



# Sri Guru Ram Das University of Health Sciences, Sri Amritsar

## Department of Community Medicine

| Theory Paper A                  |                    | Theory Paper B                              |                    |
|---------------------------------|--------------------|---------------------------------------------|--------------------|
| Topics                          | Marks Distribution | Topics                                      | Marks Distribution |
| Concepts of health and disease  | 12                 | Nutrition                                   | 12                 |
| Sociology                       | 5                  | RCH                                         | 12                 |
| Environmental health            | 11                 | Occupational health                         | 8                  |
| General epidemiology            | 12                 | Geriatric health                            | 6                  |
| Special epidemiology            | 12                 | Disaster management                         | 8                  |
| Basic statistics                | 8                  | Hospital waste management                   | 8                  |
| Demography and vital statistics | 10                 | Mental health                               | 8                  |
| Health promotion and education  | 10                 | Health Planning and management              | 12                 |
| Health Programs in India        | 12                 | Health care of the community                | 12                 |
| Tribal health                   | 3                  | International health                        | 4                  |
| Genetics and health             | 5                  | Essential medicine and counterfeit medicine | 4                  |
|                                 |                    | Recent advances in community medicine       | 6                  |
| <b>Total</b>                    | <b>100</b>         | <b>Total</b>                                | <b>100</b>         |



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## Department of Community Medicine

Guidelines for question paper as per the Medical Council of India, Competency Based Undergraduate Curriculum for Indian Medical Graduate.

Theory paper should include questions from core competencies and not from Non-Core Competency

### BLUEPRINT OF THEORY PAPER

| Sr. No. | Type                | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Topics                                                                                                                                                                                                                                                       | Distribution of marks as per weightage |
|---------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 1.      | MCQ                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>10 MCQs for Paper A</b>                                                                                                                                                                                                                                   | 10 X 1 = 10                            |
|         |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>10 MCQs for Paper B</b>                                                                                                                                                                                                                                   | 10 X 1 = 10                            |
| 2.      | Long essay question | <ol style="list-style-type: none"> <li>1. The question should pose a Clinical/ Practical problem to the students and require them to apply knowledge and integrate it with disciplines. Avoid giving one liners as questions.</li> <li>2. Avoid giving one liners as questions.</li> <li>3. The question stem should be structured and marking distribution should be provided.</li> <li>4. Use action verbs from higher domains as given in this document.</li> </ol> | <b>Paper A (TWO Questions)</b><br>From Core Competencies as per competency based undergraduate curriculum for the Indian Medical Graduate, VOLUME 1 <ol style="list-style-type: none"> <li>1. Structured Question</li> <li>2. Case Based Question</li> </ol> | 2 X 10= 20                             |

|    |                     |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                 |            |
|----|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3. | Short Notes         | These provide opportunity to sample a wider content, albeit in a short time. The questions should be task oriented rather than 'Write a short note on xxx'.<br>Preferably use verbs (as per List attached) in framing questions and structure them as far as possible | <b>(8 Questions)</b><br>From Core Competencies as per competency based undergraduate curriculum for the Indian Medical Graduate, VOLUME 1<br>Marks for each part should be indicated separately | 8 X 5 = 40 |
| 4. | Reasoning Questions | These provide excellent opportunities for testing integration, clinical reasoning and analytic ability of the student                                                                                                                                                 | <b>(3 Questions)</b><br>From Core Competencies as per competency based undergraduate curriculum for the Indian Medical Graduate, VOLUME 1                                                       | 3 X 5 = 15 |
| 5. | Applied Questions   | Questions on applied aspect                                                                                                                                                                                                                                           | <b>(3 Questions)</b><br>From Core Competencies as per competency based undergraduate curriculum for the Indian Medical Graduate, VOLUME 1                                                       | 3 X 5 = 15 |

**Total Marks 200(Paper A- 100 marks, Paper B-100 marks)**

## DIVISION OF TOPICS

### Blueprinting in knowledge domain

(Representative example only. Actual figures may vary with the subject and phase)

| Level         | Topic A | Topic B | Topic C | Topic D | Total    |
|---------------|---------|---------|---------|---------|----------|
| Knowledge     | 1       | 2       | 1       | 1       | 5(20%)   |
| Comprehension | 1       | 1       | 1       | 2       | 5(20%)   |
| Application   | 2       | 1       | 1       | 1       | 5(20%)   |
| Analysis      | 1       | 1       | 2       | 2       | 6(24%)   |
| Synthesis     |         | 1       |         | 1       | 2(8%)    |
| Evaluation    | 1       |         | 1       |         | 2(8%)    |
| Total         | 6(24%)  | 6(24%)  | 6(24%)  | 7(28%)  | 25(100%) |

### Verbs in various levels in Knowledge domain (Bloom's taxonomy)

|                      |                                                                                                                                                                                        |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b>     | Define, Describe, Draw, Find, Enumerate, Cite, Name, Identify, List, label, Match, Sequence, Write, State, Choose ,Indicate, isolate, Order, Recognize, Underline                      |
| <b>Comprehension</b> | Discuss, Conclude, Articulate, Associate, Estimate, Rearrange, Demonstrate understanding, Explain, Generalise, Identify, Illustrate, Interpret, Review, Summarise, Extrapolate, Update |
| <b>Application</b>   | Apply, Choose, Compute, Modify, Solve, Prepare, Produce, Select, Show, Transfer, Use                                                                                                   |
| <b>Analysis</b>      | Analyse, Characterise, Classify, Compare, Contrast, Debate, Diagram, Differentiate, Distinguish, Relate, Categorise                                                                    |
| <b>Synthesis</b>     | Compose, Construct, Create, Verify, Determine, Design, Develop, Integrate, Organise, Plan, Produce, Propose, rewrite                                                                   |
| <b>Evaluation</b>    | Appraise, Assess, Conclude, Critic, Decide, Evaluate, judge, Justify, Predict, Prioritise, Prove, Rank                                                                                 |

**The question part of the MCQ (item) is called STEM; correct answer is called the KEY and the rest of the options are called DISTRACTORS.**

**Steps in writing:**

1. Select the specific learning objectives which you want to test.
2. Write the stem, it should be self-explanatory and complete, avoid using terms like (NOT, EXPECT, NEVER, ALWAYS, SOMETIMES) in the stem, if the terms are being used, they should be in UPPERCASE and **bold** letter.
3. Write unambiguous and unarguably the correct answer to the stem.
4. Select the most plausible alternatives and arrange them in the form of options.
5. Avoid window dressing of the stem. This means adding superfluous and unnecessary words which confuses the student.
6. Abbreviations should be avoided.
7. Options should be grammatically parallel to the key, and should be parallel and have the same relation to the stem.
8. When writing options, avoid duplications or making options all inclusive, e 1-6, 6-10 etc.
9. The options should be arranged in rank order, eg. 256, 266, 280, 290 and not 290, 266, 280, 256.
10. "All the above" and "None of the above" should be avoided as an option.

### Distribution of Marks: - Community Medicine

| Papers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                               | Maximum Marks | Minimum Passing Marks                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------|
| Theory (Summative Assessment)<br>(100 +100=200 Marks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Theory Paper I (Sample paper Attached)                                                                                                                        | 100           | At least 40% marks in each paper with minimum 50% in aggregate (both papers together)                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Theory paper II (Sample paper Attached)                                                                                                                       | 100           |                                                                                                                           |
| Practical *(Summative Assessment)<br>(60+40= 100 Marks)<br>1. Practical/clinical examinations will be conducted in the field practice area in the families allotted to the student. The objective will be to assess proficiency and skills to conduct family health study, public health experiments, interpret data and form logical conclusion.)<br><br>2. Viva/oral examination should assess knowledge of core competencies, their practical applications and identification of public health equipment and instruments approach to family health management, emergencies, attitudinal, ethical and professional values. Candidate's skill in interpretation of common investigative data, identification of specimens, etc. is to be also assessed. | Vital statistical exercise (10)<br>Epidemiological exercise (10)<br>Biostatistical exercise (10)<br>Family health with CSC presentation (20)<br>Spotting (10) | 60            | 50% (Practical + viva)                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Viva (oral examination should focus on the application and interpretation)                                                                                    | 40            |                                                                                                                           |
| Internal Assessment<br>(Not added to the marks of the university examinations and should be shown separately in the grade card)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Theory                                                                                                                                                        | 100           | 50% Combined in theory and practical (not less than 40% in each for eligibility for appearing for university examination) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Practical                                                                                                                                                     | 100           |                                                                                                                           |

\*During practical examinations you are requested to use different methods of assessment tools to improve authenticity. Please refer to competency-based assessment module for UG medical education for more examples of assessment tools.

**Formative & Internal Assessment:** - Internal assessment shall be based on day-to-day assessment. Efforts should be made to use multiple tools even for a given competency to improve validity and reliability of assessment

It shall relate to different ways in which learners participate in learning process which is day to day recorded in record book and log book in the form of :-

- a) Assignments,
- b) Preparation for seminar,
- c) Clinical case presentation,
- d) Preparation of clinical case for discussion,
- e) Clinical case study/problem solving exercise participation in project for health care in the community,
- f) Proficiency in carrying out a practical or a skill in small research project etc.

Regular periodic examination shall be conducted throughout the course as per following schedule: -

|                        | <b>Theory Internal Assessment<br/>(Weightage in the form of marks)</b> | <b>Practical Internal Assessment<br/>(Weightage in the form of marks)</b> |
|------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|
| First assessment test  | 10                                                                     | 10                                                                        |
| Second assessment test | 10                                                                     | 10                                                                        |
| Third assessment test  | 10                                                                     | -                                                                         |
| Fourth assessment test | 10                                                                     | -                                                                         |
| Fifth assessment test  | 10                                                                     | 20                                                                        |
| Send Up test           | 20                                                                     | 20                                                                        |
| Class Test (best two)  | 10                                                                     | -                                                                         |
| Log Book               |                                                                        | 10                                                                        |
| Practical record book  | -                                                                      | 15                                                                        |
| Attendance             | 10                                                                     | 10                                                                        |
| Professionalism        | -                                                                      | 5                                                                         |
| ATCOM                  | 10                                                                     | -                                                                         |
| <b>Total</b>           | <b>100</b>                                                             | <b>100</b>                                                                |



## **SRI GURU RAM DAS UNIVERSITY OF HEALTH SCIENCES, SRI AMRITSAR**

Maximum Marks: 100

**MBBS 3<sup>rd</sup> Professional Part-I Examination**  
**Subject- Community Medicine-Paper A (New Scheme)**

Time: 3 Hours

- Notes:**
1. Attempt all questions. Illustrate your answer with suitable diagrams where applicable.
  2. Question No. 1 (Multiple Choice Questions (A-J)) is to be attempted on OMR Sheet in first 15 minutes of the start of exam.
  3. Question No. 2-6 are to be attempted on the main answer book. No supplementary sheet shall be provided.
  4. Students must write QP code in the space provided on OMR sheet as well as on the title page of the main answer book.

**QP Code: MBN305A**

**I. Multiple Choice Questions (MCQs):**

[10X1=10]

1. **Which of the following is not a behavioral science:**
  - a. Sociology
  - b. Anthropology
  - c. Psychology
  - d. Economics
2. **Grit chamber is a part of**
  - a. Sewage treatment
  - b. Sullage treatment
  - c. Water disinfection
  - d. Aqua privy
3. **The Covid 19 is a**
  - a. Respiratory viral infection
  - b. Gastrointestinal viral infection
  - c. Respiratory bacterial infection
  - d. Gastrointestinal bacterial infection
4. **Weight in kilograms is an example of .....measure of data**
  - a. Nominal
  - b. Ordinal
  - c. Ratio
  - d. Interval
5. **The difference between birth rate and death rate of a country is called**
  - a. Growth rate
  - b. Demographic gap
  - c. Fertility rate
  - d. Age pyramid
6. **Which of the following is a determinant of population change**
  - a. Migration
  - b. Income
  - c. Life expectancy
  - d. Literacy
7. **In ----- method of group teaching, there is no active participation from learners:**
  - a. Lecture
  - b. Group discussion
  - c. Symposium
  - d. Role play
8. **Name the national health program aimed for the elderly**
  - a. NCHPE
  - b. NPHCE
  - c. NLEP
  - d. NHM



9. ----- is a series of speeches on the selected subject by experts

- a. Panel discussion
- b. Symposium
- c. Lecture
- d. Group Discussion

10. Which study design is best for studying the incidence of the disease

- a. Case series
- b. Cross sectional study
- c. Cohort study
- d. Case control study

II. You have come across preliminary reports that administration of high doses of Vitamin C may help reduce the mortality in cases of Covid 19. As a health care researcher, how will you proceed to design and conduct the study to either prove or disprove the reports. Discuss under the following headings: [5x2=10]

- a. Study design and rationale for choosing the same
- b. Steps involved in conduction of the study
- c. Construct a contingency table assuming arbitrary numbers in each group
- d. Name the measure(s) of association calculated
- e. Interpret the results in terms of hypothesis.

III. Following are the scores in a class test- 25,10,20,30,25,35,20: [2x5=10]

- a. Calculate the mean, median, mode, standard deviation and quartiles:

IV. Give Reason: [3X5=15]

- a. The term demographic cycle is a misnomer. Explain the reason for the same
- b. Why is primary care approach considered the best among the public health care approaches. Give 2 reasons.
- c. Explain the role of active surveillance in context of iceberg phenomenon in case of hypertension?

V. Write short notes on: [8X5=40]

- a. Confounding factor with an example
- b. Point source epidemic
- c. Age pyramid, its shapes and their interpretation
- d. Latent period vs incubation period
- e. 2 points of difference between Dots and Dots Plus
- f. Enumerate any 5 Sustainable Development Goals
- g. Name any 3 community health workers. Discuss the job eligibility and job responsibilities of anyone.
- h. Social distancing relevance in airborne diseases

VI. Write short notes on: [3X5=15]

- a. 100 people are tested for the disease. 15 people have the disease; 85 people are not diseased. On conducting a screening test, 10 of the 15 diseased people test positive and 40 of the 85 non diseased test positive. Construct a 2 by 2 table for the same and calculate the following- Sensitivity, Specificity of the test, positive predictive value of the test, negative predictive value of the test
- b. You have come across reports of a suspected measles outbreak in the community. How will you investigate the same?
- c. How will you assess the impact of a national health program?



## **SRI GURU RAM DAS UNIVERSITY OF HEALTH SCIENCES, SRI AMRITSAR**

### **MBBS 3<sup>rd</sup> Professional Part-I Examination**

Maximum Marks: 100

**Subject- Community Medicine**

Time: 3 Hours

#### **Paper B (New Scheme)**

- Notes:**
1. Attempt all questions. Illustrate your answer with suitable diagrams where applicable.
  2. Question No. 1 (Multiple Choice Questions (A-J)) is to be attempted on OMR Sheet in first 15 minutes of the start of exam.
  3. Question No. 2-6 are to be attempted on the main answer book. No supplementary sheet shall be provided.
  4. Students must write QP code in the space provided on OMR sheet as well as on the title page of the main answer book.

**QP Code: MBN305A**

#### **I. Multiple Choice Questions (MCQs):**

[10X1=10]

1. Which of the following is not true regarding diet during lactation?
  - a. Energy requirements during lactation is higher than that during pregnancy
  - b. Iron requirement during lactation is higher than that during pregnancy
  - c. Vitamin C requirement during lactation is higher than that during pregnancy
  - d. Vitamin A requirement during lactation is higher than that during pregnancy
2. Perinatal mortality includes
  - a. Stillbirths
  - b. Neonatal deaths
  - c. Stillbirths and early neonatal deaths
  - d. Stillbirths and neonatal deaths
3. Maternity benefit allowed under ESI act is
  - a. 7/12 of daily wages
  - b. Half wages
  - c. Quarter wages
  - d. Full wages
4. Color coding of container for disposal of human anatomical waste is
  - a. Yellow
  - b. Red
  - c. Blue
  - d. Black
5. Mass vaccination campaigns against which one of the following diseases would be imperative and helpful in times of disasters?
  - a. Typhoid
  - b. Cholera
  - c. Scrub Typhus
  - d. Measles
6. The commonest cause of mental morbidity in India is
  - a. Schizophrenia
  - b. Affective psychosis
  - c. Neurosis
  - d. Alcohol and drug addiction
7. CHC caters to a population of .....in hilly areas
  - a. 30,000
  - b. 1,20,000
  - c. 80,000
  - d. 50,000

**8. When the hospitalization for admitting a patient overnight and the hospitalization cost of day surgery for an elective appendectomy are worked out and compared, It is a type of**

- a. Cost benefit analysis
- b. Cost effective analysis
- c. Cost minimization analysis
- d. Input Output analysis

**9. World diabetes day is celebrated on**

- a. April 7th
- b. May 31st
- c. November 14th
- d. December 1st

**10. World Health Day is celebrated on**

- a. May 31st
- b. April 7th
- c. December 1st

**II. Long Essay type Question:**

[2+8=10]

- a. What is RMNCAH+ N? Discuss in brief the various nutrition interventions under the said program.

**III. Long Essay type Question:**

[6+4=10]

- a. Describe Program Evaluation and Review Technique. Bring out 2 main differences from Critical Path method.

**IV. Give Reason:**

[3X5=15]

- a. Institutional deliveries can reduce maternal mortality to a great extent. Justify
- b. Network analysis is an effective management tool. Explain
- c. Triage approach can provide maximum benefit in disaster situation. Explain

**V. Write short notes on:**

[8X5=40]

- a. Five Uses of growth chart
- b. Five Health problems of geriatric population
- c. Five factors affecting infant mortality
- d. First Referral Unit (FRU)
- e. Five Health problems of agricultural workers
- f. Essential medicines
- g. Role of voluntary health organizations in healthcare
- h. Disaster cycle

**VI. Write short notes on:**

[3X5=15]

- a. Some houses in the city are getting raw milk from village milk. How do you confirm the milk is free from bacteria?
- b. A glass container containing contaminated body fluid shattered and the contents were spilt on the floor in the ward. How will you manage the spill?
- c. A newly established tertiary care hospital in a semi urban area is in need of technological knowhow. Which digital platforms can be recommended to ensure smooth transmission of data?