

**Curriculum
for
Medical Assistance Training Course**

The State Medical Faculty of Bangladesh

203, Shaheed Syed Nazrul Islam Swarani

Bijoy Nagar, Dhaka -1000

August 2021

Curriculum for Medical Assistance Training Course

Compiled by & edited by-

Centre For Medical Education (CME), DGME
Mohakhali, Dhaka

Supported by-

World Health Organization (WHO), Bangladesh

Foreword

With increasing public expectations about the health care services, specially in the emergency & pandemic situation like COVID 19 the quality of care itself is under scrutiny all over the world. Therefore a positive change is needed in the role of all health professionals & also the Medical Assistants. The role of teachers and students in teaching learning with positive changes in paramedics & auxiliaries education also need to be reviewed and further developed to make it more competency based.

This new competency based curriculum has developed and designed scientifically which is responsive to the needs of the learners and focused towards the need of consumers, community & country. The present curriculum with its assessment methods is expected to effectively judge skills which are acquired and required to cater the health need of our community people. It is gratifying to note that all concerned in the promotion of allied health science in the country have involved themselves in the planning and formulation of this competency based & community oriented need-based curriculum

Topics like behavioural science including communication skill, medical ethics, community health problem management have been given the required emphasis in this document. Though curriculum is not the sole determinant of the outcome, yet it is very important as it guides the faculty in preparing their instruction, tells the students where to go, what to do and what knowledge, skills and attitude they are to develop. The ultimate criterion of measuring curriculum in the training and education of medical assistants is the standard and quality of community health care services provided by the medical assistants with required competencies in preventive, promotive & first line curative management.

In conclusion, I would like to state that, the curriculum planning process should be continuous, dynamic and never-ending. If it is to serve best, the needs of the individual students, educational institutions and the expectations of clients of community to whom we are ultimately accountable, need to be evaluated and given due attention.

I congratulate all who were involved in reviewing, updating, redesigning and developing the competency based, community oriented curriculum, particularly the Centre for Medical Education. They have done a commendable job and deserve all appreciations. My special thanks to WR, WHO Bangladesh & NPO (HRH) WHO Bangladesh for financial & technical support.

Professor Dr A.H. M. Enayet Hussain
Director General, DGME

Preface

Curriculum planning and designing is not a static process, rather a continuous dynamic process done regularly through a system. More than one decade have elapsed, in 2009 a national Curriculum for Medical Assistants was developed which was supposed to be community-oriented and competency based. The curriculum was partially implemented with the advancement of health science and application of newer techniques in community practices in developed and developing countries. It was felt necessary that it should be reviewed and updated to make it more technology oriented and competency based.

Initially a number of workshops were held with policy level peoples, principals and teachers with Curriculum Working Group of different disciplines from Medical Assistant Training School (MATS) and a draft curriculum was produced. Subsequently, in order to develop a consensus, decision was taken to hold Review Workshops through active participation of different groups of faculty members. A working group examined the revised medical assistant curriculum to give it a final shape.

The revised Curriculum for Medical Assistance is expected to be implemented with the newly admitted students in near future session. The success of this curriculum which is made more competency based, community oriented and need-based depends on its proper implementation with active leadership of the MOH&FW, DGME, SMFB, teachers and interactive participation of students.

It is expected that this curriculum will serve as present day guideline for the students of MATS and its faculty members. In order to further improve, update and make it effective, this curriculum needs constant review and revision with time to time updating.

My sincere thanks to Professor Dr A.H. M. Enayet Hussain, Director General, DGME, for his overall supervision in this activity along with ADG (Admin), ADG(Education) & Directors of DGME. My cordial thanks are extended to Dr. Bardan Jung Rana, WR, Ms Sangay Wangmo, Team leader-Health System & Mr Md Nuruzzaman, NPO (HRH), WHO Bangladesh country office for financial & technical support for this activity. My special thanks to Professor Dr. Md. Humayun Kabir Talukder, Professor (Curriculum Development & Evaluation), Centre for Medical Education (CME), working co-ordinator, MATS curriculum reviewing & updating committee for whom the whole curriculum development process was continued and completed. All others faculty members of CME who were also involved in this national activity deserve special appreciation.

Lastly, I would like to extend my deep and sincere gratitude to all principals of different MATS, concerned subject experts and others who shared their expertise and insights and worked hard to produce this valuable document.

My thanks to all other staffs of CME, who were involved directly or indirectly in preparation of this curriculum.

Professor Dr Syeda Shahina Subhan
Director
Centre For Medical Education (CME)

Acknowledgement

This is indeed a pleasant responsibility to bring out this MATS curriculum, which has been developed through a participatory approach by a team of policy level persons, principals/teachers of MATS and medical educationists.

I would like to express my deep gratitude to Professor Dr A.H. M. Enayet Hussain, Director General, DGME, Professor Dr Syeda Shahina Subhan, Director, CME and Professor Dr. Mohammad Ali Khan, Ex-Director, CME for their leadership in reviewing and updating the MATS curriculum has been materialized, and who provided immense support and encouragement to finish the work.

My sincere thanks are extended to the WR, WHO, Team Leader (Health System) & NPO (HRH), WHO country office Bangladesh for financial & technical support which enabled us to do the job.

I am grateful to the principals of different MATS, subject experts and the faculty members of Center for Medical Education (CME), who devoted their immense effort, time and hard work to review & update this curriculum. My special thanks to Professor Dr. Md. Humayun Kabir Talukder, Professor (Curriculum Development & Evaluation), Centre for Medical Education (CME) who was the working co-ordinator of MATS Curriculum development activities for his continuous efforts without those it would not be possible to complete this work.

My thanks to all others of DGME, faculty members & staff of CME, who were involved directly or indirectly in preparation of this curriculum.

Dr. Md. Zahidur Rahman
Secretary
The State Medical Faculty of Bangladesh

List of the Contributors

Name, Designation and Institute (not according to warrant of precedence)
Prof. Dr A.H. M. Enayet Hussain, Director General, DGME, Dhaka
Prof Dr A K M Amirul Morshed, Addl Director General (Admin), DGME, Dhaka
Prof Dr Abu Yusuf Kakir, Addl Director General (Education), DGME, Dhaka
Prof Dr A K M Ahsan Habib, Director, Medical Education, DGME, Dhaka
Prof Dr Syeda Shahina Subhan, Director, Centre for Medical Education, Dhaka
Prof Dr Md Ali Khan, Ex-Director, Centre for Medical Education, Dhaka
Dr. Mostafa Khaled Ahmed, Director (Admin) DGME, Dhaka
Professor Dr. Md. Al-Amin Mridha, Line Director, ME & HMD, DGME, Dhaka
Professor Dr. Kazi Afzalur Rahman, Director (Planning & Development), DGME, Dhaka.
Dr. Amir Hossain Rahat (Director Human Resource Management), DGME, Dhaka.
Professor Dr. Kamoda Prosad Saha, Director (Research Publication & Curriculum Development), DGME, Dhaka.
Dr. Md Humayun Kabir, Director (Admin), DGME, Dhaka
Dr Aziz Ahmed Malik, Director, Alternative Medicine, DGME, Dhaka.
Dr Mosharraf Hossain Khandoker, Director (Dental), DGME, Dhaka
Dr Sultana Razia, Director (Financial Management), DGME, Dhaka
Dr. A K M Tarik, Ex-Director (Financial Management), DGME, Dhaka
Dr Md Zahidur Rahman, Secretary, Bangladesh State Medical Faculty, Dhaka
Dr Md Tajul Islam, Principal, Trauma Institute of Medical Assistant Training School, Dhaka
Dr Md Mahabubar Rahman, Vice Principal, SAIC Institute of Medical Assistant, Dhaka
Dr Samiya Jesmin, Principal & Course Coordinator, SAIC Institute of Medical Assistant, Dhaka.
Dr. Md. Ariful Islam, Principal, Fortune Institute of Medical Technology & MATS, Dhaka
Dr. Jannatul Ferdous, Vice-Principal, S I M T Medical Training School, Dhaka.
Dr. Bidhan Chandra, Principal, Medical Assistant Training School (MATS), Noakhali
Dr. Kh. Md. Abdul Mannan, Principal, Medical Assistant Training School (MATS), Tangail
Dr. Akikun Nahar, Principal, Medical Assistant Training School (MATS), Sirajganj
Dr. Md. Idris Miah, Principal, Medical Assistant Training School (MATS), Bagerhat
Dr. Md. Motaharul Islam, Principal, Medical Assistant Training School (MATS), Kushtia
Dr. Sufia Yasmin, Principal, Medical Assistant Training School (MATS), Faridpur
Dr. Md. Zakir Hossain, Principal, Medical Assistant Training School (MATS), Cumilla
Dr. Md. Masud Rana, Principal (In charge), Medical Assistant Training School (MATS) Jheniadhaha.
Mr Md Nuruzzaman, NPO, HRH, WHO, Bangladesh, Dhaka
Prof. Dr. Md. Humayun Kabir Talukder, Professor (Curriculum Development & Evaluation) CME, Dhaka & Working Co-ordinator, MATS curriculum reviewing & updating committee
Dr Shah Golam Nabi, Associate Professor, Teaching Methodology, CME, Dhaka
Dr. Kazi Khairul Alam, Associate Professor (Curriculum Development & Evaluation), CME, Dhaka
Dr. Md. Abdal Miah, Assistant Professor (Curriculum Development), CME, Dhaka
Dr. Nazma Sultana, Assistant Professor (Teaching Methodology), CME, Dhaka
Dr. Mohammad Abu Sayeed Talukder, Lecturer, CME, Dhaka
Dr. Thanadar Tamjeeda Tapu, Lecturer, CME, Dhaka
Dr. Neela Barman, Research Associate, CME, Dhaka

Computer Compose :
Kohinoor Akhter, CME

Cover Design:
Nizam Khan, Graphic Artist, CME

List of Contents

Item	Page No.
Basic Information of the Curriculum	viii
1st Year	
Basic Anatomy	1-4
Basic Physiology & Biochemistry	5-9
Basic English	10-12
Basic Computer Science	13-17
2nd Year	
Basic Pathology & Microbiology	18-26
Basic Pharmacology	27-32
3rd Year	
Basic Community Health & Medical Ethics	33-39
Basic Community Medicine & Health Management	40-51
4th Year	
Basic Medicine & Pediatrics	52-61
Basic Surgery	62-69
Basic Gynecology & Obstetrics	70-77
Annexure -i : Item Cards	78-
Annexure -ii : Job Description of Medical Assistant (তিন পর্যায়)	

Basic Information of the Curriculum

1.1 Objective of the course:

To produce medical assistant with required knowledge, skill and attitude to provide promotive, preventive and first line curative care to the community.

1.2 Name of the Course : "Medical Assistance Training Course"

1.3 Duration of the Course : Four years

Total duration for completion of the course will be maximum 07 years and it will not slotted in different years.

1.4 The academic session will start from the month of January or July.

1.5 Medium of instruction and examination : English.

1.6 Selection of students:

Following are the requisites for admission into the MATS

∴ SSC Pass or equivalent as per Govt. decision

∴ Science with Biology.

GPA and others criteria and conditions will be as per the decision of the concerned competent Govt. authority

1.7 The Course is divided into four parts.

1st Year-12 months

2nd Year 12 months

3rd Year 12 months

4th Year 12 months

NB: Yearly faculty final examination will be completed within the specified period 12 months of each year.

1.7.1 Duration of 1st year is twelve months.

The following four basic subjects will be taught

1. Basic Anatomy
2. Basic Physiology & Biochemistry
3. Basic English
4. Basic Computer Science

NB: Exposure to hospital environment, patients and basics of clinical teaching will be 2 hour every week in 1st year

1.7.2 Duration of 2nd year is twelve months.

The following two basic subjects will be taught:

1. Basic Pathology & Microbiology
2. Basic Pharmacology

Every day at least one theoretical lecture class of any clinical subjects and ultimately two lecture classes every week of each clinical subject.

NB: Clinical teaching (Indoor, Outdoor/emergency) on Basic Medicine & Paediatrics, Basic Surgery and Basic Obstetric & Gynaecology Every day 2 hour in morning and 2 hour in evening under the supervision of clinical teachers of respective subjects. Students will be divided with their clinical departments.

Classes of Basic Community Medicine & Health Management will also start from 2nd year.

1.7.3 Duration of 3rd year is twelve months

The following two basic subjects will be taught:

1. Basic Community Health & medical Ethics
2. Basic Community Medicine & Health Management

Every day at least on theoretical lecture class of any clinical subjects and ultimately 2 lecture every week of each clinical subject.

NB: Clinical teaching (Indoor, Outdoor/emergency) on Basic Medicine & Paediatrics, Basic Surgery and Basic Obstetric & Gynaecology Every day 2 hour in morning and 2 hour in evening under the supervision of clinical teachers of respective subjects. Students will be divided with their clinical department.

Three months attachment of students at UHC for orientation, clinical teaching, exposure with programs and future jobs description.

1.7.4 Duration of 4th year is twelve months

The following three basic subjects will be taught:

1. Basic Medicine & Paediatrics
2. Basic Surgery
3. Basic Obstetric & Gynaecology

NB: Clinical teaching (Indoor, Outdoor/emergency) on Basic Medicine & Paediatrics, Basic Surgery and Basic Obstetric & Gynaecology Every day 2 hour in morning and 2 hour in evening under the supervision of clinical teachers of respective subjects. Students will be divided with their clinical department.

1.7.5 Teaching & learning methods, media and faculty members

The following teaching and learning methods will be followed:

1. Large Group Teaching Lecture aided by –
 - Multimedia, Computer
 - Chalk board
 - OHP/ Slide projector
 - Handouts
2. Small Group Teaching-
 - Tutorial/ Demonstration
 - Students interaction
3. Practical session-
 - Use of practical manual Chalk board
 - Performing the task/examination by the student
 - Writing the practical note book
 - Log book
4. Hospital Placement-
 - In small groups for performing activities by the student themselves as per Log book at hospital & UHC
5. Faculty members-
 - Subject oriented teacher (Professor/ Associate professor/ Assistant professor/Lecturer/Instructor will be illegible to perform lecture/theoretical/clinical/practical classes & assessment.
 - Subject oriented instructors will be illegible to perform practical/demonstration/clinical class.

1.8 Subject wise Hour Distribution (1st, 2nd year, 3rd & 4th year)

1st Year (Hour Distribution)

Subjects		Lecture (in hours)	Tutorial (in hours)	Practical (in hours)	Dissection and others (in hours)	Clinical bedside teaching Morning (30 weeks × 2 hours every week)	Formative Exam		Summative exam		Total teachin g hours
							Preparator y leave	Exam time	Prepa ratory leave	Exam time	
Teaching-learning both formative & summative assessment	Basic Anatomy	80	20	20	80	-	7 days	10days	10 days	15days	200
	Basic Physiology & Biochemistry	80	50	50	-	-					180
	Basic English	60 (40+ 20)	90 (70+ 20)	-	-	-					150
	Basic Computer Science	30	-	-	-	-					30
NB: Exposure to hospital environment, patients and basics of clinical teaching will be 2 hour every week in 1 st year With formative assessment	Medicine	-	-	-	-	(10 weeks × 2 hours every week) = 20 hours	-	-	-	-	20
	Surgery	-	-	-	-	(10 weeks × 2 hours every week) = 20 hours	-	-	-	-	20
	Obstetrics & Gynaecology	-	-	-	-	(10 weeks × 2 hours every week) = 20 hours	-	-	-	-	20
Total		250	160	70	80	60	10days		25 days		620
Grand Total		620 hours					35 days				

<i>Time for examination, preparatory leave of formative & summative assessment is common for all subjects of the year</i>
Related behavioral, professional & ethical issues will be discussed in all teaching learning sessions
<i>NB: Yearly faculty final examination will be completed within the specified period 12 months of each year.</i>

NB: Student computer ratio should be at least 1:10. Basic Computer science teaching should be imparted by qualified diploma holder persons or at least one year certificate holder on computer science from a recognised institute. Basic English to be taught by English teachers who have capability of communicative English

NB: Exposure to hospital environment, patients and basics of clinical teaching will be 2 hour every week in 1st year

2nd Year (Hour Distribution)

Subjects		Lecture (in hours)	Tutorial (in hours)	Practical (in hours)	Field Visit (in hours)	Clinical bedside teaching		Formative Exam		Summative exam		Total teaching hours
						Morning (30 weeks × 2 hours every day)	Evening (30 weeks × 2 hours every day)	Preparatory leave	Exam time	Preparatory leave	Exam time	
Teaching-learning & summative assessment	Basic Pathology & Microbiology	60	80	42	-	-	-	7 days	10 days	10 days	15 days	182
	Basic Pharmacology	58	60	10	10	-	-					138
Teaching-learning formative assessment	Medicine	30	-	-	-	10 weeks × 12 hours = 120 hrs	10 weeks × 12 hours = 120 hrs					270
	Surgery	30	-	-	-	10 weeks × 12 hours = 120 hrs	10 weeks × 12 hours = 120 hrs					270
	Obstetrics & Gynaecology	30	-	-	-	10 weeks × 12 hours = 120 hrs	10 weeks × 12 hours = 120 hrs					270
Total		208	140	52	10	360	360	17 days		25 days		1130
Grand Total		(770 hours in Morning + 360 hours in Evening) = 1130 hours						42 days				

Time for examination, preparatory leave of formative & summative assessment is common for all subjects of the year

Related behavioral, professional & ethical issues will be discussed in all teaching learning sessions

NB: Yearly faculty final examination will be completed within the specified period 12 months of each year.

3rd Year (Hour Distribution)

Subjects		Lecture (in hours)	Tutorial (in hours)	Practical (in hours)	Field Visit (in hours)	Clinical bedside teaching at attached hospital		Formative Exam		Summative exam		Total
						Morning (18 weeks × 2 hours every day)	Evening (18 weeks × 2 hours every day)	Prepa ratory leave	Exam time	Prepa ratory leave	Exam time	
Teaching-learning both formative & summative assessment	Basic Community Health & Medical Ethics	90 (75 + 15)	90 (75 + 15)		60	-	-	7 days	10 days	10 days	15 days	240
	Basic Community Medicine & Health Management	127	127	10	75	-	-					339
Teaching-learning formative assessment	Medicine	18	-	-	-	(6 weeks× 12 hours) = 72 hours	(6 weeks× 12 hours) = 72 hours	-	-	-	-	162
	Surgery	18	-	-	-	(6 weeks× 12 hours) = 72 hours	(6 weeks× 12 hours) = 72 hours	-	-	-	-	162
	Obstetrics & Gynaecology	18	-	-	-	(6 weeks× 12 hours) = 72 hours	(6 weeks× 12 hours) = 72 hours	-	-	-	-	162
Placement at Upazilla health complex		<i>Three months (12 weeks)</i> (Indoor, Outdoor, Emergency & ongoing health programmes)										
Total		271	217	10	135	216	216	17 days		25 days		1065
Grand Total		(849 hours in Morning + 216 hours in Evening) = 1065 hours						42 days				1065

Time for examination, preparatory leave of formative & summative assessment is common for all subjects of the year

Related behavioral, professional & ethical issues will be discussed in all teaching learning sessions

NB: Yearly faculty final examination will be completed within the specified period 12 months of each year.

4th Year (Hour Distribution)

Subjects		Lecture (in hours)	Practical/ Outdoor/Emergency (in hours)	Clinical bedside teaching		Formative Exam		Summative exam		Total
				Morning (36 weeks × 2 hours every day)	Evening (36 weeks × 2 hours every day)	Preparatory leave	Exam time	Preparatory leave	Exam time	
Teaching-learning both formative & summative assessment	Basic Medicine & Pediatrics	90	120	(12 weeks × 12 hours) = 144 hours	(12 weeks × 12 hours) = 144 hours	7 days	10 days	10 days	15 days	498
	Basic Surgery	50	50	(12 weeks × 12 hours) = 144 hours	(12 weeks × 12 hours) = 144 hours					388
	Basic Gynecology & Obstetrics	50	50	(12 weeks × 12 hours) = 144 hours	(12 weeks × 12 hours) = 144 hours					388
Total		190	220	432	432	17 days		25 days		1274
Grand Total		(842 hours in Morning + 432 hours in Evening) = 1274 hours				42 days				1274

Time for examination, preparatory leave of formative & summative assessment is common for all subjects of the year

Related behavioral, professional & ethical issues will be discussed in all teaching learning sessions

NB: Yearly faculty final examination will be completed within the specified period 12 months of each year.

Completion certificate from all three departments will be a mandatory criteria to be eligible to seat for the final faculty examination.

1.9 Faculty Examination:

- There will be four faculty examinations in 1st year, in 2nd year, in 3rd year and in 4th year
 - 1st year final = Conducted by faculty
 - 2nd year final = Conducted by faculty.
 - 3rd year final = Conducted by faculty.
 - 4th year final = Conducted by faculty.

- The teaching learning and assessment of subjects will be completed within the respective year.
- Laboratory, hands on training will be ensured by monitoring by respective department.

Regarding class attendance - 75% will be considered as pre-requisite for form fill up for faculty examinations

Basics of faculty examinations:

- Examination will be held on month of December & June of every year.
- The examinations will be conducted in English.
- Respective institution will be the place of examination if it is approved by SMFB
- Result will be published in GPA system by concerned examination conducting authority with the reflection of marks in the academic transcript

Numerical percentage of Marks	GPA letter Grade	GPA Numerical Grade (Grade points)
85% and above	A ⁺	4
81% to less than 85%	A	3.75
76% to less than 80%	A ⁻	3.5
71% to less than 75%	B ⁺	3.25
66% to less than 70%	B	3.00
61% to less than 65%	B ⁻	2.75
Only 60%	C	2.50
Less than 60%	F	0

Completion of card, clinical placement and field visit will be considered as pre-requisite for form fill up for faculty examinations

- Clinical placement will be started from 1st year to 4th year at attached hospital/ Sadar Hospital and in Upazila Health Complex. There will be a structured logbook for documentation. In case of 1st year the clinical placement will be one day in each week for clinical orientation under guidance of Anatomy, Physiology, Biochemistry and clinical subject teachers or any other teachers of MATS. For each year logbook should be filled up for sitting in final faculty examination. One will be eligible for field training after passing 1st year.
- There will be three months placement in Upazila Health Complex (UHC) in 3rd year.

Certificate for examinations.

The principal of the institution in which a candidate has undergone the course shall submit on behalf of every candidate, a certificate showing the number of lectures and practical classes taken and number attended by the respective students. 75%

attendance in each subject, both in lecturers and practical classes, field visit, clinical class is mandatory.

- **Arrangement for examinations.**

All arrangements supervision etc. shall be made under the order of the State Medical Faculty with co-ordination of respective principals

- **Application for examination.**

Every candidate for four faculty examinations shall apply through the Head of the institute to the Secretary, State Medical Faculty of Bangladesh in prescribed forms available in the office of the institution (which will be supplied by Faculty) along with requisite four weeks before the commencement of examinations.

- **Examination fees**

For each candidate the examination fees shall be submitted as per faculty decision.

- The centre fees shall be retained in the centre and be utilized to pay the remuneration 'to presiding officer, hall superintendent, invigilators, clerks, bearers and sweepers etc. selected for the purpose of examinations. Remuneration of examiners will be paid by the state Medical Faculty of Bangladesh, examination scripts working papers etc. will be supplied by the Faculty.
- The fees paid by candidates who fail to pass or present themselves for the examinations shall not be refunded or carried over for a subsequent examination.
- Hours of examination: The hours of examination for written papers shall be 3 hours for each paper.
- The time tables of oral and practical, clinical examination showing the dates, times and place of examination will be notified by the secretary of the state medical Faculty of Bangladesh.
- For passing any examination (i.e. 1st, 2nd, 3rd & 4th year final faculty) an examinee is required to obtain 60% marks in written paper for each subject and 60% marks in oral - practical examinations.
- The examinees are required to pass separately in theoretical paper and in oral, practicals/ clinicals.
- **Board of Examiners for 1st, 2nd, 3rd & 4th year faculty examinations** shall be appointed by the Faculty. There will be examiners for each subject. The internal examiner shall be the teacher of respective subject from the same institute while the external examiner should be a teacher of same subject from another Medical Assistants Training School/medical institute.

- After the completion of examinations, the marks shall be submitted by the Principal of the respective institution within ten (10) days to the Secretary of State Medical Faculty. The Secretary, state Medical Faculty will publish the result of the successful candidates within further ten (10) days.
- For developing written question Short Answer Question (SAQ) will be chosen.
- Question setting, moderation, printing, distribution, tabulation, result publishing will be as per faculty rules, guidelines and instruction.
- The oral and practical examinations of each paper shall be conducted by two examiners jointly. The external examiner preferably be a teacher of the respective subject from another Institute.
- One of the examiners of the subject shall visit the examination hall when the written examination is being held.
- Examiners and examinees will follow the code of conduct of SMFB in examination halls.

1.10 Subject wise Marks Distribution (1st, 2nd, 3rd & 4th year)

1st Year (Marks Distribution)

Subjects	Marks for Written	Marks for Oral	Marks for Practical	Total Marks
Basic Anatomy	50	25	25	100
Basic Physiology & Biochemistry	50	25	25	100
Basic English Course.	50	25	25	100
Basic Computer Science	50		50	100
Total =	200	75	125	400

2nd Year (Marks Distribution)

Subjects	Marks for Written	Marks for Oral	Marks for Practical	Total Marks
Basic Pathology & Microbiology	100	50	50	200
Basic Pharmacology	100	50	50	200
Total=	200	100	100	400

3rd Year (Marks Distribution)

Subjects	Marks for Written	Marks for Oral	Marks for Practical	Total Marks
Basic Community Health & Medical Ethics	100 (75+25)	50	50	200
Basic Community Medicine & Health Management	100	50	50	200
Total=	200	100	100	400

4th Year (Marks Distribution)

Subjects	Marks for Written	Marks for Oral	Marks for Clinical/Practical	Total Marks
Basic Medicine & Paediatrics	100	50	50	200
Basic Surgery	100	50	50	200
Basic Gynaecology & Obstetrics	100	50	50	200
Total =	300	150	150	600

Assessment Personnel

- Subject oriented teacher (Professor/ Associate professor/ Assistant professor/Lecturer will be illegible to be an examiner, question setter, moderator and able to evaluate the examination script.
- Subject oriented instructors will be illegible to undertake the practical examinations

Carryon System

- One can be eligible to attend the classes of 2nd year after passing at least 3 subjects among 4 subjects of 1st year.
- One can be eligible to attend the classes of 3rd year after passing at least 1 subjects among 2 subjects of 2nd year.
- One can be eligible to attend the classes of 4th year after passing at least 1 subjects among 2 subjects of 3rd year.

NB: No student shall be allowed to appear in the Year II, Year III and Year IV Final faculty examinations unless the student passes all the subjects of 1st, 2nd and 3rd year Final examinations respectively.

1.11 How to use & implement this curriculum:

This curriculum is meant for the guidance of four groups for people:

- Students to guide them in what to learn and how to learn
- Teachers to guide them in what to teach and how to teach
- Examiners to guide them in what to evaluated and how to evaluated
- Policy makers to govern

For policy makers --

- Concerned policy persons to guide how to implement this curriculum with proper—
 - Governance
 - Guidelines
 - Faculty members with updated organogram
 - Institutional academic lab
 - Attached hospital with indoor, OPD/emergency &
 - Attached Upazila Health Complex (UHC)
 - Appropriate students friendly academic environment

- Teachers to be oriented about the implementation of curriculum
- Log book to be prepared for clinical placement at hospital & UHC

It will be meaningful only if above groups succeed in discharging their responsibilities relating their role properly.

As there is no standard text books for the Medical Assistance training so the teachers must prepare their lesson plan having learning objectives, subject-content, teaching methods and methods of evaluation and list of resource materials. The whole instruction design or lesson plan should be set as per time allocation.