>An introduction to social medicine</i> . Blackwell Scientific.
28.	<i>Medical epidemiology</i> . (2005). . Appleton & Lange.
29.	Morris, J. N. (1975). <i>Uses of epidemiology</i> . Churchill Livingstone.
30.	Mouman, G. P. (1996.). <i>The Biological and Clinical basis of Infectious Disease</i> .

	Saunders.
31.	Nash, A., Dalziel, R. G., Fitzgerald, J. R., & Mims, C. A. (2016a). <i>Mims' pathogenesis of infectious disease</i> . Elsevier/AP.
32.	Nash, A., Dalziel, R. G., Fitzgerald, J. R., & Mims, C. A. (2016b). <i>Mims' pathogenesis of infectious disease</i> . Elsevier/AP.
33.	NELSON, K. E. (2025). <i>Infectious disease epidemiology theory and practice</i> . JONES & BARTLETT LEARNING.
34.	Noble, J. (1976). <i>Primary care and the practice of medicine</i> . Little, Brown.
35.	Olsen, J., Murray, J., Christensen, K., & Ekbohm, A. (2010). <i>An Introduction to Epidemiology for Health Professionals</i> . Springer.
36.	Pagano, M., Gauvreau, K., & Mattie, H. (2022). <i>Principles of Biostatistics</i> . CRC Press.
37.	Park, K. (2023). <i>Parks Textbook of Preventive and Social Medicine</i> . M/s Banarasidas Bhanot Publishers.
38.	Passmore, R. (1980). <i>Handbook on human nutritional requirements</i> .
39.	R., B., & Bonita, R. (n.d.). <i>Public Health at The Cross Road: Achievements and Prospects</i> . Cambridge University Press, .
40.	Ramsay, A. M., & Emond, R. T. D. (2013). <i>Infectious diseases</i> . Elsevier Science.
41.	Roandaal, J. A. (2007). <i>Vector control</i> . AITBS Publishers.
42.	Shrivastava, O. S. (1983). <i>A textbook of demography: With economics of manpower supply & manpower demand</i> . Vikas Pub. House.
43.	Siegel, A. F. (1998). <i>Statistics and data analysis: An introduction</i> . John Wiley & Sons.
44.	Siegrist, H. E. (1951). <i>A history of medicine</i> . (Vol. I&II). Oxford Univ. Press.
45.	Stanberry, L. R., & Rosenthal, S. L. (n.d.). <i>Sexually Transmitted Diseases Vaccines, Prevention, and Control</i> . Academic Press.
46.	Susser, M., Watson, W., & Hopper, K. (1985). <i>Sociology in medicine</i> . Oxford University Press.
47.	Taneja, D. K., & Banerjee, B. (2015). <i>Health policies and programmes in India</i> . Doctors Publications.
48.	Tuckett, D. (2013). <i>An introduction to medical sociology</i> . Taylor and Francis.

Journals for Critical Review

1. Indian Journal of Community Medicine.
2. Indian Journal of Public Health.

3. Indian Journal of Community Health.
4. Journal of Communicable Diseases.
5. Indian Journal of Maternal & Child Health.
6. Indian Journal of Preventive and Social Medicine.
7. Indian Journal of Occupational Health & Industrial Medicine.
8. Indian Journal of Medical Research.
9. National Medical Journal of India.
10. Indian Journal of Malariology.
11. Indian Journal of Environmental Health.
12. Indian Journal of Medical Education.
13. Journal of Indian Medical Association.
14. Journals of Medicine, Pediatrics, OBG, Skin & STD, Leprosy, Tuberculosis & Chest Diseases (For Reference).

International journals

1. WHO Publications – All
2. Journal of Epidemiology & Community Health.
3. Tropical Diseases Bulletin.
4. Vaccine.
5. American Journal of Public Health.
6. Lancet.
7. New England Journal of Medicine.

PART I PAPER 2

I. TITLE OF THE SPECIALITY TOPIC, AND ITS ABBREVIATION.

Fundamentals of Clinical Medicine in the field of Post Graduate Homoeopathic Community Medicine Hom-PG-CM- Part I- Paper 2

II. BRIEF DESCRIPTION OF SPECIALITY AND ITS RELEVANCE IN HOMOEOPATHY POST-GRADUATE COURSE.

This paper deals with the clinical stream to provide a foundation for homoeopathic practice and therefore is expected to deliver the basic clinical approach. This paper supports the evolution of an integrated approach to relating clinical symptomatology with homoeopathic fundamentals, including the miasmatic interpretation in the context of Homoeopathic Repertory. This intends to impart knowledge for a basic clinical approach required by a homoeopathic professional for practicing clinical medicine concerning homoeopathic principles in general and Community medicine in particular.

The purpose of this paper is to advance the knowledge and skill of the postgraduate student in the field of clinical medicine so that he can integrate the homoeopathic principles and concepts in the field of clinical medicine at individual level and community medicine at population level. Fundamentals of clinical medicine in homoeopathic Community Medicine will impart knowledge of the basic clinical approach needed by a clinician for the practice of Medicine while relating it to homoeopathic principles and application to study of Community Medicine.

III. Course outcome:

1. Apply evidence based homoeopathic practice to the field of Community Medicine
2. Relate symptomatology and clinical examination to Community Diagnosis
3. Evaluate differential diagnosis by symptom-based approach in the field of Community Medicine
4. Interpret investigation and find its applicability in the field of Community Medicine
5. Perform homoeopathic case taking based on homoeopathic principles and use the same in the field of community medicine
6. Relate the different cause and effect relationship in case taking and correlate it to the field of community medicine
7. Assemble data from the case taking and correlate to suitable Homoeopathic drug and find its applicability in community medicine
8. Apply direction of clinical management from homoeopathic perspective and extend it to the field of community medicine along with other ancillary measures
9. Relate the miasm and susceptibility of the patient to the symptoms of drugs in Homoeopathic Materia Medica and apply it to the field of community medicine
10. Display ethical standards in clinical as well as Community practice.

IV. TOPICS AND TOPIC OBJECTIVES.

PART I PAPER II: FUNDAMENTALS OF CLINICAL MEDICINE IN COMMUNITY MEDICINE (HOM-PG-CM)

(I) HOM-PG-FMCM -01

IN INTRODUCTION TO THE PRACTICE OF EVIDENCE BASED HOMOEOPATHY IN THE FIELD OF COMMUNITY MEDICINE

- a) Concept of evidence-based practice in Homoeopathy and its application in Community Medicine
- b) Importance of developing an ethical base while adhering to the above

(II) Hom-PG-FMCM -02

DEVELOPING A BASIC CLINICAL APPROACH.

All the following content has to be delivered through clinical cases and bedside clinic

- a. Correlative study of normal structure and function to reveal structural and functional integrity in Health and understanding the clinical and Hahnemannian concept of health through clinical cases
- b. Role of Control Systems (Psycho-Neuro-Endocrine axis and the Reticulo-endothelial System) in the maintenance of Health and initiating the process of breakdown and onset of illness
- c. Different components which influence health at individual, family and community level lead to insight into preventive and community medicine through Hahnemannian philosophy of holistic health.
- d. Concept of predisposition and disposition and its influence on development of diseases and its extension to the field of Community Medicine
- e. Bio-psycho-social and environmental model of Etiology and correlating with the Hahnemannian concept of causation and evolution of disease and its applicability to the field of Community Medicine
- f. Development of a Symptom as an indication of loss of functional competence followed by loss of structural integrity – the pathogenesis of symptom formation and the Hahnemannian concept of disease and its expression and application to Community Medicine
- g. Clinico-pathological correlations and the concept of a syndrome and its utility in understanding miasmatic evolution and finding its reflection in the field of community medicine
- h. Bed side- General and Systematic examination and understanding their basis
- i. Role of physical examination and clinical investigation in the study of disease and miasm.
- j. Understanding the process of clinical diagnosis and community Diagnosis

- k. Importance of differential diagnosis-probable diagnosis and final diagnosis and find its reflection in the field of community medicine such as suspected case probable case and confirmed case in the community.

Following study shall help in building clinical application

- a. Predisposition:
- b. Causation and modifying factors:
- c. Pathogenesis, Pathology, Clinico-pathological and miasmatic correlations with pathological result
- d. classification and evolution of disease according to varying expressions of susceptibility:
- e. Case taking, examination, investigation, and approach to clinical diagnosis:
- f. Differential diagnosis:
- g. Management-General and Homoeopathic:
 - i. General Management
 - ii. Standard management: Detailed aspects of currently accepted medication from modern medicine, their pharmacological effects, their management and adverse drug reactions and ways in which they affect the susceptibility of the patient. And choosing appropriate rubrics for the state
This may include the following
 - iii. Principles of Homoeopathic management:
 - 1. Scope and limitations:
 - 2. Role of different forces:
 - 3. Potency and repetition:
 - 4. Follow up management:
- h. Prognosis
- i. Future advances

(III.) Hom-PG-FMCM -03

STUDYING THE CARDINAL MANIFESTATIONS OF DISEASE THROUGH THEIR PATHOPHYSIOLOGY WITH HAHNEMANNIAN CLASSIFICATION OF SYMPTOMS AND MIASMATIC CLASSIFICATION AND REPRESENTATION IN REPERTORY THROUGH CLINICAL CASES AND BEDSIDE

- a. Pain
 - i. Pain: Pathophysiology
 - ii. Chest Pain
 - iii. Abdominal pain
 - iv. Headache
 - v. Back and Neck pain
- b. Fever-types
- c. Alteration in Nervous system functions
 - i. Faintness, syncope, dizziness, vertigo
 - ii. Weakness, myalgias, imbalance

- iii. Numbness, tingling and sensory loss
- iv. Acute confessional states
- v. Aphasias
- vi. Memory loss and dementia
- vii. sleep disorder
- d. Alteration in Respiratory and Circulation
 - i. Dyspnea
 - ii. Cough and hemoptysis
 - iii. Cyanosis
 - iv. Edema
 - v. Shock
- e. Alteration in Gastrointestinal functions
 - i. Dysphagia
 - ii. Nausea, vomiting, indigestion
 - iii. Diarrhoea and Constipation
 - iv. Weight loss
 - v. Gastrointestinal bleeding
 - vi. Jaundice
 - vii. Abdominal swelling and ascites
- f. Alteration in Urinary functions and electrolytes
 - i. Incontinence and lower urinary symptoms
 - ii. Urinary abnormalities
- g. Alteration in Reproductive and Sexual functions
 - i. Erectile dysfunction
 - ii. Disturbances of Menstruation
 - iii. Leucorrhoea
 - iv. Hirsutism
 - v. Infertility
- h. Alteration in Skin functions
 - i. Itching
 - ii. Eruptions
 - iii. Disorders of pigmentation
- i. Hematological alterations
 - i. Anemia
 - ii. Bleeding
 - iii. Enlargement of Lymph nodes and spleen

(IV) HOM-PG-FMCM -04:

BASIC CONCEPTS OF NUTRITION, NUTRITIONAL DISEASES, AND MIASMATIC ASSESSMENT

- Basic Concepts of Nutrition, Nutritional Diseases, and miasmatic assessment
- a. Nutritional and Dietary assessment
 - b. Malnutrition
 - c. Vitamin and Mineral deficiency
 - d. Obesity
 - e. eating disorders

(V) HOM-PG-FMCM 05:

INTERPRETATIONS OF LABORATORY AND RADIOLOGICAL INVESTIGATIONS

- a. Hematology - All basic tests
- b. Serology
- c. Biochemistry
- d. Microbiology
- e. Special tests – Hormonal Assays – Thyroid function tests, LH, FSH, Prolactin, TORCH, Triple marker, IgG/ IgM, HLA B27, Beta HCG, Anti-thyroid antibodies, Anti-cardiolipin antibodies.
- f. Basis Concepts of Radio Imaging like X-rays, CT, MRI
- g. USG
- h. ECG (Basic applications)

V. TOPIC DESCRIPTION

The following are the individual examples from each of the above mentioned topic.

HOM-PG-FMCM-01

- Deriving patterns of Disease and Health in Community from the experience of Well and Sick
- Authentic data publication in journals and dissertation.
- Truthfulness in writing the right symptoms/ clinical condition choosing right definitions.
- Publication ready document which ensures free of plagiarism and no manipulation of data

HOM-PG-FMCM-02

- Patho – physiological processes involved in genesis of Fever
- Role of Agent Host & Environmental factors in genesis of Fever.
- Appropriate enquiry about the occurrence of Fever cases in any Community
- Representation of fever related rubrics and Medicines in applicable Repertories & Materia Medica
- Advice appropriate investigations to find out the cause of fever
- Remedial Measures for reduction of Fever cases individually and in any Community with study of related protocols as per guidelines of National Programmes.

HOM-PG-FMCM-03

- Learn various pathological conditions leading to Cough & Hemoptysis
- Role of predisposition and dispositions prone for Cough & Hemoptysis

- Identify clinical and homoeopathic data relate the Cough & Hemoptysis with examination findings differential diagnosis of the Cough & Hemoptysis
- Define various pathogenesis, clinicopathological correlation and miasmatic correlation
- Identify causation at the level of bio-psycho-social-cultural-economical - political-religious responsible for the Cough & Hemoptysis
- Classification of the diseases with Cough & Hemoptysis from Hahnemannian classification
- Necessary Investigations to pinpoint the diagnosis as well its importance from community perspective following protocols for such diagnosis
- Scope and limitation of homoeopathic management for the same
- National Programs for reduction of diseases associated with Cough & Hemoptysis both in children and adults.

HOM-PG-FMCM-04

- Etiopathogenesis of Iron Deficiency Anemia
- Conclude etiopathogenesis of Iron Deficiency Anemia from homoeopathic perspective
- Clinical features and complications /consequences associated with Iron Deficiency Anemia
- Plan investigation for confirmation of diagnosis of Iron Deficiency Anemia
- Clinical differentiation of symptoms for assessment of nosological diagnosis
- Hahnemann's concept and modern medicine for the understanding of Iron Deficiency Anemia
- Plan Diet as regimen as per the nosological diagnosis and Hahnemann's directions.
- Classify the symptoms with analysis and evaluation
- Choose appropriate approach
- Differentiate closely coming Materia medica drugs
- Plan the line of management (Medicinal and/or auxiliary management)
- Plan Strategy for homoeopathic management

HOM-PG-FMCM-05

- Various patho-physiological processes involved in genesis of various diseases and appropriate Investigations
- Correlate Subjective and objective signs and symptoms with the laboratory Investigations
- Importance of Screening in detecting diseases at community level for early diagnosis Treatment
- Scope of homoeopathy in any diseases both at individual & Community Levels

HOM-PG-FMCM -01

Topic Overview:	This topic will provide students of MD Hom (Community Medicine) with an overview of the significance of displaying ethical based clinical practice in Community Medicine.
Learning Outcomes:	<p>COMPETENCY: HOM-PG-FMCM-01: IDENTIFIES ETHICAL BASED CLINICAL PRACTICES IN COMMUNITY MEDICINE.</p> <p>KNOWLEDGE</p> <ol style="list-style-type: none">1. Master the application of Autonomy (right to refuse), Beneficence (doing good), non-maleficence (do no harm), and Justice (fair distribution of health resources).2. Understand that in outbreaks, the "Police Power" of the state (e.g., mandatory quarantine) may override individual autonomy for Population Health Benefit.3. Study the ICMR Ethical Guidelines for community-based trials, focusing on "Vulnerable Populations" (slum dwellers, illiterate groups, tribal communities).4. Learn the ethics of Triage: priorities at the time of crisis.5. Describes the process of deriving symptoms/ Clinical conditions from experience of both healthy individuals as well as patients.6. Explain importance of collecting the symptoms/ Clinical conditions and interpreting its importance from Community Medicine Prospective.7. Finds the risk factors or causal factors associated with the conditions investigated.8. Identifies the relevant remedial measures (short term & long Term) for the conditions.9. Explain importance of authentic data publication in journals and dissertation.10. Aware of issues related to Consent11. Aware of issues related to plagiarism. <p>SKILL:</p> <ol style="list-style-type: none">1. Demonstrates fidelity in converting the experience shared by healthy individuals /patients using all senses.2. Skillfully negotiate when cultural beliefs clash with medical

	<p>advice</p> <ol style="list-style-type: none"> 3. Practice maintaining Patient Privacy in a village setting 4. Develop the skill to advocate for the "Right to Health" for marginalized groups who are often excluded from mainstream healthcare 5. Communicate "bad news" or "outbreak risks" to a community without causing mass panic or stigma 6. Demonstrates truthfulness in writing the right symptoms/ clinical conditions choosing right words. 7. Ensures the conditions are as per the definition given by appropriate authority. 8. Comply with publication ready documents which ensure free plagiarism and no manipulation of data. <p>REFLECTION</p> <ol style="list-style-type: none"> 1. Appreciates the process involved ensuring ethical based clinical practice in community Medicine. 2. Reflect on whether you are imposing your urban values on a rural community or truly listening to their needs 3. Reflect on the moral distress of having to choose between treating one expensive case or funding a thousand immunizations.
Learning Methods:	<ul style="list-style-type: none"> • Case based learning / Problem based learning / Flipped learning / Self-regulated learning / Role Play / Cinema Education / Reflective Journaling
Assessment:	<ol style="list-style-type: none"> 1. Continuous / Programmatic assessment / Practical assessment/ Written assessment / MCQ / SAQ / LAQ / assignment 2. Ethical OSCE (Vignette-Based): <ul style="list-style-type: none"> Station 1: A patient with TB refuses to notify their family. How do you balance Confidentiality vs. Duty to Warn? Station 2: Obtaining "Community Consent" from a village head for a new health survey. 3. Portfolio Assessment: Evaluation of a written Ethical Analysis of a community health program you observed during your rural posting. 4. Multi-Source Feedback (360-Degree): Feedback from nurses, ASHAs, and patients on your professionalism, empathy, and respect for local customs.
Prescribed Texts:	As per list Enclosed
Domains of Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning

HOM-PG-FMCM-02

<p>Topic Overview:</p>	<p>This topic will provide students of MD Hom (Community Medicine) with an overview of the significance of utilization of Community Medicine as credible database for shortlisting prescription possibilities for Fever in general with various manifestations.</p>
<p>Learning Outcomes :</p>	<p>COMPETENCY: HOM-PG-FMCM-02-01: EXPLAIN THE PATHOGENESIS OF FEVER IN GENERAL WITH VARIOUS MANIFESTATIONS IN PARTICULAR.</p> <p>KNOWLEDGE</p> <ol style="list-style-type: none">1.Describes the various patho – physiological processes involved in genesis of Fever.2.Role of Agent Host & Environmental factors in genesis of Fever.3. Understand the local "Fever Profile." Is it monsoon season (Malaria/Dengue/Filariasis), or are you in an endemic area for Kala-azar or Scrub Typhus?4. Distinguish between simple fever and Severe/Complicated cases (e.g., altered sensorium in cerebral malaria or bleeding in DHF).5.Appropriate enquiry about the occurrence of Fever cases in any Community. Master the National Health Program criteria for "Suspected," "Probable," and "Confirmed" cases for mandatory reporting.6.Discuss the representation of fever related rubrics in applicable repertories and Materia Medica. <p>SKILL:</p> <ol style="list-style-type: none">1.Demonstrate bedside case taking skills.2.Identify the symptom based on subjective and objective expressions.3.Advice appropriate investigations to find out the cause of fever4.Remedial Measures for reduction of Fever cases individually and in any Community with study of related protocols as per guidelines of National Programmes. <p>REFLECTION</p> <ol style="list-style-type: none">1.Recall the experience with referencing the remedial measures with type of fever.2. Reflect upon the most difficult case encountered <p>COMPETENCY: HOM-PG-FMR-02- 2: DIFFERENTIATES THE TYPES OF FEVER BASED ON SIGNS& SYMPTOMS.</p> <p>KNOWLEDGE</p> <ol style="list-style-type: none">1.Identify the different types of Fever in relation to manifestations remittent, intermittent, continuous etc.2.Aware of syndromic approach to investigate fever with eruptions, neck rigidity, cough etc.3.Relate with the pathogenesis.

	<p>4. Identify the fever and enquires appropriately.</p> <p>5. Identifies the characteristics in the fever presentations.</p> <p>6. Explain the role of homoeopathy.</p> <p>7. Identify the investigations to be done to differentiate the different types.</p> <p>8. Concludes the clinical diagnosis.</p> <p>SKILL:</p> <ol style="list-style-type: none"> 1. Identify classic trajectories—intermittent (Malaria), stepladder (Typhoid), or saddleback (Dengue). 2. Perform a thorough fever history including travel history, occupational exposure, and "cluster" identification (are neighbours also sick?). 3. Do Clinical Examination with the following things in mind <ol style="list-style-type: none"> i) Search for localizing signs: Eschar (Scrub Typhus), Rashes (Dengue/Measles/ Chicken pox, typhoid etc), or Splenomegaly (Malaria/Kala-azar). ii) Assess for shock (cold clammy skin, rapid pulse) especially in paediatric fever cases. 4. Perform a Rapid Diagnostic Test (RDT) for Malaria or NS1 Antigen for Dengue in a field setting. 5. Skilfully conduct a "Breeding Site Survey" around the patient's home to identify Aedes or Anopheles larvae. 6. Explain logically and demonstrate the need for repertory, Materia Medica and organon in dealing with such cases.
	<p>REFLECTION</p> <ol style="list-style-type: none"> 1. Identify the critical incidents that supported your prescription decision to be unbiased. 2. Identify the logistics and trained manpower requirement in surveillance of fever cases in community. 3. Think of Social Determinants that make your patients recover late (Obstacle to cure) 4. Reflect on why parents may use dangerous home remedies or over-the-counter steroids (NSAIDS) before seeking professional help. (Health Literacy)
Learning Methods:	Case based learning / Community based learning / Problem based learning / Bedside / Flipped learning / Self-regulated learning / library / Spaced repetition / formative self-assessment
Assessment:	Continuous / Programmatic assessment / Practical assessment / Written assessment / MCQ / SAQ / LAQ / assignment / Viva / Bedside
Prescribed Texts:	As per list enclosed
Domains of Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning

<p>Topic Overview</p>	<p>This topic will provide students of MD Hom (Community Medicine) to be able to - This Topic will provide students of MD Hom Community Medicine with an overview of the significance of utilization of Community medicine knowledge for Investigation classification and management of cases of Cough & Hemoptysis</p>
<p>Learning Outcomes</p>	<p>Competency 1: Investigation classification and management of cases of Cough & Hemoptysis</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Understand the temporal classification—Acute (<3 weeks), Subacute (3–8 weeks), and Chronic (>8 weeks). 2. Recognize signs of massive haemoptysis (defined as >600ml in 24 hours) as a life-threatening emergency. 3. Identify Tuberculosis (TB) as a primary public health cause of chronic cough and haemoptysis, especially in high-burden regions. <ol style="list-style-type: none"> a. Correlate symptoms with air quality, housing conditions, and occupational exposures (e.g., silica or asbestos). 4. Differentiate true haemoptysis (lower respiratory tract) from hematemesis (GI origin) and epistaxis (nasopharyngeal origin). 5. Homeopathic approach to a case with cough with haemoptysis emphasis to modalities, concomitants 6. Knowledge of therapeutics for cough with haemoptysis acute as well as deep acting constitutional remedies. <p>Skill</p> <ol style="list-style-type: none"> 1. Master the art of the Respiratory History. Focus on: <ol style="list-style-type: none"> a. Character of Sputum: Is it rusty (pneumonia), foul-smelling (abscess), or bright red (haemoptysis)? b. Social Determinants: Evaluate living conditions, smoking history (pack-years), and contact with TB patients. 2. Perform a systematic Chest Examination, checking for clubbing (signifying chronic lung disease/neoplasia), cyanosis, and pedal oedema. 3. Learn to interpret a Chest X-ray (CXR) as a first-line community tool and utilize Sputum Ziehl-Neelsen (ZN) stains for TB screening. 4. Skilfully position a patient with massive haemoptysis in the lateral decubitus position (affected lung down) to protect the unaffected lung from aspiration. 5. Homeopathic management of cough with haemoptysis <p>Reflection:</p> <ol style="list-style-type: none"> 1. Reflect on how a simple "cough" may be the tip of an iceberg involving poverty, overcrowding, and lack of healthcare access. 2. Acknowledge that haemoptysis elicits intense fear in patients. Your role is to

	<p>provide empathetic communication while maintaining clinical urgency.</p> <p>3. Consider the impact of primary prevention (anti-smoking campaigns, industrial safety) versus the cost and complexity of tertiary care (bronchoscopy, embolization).</p>
Learning Methods	Case based, Flipped Classroom Flipped Classroom Community Field Visits study
Assessments	<p>MCQ, SAQ, Formative assessment</p> <ol style="list-style-type: none"> 1. Objective Structured Clinical Examination (OSCE): <ol style="list-style-type: none"> a. Station 1: Demonstrate the ability to distinguish true haemoptysis from haematemesis during a focused history. b. Station 2: Perform a systematic respiratory examination, correctly identifying signs like clubbing or crepitations. 2. Work-Based Assessment (Mini-CEX): A supervisor observes you during a real patient encounter in the OPD to assess your ability to screen for "Red Flags" like massive haemoptysis (>200–600ml in 24 hours). 3. Direct Observation of Procedural Skills (DOPS): Demonstrate the correct positioning of a patient with massive haemoptysis (lying on the bleeding side down to protect the healthy lung). 4. Portfolio Reflection: Document a home visit for a chronic cough patient, reflecting on how their social environment (e.g., overcrowding, smoking, or occupational dust) contributes to their illness.
Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL

HOM-PG-FMCM-04

Topic Overview	This topic will provide students of MD Hom (Community Medicine) to be able to - This Topic will provide students of MD Hom Community Medicine with an overview of the significance of utilization Community medicine knowledge for identification classification and management of Iron Deficiency Anemia
Learning Outcomes	<p>Competency 1: Assessment method of detection of Iron Deficiency Anemia.</p> <p>Knowledge: List the assessment methods for detection of Iron Deficiency Anemia. at individual and at community level Such as</p> <ol style="list-style-type: none">a. Anthropometry -Height / Weight / Skin fold thickness etc. as compared to standards set for his /her age sex, geographic regionb. Biochemical evaluation- Laboratory parameters as per demographic profilec. Clinical examination - Aware of subjective and objective signs and symptoms of malnutrition, vitamin and mineral deficiency, obesity and eating disordersd. Dietary intake Assessment – Weight of raw / cooked foods, Oral Questionnaire methods etc.e. Ecological studies -Food Balance sheets, Socioeconomic factors etc.f. Functional Evaluation – structural integrity, Host defense, Hemostasis, Nerve Function, Reproduction, Work capacity etc.g. Vital health statistics <ol style="list-style-type: none">1. Describes the various patho – physiological processes involved in genesis of Iron Deficiency Anemia.2. Identify the key demographics who are at risk —Infants (complementary feeding gaps), Adolescent girls (menstrual loss & growth spurt), and Pregnant women (increased physiological demand).3. Identifies the role of predisposition and susceptibility in genesis of Iron Deficiency Anemia.4. Study the role of Helminthic infestations (Hookworm), Malaria, and Chronic infections in aggravating anemia.5. Defining the criteria for Iron Deficiency Anemia. through various standards available as per demographic profile.6. Discuss the role of diet and nutritional supplements in management of Iron Deficiency Anemia.7. Describe the National Programme related to Iron Deficiency Anemia8. Identifies the scope of homoeopathy in management of Iron Deficiency Anemia.

	<p>Skill</p> <ol style="list-style-type: none"> 1. Use the Standard format given by WHO and take the help of electronic data record format for collection of data 2. Compare the collected data with WHO Standards to categories Degree / type of Iron Deficiency Anemia with the help of software available 3. Demonstrates the clinical examination skills of signs and symptom of Iron Deficiency Anemia. 4. Differentiates the disease condition with other similar conditions 5. Demonstrates communication skills/ Professionalism in assessment of Iron Deficiency Anemia. 6. Learn to perform and interpret a Hemoglobin estimation (using Sahli's or Digital Haemoglobinometers). 7. Interpret Peripheral Blood Smears: Recognizing Microcytic Hypochromic RBCs. 8. Conduct a 24-hour dietary recall to identify "iron inhibitors" (like tannins in tea) versus "iron enhancers" (like Vitamin C/citrus). 9. Practice calculating the dosage for Iron-Folic Acid (IFA) supplementation across different age groups. 10. Manage improper assimilation with homoeopathic medicine <p>Reflection:</p> <ol style="list-style-type: none"> 1. Identifies the scope of use of knowledge of Community Medicine in management of Iron Deficiency Anemia. 2. Preventive and social measures – At individual family community and at national level 3. Reflect on how an anemic mother gives birth to a low-birth-weight baby, creating a vicious cycle of poor health and poverty. (Intergenerational trap) 4. Consider why many women prioritize feeding their families over their own nutrition or why IFA tablets are often discarded due to minor side effects like metallic taste or constipation. (Socio-Cultural Barriers) 5. Think about the ethics and impact of Large-Scale Food Fortification (LSFF) versus promoting home-based dietary diversity.
<p>Learning Methods</p>	<p>Case based, Group discussion, Field study, Peer to peer teaching, Community Survey</p>

Assessments	<p>MCQ, SAQ, Formative assessment •</p> <ol style="list-style-type: none"> 1. OSCE Stations: <ul style="list-style-type: none"> Station 1: Counseling a pregnant woman on how to take IFA tablets (e.g., <ul style="list-style-type: none"> i. avoiding tea/coffee for 1 hour before/after). Station 2: Accurate identification of pallor on a pediatric mannequin. 2. Portfolio Review: Submit a "Success Story" or "Barrier Analysis" based on a patient you tracked for one month to see if their Hb levels improved with treatment. 3. Community Survey (Spot Test): A group assessment where you conduct a mini survey in a slum to calculate the prevalence of anemia among children using a portable Haemoglobinometer machine.
Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL

HOM-PG-FMCM-05

<p>Topic Overview</p>	<p>This topic will provide students of MD Hom (Community Medicine) to be able to - This Topic will provide students of MD Hom Community Medicine with an overview of the significance of utilization Community medicine knowledge for rational use of Laboratory investigations and their interpretation</p>
<p>Learning Outcomes</p>	<p>Competency 1: Rational Use of Laboratory investigation and their proper interpretation,</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Familiarize yourself with the NEDL for India, which identifies 117-142 unique essential in-vitro diagnostics (IVDs) prioritized for different levels of the healthcare system. 2. Understand what belongs where: <ul style="list-style-type: none"> Focus on Point-of-Care (POC) tests like urine dipsticks for sugar/albumin, digital hemoglobinometers, and rapid diagnostic tests (RDTs) for Malaria and Pregnancy at Village/Sub-Centre (HWC) levels Equipped for microscopy (TB/Malaria), basic biochemistry (blood sugar), and serology. Primary Health Centre (PHC) level 3. Recognize that over-utilization of tests is an ethical and economic burden. <p>Skill</p> <p>Master the skill of supportive supervision for the following:</p> <ol style="list-style-type: none"> 1. “Positive Patient Identification”: Meticulous labeling and transport. 2. Technical Proficiency 3. Perform daily maintenance and troubleshooting for the equipment’s <p>Reflection:</p> <ol style="list-style-type: none"> 1. Reflect on positive role to translate data into actionable, empathetic health literacy 2. Justice in Testing: No discrimination based on gender, age, or race while ordering Investigation 3. Reflect on the ethical weight of a positive HIV or TB result: Reflection on how to maintain privacy in a community setting where the "right to know" of a family might clash with the "right to privacy" of the patient
<p>Learning Methods</p>	<p>Case based, Group discussion, Field study, Peer to peer teaching, Community Survey</p> <p>Skill Lab Simulation</p>

	<ul style="list-style-type: none"> Conduct a mock investigation where you must decide which lab tests (e.g., Dengue NS1 vs. IgM) are appropriate based on the days of fever.
Assessments	<p>MCQ, SAQ, Formative assessment •</p> <ol style="list-style-type: none"> OSCE Stations: <ul style="list-style-type: none"> Station 1: Counseling a pregnant woman on how to take IFA tablets (e.g., <ul style="list-style-type: none"> avoiding tea/coffee for 1 hour before/after). Station 2: Accurate identification of pallor on a pediatric mannequin. Portfolio Review: Submit a "Success Story" or "Barrier Analysis" based on a patient you tracked for one month to see if their Hb levels improved with treatment. Community Survey (Spot Test): A group assessment where you conduct a mini survey in a slum to calculate the prevalence of anemia among children using a portable Haemoglobinometer machine.
Prescribed texts	Refer to the list attached
Domains of competencies	K, PC, HO, CS, PBL

VII. ASSESSMENT

M.D.(Hom.) Part-I	Formative Assessment (Internal Assessment)	Summative Assessment (University Examination)
	1st Term Test: During sixth month of training	During eighteenth month of training
	2nd Term Test: During twelfth month of training	

VII (1). M.D. (HOMOEOPATHY) PART-I EXAMINATION – MAXIMUM MARKS

FOR EACH SUBJECT AND MINIMUM MARKS REQUIRED TO PASS SHALL BE AS FOLLOWS:

Subjects	Theory		Practical or Clinical Examination, including Viva	
	Maximum Marks	Pass Marks	Maximum Marks	Pass Marks
I. Fundamentals of Community Medicine	100	50	200* (160 + 40) (Summative Assessment 160 Marks)	100* (80 + 20) (Summative Assessment 80 Marks)
ii. Fundamentals of Clinical Medicine in Homoeopathic Community Medicine	100	50	(Internal Assessment 40 Marks)	(Internal Assessment 20 Marks)
iii. Research Methodology and Biostatistics	100	50	-	-

*(*A common practical exam for paper I and II (100 marks practical + 100 marks viva) shall be conducted; twenty per cent. Weightage shall be for internal assessment, which shall be calculated for practical or clinical purposes, including viva only. One internal assessment of 40 marks [20 marks (practical or clinical) + 20 marks (viva voce)] after each term of six months and average of two terms shall be considered. *Eighty per cent. weightage shall be for summative assessment)*

VII (2). ASSESSMENT BLUEPRINT – THEORY

(Benchmarked by the module-wise distribution.)

VII (2A). DISTRIBUTION OF TOPICS FOR THEORY-BASED ASSESSMENT. TYPES OF QUESTIONS

WITH MARKS

Types of question	No. of questions to be asked	Marks per question	Total
Problem Based Question	01	20	20
Long Answer Question	04	10	40
Short Answer Question	08	05	40
Total			100

PART 1 – PAPER 2. TOPIC NUMBERS

List of the Topics

VII (2B). QUESTION PAPER LAYOUT

Q. No.	Type of Question	Content	Marks
1	Problem Based	Problem/ Case Based Question using either of any one repertory HOM-PG-FMR-01 or 03 or 04	20
2	LAQ	HOM-PG-FMCM-01	10
3	LAQ	HOM-PG-FMCM-03	10
4	LAQ	HOM-PG-FCM-02	10
5	LAQ	HOM-PG-FCM-03	10
6	SAQ	HOM-PG-FCM-04	5
7	SAQ	HOM-PG-FMCM-03	5
8	SAQ	HOM-PG-FMCM-02	5
9	SAQ	HOM-PG-FMCM-05	5
10	SAQ	HOM-PG-FMCM-03	5
11	SAQ	HOM-PG-FMCM-02	5
12	SAQ	HOM-PG-FMCM-05: d or e	5

13	SAQ	HOM-PG-FMCM-05: f or g or h	5
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(3). ASSESSMENT BLUEPRINT –PRACTICAL / VIVA.

VII (3A). CLINICAL EXAMINATION: A COMMON PRACTICAL/VIVA FOR PART I PAPER 1 AND 2.

VIII. LIST OF REFERENCE BOOKS.

Sl No	Name of the book	Author	Publisher
1.	Principles of Internal medicine	Harrison	McGraw-Hill, the Health Profession Division, New Delhi.
2.	Davidson's Principles and Practice of Medicine,	Davidson	I am Lawcourt Publishers Ltd. London International Edition Elsevier Health Sciences
3.	Textbook of Medicine	Cecil	International Company, Asia.
4.	Textbook of Medicine.	PC Das	Current Books International
5.	Short and long cases in Medicine,	Bhat	Jaypee Publishers, New Delhi.
6.	Hutchison's Clinical Methods: An Integrated Approach to Clinical Practice,	Michel Glen William Drake	International Edition
7.	Macleod's Clinical Examination	Anna Dover	Elsevier; Standard Edition
8.	Kumar and Clark's Clinical Medicine	Praveen Kumar Michel L Clarke	Saunders (W.B.) Co Ltd;
9.	A Manual on Clinical Surgery	S. Das	Jaypee Brothers Medical Publishers
10.	Essentials of Pediatrics	OP Ghai	CBS Publishers and Distributors Pvt. Ltd
11.	Nelson Textbook of Pediatrics	Nelsons	Elsevier; Standard Edition
12.	DC Dutta's Textbook of Gynecology	DC Dutta's	Jaypee Brothers Medical Publishers
13.	DC Dutta's Textbook of Obstetrics Including Perinatology & Contraception	Hiralal Konnar	Jaypee Brothers Medical Publishers
14.	Differential Diagnosis in Clinical Medicine	Ashish Kumar Saha	Paras Medical Publication
15.	National Health programmes	J. Kishore	Century Publications
16.	Kent JT (1992) Lectures on Homoeopathic Materia Medica	JT Kent	B Jain Publications New Delhi
17.	Nash EB (2014) Leaders in homoeopathic Therapeutics	EB Nash	B Jain Publications New Delhi
18.	HC Allen (2002) Key Notes and Characteristics	HC Allen	B Jain Publications New Delhi
19.	Farrington EA (1992) A Clinical Materia Medica	Farrington EA	B Jain Publications New Delhi
20.	Organon of Medicine	RE Dudgeon	B Jain Publications New Delhi
21.	Kent's Repertory	J T Kent	B Jain Publications New Delhi
22.	BTPB Repertory	Boeininghausen	B Jain Publications New Delhi

Inter-Departmental postings

Sl.No	Place of visit	Duration	Total Duration
1.	Department of Obstetrics & Gynecology	2 Month	6month
2.	Department of Pediatrics	2 Month	
3.	Department of General Medicine /special clinics	2 Month	
4.	Departmental Postings / Rural and Urban Health center	6 Months	6 months

Sl.No	Internal Visits	Duration
1.	Camp/ School health camp/Health education sessions	15 days
2.	Linen dept of hospital	15 days
3.	Hospital kitchen	
4.	Hospital record section	
5.	Central drug store	
6.	Medical Superintendent Office	
7.	Blood bank	
8.	Casualty department	
9.	Hospital waste management	
10.	Hospital management Information System	

List of External Visits *

Sl.No	Place of visit	Duration	
Nearest Airport			
1.	Airport authority	1 day	14 days
2.	NIE, NIRT	5 days	
3.	CLTRI	3 days	
4.	National Disaster Management Authority	5 days	
Institute of Public Health Importance Such As			
5.	Institute of Vector Control and Zoonoses – Hosur	4days	14 days
6.	NIMHANS/ National Institute of Virology/ NICED etc.	5 days	
7.	Occupational health (Regional Occupational Health Center)	5 days	
LOCAL			
8.	Sewage treatment plant	1 day	7 days
9.	Water treatment plant	1 day	
10.	SOS village	1 day	
11.	Help age India/ CINI	1 day	
12.	Public health laboratory (Water testing, FSSAI (Food safety and standards authority of India), Others – food / drug industries.)	3 days	

*Subjected to the feasibility and obtaining permission from the respective authorities.
In the event of not getting permission, the postgraduate will be posted in the department.

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