

Kaumarbhritya-CME

[6-day CME for Teachers Module]

MODULE CODE

I. Module objectives

- 1) To understand the evidence-based principles and practice in Kaumarbhritya.
- 2) To develop an understanding of research methodology and scientific writing in Kaumarbhritya.
- 3) To understand the methodology, indications & interpretation of current diagnostic tools.
- 4) To develop a practical understanding of the concepts of Ayurveda and modern embryology and genetics to ensure a healthy progeny.
- 5) To comprehend the knowledge of standard newborn care, including diagnosis and management of neonatal problems.
- 6) To develop an understanding and approach to diagnosing and managing sick and healthy children.
- 7) To understand the Ayurvedic and modern concepts of nutrition, growth & development and the disorders caused by their inadequacies.
- 8) To update the knowledge of diagnosis and management of pediatric disorders of different systems.
- 9) To develop a practical understanding of pediatric rehabilitation in Ayurveda.
- 10) To acquaint with the latest developments in social/community paediatrics.

II. Learning outcomes

- 1) Able to have a clear idea of the fundamentals of Kaumarbhritya.
- 2) Able to identify the potential areas of research & research methodology in Kaumarbhritya.
- 3) Able to have a practical understanding of the rational use of various statistical tools.
- 4) Able to select the diagnostic tools and interpret their findings for confirming the provisional diagnosis.
- 5) Able to appreciate the practical utility of modern and Ayurvedic embryology and genetics in ensuring healthy progeny.
- 6) Able to perform newborn resuscitation and have good insight into evidence-based neonatal care.
- 7) Able to understand the importance of modern and Ayurvedic concepts of nutrition, growth & development in reference to the pediatric population.
- 8) Able to have updated evidence-based knowledge and understanding of the various pediatric disorders.
- 9) Able to have a clear, practical understanding of pediatric rehabilitation methods in Ayurveda.
- 10) Become well acquainted with the latest developments in social/community Pediatrics.

III. Pre-requisites

Lesson materials- Textbooks, instruments, models/simulators, atlas, disease atlas etc. Also, some cases must be presented and the relevant planning in this regard must be made well before.

IV. Duration

The total duration of hours of CME = 42 hours

Day / Unit	Hours
Day 1	6½ Hours
I	1½ hours
II	1½ hours
III	1½ hours
IV	2 hours
Day 2	7 Hours
V	2 hours
VI	1½ hours
VII	1½ hours
VIII	2 hours
Day 3	7½ Hours
IX-XIII (5 units/sessions)	1½ hours each
Day 4	7½ Hours
XIV-XVIII (5 units/sessions)	1½ hours each
Day 5	7½ Hours
XIX-XXIII (5 units/sessions)	1½ hours each
Day 6	6 Hours
XXIV	1½ hours
XXV	2 hours
XXVI	1½ hours
TOTAL	42 Hours

CONTENTS

Training Sessions		
S. No.	Interactive session	Activity Session (Group discussion)/ Practical
Day 01		
Unit- I	Topic: Fundamental session on Kaumarbhritya	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Need for Kaumarbhritya (Pediatrics) as an independent speciality. ● Anatomical and physiological differences in a child compared to an adult. ● Technical terminology: Understanding the nomenclature of diseases, drugs, dietary classification, technical terms used for describing the manifestation of an illness and prescription writing. ● Scientific explanation to understand the clinical utility of <i>Dosha, Dhatu, Mala, Upadhatu & Panchabhautic</i> configuration of drugs etc., their utility in maintaining the health, prevention of diseases, and management of disorders. ● Evidence-based concepts of dosing of Ayurvedic drugs in children. 	<p>Materials and activity:</p> <ul style="list-style-type: none"> ● A sheet with listed terms specific to topics. ● A short questionnaire for drug dosing of different forms of Ayurvedic drugs. ● Participants will prepare an interactive physio-pathological variation-based network diagram for a study design on children's identified topic/disease. ● Each group will present the learning objectives of topics, which the resource person will redefine. ● Some technical words in the interactive session will be given to each group by the resource person to explain the etymology, derivation, and definition of technical terms. ● Searching of Ayurvedic <i>Kosha</i> specific to the etymological derivation of Sanskrit.
Unit- II	Topic: Teaching technology, Research methodology & Statistics	
Time: 1½ hours	Category: Teaching technology & Research Methodology	
	<ul style="list-style-type: none"> ● Principles of teaching & learning. ● Learning domains and taxonomy. Bloom's taxonomy, SMART and competency base educational objectives. ● Various teaching-learning methods. ● Problem-based learning, case-based learning, interactive teaching methods, use of ICT in teaching, clinical/practical teaching & bedside teaching, OMP (One Minute Preceptor), etc. Introduction to assessment 	<p>Material and activity:</p> <ul style="list-style-type: none"> ● A topic/problem will be given & an appropriate teaching methodology to be chalked out for it. ● A sheet with listed keyword(s) specific to the topic. ● Statistical analysis on excel sheet ● The practice of data analysis by using SPSS software ● Each participant will analyze the given data using their laptops or mobile phones.

	<p>methods like structured oral, OSCE/ OSPE, Mini CEX, DOPS, etc.</p> <ul style="list-style-type: none"> ● Introduction to the curriculum. ● Potential areas of research in Kaumarbhritya. ● Introduction to Bioinformatics & role of AI in medical research. ● Statistical data analysis methods ● Basics about the statistics <ul style="list-style-type: none"> -Various modes for research data analysis and presentation. -Introduction to the statistical tools. 	
Unit- III	Topic: Overview of scientific publications	
Time: 1½ hours	Category: Research Methodology	
	<ul style="list-style-type: none"> ● Overview of scientific publications, popular and scientific literature and method for identifying a good journal. ● Types of papers, peer review and editorial process, research journals (predatory publications and assessing the authenticity of journals), indexing & online databases. ● Fundamentals of research article writing. ● Guidelines for publications and reporting standards, introduction to publication ethics. 	<p>Activity session</p> <ul style="list-style-type: none"> ● To find out research literature specific to objectives using PubMed/Scopus, Research Gate, CTRI, online ICE, and mobile apps related to scientific literature. Each participant will also create a PubMed alert about areas of research/clinical interests. ● Material for activity: Each participant will search for literature using personal laptops or mobile phones. A sheet of essential links to web sources will be provided to the participants.
Unit-IV	Topic: Applications of various diagnostic and therapeutic investigations	
Time: 2 hours	Category: Microteaching & problem-based learning	
	<p>Indications and interpretation of diagnostic investigations -</p> <ul style="list-style-type: none"> ● Hematological. ● Radiodiagnosis. ● Histopathological– Biopsy. ● Other investigations related to main diseases prevalent in that area. 	<p>Material and activity:</p> <ul style="list-style-type: none"> ● A sheet with listed keyword(s) specific to the topic. ● Reports of patients/healthy children will also be provided with brief history/findings for interpretation. ● Participants of a group will diagnose the case. Accordingly, the resource person will explain the approach for managing the diagnosed disease (on the basis of investigation findings).
Day 02		
Unit-V	Topic: Tools for better progeny	
Time: 2 hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Tools (Pre-birth) for better progeny: 	<p>Materials and activity:</p> <ul style="list-style-type: none"> ● Importance of <i>Shad-bhava</i> in organogenesis:

	<p>-A scientific explanation of the role of peri-conceptual and post-conceptual (intrauterine) <i>Samskara</i> for better progeny.</p> <p>- Importance of <i>Shad-bhava</i> (six factors) in organogenesis</p> <p>-In utero monitoring of <i>Garbha</i>.</p> <p>-Applied genetics: Pedigree chart, modes of inheritance, types of genetic disorders including genetic counselling.</p> <p>-Teratological disorders.</p> <p>-Perinatal care for getting healthy and wise progeny.</p> <p>● Tools (post-birth) for better progeny:</p> <p>-A scientific explanation of the role of extrauterine (post-birth) <i>Samskara</i> for inculcating good quality characters in a child.</p> <p>-Extrauterine physical and mental milestones.</p> <p>-Tools for assessment of extrauterine growth and development of a child.</p>	<p>Participants will be provided a sheet to organize the different organs/body parts according to parents' specific needs for better progeny by choice. The different methodologies (used during intra-uterine & extrauterine life) will be considered for the design by the participant.</p> <ul style="list-style-type: none"> ● Each participant will search the classical and contemporary medical literature, including detailed <i>Tika-vivechana</i>, for the interpretation using personal laptops or mobile phones. ● Each group will propose methods of achieving respective learning objectives, which the resource person will design. ● A challenge to test the ability of the participants to assess the adequacy of growth & development for a given age. ● A sheet with listed possible keywords specific to a genetic disorder. The participants are guided to come up with the diagnosis of the genetic/congenital disease & its management.
Unit- VI	Topic: <i>Prana-pratyagamanam</i>	
Time: 1½ hours	Category: Microteaching session & practical	
	<ul style="list-style-type: none"> ● Significance and relevance of ancient concepts of <i>Navajata Shishugat Prana-pratyagamanam</i>. ● The current concepts of neonatal resuscitation. ● Advancements in delivery room care of the newborn child. ● Tips about the emergency management of birth injury and congenital disorders at birth. 	<p>Materials and activity:</p> <ul style="list-style-type: none"> ● Each participant will get exposure to hand-in-training on the manikins. ● The participant will be provided a sheet to prepare an algorithm for each step of neonatal resuscitation and step-by-step neonatal care in the delivery room. ● The participant will also learn to handle the complications in a newborn when they appear at birth.
Unit- VII	Topic: Diagnosis & management of common life-threatening neonatal disorders: Recent updates and evidence-based Ayurvedic supportive management	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Management of <i>Yoni-putava-piditajanya</i> and <i>Ulva-janya-upadrava</i> (Complication of obstructed delivery & aspiration pneumonia) in neonates with a scientific explanation. ● Tips for the care of a newborn child suffering from the Asphyxia 	<p>Materials and activity:</p> <ul style="list-style-type: none"> ● A sheet with listed keyword(s)/problem specific to a topic. ● Participants of each group will present the signs/symptoms of referral conditions along with the differential diagnosis ● The participants will make a network diagram as a 'study design' pertaining to the identified

	<p>neonatorum.</p> <ul style="list-style-type: none"> ● RDS, NEC, fluid management and shock. ● Differential diagnosis and management of Neonatal septicemia, hypoglycemia, and hypothermia. ● HDN and Rh/ABO incompatibility 	<p>problem(s) under the interactive topics.</p> <ul style="list-style-type: none"> ● The participants will make a prescription in writing about the identified conditions.
Unit-VIII	Topic: Approach to making the diagnosis and designing management for the sick and healthy child	
Time: 2 hours	Category: Microteaching session & practical	
	<ul style="list-style-type: none"> ● Application of different types of <i>Rog & Rogi Pariksha</i> in respect to - healthy and sick newborns (red flag signs in a newborn), & - children. ● Detailed examination of a newborn child, including primary reflexes. ● Neonatal examination for assessment of gestational age (Ballard score). ● Levels of neonatal care. ● An approach to handle the sick child in an emergency: Diagnosis and management. 	<p>Materials and activity:</p> <ul style="list-style-type: none"> ● The resource person will distribute a sheet with the new emergency condition to each group. ● Each group of participants will propose the method for the diagnosis and design the rational/empirical management accordingly in the form of an algorithm with reason and will be redefined & authenticated by the resource person. ● The participants will make a network diagram for the topics as a 'study design'.
Day 03		
Unit- IX	Topic: 'Aaharo hi Maha-bhaishajyam'	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Clinical importance of <i>Ahara Vargas, Viruddha Ahara</i> (an incompatibility of the diet), <i>Anupana, and Pathya-Apathya</i> in maintaining children's health and cure of disease. ● Nutritional value of <i>Ahara</i> (diet) and mixed <i>Aushadha</i> (drug) <i>Ahara</i>. ● Concept of balanced diet & RDA. ● Complementary feeding. 	<p>Material and activity:</p> <ul style="list-style-type: none"> ● A sheet with listed possible keywords specific to the disease. ● Writing methodology for <i>Aushadha, Anupana, Pathya</i> and <i>Apathya</i> for a particular condition. ● The latest software used in health care services can be provided & utilized in prescription writing. ● Each participant will use software for prescription writing using personal laptops or mobile phones. ● Participants will prepare a dietary plan network diagram based on an interactive etio-physio-pathology manifestation variation in identified topic/disease of children.
Unit- X	Topic: Navajata Shishu Ahara and Ahara-vidhi (Neonatal food and Feeding)	
Time: 1½ hours	Category: Microteaching session & practical	
	<ul style="list-style-type: none"> ● A scientific explanation of the characteristics of <i>Matru Stanya</i> (mother's milk). ● Relevance of mother milk 	<p>Materials and activity:</p> <ul style="list-style-type: none"> ● The resource person will distribute a sheet with listed keyword(s)/problems specific to the interactive session's topics, pure/vitiated milk, to

	<p>examination for the onset and prevention of infantile disorders caused by vitiated milk</p> <ul style="list-style-type: none"> ● Significance of alternative milk to mother milk. ● Concepts in neonatal feeding. 	<p>each group.</p> <ul style="list-style-type: none"> ● Each group will present learning objectives after getting 'hand-on' training on the Milk test, which the resource person will redefine. ● Finally, the participants of the respective group will prepare a network diagram according to the findings they got in 'hand-on' training.
Unit- XI	Topic: Nutritional disorders: Recent updates & evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session & practical	
	<ul style="list-style-type: none"> ● A scientific explanation of nutritional disorders like <i>Karshya</i>, <i>Balshosha</i>, <i>Phakka</i>, <i>Parigarbhika</i> etc. ● Differential diagnosis and management of above said diseases with the SEM, MEM, FTT and micronutrient deficiencies. ● Management of childhood obesity. 	<p>Material and activity:</p> <ul style="list-style-type: none"> ● A sheet with listed keyword(s)/problems specific to interactive session topics will be distributed to each group. ● The resource person will discuss a case of nutritional deficiency disorders (as a problem/physical) with the participants. ● Each group will prepare and present the differential diagnosis, provisional & final diagnosis, followed by chalking up rational diet-based management for the given problem, which the resource person will redefine. ● The participants will make a prescription in writing about the identified conditions.
Unit- XII	Topic: Pediatric disorders of growth and development: Recent updates and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session & practical	
	<ul style="list-style-type: none"> ● Etiopathogenesis, diagnosis & integrated management of small stature. ● Dentition and its related disorders. ● Soft neurological signs & development. ● Learning disorders (e.g., Dyslexia). 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● A sheet with listed keyword(s)/problems specific to interactive session topics will be distributed by the resource person to each group. ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis based on provisional and final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). <p>Or</p> <p>A case presentation by the participants of each group, discussion, an approach, and management with a scope of Ayurveda which the resource person will redefine.</p> <ul style="list-style-type: none"> ● The participants will make a prescription in writing about the identified conditions.
Unit- XIII	Topic: Common pediatric endocrinal & metabolic disorders: Recent updates (Ayurveda/Modern medicines) and evidence-based Ayurvedic management	

Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Inborn errors of metabolism. ● Diabetes mellitus, hypothyroidism, delayed puberty. 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● The resource person will distribute a sheet with each group's listed keyword(s)/problems specific to interactive session topics. ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis based on provisional and final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). <p>Or</p> <p>A case presentation by the participants of each group, followed by a discussion on approach and management with a scope of Ayurveda, which the resource person will redefine.</p> <ul style="list-style-type: none"> ● The participants will make a prescription in writing about the identified conditions.
Day 04		
Unit- XIV	Topic: Pediatric disorders: <i>Grahas</i> and <i>Bala-graha</i>	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Relevance of the terms <i>Graha</i>, <i>Bala-graha</i> and <i>Jataharini</i> and the related concepts ● Scientific explanation & relevance of the diagnosis and management of various <i>Bala-graha</i>. ● Similarity and dissimilarity between <i>Bala-graha roga</i> & infectious syndromic diseases or IEM disorders. 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● The resource person will distribute a sheet with listed keyword(s)/problems specific to interactive session topics to each group. ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis based on provisional and final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). <p>Or</p> <p>A case presentation by the participants of each group, followed by a discussion on approach and management with the scope of Ayurveda which the resource person will redefine.</p> <ul style="list-style-type: none"> ● The participants will make a prescription in writing about the identified conditions.
Unit XV	Topic: Infectious disorders: Recent updates and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Basic approach towards the diagnosis of infectious diseases. 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● The resource person will distribute a sheet with

	<ul style="list-style-type: none"> ● Common pediatric infections: <ul style="list-style-type: none"> -Bacterial: Tuberculosis, Enteric fever -Viral: Mumps, Poliomyelitis (Acute Flaccid Paralysis) - Parasitosis: <i>Krimiroga</i>, Malaria -Fungal: Candidiasis, Tinea versicolor -Other infections common in that area include Dengue & MIS-C. 	<p>listed keyword(s)/problems specific to interactive session topics to each group.</p> <ul style="list-style-type: none"> ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis based on provisional and final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). Or A case presentation by the participants of each group, followed by a discussion on the approach and management along with the scope of Ayurveda, which the resource person will redefine. ● The participants will make a prescription in writing about the identified conditions.
Unit- XVI	Topic: Behavioral & related disorders: Recent updates and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Pica, enuresis, encopresis, temper tantrums, breath-holding spells. ● ADHD, Autistic spectrum disorders (ASD). 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● The resource person will distribute a sheet with listed keyword(s)/problems specific to interactive session topics to each group. ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis based on provisional and final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). Or A group-wise case presentation with a discussion on approach and management along with the scope of Ayurveda, which the resource person will redefine. ● The participants will make a prescription in writing about the identified conditions.
Unit- XVII	Topic: Pediatric Neurological disorders: Recent updates and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Meningitis, Encephalitis. ● Hydrocephalus, Neurocysticercosis 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● The resource person will distribute a sheet with listed keyword(s)/problems specific to interactive

	<ul style="list-style-type: none"> ● Convulsive disorders, Epilepsy (& Status epilepticus). ● Mental retardation. 	<p>session topics to each group.</p> <ul style="list-style-type: none"> ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis, provisional diagnosis and then final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). <p>Or</p> <p>A case presentation, followed by a discussion on approach and management along with the scope of Ayurveda, will be by the participants of each group, which the resource person will redefine.</p> <ul style="list-style-type: none"> ● The participants will make a prescription in writing about the identified conditions.
Unit- XVIII	Topic: Pediatric Musculoskeletal disorders: Recent updates and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● A practical approach to a case of a neuromuscular disorder. ● Cerebral palsy, muscular dystrophies & myopathies. 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● A sheet with listed keyword(s)/problems specific to interactive session topics will be distributed by the resource person to each group. ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis, provisional diagnosis and then final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). <p>Or</p> <p>A case presentation by the participants of each group, followed by a discussion on approach and management along with the scope of Ayurveda, which the resource person will redefine.</p> <ul style="list-style-type: none"> ● The participants will make a prescription in writing about the identified conditions.
Day 05		
Unit- XIX	Topic: Pediatric Respiratory disorders: Recent updates and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session& practical	
	Evidence-based practice of following diseases along with the	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● The resource person will distribute a sheet with

	<p>recent updates</p> <ul style="list-style-type: none"> ● <i>Kasa</i> (cough), <i>Tamaka Shwasa</i> (Bronchial asthma), Bronchiolitis, <i>Utaphullikam</i> (Pneumonia), Respiratory distress, Croup, Foreign body in the respiratory tract. 	<p>listed keyword(s)/problems specific to interactive session topics.</p> <ul style="list-style-type: none"> ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis based provisional and then final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as 'a study design' pertaining to their identified problem(s). <p>Or</p> <p>A case presentation by the participants of each group, followed by a discussion on approach and management along with the scope of Ayurveda, which the resource person will redefine.</p> <ul style="list-style-type: none"> ● The participants will make a prescription in writing about the identified conditions.
Unit- XX	Topic: Common Pediatric Cardiovascular disorders: Recent updates and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● Evaluation of suspected cardiovascular disease cases such as congestive cardiac failure and cyanotic/acyanotic congenital heart diseases. ● Rheumatic fever. 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● The resource person will distribute a sheet with listed keyword(s)/problems specific to interactive session topics to each group. ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis based on provisional and final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). <p>Or</p> <p>A case presentation by the participants of each group, followed by a discussion on approach and management with the scope of Ayurveda, which the resource person will redefine</p> <ul style="list-style-type: none"> ● The participants will make a prescription in writing about the identified conditions.
Unit- XXI	Topic: Common pediatric gastrointestinal disorders: Recent updates and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session	
	<p>Evidence-based practice of following diseases along with the recent updates</p> <ul style="list-style-type: none"> ● <i>Atisara</i>, management of diarrhea 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● A sheet with listed keyword(s)/problems specific to interactive session topics will be distributed by the resource person to each group.

	<p>& dehydration, Cow milk allergy, <i>Chhardi</i> (Vomiting), <i>Vibandha</i> (Constipation), <i>Ajirna</i> (Digestive disorders), <i>Udarshoola</i> (Pain in abdomen), <i>Mukhpaka</i> (Stomatitis), <i>Gudapaka</i> (<i>Ahiputna</i>).</p> <ul style="list-style-type: none"> ● Hepatosplenomegaly. ● <i>Kamala</i> (Hepatitis). 	<ul style="list-style-type: none"> ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis, provisional diagnosis and then final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). Or Case presentation by the participants of each group, followed by a discussion on approach and management with a scope of Ayurveda which the resource person will redefine ● The participants will make a prescription in writing about the identified conditions.
Unit- XXII	Topic: Common pediatric urinary disorders: Recent updates (Ayurveda/Modern medicines) and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> ● UTI, Acute Glomerulonephritis, Acute Kidney Injury (AKI). ● Nephrotic syndrome, Chronic Renal failure, Renal osteodystrophy. 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● A sheet with listed keyword(s)/problems specific to interactive session topics will be distributed by the resource person to each group. ● The participants may use their laptop/mobile to search the material online. ● Each group will present the differential diagnosis, provisional diagnosis and then final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. ● The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). Or A case presentation by the participants of each group, followed by a discussion on approach and management with the scope of Ayurveda, which the resource person will redefine ● The participants will make a prescription in writing about the identified conditions.
Unit- XXIII	Topic: Pediatric skin disorders: Recent updates and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session & problem-based learning	
	<ul style="list-style-type: none"> ● Diagnosis based on the morphology of skin lesions. ● Eruptive febrile illnesses. ● Atopic dermatitis, Urticaria, 	<p>Material and Activity:</p> <ul style="list-style-type: none"> ● A sheet with listed keyword(s)/problems specific to interactive session topics will be distributed by the resource person to each group.

	<i>Charmadala</i> , Drug-rashes, Steven-Johnson syndrome, Scabies, Ringworm infections, Seborrheic dermatitis and Acne.	<ul style="list-style-type: none"> • The participants may use their laptop/mobile to search the material online. • Each group will present the differential diagnosis based on provisional and final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. • The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). Or A case presentation by the participants of each group, followed by a discussion on approach and management with the scope of Ayurveda, which the resource person will redefine. • The participants will make a prescription in writing about the identified conditions.
Day 06		
Unit- XXIV	Topic: Pediatric Hematological disorders & Oncology: Recent updates (Ayurveda/Modern medicines) and evidence-based Ayurvedic management	
Time: 1½ hours	Category: Microteaching session	
	<ul style="list-style-type: none"> • Approach towards diagnosis & management of Anemia. • Thrombocytopenia, Pancytopenia. • Leukemia and Lymphomas. 	<p>Material and Activity:</p> <ul style="list-style-type: none"> • A sheet with listed keyword(s)/problems specific to interactive session topics will be distributed by the resource person to each group. • The participants may use their laptop/mobile to search the material online. • Each group will present the differential diagnosis based on provisional and final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. • The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). Or A case presentation by the participants of each group, followed by a discussion on approach and management with the scope of Ayurveda, which the resource person will redefine. • The participants will make a prescription in writing about the identified conditions.
Unit- XXV	Topic: Pediatric Rehabilitation in Ayurveda	
Time: 2 hours	Category: Microteaching session & practical	
	<ul style="list-style-type: none"> • Introduction to Pediatric <i>Panchakarma</i> • Designing of <i>Purvakarma</i>, <i>Pradhan-karma</i> & <i>Pashchat-karma</i> therapy in degenerative and non-degenerative 	<p>Material and Activity:</p> <ul style="list-style-type: none"> • A sheet with listed keyword(s)/problems specific to interactive session topics will be distributed to each group by the resource person. • The participants may use their laptop/mobile to search the material online.

	neurological disorders.	<ul style="list-style-type: none"> Each group will present the provisional and final diagnosis based on the given problem (theoretical/practical), which the resource person will redefine. The participants will make a network diagram as a 'study design' pertaining to their identified problem(s). Or A case presentation by the participants of each group, followed by a discussion on approach and management with the scope of Ayurveda, which the resource person will redefine The participants will make a prescription in writing about the identified conditions.
Unit-XXVI	Topic: Social/Community Pediatrics: Recent advancements and updates	
Time: 1½ hours	Category: Microteaching session & problem-based learning	
	<ul style="list-style-type: none"> Vaccination <ul style="list-style-type: none"> -Basics about vaccination. -Vaccination schedule (latest) -Recent advances in vaccination, especially emerging vaccines such as COVID-19. -Adverse events following immunization (AEFI) & their management. Evidence-based practice of <i>Lehana & Swarna Prashana</i>. Acquaintance with National projects running for ANC, Postnatal care, and adolescent care of concern to a Kaumarbhritya specialist. Briefing/update on central/state medical laws/rules/regulations applicable to practitioners of ISM. 	<p>Material and activity:</p> <ul style="list-style-type: none"> A sheet with the puzzle for some vaccines for a given age/condition schedule. Group discussion regarding the dose & contents of <i>Swarna Prashana</i>. The participants will make a network diagram as a 'study design' pertaining to their identified problem(s).
Post-training assessment		
Valedictory		

ANNEXURES

I. GUIDELINES

GUIDELINES FOR THE TRAINEE

- 1) The trainee should strictly follow the schedule of the module.
- 2) The trainee should be able to solve the problems scheduled in a module.
- 3) The trainee should have free-hand interaction with the expert.
- 4) The trainee should follow the rules and regulations while visiting other units.
- 5) The trainee should actively participate in the allotted group activities and represent a group.
- 6) The trainee should attend pre-and post-test before and after the module.
- 7) The trainee shall undergo an overall assessment during the module.

GUIDELINES FOR THE ORGANIZING INSTITUTION

- 1) The institute/organization conducting the CME program should have –
 - a. A well-equipped seminar hall, practical hall, museum, etc.
 - b. An arrangement of transport facility to visit peripheral units.
 - c. Internet and library facility for references.
 - d. Provide the study material and schedule to all the participants before the commencement of the CME program. The schedule shall also have the name of the venue and the resource persons for each unit.
- 2) To ensure a better understanding of statistical concepts and to handle statistical software, it is advisable to engage a biostatistician as a resource person for the pertinent unit of the module.
- 3) For teaching the diagnostic & therapeutic investigations section, it is advisable to engage a pathologist and radiologist as a resource person.
- 4) Grouping and allotment of group activity to be done after the inauguration of the module.
- 5) It must be consciously ensured that the time taken for the inauguration and valedictory events should be nominal & not from the timing allotted for the training sessions.
- 6) It would be appreciated if the organizing institute could add other academic events in the CME besides the scheduled events. E.g., Yoga sessions (focusing on pediatric Yoga), health activities especially excelled/unique to that institute/region, etc. The participants must be given prior information about such events and will be free to join those events.

GUIDELINES FOR THE RESOURCE PERSON

- 1) The experts shall prepare the allotted topics focusing on the recent advancements and updates.
- 2) The expert shall deliver a concerning topic based on teaching methodologies like a lecture, AV Class, and demonstration.
- 3) The expert shall strictly adhere to the allotted topic with teaching methodology. The expert shall submit a PowerPoint presentation of the topic/case before their schedule.
- 4) Shall follow the teaching content mentioned for the topic with recent updates within the allotted time.
- 5) Theory and the practical session should be followed by interaction.

- 6) The expert should provide matter/data for framing abstract and then interact with the trainee regarding the formation and browsing of journals.
- 7) It would be appreciated if the expert prepares and provides the pre-test and post-test questionnaires &/or model(s) as assessment criteria for the topics taught by him/her.

II. EVALUATION OF THE CME

Evaluation can be planned in four stages (if feasible, daily feedback for the guest lectures of resource persons may be considered)-

1. **The reaction of participants:** -
 - a. A survey, preferably online, can be planned and submitted by the participants.
 - b. Questions will include reactions related to the CME.
 - c. Qualitative and quantitative questions can be designed based on sessions.
2. **Learning:** - Pre-test and Post-test (Similar to Pre-test), quiz, or presentation from the participant. This will be an opportunity to learn about the conducted program and the knowledge and skills gained by participants.
3. **Behavior:** - The participants will report the change in knowledge, skills, and practice in teaching within three months after the completion of CME.
4. **Benefits:** Participants will share a detailed report through a 'feedback form' regarding-
 - a. The benefits due to CME are related to knowledge, skills, and behavior/practice.
 - b. What is implemented in the teaching?
 - c. What were the reaction of students, peers, and students?
 - d. Remark of the participant implementing change.
 - e. Any support difficulties were noted.
 - f. What else can be added to CME?
