



1. Structure of the Electives as approved by Dean Academics for MBBS students from 2021-2023 **(Page Number 1-14)**
2. Structure of the Electives for BSc Nursing **(Page Number 15-63)**
3. Structure of the Electives /Rotating Internships as approved by Dean Dental for BDS Student 2020-2023 **(Page Number 64-91)**

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Lucknow

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Vice Dean
Faculty of Medicine
K.G. Medical University U.P.
Lucknow



King George's Medical University Uttar Pradesh, Lucknow - 226003, India

Prof. Uma Singh
Dean Academics

Dean- Academics/KGMU/2021/3789
Dated:- 20/12/2021

CIRCULAR

A Letter from the office of Dean Academics, KGMU numbered 2021/3383, dated 15/09/2021 was circulated and following response in a common format from various departments offering Elective posting to Final phase MBBS students after completion of Part 1, Phase 3 (as per NMC Curriculum revision from Batch 2019) was received which is as follows:

Serial no	Department	Name of Elective posting	No. of students that can be accommodated/ batch for one month	Name of coordinating faculty
1.	Radiation Oncology	Teletherapy machines/ Brachytherapy & its applications/Cancer Registries/Ward posting (Chemotherapy handling etc)	25	Dr Mranalini Verma
2.	Urology	OT/OPD for 15 days each in alteration with another clinical department	---	---
3.	Pediatric Orthopedics	Pediatric Orthopedics and Trauma	10	Dr Najmul Huda
4.	Pediatric Surgery	Ward round/OPD/Weekly teaching	5	Dr Gurmeet Singh/Dr Piyush Kumar/Dr Archika Gupta
5.	Surgical Oncology	Surgical Oncology	20	Dr Naseem Akhtar
6.	Neurosurgery	Neurosurgery	10	Dr Ankur Bajaj
7.	Biochemistry	PCR/ HPLC Techniques	20	Dr MK Ahmad/Dr GK Sonkar
8.	Plastic and Reconstructive Surgery	Plastic and Reconstructive Surgery	10	Dr Veerendra Prasad
9.	Obstetrics & Gynecology	Reproductive Medicine/GYNec Oncology/Fetal Medicine	5-10	Dr anjoo Agarwal/Dr Nisha Singh/Dr Seema Mehrotra
10.	Community Medicine	Competency numbers CM 2.1,5.6,17.3,7.2,10.1,16.1,5.3,7.2,7.7, 8.2, 10.1	40-45 for two weeks each	Dr Reema Kumari
11.	CVTS	OT/ICU Procedures	5	Dr Kumar Rahul/Dr Bhupendra Kumar
12.	Pharmacology	Experimental, Molecular, Clinical Pharmacology	25	Dr Rishi Pal/Dr Rahul Kumar
13.	Pathology	Chemical/Histopathology/Cytopathology/Hematology/	30	Dr Rashmi/Dr Atin/ Dr Wahid/ Dr Riddhi/ Shalini
14.	Ophthalmology	Refraction	60	

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King George's Medical University

Uttar Pradesh, Lucknow - 226003, India

Prof. A.K. Tripathi
Dean Academics

Dean- Academics/KGMU/2023/9774

Dated:- 25/03/2023

ORDER

This is for information to all concerned that the **Elective course (Block-1)** of Phase 3.2 of MBBS 2019 Batch will commence from **27th March 2023**. Students are hereby directed to join electives as per allotment.

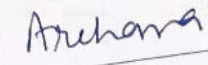

(Prof. A.K. Tripathi)
Dean-Academics

Distributions:-

- ✓ Order Book.
- ✓ All concerned Notice Board of this university.

No:- _____ of dated:- _____

1. The Registrar, KGMU UP, Lucknow.
2. Dean, Student Welfare/Paramedical/Nursing/Dental, KGMU UP, Lucknow.
3. The Controller of Examination, KGMU UP, Lucknow.
4. Chief Proctor, KGMU UP, Lucknow.
5. Concerned Heads of the Department, KGMU UP, Lucknow.
6. Concerned Provost of Hostels, KGMU UP, Lucknow.
7. PS to Hon'ble Vice Chancellor.



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Sr. No.	Enroll No	Name	Father Name	Alloted Elective
1	KGMB190109	Subham Kumar Dash	Ganapati Dash	Sonographic Anatomy: Living Anatomy by Ultrasound
2	KGMB190045	Ayesha Khan	Saif Ahmad Khan	Automation in clinical biochemistry laboratories: it's application and recent trends
3	KGMB190192	Poorvi Gupta	Mahesh Kumar Gupta	Sonographic Anatomy: Living Anatomy by Ultrasound
4	KGMB190067	Devanshi Katiyar	Shive Shankar Katiyar	Sonographic Anatomy: Living Anatomy by Ultrasound
5	KGMB190232	Yashita Khulbe	Kailash Chandra Khulbe	Sonographic Anatomy: Living Anatomy by Ultrasound
6	KGMB190079	Girjanand Mishra	Hari Bhusan Mishra	Sonographic Anatomy: Living Anatomy by Ultrasound
7	KGMB190155	Shikhar S Gupta	Late Shailesh K Gupta	Immunoassay Diagnostics in Endocrine Disorders
8	KGMB190009	Akanksha	Santosh Kumar	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
9	KGMB190057	Jay Tewari	Ajoy Tewari	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
10	KGMB190239	Nimish Kumar	Udayveer Singh	Genetics/molecular biology
11	KGMB190221	Varsha Singhal	Sushil Singhal	Sonographic Anatomy: Living Anatomy by Ultrasound
12	KGMB190086	Mahima Upadhyay	Suresh Upadhyay	Sonographic Anatomy: Living Anatomy by Ultrasound
13	KGMB190050	Harshit Singh	Vinod Kumar Singh	Sonographic Anatomy: Living Anatomy by Ultrasound
14	KGMB190095	Shiva Gupta	Sanjay Gupta	Pre-Clinical Research, Drug Discovery & Development
15	KGMB190075	Fiza Akhtar	Javed Ahmad Ansari	Automation in clinical biochemistry laboratories: it's application and recent trends
16	KGMB190025	Anadika Rana	Krishna Kumar Singh Rana	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
17	KGMB190219	Vaibhav Singh	Ramchandra	Adult and Cancer stem cell characterization and uses in therapeutic
18	KGMB190072	Divyanjal Kumar	Rajendra Kumar	Sonographic Anatomy: Living Anatomy by Ultrasound
19	KGMB190223	Vibhas Kumar	Sanjay Kumar	Genetics/molecular biology

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20	KGMB190233	Yash Chandani	Ram Kumar Chandani	Sonographic Anatomy: Living Anatomy by Ultrasound
21	KGMB190039	Ashish Kumar Shahi	Manoj Kumar Shahi	Diagnosis of microcytic hypochromic Anemia
22	KGMB190123	Rohit Anand	Manmohan Anand	Genetics/molecular biology
23	KGMB190218	Vinay Suresh	Suresh Hs	Pre-Clinical Research, Drug Discovery & Development
24	KGMB190046	Ayush Agarwal	Satish Kumar Agrawal	Diagnosis of microcytic hypochromic Anemia
25	KGMB190119	Umang Nath Chaubey	Amar Nath Chaubey	Sonographic Anatomy: Living Anatomy by Ultrasound
26	KGMB190164	Rahul Dhillon	Satbir Singh	Sonographic Anatomy: Living Anatomy by Ultrasound
27	KGMB190156	Priya Singh	Uday Singh	Sonographic Anatomy: Living Anatomy by Ultrasound
28	KGMB190021	Anshika Khanna	Sharad Khanna	Sonographic Anatomy: Living Anatomy by Ultrasound
29	KGMB190051	Harshit Varshney	Uday Bhan Varshney	Sonographic Anatomy: Living Anatomy by Ultrasound
30	KGMB190029	Aniket Bhardwaj	Bhavnesb Bhardwaj	Pharmacovigilance
31	KGMB190236	Nikita Singh	Uday Pratap Singh	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
32	KGMB190122	Rohit	Santosh Kumar	Diagnostic Cytopathology
33	KGMB190229	Vaibhav Singh	Raj Bahadur Singh	Genetics/molecular biology
34	KGMB190238	Nikita Verma	Sunder Lal Verma	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
35	KGMB190091	Darshit Samaiya	Raju Samaiya	Diagnosis of microcytic hypochromic Anemia
36	KGMB190107	Shruti Verma	Pradeep Kumar	Diagnostic Cytopathology
37	KGMB190154	Shikhar Gupta	Shailendra Kumar Gupta	Immunohistochemistry (IHC) in Cancer Diagnostics
38	KGMB190160	Pushkar Rai	Ajay Kumar Rai	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
39	KGMB190215	Virat Kumar Singh	Uma Shankar Singh	Immunoassay Diagnostics in Endocrine Disorders
40	KGMB190197	Pratiksha Pant	Pramod Kumar Pant	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)

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41	KGMB190102	Shivesh Anand	Shashi Kumar Singh	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
42	KGMB190207	Mohammad Faiz	Mohd Aslam	HIV Medicine; Laboratory Track
43	KGMB190214	Vinodini Jaiswal	Vimlesh Jaiswal	Diagnosis of microcytic hypochromic Anemia
44	KGMB190077	Garima Singh	Ashok Kumar Singh	Medical Genetics
45	KGMB190098	Sudhir Kumar Yadav	Subhash Chandra	Diagnosis of microcytic hypochromic Anemia
46	KGMB190035	Ashwani Kumar	Uma Shankar	Diagnosis of microcytic hypochromic Anemia
47	KGMB190038	Ashish Kushawaha	Late Rajkumar Kushawaha	Diagnosis of microcytic hypochromic Anemia
48	KGMB190209	Mohona Mary Sukumari Rodborne	Subhasis Chakrawarty	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
49	KGMB190222	Vaishali Singh	Vinay Singh	Diagnosis of microcytic hypochromic Anemia
50	KGMB190005	Adarsh Mishra	Suresh Kumar Mishra	Diagnosis of microcytic hypochromic Anemia
51	KGMB190078	Gaurav Verma	Ramcharan Verma	Adult and Cancer stem cell characterization and uses in therapeutic
52	KGMB190157	Priyam Nayak	Biswaranjan Nayak	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
53	KGMB190016	Anuj Kumar	Kaleshwar Prasad Singh	Adult and Cancer stem cell characterization and uses in therapeutic
54	KGMB190099	Sunil Dhakad	Uttam Singh Dhakad	PCR technique and it's application in diagnosis of disease
55	KGMB190241	Nishanth R Subash	N Subash	Genetics/molecular biology
56	KGMB190159	Punyagam Singh Batra	Manpreet Singh	Immunoassay Diagnostics in Endocrine Disorders
57	KGMB190186	Shivani Sharma	Jay Singh	Clinical Toxicology
58	KGMB190190	Parth Narang	Harvinder Narang	Genetics/molecular biology
59	KGMB190012	Aiman Khatoon	Mohd Imran Ahmed	Automation in clinical biochemistry laboratories: it's application and recent trends
60	KGMB190118	Utsav Pratap Singh	Arun Pratap Singh	Dermatophyte (tinea) infections

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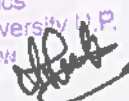
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61	KGMB190149	Mahesh Yadav	Suresh Yadav	Diagnosis of microcytic hypochromic Anemia
62	KGMB190096	Shanawaz Malik	Mohammed Aslam Malik	Pre-Clinical Research, Drug Discovery & Development
63	KGMB190116	Utkarsh Tolani	Vasudev Tolani	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
64	KGMB190150	Shan Mohammad	Noor Mohammad	Diagnostic Cytopathology
65	KGMB190019	Anshika Verma	Pawan Kumar Verma	PCR technique and it's application in diagnosis of disease
66	KGMB190089	Brijesh Kumar Singh	Rajveer Singh	Diagnostic Cytopathology
67	KGMB190189	Papun Kumar Rout	Aswini Kumar Rout	Adult and Cancer stem cell characterization and usses in therapeutic
68	KGMB190018	Anuj Kumar	Rakesh Kumar	Genetics/molecular biology
69	KGMB190064	Abhishek Singh	Arvind Kumar Singh	Adult and Cancer stem cell characterization and usses in therapeutic
70	KGMB190202	Manvi	Deepak Kumar	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
71	KGMB190205	Md. Zaveyar Ikram	Ikramul Haque	Diagnostic Cytopathology
72	KGMB190062	Abhishek Mishra	Surendra Mishra	Pharmacovigilance
73	KGMB190084	Harsh Gupta	Mukesh Kumar Gupta	Adult and Cancer stem cell characterization and usses in therapeutic
74	KGMB190175	Muskan Saxena	Rajesh Kumar Saxena	PCR technique and it's application in diagnosis of disease
75	KGMB190037	Ashra Imran	Mohd. Imran	Automation in clinical biochemistry laboratories: it's application and recent trends
76	KGMB190203	Manya Shukla	Ved Prakash Shukla	Undergraduate Medical Student initiated research (Hands on experience on basic biomedical research)
77	KGMB190031	Arun Kumar Maurya	Rajesh Kumar Maurya	Viral Hepatitis
78	KGMB190043	Ateequr Rehman	Md. Tayeb	Immunohistochemistry (IHC) in Cancer Diagnostics
79	KGMB190081	Gunjan Parasher	Mukesh Parasher	Immunohistochemistry (IHC) in Cancer Diagnostics
80	KGMB190008	Akansha Gupta	Sameer Gupta	Genetics/molecular biology

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81	KGMB190028	Anisha Kumari	Sunil Kumar	Automation in clinical biochemistry laboratories: it's application and recent trends
82	KGMB190060	Abhishekh Singh	Dinesh Singh	Pharmacovigilance
83	KGMB190141	Kuldip Singh	Jitender Singh	Immunohistochemistry (IHC) in Cancer Diagnostics
84	KGMB190174	Muskan Bansal	Manoj Kumar	Basic Course in Conventional Karyotyping
85	KGMB190014	Amol Srivastava	Salil Kumar Srivastava	Genome Medicine
86	KGMB190020	Anshika Srivastava	Virendra Kumar Srivastava	Immunohistochemistry (IHC) in Cancer Diagnostics
87	KGMB190206	Mohammad Amaan	Fazlur Rahman	Immunoassay Diagnostics in Endocrine Disorders
88	KGMB190158	Priyanka Singh	Netrapal Singh	PCR technique and it's application in diagnosis of disease
89	KGMB190181	Suraj Kumar Prajapati	Shiv Kumar Pandit	Cell Biology
90	KGMB190101	Suhail Choudhary	Mustafa Malik	Immunoassay Diagnostics in Endocrine Disorders
91	KGMB190106	Shruti Sharma	Ram Het Sharma	Automation in clinical biochemistry laboratories: it's application and recent trends
92	KGMB190115	Utkarsh Singh	Mahendra Singh	Diagnostic Cytopathology
93	KGMB190076	Fouzia Ishrat	Syed Ishrat Ali	Automation in clinical biochemistry laboratories: it's application and recent trends
94	KGMB190026	Ankita Meena	Jai Prakash Meena	Automation in clinical biochemistry laboratories: it's application and recent trends
95	KGMB190111	Subhash Chandra Patel	Yashwant Patel	Diagnostic Cytopathology
96	KGMB190112	Tanaya Bharadwaj	Late Vikas Bhawan	Pre-Clinical Research, Drug Discovery & Development
97	KGMB190068	Devesh Srivastava	Manoj Kumar Srivastava	Genetics/molecular biology
98	KGMB190193	Pragya Srivastava	Saurabh Srivastava	Viral Hepatitis
99	KGMB190227	Vipin Kumar	Kalika Prasad	Medicolegal autopsy & crime scene investigation
100	KGMB190074	Faisal Ansari	Akhtar Hussain	Pre-Clinical Research, Drug Discovery & Development
101	KGMB190131	Sanskriti Gupta	Sukhesh Gupta	Pharmacovigilance
102	KGMB190177	Naveen Kumar	Jai Prakash	Clinical Toxicology
103	KGMB190061	Abhishek Singh	Dhirendra Singh	Cell Biology
104	KGMB190114	Tarun Senya	Ramvir Singh	Adult and Cancer stem cell characterization and uses in therapeutic


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105	KGMB190104	Suyash Kumar	Surendra Kumar	Research Methodology
106	KGMB190208	Mohammad Shakir Khan	Kamaluddin Khan	Diagnostic Cytopathology
107	KGMB190082	Gyanendra Swaroop Tiwari	Sunil Kumar Tiwari	Pharmacovigilance
108	KGMB190170	Rishu Maurya	Rajesh Maurya	PCR technique and it's application in diagnosis of disease
109	KGMB190165	Rahul Gautam	Virendra Kumar Singh Gautam	Adult and Cancer stem cell characterization and usses in therapeutic
110	KGMB190176	Naitik Patel	Veer Singh Patel	PCR technique and it's application in diagnosis of disease
111	KGMB190182	Shreya Verma	Ram Prakash Verma	Dermatophyte (tinea) infections
112	KGMB190185	Siddhant Aggarwal	Umang Agarwal	Medicolegal autopsy & crime scene investigation
113	KGMB190138	Kartik Sharma	Tribhuwan Nath Sharma	Pharmacovigilance
114	KGMB190211	Mohd Danish	Mohd Israr	Diagnostic Cytopathology
115	KGMB190056	Jatin Garg	Deepchand Garg	Medicolegal autopsy & crime scene investigation
116	KGMB190171	Ritvij Shukla	Ashiwani Shukla	Mycobacteriology
117	KGMB190103	Shubhajeet Roy	Susanta Roy	Genetics/molecular biology
118	KGMB190117	Umair Khalid	Khalid Ahmad	PCR technique and it's application in diagnosis of disease
119	KGMB190022	Ankush Dixit	Santosh Dixit	Viral Hepatitis
120	KGMB190044	Ayush Pratap Singh	Pratap Singh	Viral Hepatitis
121	KGMB190052	Harshita Jaiswal	Monoranjan Jaiswal	Pre-Clinical Research, Drug Discovery & Development
122	KGMB190090	Chandrika Varshney	Tarun Varshney	Pharmacovigilance
123	KGMB190143	Lakhpat Singh	Kedar Singh	Medicolegal autopsy & crime scene investigation
124	KGMB190001	Abhijeet Singh	Manager Singh	Electron Microscopy as specialized tool in interpretation of otherwise difficult to diagnose cases by light microscopy
125	KGMB190201	Manvendra Singh	Khoob Singh	Automation in clinical biochemistry laboratories: it's application and recent trends
126	KGMB190230	Vikas Kannaujiya	Lallan Kannaujiya	Medicolegal autopsy & crime scene investigation
127	KGMB190055	Janmejay Pandey	Kamla Pati Pandey	Pharmacovigilance

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128	KGMB190092	Deepali Rawat	Rajendra Kumar	Electron Microscopy as specialized tool in interpretation of otherwise difficult to diagnose cases by light microscopy
129	KGMB190023	Ankur Agarwal	Naresh Agarwal	Cell Biology
130	KGMB190100	Swati Tripathi	Kamlesh Chandra	Medical Genetics
131	KGMB190140	Kritika Jain	Ashish Jain	Clinical Toxicology
132	KGMB190237	Nikita Singh	Ramesh Kumar	Automation in clinical biochemistry laboratories: it's application and recent trends
133	KGMB190024	Anant Kumar Patel	Suresh Chandra Patel	Mycobacteriology
134	KGMB190048	Ayushi Dwivedi	Upendra Mohan Dwivedi	Medicolegal autopsy & crime scene investigation
135	KGMB190179	Suraj Chaudhary	Santoshkumar Chaudhary	Medical Genetics
136	KGMB190066	Abhishek Bharatiya Suman	Munna Bharatiya	Pharmacovigilance
137	KGMB190113	Tanya Singh	Amit Kumar Singh	Medicolegal autopsy & crime scene investigation
138	KGMB190243	Shipra Patel	Jayakaran Patel	Basic Course in Conventional Karyotyping
139	KGMB190015	Anuj Raj Srivastava	Murari Kumar Srivastava	Automation in clinical biochemistry laboratories: it's application and recent trends
140	KGMB190034	Asmita Yadav	Amir Singh	Pre-Clinical Research, Drug Discovery & Development
141	KGMB190073	Divyanshu Gupta	Ajay Kumar Gupta	Diagnostic Cytopathology
142	KGMB190049	Harshit Shekhar	Chandra Shekhar	Adult and Cancer stem cell characterization and uses in therapeutic
143	KGMB190213	Mohd Shahnawaz Husain	Nasruddeen Ansari	Automation in clinical biochemistry laboratories: it's application and recent trends
144	KGMB190228	Vishal Kumar	Sanjay Kumar Kharwar	Pharmacovigilance
145	KGMB190065	Abhay Vardhan	Maansingh Vardhan	Clinical Toxicology
146	KGMB190146	Lamonte Ezra Sohkhlet	Edmund Syiemiong	Adult and Cancer stem cell characterization and uses in therapeutic
147	KGMB190224	Vaishali Yadav	Prem Chand Yadav	Dermatophyte (tinea) infections
148	KGMB190013	Aman Kushwah	Jitendra Singh Kushwaha	Genome Medicine
149	KGMB190070	Dhruv Mishra	Raj Kumar Mishra	Pre-Clinical Research, Drug Discovery & Development
150	KGMB190108	Shukla Sarbari Guha	Gunjan Guha	Medical Genetics

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151	KGMB190130	Sandeep Kumar Shakya	Mahesh Kumar	Pre-Clinical Research, Drug Discovery & Development
152	KGMB190145	Lalit Kumar	Hari Singh	Cell Biology
153	KGMB190007	Aditi Shah	Anil Kumar Shah	Research Methodology
154	KGMB190071	Divyangna Maurya	Sudhir Kumar	Viral Hepatitis
155	KGMB190133	Satyanarayan Yadav	Jagdish Yadav	Medical Genetics
156	KGMB190168	Ravi Singh	Rajendra Singh	Cell Biology
157	KGMB190212	Mohd Shadab	Mohd Islam	Cell Biology
158	KGMB190242	Nitesh Kumar Chaudhary	Ram Prasad Chaudhary	Medical Genetics
159	KGMB190246	Abhishek Satyam	Sanjay Kumar	HPLC and it's application in estimating metabolites in different body fluids
160	KGMB190059	Aastha Bhadana	Manoj Kumar	Sexually Transmitted Infections
161	KGMB190085	Harshit Mudgal	Amrit Sharma	Pre-Clinical Research, Drug Discovery & Development
162	KGMB190105	Soniya Idwani	Madhav Das Idwani	Pre-Clinical Research, Drug Discovery & Development
163	KGMB190195	Pranshu Diwakar	Pradeep Kumar	Mycobacteriology
164	KGMB190053	Hritik Saini	Pradeep Kumar	Electron Microscopy as specialized tool in interpretation of otherwise difficult to diagnose cases by light microscopy
165	KGMB190058	Jaynath Singh	Akhilesh Pratap Singh	Clinical Toxicology
166	KGMB190120	Usman Javed	Irfan Javed	Electron Microscopy as specialized tool in interpretation of otherwise difficult to diagnose cases by light microscopy
167	KGMB190047	Ayush Yadav	Sachin Yadav	Basic Course in Conventional Karyotyping
168	KGMB190132	Sanya Dikshit	Alok Dikshit	HPLC and it's application in estimating metabolites in different body fluids
169	KGMB190137	Kajal Rani	Ram Sewak	Basic Course in Conventional Karyotyping
170	KGMB190147	Madhav Narayan Singh	Santosh Kumar Singh	Pre-Clinical Research, Drug Discovery & Development
171	KGMB190248	Akash Singh	Prem Singh	Medicolegal autopsy & crime scene investigation
172	KGMB190027	Ankit Kumar Gautam	Radhey Shyam	Pre-Clinical Research, Drug Discovery & Development

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173	KGMB190198	Praveen Kumar Maurya	Sanjay Kumar Maurya	Electron Microscopy as specialized tool in interpretation of otherwise difficult to diagnose cases by light microscopy
174	KGMB190250	Nikhil Singh	Anil Kumar	Pre-Clinical Research, Drug Discovery & Development
175	KGMB190054	Ishaan Saini	Suraj Bhan Saini	Genome Medicine
176	KGMB190097	Shivam Kumar	Satish Chandra	Clinical Toxicology
177	KGMB190087	Bakshi Siddhant Vohra	Prashant Bakshi	Medicolegal autopsy & crime scene investigation
178	KGMB190136	Shakti Katiyar	Subir Katiyar	Genome Medicine
179	KGMB190040	Ashish Chaudhary	Sanjeev Kumar	Viral Hepatitis
180	KGMB190121	Vibhor Agrawal	Pramod Kumar Agrawal	Sexually Transmitted Infections
181	KGMB190126	Rajeev	Subhash Chandra	HPLC and it's application in estimating metabolites in different body fluids
182	KGMB190151	Shashank Prajapati	Dwarika Prasad	Viral Hepatitis
183	KGMB190161	Pushpesh Gaurav	Rajendra Kumar	Pre-Clinical Research, Drug Discovery & Development
184	KGMB190173	Mradul Mahawar	Trilok Chand Mahawar	HPLC and it's application in estimating metabolites in different body fluids
185	KGMB190183	Saurabh Kumar	Rajkumar Singh	Medicolegal autopsy & crime scene investigation
186	KGMB190033	Arun Kumar Shriwas	Ramcharan Shriwas	Sexually Transmitted Infections
187	KGMB190110	Suraj	Jaiprakash	HIV Medicine; Laboratory Track
188	KGMB190129	Sandeep Kumar	Devendra Singh	HPLC and it's application in estimating metabolites in different body fluids
189	KGMB190148	Mahesh Chandra	Suraj Pal	Medical Genetics
190	KGMB190187	Shubhi Rawat	Ajay Kumar Rawat	Medical Genetics
191	KGMB190217	Vishwajeet Singh	Ashok Singh	HPLC and it's application in estimating metabolites in different body fluids
192	KGMB190249	Sunil Kumar	Gyan Singh	HPLC and it's application in estimating metabolites in different body fluids
193	KGMB190036	Ashutosh Yadav	Avanindra Singh	Genome Medicine
194	KGMB190152	Shikha Rao	Ramesh Rao	Research Methodology
195	KGMB190030	Aniket Kumar	Satya Pal Singh	Automation in clinical biochemistry laboratories: it's application and recent trends

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196	KGMB190128	Sakshi Gupta	Shambhoo Prasad	HPLC and it's application in estimating metabolites in different body fluids
197	KGMB190162	Pt. Sudhanshu Prakash Gaur	Rakesh Kumar Sharma	Sexually Tranmitted Infections
198	KGMB190006	Ajay Kumar	Yogendra Kumar	Automation In clinical biochemistry laboratories: it's application and recent trends
199	KGMB190184	Sumit Tomar	Udaiveer Singh	Medical Genetics
200	KGMB190199	Premnarayan Yadav	Rambachan Yadav	Medical Genetics
201	KGMB190225	Vartika Gupta	Baijnath Gupta	Basic Course in Conventional Karyotyping
202	KGMB190204	Mayank Kumar Bharti	Bhikam Pal Bharti	PCR technique and it's application in diagnosis of disease
203	KGMB190210	Mohd Anees	Shamsher Ali	PCR technique and it's application in diagnosis of disease
204	KGMB190042	Ashish Kumar	Shiv Das	HPLC and it's application in estimating metabolites in different body fluids
205	KGMB190178	Nikhil Kannaujia	Arun Kumar	Sexually Tranmitted Infections
206	KGMB190063	Abhishek Kumar Singh	Dhruv Kumar	Sexually Tranmitted Infections
207	KGMB190188	Pankaj R Chourasiya	Ram Sumer Chourasiya	Research Methodology
208	KGMB190226	Vikas Ranjan Singh	Dinesh Pratap Singh	Sexually Tranmitted Infections
209	KGMB190194	Prankur Rastogi	Rajeev Rastogi	Genome Medicine
210	KGMB190200	Manish Kumar Vishwakarma	Shrikant Vishwakarma	PCR technique and it's application in diagnosis of disease
211	KGMB190134	Saurabh Yadav	Ashok Kumar Yadav	Dermatophyte (tinea) infections
212	KGMB190093	Deepshikha	Maya Shankar Prasad	Clinical Toxicology
213	KGMB190196	Prateek Singh	Haushila Prasad Singh	PCR technique and it's application in diagnosis of disease
214	KGMB190069	Dheeraj Meena	Mayram Meena	Clinical Toxicology
215	KGMB190080	Gopi Chandra Verma	Chandra Prakash Verma	Mycobacteriology
216	KGMB190139	Krishna Kant	Mukesh Kumar Sharma	Genome Medicine
217	KGMB180111	Md. Abdul Baqui	Md. Abul Hayat	HPLC and it's application in estimating metabolites in different body fluids
218	KGMB190163	Pradeep Kumar	Satya Veer	Clinical Toxicology
219	KGMB190088	Bhavya Verma	Jageshwar Prasad	Dermatophyte (tinea) infections

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220	KGMB190166	Rahul Yadav	Raj Kumar	Clinical Toxicology
221	KGMB190247	Anand Kumar Singh	Vinod Kumar	Genome Medicine
222	KGMB190003	Abhishek Tejasvi	Shyam Lal	Cell Biology
223	KGMB190004	Abhishek Kumar	Pramod Kumar	Genome Medicine
224	KGMB190244	Aditya Kumar	Rajendra Prasad Prajapati	Automation in clinical biochemistry laboratories: it's application and recent trends
225	KGMB190169	Rishabh Pal	Prem Shanker Pal	HPLC and it's application in estimating metabolites in different body fluids
226	KGMB190172	Mohit Agarwal	Suneel Agarwal	PCR technique and it's application in diagnosis of disease
227	KGMB190153	Shikha Verma	Ram Avtar Verma	Research Methodology
228	KGMB190127	Sachin Mahadevan	Mahadev Pratap Singh	HPLC and it's application in estimating metabolites in different body fluids
229	KGMB190240	Nirdosh Kumar	Karhori Lal Rajput	Mycobacteriology
230	KGMB190017	Anshuman Gautam	Brajendra Kumar Gautam	Mycobacteriology
231	KGMB190220	Vikalp Deep	Ram Prakash Sankhwar	Cell Biology
232	KGMB190041	Ashish Panda	Satya Narayana Panda	Cell Biology
233	KGMB190125	Ruchi Mishra	Jagdamba Prasad Mishra	HPLC and it's application in estimating metabolites in different body fluids
234	KGMB190032	Arpit Kumar Patel	Uma Shanker Patel	HPLC and it's application in estimating metabolites in different body fluids
235	KGMB190002	Abhinav Kumar	Rajesh Kumar	Incorporating IPE in Medical Curriculum
236	KGMB190167	Rajat Kumar	Satyavir Singh	PCR technique and it's application in diagnosis of disease
237	KGMB190124	Rohit Kumar	Chhatar Pal Singh	PCR technique and it's application in diagnosis of disease
238	KGMB190142	Kumari Anju	Akhilesh Kumar Singh	Genome Medicine
239	KGMB190245	Anmol Mahor	Netrapal Singh Mahor	Mycobacteriology
240	KGMB190144	Lakshya Sharma	Sukhadev Sharma	Incorporating IPE in Medical Curriculum
241	KGMB190234	Yash Chopra	Ajay Chopra	Basic Course in Conventional Karyotyping
242	KGMB190011	Ali Murtja	Tofique Ahamad	Cell Biology
243	KGMB190083	Harjeet Singh	Awadhesh	PCR technique and it's application in diagnosis of disease
244	KGMB190231	Vishesh Sachan	Pawan Kumar	HIV Medicine; Laboratory Track

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245	KGMB190135	Shailendra Pratap Singh	Dinesh Singh	HPLC and it's application in estimating metabolites in different body fluids
246	KGMB190010	Akshay Chaurasia	Mohan Chaurasia	HIV Medicine; Laboratory Track
247	KGMB190191	Pawan Kumar	Chetram	HIV Medicine; Laboratory Track
248	KGMB190180	Suraj Singh	Veer Singh	Basic Course in Conventional Karyotyping
249	KGMB180068	Durgesh Kumar	Jeet Lal	Incorporating IPE in Medical Curriculum
250	KGMB190094	Shiv Singh	Bhanjan Singh	HIV Medicine; Laboratory Track
251	KGMB170216	Techi G Momin	Overlind K Marak	Incorporating IPE in Medical Curriculum
252	KGMB180188	Shahbaz Saleem	Mohammad Saleem	Incorporating IPE in Medical Curriculum
253	KGMB190235	Nitish Kumar Gautam	Ugrasen Gautam	HIV Medicine; Laboratory Track

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BSc Nursing

(To be printed)

ELECTIVE MODULES

BSc Nursing Program

(Modular content outline)

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LIST OF ELECTIVE MODULES

III & IV Semesters: *To complete any one elective by end of 4th semester across 1st to 4th semesters*

1. Human values
2. Diabetes care
3. Soft skills

V & VI Semesters: *To complete any one of the following before end of 6th semester*

4. CBT
5. Personality development
6. Addiction psychiatry
7. Adolescent health
8. Sports health
9. Accreditation and practice standards
10. Developmental psychology
11. Menopausal health
12. Health Economics

VII & VIII Semesters: *To complete any one of the following before end of 8th semester*

13. Scientific writing skills
14. Lactation management
15. Sexuality & Health
16. Stress management
17. Job readiness and employability in health care setting

Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)

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HUMAN VALUES

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop knowledge and attitude towards inculcating human values.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Understand the concept and importance of human values.
2. Analyze the impact of human values in family, society and profession.
3. Apply human values in education and clinical practice.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Explain the concept of human values, nature and types	Introduction <ul style="list-style-type: none"> • Introduction to human values - Definition and nature of human values • Types of human values - Different categorization • Instrumental and extrinsic values • Personal and professional values • Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, loyalty, appreciation, integrity, discipline, justice, solidarity, civility, non-violence 	<ul style="list-style-type: none"> • Lecture cum discussion • Discuss some of the human values having universal relevance • Value clarification exercise • Role play 	<ul style="list-style-type: none"> • Quiz
II	4	Understand the significance of human values and in nursing Identify the difference between human, ethical and moral vales	Importance of human values <ul style="list-style-type: none"> • Need and importance of human values • Functions of values • Reflection on individual values • Human values, ethical values and moral values - differences and similarities 	<ul style="list-style-type: none"> • Reflective exercises and report • Sharing in groups • Discuss lessons from the lives and teachings of great leaders, reformers and administrators 	<ul style="list-style-type: none"> • Evaluation of reflective report/group work report
III	2	Explore the role of human values in family and society	Role of human values in family and society <ul style="list-style-type: none"> • Family values • Social standards • Influence of family and society 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers
IV	4	Discuss the role of educational institutions in inculcating human values	Role of education and human values <ul style="list-style-type: none"> • Teachers as role model • Development of accountability, appreciation and helping nature • Discipline as a human value • Value education strategies 	<ul style="list-style-type: none"> • Lecture cum discussion • Case scenario and discussion 	<ul style="list-style-type: none"> • MCQ • Short answers

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	4	Explain the core values at workplace and apply in clinical settings	Professional Values <ul style="list-style-type: none"> Professional values - examples Professional values and Value development in nursing Core values at workplace, application in clinical settings and implications 	<ul style="list-style-type: none"> Case scenario and discussion Application in clinical practice - Reflection 	<ul style="list-style-type: none"> Evaluation of assignment
VI	2	Explain the influence of culture on values	Values and cross cultural influence <ul style="list-style-type: none"> Cultural values Universal application Universal declaration of human values and human rights 	<ul style="list-style-type: none"> Lecture cum discussion Case scenario and discussion 	<ul style="list-style-type: none"> Short answers

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks


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DIABETES CARE

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop knowledge, skill and attitude regarding Diabetes and care.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Understand the concept of NCDs and relevant national programs.
2. Review the pathophysiology and clinical diagnostic criteria for diabetes.
3. Analyze the diabetes treatment options such as medication, diet, exercise and life style modifications.
4. Apply the principles and demonstrate self-management skills to achieve diabetes control .
5. Identify onset of complications and provide means of seeking appropriate and timely help.
6. Demonstrate understanding of recent updates in diabetes.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain the concept of NCDs and national NCD programs	Introduction <ul style="list-style-type: none"> • Introduction to Diabetes as Non communicable disease burden - global & national - Review • Diabetes risk factors, preventive measures & risk reduction measures • Role of nurse in national programs relevant to Diabetes prevention, control and care 	<ul style="list-style-type: none"> • Lecture cum discussion • Directed reading and assignments 	<ul style="list-style-type: none"> • Quiz
II	4	Recall and discuss the pathophysiology of Diabetes, its clinical characteristics and diagnostic criteria	Pathophysiology and diagnosis of Diabetes <ul style="list-style-type: none"> • Review - structure & functions involved in key organs relating to diabetes (pancreas, liver, muscle, adipose tissue & kidney) • Relationship between blood glucose and insulin • Prediabetes condition • Types of Diabetes - Type I & II • Screening • Symptoms • Diagnostic Criteria 	<ul style="list-style-type: none"> • Review • Case scenario and discussion • Sharing in groups 	<ul style="list-style-type: none"> • Evaluation of group work report
III	4	Discuss the available treatment options	Diabetes treatment options <ul style="list-style-type: none"> • <i>Life style modifications</i> • <i>Diet therapy</i> • <i>Exercise</i> • <i>Medical therapy</i> <ul style="list-style-type: none"> ○ Oral antidiabetic agents used to treat diabetes ○ types, actions, side effects and contraindications 	<ul style="list-style-type: none"> • Drug study • Written assignments 	<ul style="list-style-type: none"> • Quiz • Test paper • Evaluation of written assignments

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Combination treatment regimen ○ Medication considerations in elderly ○ Insulin therapy - Types, regimen, preparation and administration ○ Recent advances in medication therapy 		
IV	3	Identify complications and provide timely support in management of complications	<p>Complications of diabetes <i>Diagnosis and management of</i></p> <ul style="list-style-type: none"> • Hypoglycemia • Hyperglycemia • Diabetic ketoacidosis • Macrovascular complications • Diabetic retinopathy • Diabetic nephropathy • Neuropathy • Gestational diabetes in pregnancy 	<ul style="list-style-type: none"> • Lecture cum discussion • Case study 	<ul style="list-style-type: none"> • Short answers • Essay • Case study reports
V	5	Identify the challenges of living with diabetes Achieve effective self-management skills	<p>Self-Management</p> <ul style="list-style-type: none"> • Challenges of living with diabetes • Role of self-care in diabetes management • Effective self-management skills to attain and maintain diabetes control • Monitoring blood glucose levels -methods to monitor diabetes control and analysis of blood glucose patterns <p>Nutrition therapy</p> <ul style="list-style-type: none"> • Nutritional needs of patients with diabetes • Nutritional assessment • Determination of body mass index (BMI), waist-to-hip ratio • Meal planning methods • Problems associated with diet therapy <p>Physical activity</p> <ul style="list-style-type: none"> • Role of exercise in diabetes management • Components of exercise prescription • Exercise needs assessment • Types of exercises • Benefits of yoga for people with diabetes • Strategies to prevent hypoglycemia during or after exercise <p>Medication therapy</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice • Meal planning • Role play 	<ul style="list-style-type: none"> • Short answers • OSCE • Assessment of meal plan

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Understanding action, side effects and contraindications • Insulin therapy - preparation and administration • Role of diabetes educator in education and counseling <p>Complication identification and seeking appropriate help</p>		
VI	2	<p>Update the knowledge on diabetes, its management and care</p> <p>Discuss the role of diabetes educator</p> <p>Identify the role of complementary therapies</p>	<p>Recent updates in diabetes</p> <ul style="list-style-type: none"> • Oral health and diabetes • Managing diabetes during disasters • Recent update on treatment and care modalities <ul style="list-style-type: none"> • Role of diabetes educator in diabetes care, education, counseling and management • Complementary therapies 	<ul style="list-style-type: none"> • Lecture cum discussion • Directed reading 	<ul style="list-style-type: none"> • MCQ • Short answers

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Meal planning) - 10 marks

LEARNING RESOURCES:

- Facilitator manual for training nursing staff on “**Prevention and Management of Non-Communicable Diseases**” developed by People to People Health Foundation (PPHF), 2019

SOFT SKILLS

PLACEMENT: III & IV SEMESTER

TOTAL HOURS: 1 Credit (20 hours)

DDESCRIPTION: This module is designed to improve the soft skills of the students and covers important skills required for personal and professional lives such as etiquette, presentation, time management, motivation, decision making and team work.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Identify & perform personal, professional & Social Etiquette
2. Illustrate Telephone Etiquette
3. Learn & apply Presentation skills.
4. Be empowered in Public Speaking
5. Practice appropriate time management and use planning tools
6. Incorporate Motivational skills in practice
7. Develop Decision making skills
8. Demonstrate Teamwork in workplace

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Identify & perform personal, professional & Social Etiquette	<p>Personal Etiquette:</p> <ul style="list-style-type: none"> • Grooming and personal hygiene • Body language-Postures & facial expressions • Punctuality and respectfulness • Manners <p>Professional Etiquette:</p> <ul style="list-style-type: none"> • Meeting etiquette • Workplace etiquette • communication etiquette-Oral & written <p>Social Etiquette:</p> <ul style="list-style-type: none"> • What is Social Etiquette? • Why are social skills important? • Types of social skills • Conversational skills - Greetings, listening, interacting • Common courtesies - Thank you, No thank you, Excuse me, May I • Social skill defects <p>Other types:</p> <ul style="list-style-type: none"> • Classroom etiquette-respectful and punctual, use of cell phone, engagement in the class • Virtual classroom etiquette • Social media etiquette 	<ul style="list-style-type: none"> • Demonstration • return demonstration 	<ul style="list-style-type: none"> • Feedback from faculty and co-students

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	2	Illustrate Telephone Etiquette	Telephone etiquette: <ul style="list-style-type: none"> • Introduce yourself first • Clarity of speech • Active listening and take notes • Use appropriate language • Remain cheerful 	<ul style="list-style-type: none"> • Demonstration return Demonstration 	<ul style="list-style-type: none"> • Anonymous Assessment
III	3	Learn & apply Presentation skills.	Presentation Skills: <ul style="list-style-type: none"> • Introduction • Types of Presentation Skills • Structure • Importance of Presentation skills • Making a Presentation • Delivering a Presentation 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • Sample presentations
IV	2	Empowered in Public Speaking	Public Speaking: <ul style="list-style-type: none"> • Elements of Public Speaking • Types of Public Speaking • How do you begin a speech • How do you make your speech good • Factors of Public Speaking 	<ul style="list-style-type: none"> • Lecture & Demonstration return Demonstration 	<ul style="list-style-type: none"> • Health talk
V	2	Practice appropriate time management and use planning tools	Time management: <ul style="list-style-type: none"> • Know how to spend time • Set priorities • Using a Planning Tool • Getting Organised/Schedule time appropriately 	<ul style="list-style-type: none"> • Roleplay 	<ul style="list-style-type: none"> • Adherence to Timeline
VI	2	Incorporate Motivational skills in practice	Motivational skills: <ul style="list-style-type: none"> • Forming and Changing Habit • Gratitude • Positivity • Mindfulness 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • 360 degree Feedback
VII	2	Develop Decision making skills	Decision making skills: <ul style="list-style-type: none"> • What is Decision making skills • The 5 Decision making skills • Styles of Decision making • How to develop decision making 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Critical thinking Competencies
VIII	2	Demonstrate Teamwork in workplace	Team work: <ul style="list-style-type: none"> • Differentiate team/teamwork • Examples of team work skills • Working with different teams • Build a team in your workplace environment 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • Feedback from colleagues

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Time management/presentation/etiquette) - 10 marks

COGNITIVE BEHAVIOURAL THERAPY (CBT)

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students acquire comprehensive knowledge regarding the basics of Cognitive Behavioural Therapy and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of CBT for promoting Mental Health in Nursing Practice.

LEARNING OUTCOMES:

On completion of the module, the student will be able to:

1. Explain the concept and techniques of CBT
2. Use techniques to develop a therapeutic alliance based on CBT
3. Discuss cognitive conceptualization-automatic thoughts and alternative explanations based on cognitive model
4. Describe strategies to identify and respond to cognitions including dysfunctional cognitions
5. Formulate thought records and action plans

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6	Explain the concept and techniques of CBT Use techniques to develop a therapeutic alliance based on CBT	Concepts and Techniques of CBT <ul style="list-style-type: none"> • Concept - Definition • Techniques and applications of CBT • Factors influencing effective delivery of CBT • CBT Model • The therapeutic relationship and setting goals with clients 	<ul style="list-style-type: none"> • Lecture and Discussion • Role play • Demonstration 	<ul style="list-style-type: none"> • Skills check: Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals
II	4	Discuss cognitive conceptualization - automatic thoughts and alternative explanations based on cognitive model	The Cognitive Model <ul style="list-style-type: none"> • Three levels of thoughts • Automatic thoughts - development and tracking • Designing and implementing experiments to test automatic thoughts • Biofeedback in CBT 	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment on automatic thoughts and its testing 	<ul style="list-style-type: none"> • Evaluation of assignment
III	5	Describe strategies to identify and respond to cognitions including dysfunctional cognitions	Identifying, Evaluating and Responding to Cognitions <ul style="list-style-type: none"> • Socratic questioning - Technique of questioning • Behaviour experiments - Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc. 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play • Assignment on identifying and responding to dysfunctional cognitions 	<ul style="list-style-type: none"> • Evaluation of assignment
IV	5	Formulate thought records and action plans	Designing Effective Action Plans and Thought Records <ul style="list-style-type: none"> • Thought records components • Action plan components • Identifying underlying and new core beliefs and assumptions • Facilitating completion of the action plan and reviewing the action plan at the next session 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play 	<ul style="list-style-type: none"> • Skills check: Formulate thought records and action plans and prepare worksheets

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Establishment of therapeutic relationship with client on CBT/Formulating thought records or action plans) - 10 marks

LEARNING RESOURCES:

1. Greenberger D, Padesky CA. Mind over Mood: Change How You Feel By Changing the Way You Think. The Guilford Press; 2016
2. Beck JS, Beck AT. Cognitive Therapy: Basics and Beyond. Guilford Publications; 2011

Websites:

<http://focus.psychiatryonline.org/cgi/content/full/4/2/173>

http://www.learncognitivetherapy.com/cognitive_therapy.htm

NB:

- Brief notes on the content is attached below.

CORSE CONTENT (Brief notes below)

UNIT I (6 Hours): CONCEPTS AND TECHNIQUES OF CBT

Concept: CBT is based on the concept that mental disorders are associated with characteristic alterations in cognitive and behavioral functioning and that this pathology can be modified with pragmatic problem-focused techniques, interaction of thoughts, feelings and behaviour.

Techniques and Applications of CBT

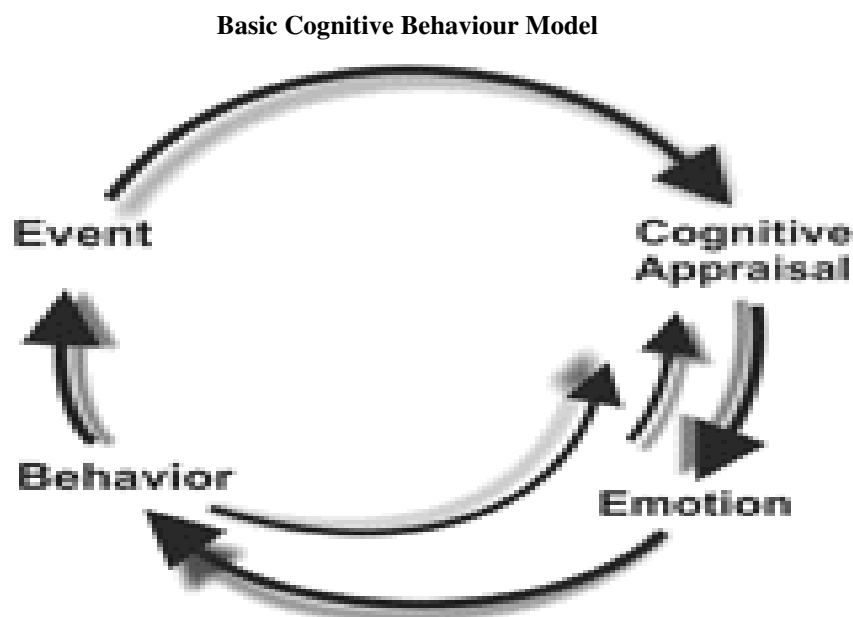
CBT is a cognitive technique and behavioural technique.

Application – wide applications: Psychiatric (Depression, Anxiety etc.) and non-psychiatric (sleep, fatigue, pain etc.)

Factors influencing effective delivery of CBT

Collaboration, formulation, homework etc.

The CBT model



Source: From Wright JH, Basco MR, Thase ME: Learning Cognitive-Behavior Therapy: An Illustrated Guide. Washington, DC, American Psychiatric Publishing, 2006, p 5

The therapeutic relationship and setting goals with clients

- Assessment, person education, goal setting, practice of strategies, homework
- Collaborative therapy relationship

Skills check: Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals (Role play)

UNIT II (4 Hours): THE COGNITIVE MODEL

Three levels of thoughts: automatic thoughts, underlying assumptions and schemas

Understanding interplay between levels of thought and moods, behaviour, physical functions and practice

Automatic thoughts - development and tracking

- Moment to moment unplanned thoughts
- Explain and clarify identification of automatic thoughts with examples from thought records/worksheets

E.g: questions that include

- a. What was going through your mind before you started to feel this way? Any other thoughts? Images?
- b. Circle hot thought

Designing and implementing experiments to test automatic thoughts

- Using scale or rating for automatic thoughts

Biofeedback in CBT

- Role and significance of Biofeedback in CBT

Skills Check: Assignment on automatic thoughts and its testing

UNIT III (5 Hours): IDENTIFYING, EVALUATING, AND RESPONDING TO COGNITIONS

- Gathering evidence that supports and do not support the hot thoughts
- Actively search for information that contradicts the hot thoughts
- Writing all evidence for supporting that hot thoughts are not 100% true
- Identifying alternative or balanced thinking

Socratic questioning

- Technique of questioning

Behaviour experiments

Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.

Skills check: Assignment on identifying and responding to dysfunctional cognitions

UNIT IV (5 Hours): DESIGNING EFFECTIVE ACTION PLANS AND THOUGHT RECORDS

Thought records components: situation, moods, automatic thoughts, evidence that supports hot thought, evidence that does not support hot thoughts, alternative or balanced thoughts, rate moods now

Action plan components: Goal, action plan, time to begin, possible problems, strategies to overcome problems, progress

Identifying a problem in life that a person would like to change and writing an action plan

Identifying underlying and new core beliefs and assumptions

- Identify core beliefs by looking for themes in thought record
- Test by looking for evidence
- Strengthen new core beliefs by recording experiences that are consistent, and rate the confidence

Facilitating completion of the action plan and reviewing the action plan at the next session

- Motivating the clients to complete the plans

Skills check: Assignment on Formulate thought records and action plans

PERSONALITY DEVELOPMENT

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students acquire an in-depth knowledge in factors influencing personality development, theories of personality development, personality traits, and personality disorders and further acquire skill in knowing one's own personality, understand others in their surroundings and bring positive change in life.

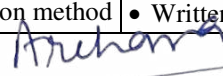
LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe how personality develops
2. Define various stages of personality development
3. Describe basic personality traits and personality types
4. Analyze how personality affects career choices
5. Describe methods for changing personality
6. Enumerate personality disorders
7. Demonstrate skills in identifying personality disorders
8. Utilize knowledge in knowing self and others and improve relationship with others
9. Provide care to patients with personality disorders by emphasizing on respecting individual culture and spiritual needs

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe how personality develops Explain factors contributing to personality development	Introduction to personality development <ul style="list-style-type: none"> • Definitions • Components of personality • Importance of personality in achieving goals and success in life • Factors influencing personality development <ul style="list-style-type: none"> ○ Biological factors ○ Environmental factors • Nature vs Nurture concept in personality development 	<ul style="list-style-type: none"> • Lecture and Discussion method • Guest lecture 	<ul style="list-style-type: none"> • Test paper • Quiz
II	5	Enumerate stages of personality development from infancy to late adulthood Explain various theories of personality development	Stages and theories of personality development <ul style="list-style-type: none"> • Development of personality from infancy to late adulthood • Theories of personality development <ul style="list-style-type: none"> ○ Psychoanalytic theory ○ Psychosocial theory ○ Trait and type theories of personality ○ Humanistic approaches to personality ○ Learning theories of personality 	<ul style="list-style-type: none"> • Lecture and Discussion method 	<ul style="list-style-type: none"> • Test paper
III	3	List various types of personalities	Assessment of personality <ul style="list-style-type: none"> • Types of personalities 	<ul style="list-style-type: none"> • Lecture and Discussion method 	<ul style="list-style-type: none"> • Visit report • Written exam


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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Describe effects of illness on personality change Describe various personality assessments	<ul style="list-style-type: none"> • Personality changes due to illness • Personality assessment 	<ul style="list-style-type: none"> • Visit to clinical psychology department • Guest lecture 	<ul style="list-style-type: none"> • Case discussion
IV	5	Discuss personality and career success Explain various methods of changing personality traits Explain nursing implications of personality	Personality and career success <ul style="list-style-type: none"> • Role of personality and career success • Methods of changing personality traits <ul style="list-style-type: none"> ○ Personal growth and self-efficacy • Personality characteristics required for a nurse • Nursing implications of personality 	<ul style="list-style-type: none"> • Lecture and Discussion method 	<ul style="list-style-type: none"> • Written exam
V	5	Explain various personality disorders	Personality disorders <ul style="list-style-type: none"> • Definition • Types • Signs and symptoms • Medical management • Nursing management • Psycho-social therapies 	<ul style="list-style-type: none"> • Lecture and Discussion method 	<ul style="list-style-type: none"> • Perform assessment of personality disorder patient and write assessment report

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks



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ADDICTION PSYCHIATRY

PLACEMENT: V & VI SEMESTER

THEORY & CLINICAL: 1 Credit (20 hours)

THEORY: 06 hours

CLINICAL: 14 hours

DESCRIPTION: This module is designed to help students to develop knowledge and competencies required for assessment, diagnosis, treatment and nursing management of individuals with various disorders related to addiction.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe the Terminologies such as Substance Use Disorders, addictive behaviours, addiction etc
2. Describe the classification of Psychoactive Substances
3. Describe various etiological factors of substance related disorders
4. Identify the psycho social issues of the individuals with substance use disorders.
5. Identify treatment related adverse effects and emergencies and manage them effectively
6. Demonstrate skill in managing patients with substance use disorders.
7. Apply nursing process in caring for patients with substance related disorders.
8. Utilize available support to rehabilitate needy individuals.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T) 14 (P)	Explain and demonstrate skill in assessment of individuals with substance use disorders Explain and demonstrate skill in management and nursing management of individuals with substance use disorders	Substance use disorders, assessment and management <ul style="list-style-type: none"> • Terminologies: Substance related Disorders, addictive behaviour, intoxication, tolerance, withdrawal etc. • Classification of Psychoactive Substances • Factors associated with substance related disorders • Psychosocial problems associated with substance use • Treatment Modalities for Substance - Related Disorders – Multi-Disciplinary Team Approach • Treatment related adverse effects and emergencies • Introduction to technology addiction and its management • Nursing Management of patients with substance use disorders • Rehabilitation issues 	<ul style="list-style-type: none"> • Lecture cum discussion • Counseling Techniques • Disease model of addiction - Assignment • 2 day posting/visit to a de-addiction centre 	<ul style="list-style-type: none"> • Perform assessment of individuals in in-patient or out-patient and write assessment report • Assessment of assignment • Performing health education at schools, colleges and other selected working areas - evaluation of education

CLINICAL: 14 hours

Clinical Practice Competencies:

On completion of the module, the student will be able to:

1. Assess individuals with substance use disorders
2. Identify risk factors of an individual and plan measures of management and relapse prevention
3. Inform, teach, and guide patients and their families

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Assessment of individuals with substance use disorders/health education) - 10 marks

ADOLESCENT HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 10 hours

LAB: 2 hours

CLINICAL: 8 hours

DESCRIPTION: This module is designed to help students to develop knowledge about developmental changes during adolescence and special psychosocial, reproductive and sexual health issues, needs and challenges of adolescents and competencies required for promoting their development and handling their health issues

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe the normal growth and development during adolescence
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promoting the development of life skills among adolescents
4. Identify the developmental needs of adolescents
5. Demonstrate skills in Identifying the developmental and Psychosocial issues and challenges during adolescence
6. Discuss the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
7. Demonstrate skills in communicating with adolescents
8. Develop competency in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents including Adjustment & conduct disorders, mental disorders, eating disorders, substance use disorders
10. Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted disorders, HIV/AIDS

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T) 2 (CL)	Describe the normal growth and development during adolescence Assess the physical, reproductive and sexual changes during adolescence Promoting the development of life skills among adolescents	Growth and development of of adolescents <ul style="list-style-type: none"> • Review of Principles of Growth and Development • Assessment of Growth and Development of Adolescents, including physical, reproductive and sexual changes • Promoting Growth and Development of Adolescents • Development of life skills among adolescents 	<ul style="list-style-type: none"> • Discussion & Demonstration • Visit to the School or Family with Adolescent 	<ul style="list-style-type: none"> • Perform assessment of Adolescent in School or Family and write assessment report
II	1 (T) 1 (Lab)	Discuss the nutritional requirements of adolescents, food habits and food	Nutritional needs of adolescents <ul style="list-style-type: none"> • Nutritional requirements of adolescents Food habits and food fads prevalent in the adolescent	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Plan a One day Menu for an adolescent •

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		fads prevalent in the adolescents			
III	2 (T) 2 (CL)	Identify the developmental needs of adolescents Demonstrate skills in identifying the developmental and psychosocial issues and challenges during adolescence	Developmental needs of Adolescents <ul style="list-style-type: none"> • Developmental needs of Adolescents • Developmental issues during Adolescence • Psychosocial issues during Adolescence • Challenges during Adolescence • Guiding Parents on meeting the developmental needs of Adolescents and handling their issues and Challenges 	<ul style="list-style-type: none"> • Discussion • Demonstration • Visit to the Family with Adolescent 	<ul style="list-style-type: none"> • Visit report
IV	1 (T) 1 (Lab) 2 (CL)	Demonstrate skills in communicating with adolescents Develop competency in providing the Guidance and Counselling to adolescents	Communication, guidance and counseling <ul style="list-style-type: none"> • Communicating with adolescents • Guidance and Counselling • Role of Parents 	<ul style="list-style-type: none"> • Discussion • Demonstration • Role Play 	<ul style="list-style-type: none"> • Assessment of role play
V	2 (T) 2 (CL)	Identify, and manage common health problems among adolescents including adjustment & conduct disorders, mental disorders, eating disorders, and substance use disorders	Common health problems including mental health problems <ul style="list-style-type: none"> • Common health problems among adolescents • Adjustment & conduct disorders • Mental disorders • Eating disorders • Substance use disorders 	<ul style="list-style-type: none"> • Lecture cum discussion • Visit to the Adolescent Clinic 	<ul style="list-style-type: none"> • Visit report
VI	2 (T)	Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted disorders, HIV/AIDS	Reproductive and sexual health issues <ul style="list-style-type: none"> • Reproductive and sexual health issues during adolescence • Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception • Sexually transmitted disorders, HIV/AIDS 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers

CLINICAL: 8 hours

Clinical Practice Competencies:

On completion of the module, the students will be able to:

1. Assesses the growth and development of adolescent
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promote the development of life skills among adolescents
4. Identify and guide the parents to meet the developmental needs of adolescents
5. Demonstrate skills in communicating with adolescents
6. Identify the developmental and Psychosocial issues and challenges during adolescence
7. Identify the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
8. Demonstrate skills in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents
10. Identify selected reproductive and sexual health issues of adolescents

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Assessment of adolescent/One day menu planning for adolescent) - 10 marks

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SPORTS HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 15 hours

PRACTICAL: 5 hours

DESCRIPTION: This Elective module is designed to enable students to gain knowledge about Sports Health, and role of Nursing in Sports Health, training, and management of sports injuries.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Demonstrate understanding of sports health.
2. Should be able to assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care.
3. Participate effectively as a member of sports health team.
4. Understanding the importance of conditioning and sports injuries Rehabilitation.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	15 (T)	Demonstrate understanding of sports health and Fitness pre-requisite for sports. Assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care. Participate effectively as a member of sports health team. Understanding the importance of conditioning and sports injuries Rehabilitation.	<ol style="list-style-type: none"> 1. Definition and scope of Sports Health and Physical Fitness 2. Pre-Participation exam for sports 3. On-field & Off-field evaluation of athlete 4. The Emergency Medical services System 5. Physiological Principle of strength Training/Conditioning, Deconditioning 6. Exercises and Environmental concern (Heat/Temperature Regulation, Acclimatization) 7. Common sports injuries & musculoskeletal assessment. 8. Therapeutic/Rehabilitation modalities overview. 9. On field management of sports injuries: Cryotherapy, sports taping etc. 10. Protective Equipment: protective wrapping, protective eye wear, Helmets, face mask. 11. Energy demands of Sports. 12. Nutritional supplements, 13. Ergogenic aids (Performance enhancing agents) and Doping. 	<ul style="list-style-type: none"> • Guest lectures • Reading assignment by providing resources • Written assignment 	<ul style="list-style-type: none"> • Short answers • Objective test • Viva voce
II	5 (P)	To assess the sports injury and provide emergency care		<ul style="list-style-type: none"> • Field work 	<ul style="list-style-type: none"> • Evaluation of written field work

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

ACCREDITATION AND PRACTICE STANDARDS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop an understanding of quality assurance mechanism, the accreditation process and the accreditation and practice standards in nursing.

LEARNING OUTOMES:

On completion of the module, the student will be able to

1. Describe the Quality assurance mechanism in nursing
2. Explain the process of accreditation
3. Describe the accreditation standards for nursing institutions
4. Explain about the nursing practice standards and their rationale

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	5	Describe the Quality assurance mechanism in nursing	Quality assurance in Nursing <ul style="list-style-type: none"> • Review the current trends and practices of quality assurance in nursing • Definition and significance of quality assurance • Process of quality assurance • Components of quality assurance model • Methods of quality assurance evaluation • Quality assurance models of nursing in India • Roles and responsibilities of National and state nursing professional and regulatory bodies in quality assurance 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay
II	5	Explain the process of accreditation	Accreditation <ul style="list-style-type: none"> • Definition of accreditation • The concepts of accreditation • Objectives of accreditation • Significance of accreditation • Types of accreditation • Accreditation process • Criteria for accreditations/Principal areas to be assessed • National and International accreditation agencies (education and health care organizations) ISO, UGC, NAAC, QCI, IEEA, JCI, NABH etc. 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay
III	5	Describe the accreditation standards for nursing institutions	Accreditation Standards for nursing institutions <ul style="list-style-type: none"> • Definition of standards 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Indian Nursing Council (INC) Standards - college/school and hospital/health facility Standards for Quality Improvement in nursing: Standards Based Management and Recognition (SBM-R) approach INC's Performance standards for various nursing institutions International Council of Nurses (ICN) global standards for education and accreditation International Confederation of Midwives (ICM) standards for professional Midwifery Education WHO standards for educators 		
IV	5	Explain about the nursing practice standards and their rationale	<p>Nursing Practice standards</p> <ul style="list-style-type: none"> Code of ethics and professional conduct for nurses in India ICN - Code of ethics Definition of practice standards National and international standards for nursing practice <ul style="list-style-type: none"> INC standards for practice National Nursing Commission Bill (Indian Nursing and Midwifery Council ACT (proposed) ICM standards for professional Midwifery Practice ICN global standards for practice International nursing excellence - Magnet Recognition program, JCI standards India - NABH nursing excellence standards 	<ul style="list-style-type: none"> Lecture cum discussion Visit to NAAC or NABH accredited nursing institutions and health care facility 	<ul style="list-style-type: none"> MCQ Short answers Essay Visit report

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

LEARNING RESOURCES:

- UGC guidelines
- NACC guidelines
- NABH manual
- JCI manual
- INC, ICN, ICM & WHO websites - For education and practice standards

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DEVELOPMENTAL PSYCHOLOGY

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: The module is designed to assist the students to acquire knowledge regarding the various dimensions of development and special concerns related to various age groups and to develop an insight into the problems of various age groups. Further it is aimed at helping the students to recognise the deviated behaviours of various age groups and apply the principles and strategies of mental hygiene for the promotion of mental health and prevention, diagnosis and management of mental illness

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Explain the theories related to the development of an individual
2. Describe prenatal development and special concerns related to the prenatal development
3. Explain the dimensions of development and special concerns related to infancy
4. Explain the dimensions of development and special concerns related to early childhood
5. Discuss the characteristics, dimensions of development and special concerns related to adolescence
6. Explain the characteristics, dimensions of development and special concerns related to adulthood
7. Describe the dimensions of development and special concerns related to elderly

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe growth and development	Introduction <ul style="list-style-type: none"> • Definition - Growth and development • Definition - Developmental psychology • Difference between growth and development • Dimensions of growth and development • Stages of development • Principles of development • Characteristics of development • Factors influencing the growth and development • Scope of developmental psychology 	<ul style="list-style-type: none"> • Review • Lecture cum discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay
II	2	Explain the theories related to the development of an individual	Theories related to development <ul style="list-style-type: none"> • Sigmund Freud Psychosexual development • Erik Erikson Psychosocial development • Piaget theory of cognitive development • Kohlberg's theory of moral development 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay
III	3	Describe prenatal development and special concerns related to the prenatal development	Prenatal development <ul style="list-style-type: none"> • Term: Prenatal development • Stages of prenatal development • Principles of hereditary and twins mechanism 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Factors affecting the prenatal development • Process of labour • Complications during labour that affects the transition period • Postnatal period • Complications in postnatal period that affects the transition period • Measures to reduce the risk during prenatal development, process of labour and postnatal period • Genetic counselling • Rooming in or KMC 		
IV	2	Explain the dimensions of development and special concerns related to infancy	<p>Infancy</p> <ul style="list-style-type: none"> • Definition - Newborn and infancy • Normal characteristics of infancy • <i>Dimensions of growth and development in infancy:</i> <ul style="list-style-type: none"> ○ Physical, physiological and motor development ○ Cognitive development or intellectual development ○ Emotional development ○ Social development ○ Moral or character development ○ Language development • Special concerns in infancy • Remedial measures: Prevention and management • Newborn care and its significance • Breastfeeding and weaning and its significance • Parenthood • Low birth weight and its developmental consequences • Early infant stimulating programme 	<ul style="list-style-type: none"> • Lecture cum discussion • Symposium 	<ul style="list-style-type: none"> • Long Essay • Short Essay
V	2	Explain the dimensions of development and special concerns related to early childhood	<p>Early childhood</p> <ul style="list-style-type: none"> • Definition - Toddler and preschooler • Normal characteristics of toddler and preschooler • <i>Dimensions of growth and development in toddler and preschooler:</i> <ul style="list-style-type: none"> ○ Physical and motor development ○ Cognitive development or intellectual development ○ Emotional development ○ Social development ○ Moral or character development ○ Language development • Special concerns in toddler and preschooler • Remedial measure: Prevention and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Panel discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Lower order basic needs according to Maslow and its significance • Parent child bonding and its significance • Toilet training and its significance 		
VI	2	Explain the characteristics, dimensions of development and special concerns related to middle and late adulthood	<p>Middle and late childhood</p> <ul style="list-style-type: none"> • Definition - School going children • Normal characteristics of School going children • <i>Dimensions of growth and development in middle and late childhood:</i> <ul style="list-style-type: none"> ○ Physical and motor development ○ Cognitive development or intellectual development ○ Emotional development ○ Social development ○ Language development ○ Moral or character development • Special concerns in school going children • Remedial measure: Prevention and management • Role of discipline in moral development • Role of play in the process of development • Effect of parental employment in the process of development • Effect of mass media in the process of development • Role of peer group in the process of development • Role of behavioural technique in the process of development • Parenting style and its significance • School based mental health programme and services • Teacher student relationship and its significance 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play 	<ul style="list-style-type: none"> • Long Essay • Short Essay
VII	3	Discuss the characteristics, dimensions of development and special concerns related to adolescence	<p>Adolescence</p> <ul style="list-style-type: none"> • Definition - Adolescence and puberty • <i>Review:</i> <ul style="list-style-type: none"> ○ Physiological and hormonal changes ○ Sexual maturation: primary and secondary characteristics ○ Psychological impact of puberty • Need for understanding the adolescence • Normal characteristics of adolescence • Misunderstanding about adolescence 	<ul style="list-style-type: none"> • Lecture cum discussion • Debate 	<ul style="list-style-type: none"> • Long Essay • Short Essay

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Adjustment and adolescence • <i>Dimensions of development in adolescence:</i> <ul style="list-style-type: none"> ○ Cognitive development or intellectual and mental development ○ Personality development ○ Emotional development ○ Social development ○ Moral development • Special concerns in adolescence • Remedial measure: Prevention and management • Role of peer group or gang in the process of development • Role of parent, family and its relationship in the process of development 		
VIII	2	Explain the characteristics, dimensions of development and special concerns related to adulthood	Adulthood <ul style="list-style-type: none"> • Definition - Early adulthood and middle adulthood • Physical changes in adulthood • Cognitive changes in adulthood • Personality development in adulthood • Emotional development in adulthood • Social development in adulthood • Unique issues in adulthood: career, marriage, parenthood • Special concerns in adulthood • Remedial measure: Prevention and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Panel discussion 	<ul style="list-style-type: none"> • Short Essay
IX	2	Describe the dimensions of development and special concerns related to elderly	Elderly <ul style="list-style-type: none"> • Definition - Geriatric, Elderly • Theories of elderly • Physiological changes in elderly • Psychosocial changes in elderly • Special concerns in elderly • Remedial measure: Prevention and management • Terminal illness and elderly • Death and dying: Grief, palliative and hospice care 	<ul style="list-style-type: none"> • Lecture cum discussion • Panel discussion • Case study • Visit to the old age home 	<ul style="list-style-type: none"> • Essay • Short answers • Evaluation of Visit report/case study report

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

MENOPAUSAL HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & CLINICAL: 1 credit (20 hours)

THEORY: 10 hours

CLINICAL: 10 hours

DESCRIPTION: The module is designed to develop in-depth knowledge and understanding in menopausal health. It further helps the students to develop competency in providing quality care to the menopausal women and her families.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Understand the concept of menopausal health in women.
2. Review and analyze the anatomy and physiology of menopause.
3. Develop competencies in providing quality care to these women.
4. Educate women and families about the problems faced by them.
5. Discuss the importance of hormone replacement therapy.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	1 (T)	Understand the concept and types of menopause	Introduction <ul style="list-style-type: none"> • Definition - menopausal health • Concept and types of menopause 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Objective test
II	2 (T)	Analyze the endocrinal changes during menopause	Role of hormones in menopause <ul style="list-style-type: none"> • Effect of hormones such as estrogen, androgen • Progesterone and gonadotrophin 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answers • Objective test
III	2 (T)	Describe Organ changes	Organ changes during menopause <ul style="list-style-type: none"> • Changes in the organs • Ovaries fallopian tubes, uterus, vagina, breast, bladder and urethra • Loss of muscle tone 	<ul style="list-style-type: none"> • Lecture • Written assignment 	<ul style="list-style-type: none"> • Short answers
IV	2 (T) 4 (CL)	Assess women to identify menopausal signs and symptoms	Assessment of menopausal women <ul style="list-style-type: none"> • History and physical examination • Diagnostic tests • Documentation 	<ul style="list-style-type: none"> • Lecture • Assessment of women 	<ul style="list-style-type: none"> • Short answers • Evaluation of assessment
V	3 (T) 6 (CL)	Describe management	Management of menopause <ul style="list-style-type: none"> • Identification of menopause • Management of the symptoms • Education and counseling of women and families • Hormone replacement therapy 	<ul style="list-style-type: none"> • Lecture cum discussion • Case presentation 	<ul style="list-style-type: none"> • Short answers • Evaluation of Case report

CLINICAL: 10 hours

Clinical Practice Competencies:

On completion of the course, the students will be able to

1. Counsel the women and her families
2. Understand the endocrinology of menopause
3. Perform the assessment and diagnose the women and plan proper nursing care
4. Educate the women about self care
5. Prepare the women for hormone replacement therapy

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

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HEALTH ECONOMICS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to understand the basic concept of economics, health economics, the relationship between health and economic development, demand and supply, concept of cost and financing systems of health care services in India. This will enable them to appreciate financial aspects of health care services.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Explain the meaning of economics and health economics.
2. Analyse the relationship between health and economic development.
3. Explain the concept of demand and supply.
4. Describe the structure of health care industry and characteristics of market for health care services.
5. Analyze the concept of cost in health care.
6. Discuss financing system of health care services in India.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Understand the meaning and purpose of Economics and Health Economics	Introduction to Economics <ul style="list-style-type: none"> • Definition and meaning • Dimensions of economics Micro and Macro-economics • Positive and Normative economics 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers
II	4	Explain the basic concepts, focus and areas of health economics Discuss the Implications of economic development to the health care services Describe the factors that contribute to health problems in India and their solution	Introduction to Health Economics <ul style="list-style-type: none"> • Concept of health economics • Scope of Health economics • Focus of health economics • Areas of health economics • The economics of health and health care service, health and economic development. • Implications of economic development to the health care services • Mechanism and sources of health financing in the country. • Causes of health problems in India. • Solutions to health problems 	<ul style="list-style-type: none"> • Lecture cum discussion • Case study 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay
III	4	Explain the concept and types of cost Describe Cost benefit analysis and Cost-effectiveness analysis in health care	Cost of Health Care <ul style="list-style-type: none"> • Concept of cost, types of costs • Opportunity cost, total fixed and variable cost, average marginal and sunk cost • cost benefit analysis and cost effectiveness analysis 	<ul style="list-style-type: none"> • Lecture cum discussion • Case study 	<ul style="list-style-type: none"> • Short answers

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	4	Understand the basic concept of financial management Explain the characteristics of health care industry	Demand and Supply in Health Care <ul style="list-style-type: none"> • Concept of demand, need, supply, input, output, production function, industry and market • Structure of health care industry • Characteristics of health care services market • Demand side and supply side • Factors affecting demand • Factors influencing demand for medical care • Factors affecting supply 	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment on Demand for medical care 	<ul style="list-style-type: none"> • MCQ • Evaluation of Assignment
V	6	Describe the sources of financing of health care services Discuss various health insurance schemes Explain the role of state and central government on financing of health care services.	Financing of Health Care in India <ul style="list-style-type: none"> • Financing system and allocation • Sources of financing of health care services • Health plans and outlays, the relative role of state and central government on financing of health care services • Factors influencing the state's ability to finance health care services • Role of voluntary organizations in health care • Public Private Partnership in providing services in health care 	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment - role of voluntary organizations in health care 	<ul style="list-style-type: none"> • Short answers • Evaluation of assignment

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks



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SCIENTIFIC WRITING SKILLS

PLACEMENT: VII & VIII SEMESTER

Credit & Hours: 1 Credit (20 hours)

THEORY: 12 hours

PRACTICAL/LAB: 8 hours

DESCRIPTION: This module is designed to provide the students with the necessary knowledge base to succeed in publishing scientific papers in indexed national/international journals or to prepare a grant application.

LEARNING OUTCOMES: On completion of this module, the student will be able to

1. Get inspiration and motivation to write effectively, concisely and clearly.
2. Understand the process and basics of scientific writing and publishing.
3. Equip them with skills to cite and manage references.
4. Write scientific manuscript for publication in indexed national/international journals.
5. Apply the principles in grant writing.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Get motivated to write	Basics of good writing <ul style="list-style-type: none"> • What makes good writing - choice of words, components of sentences and sentence structure, using tenses • Clarity, brevity and fitness - punctuation, paragraphs, logic and organization • Motivation for writing 	<ul style="list-style-type: none"> • Discussion • Review of news article 	<ul style="list-style-type: none"> • Quiz
II	2 (T) 2 (L)	Explain the basics and principles writing a scientific manuscript Develop skills to cite and manage references	Basics of writing a scientific manuscript <ul style="list-style-type: none"> • Definition and types • Characteristics - clear, simple and impartial • Reading scientific literature • <i>General Principles:</i> <ul style="list-style-type: none"> ○ Ask right questions ○ Avoid jargon where possible ○ Focus on your reader ○ Don't show off ○ Create a compelling opening paragraph ○ Be confident ○ Learn how to KISS (Keep it short and simple) ○ Get active - Use the active voice rather than the passive one. ○ Check for errors ○ Use a style guide - writing style, referencing style ○ Tools for reference management 	<ul style="list-style-type: none"> • Lecture cum discussion • Reading scientific literature-Exercise 	<ul style="list-style-type: none"> • Quiz • Test paper
III	2 (T)	Develop skills in preparing conference	Writing for conferences and publications <ul style="list-style-type: none"> • <i>Conferences</i> 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Test paper

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		materials and presentation skills. Describe the publishing process and ethics	<ul style="list-style-type: none"> ○ Developing conference materials: abstracts, posters and oral presentation. ○ Conference presentation skills ● <i>Publications:</i> <ul style="list-style-type: none"> ○ Phases for writing-planning, writing and publishing phase ○ Reporting guidelines - CONSORT, STROBE etc ○ Journals - choosing the right type of journal ○ Publication ethics ○ Author's responsibility ○ Editorial process ○ Plagiarism check tools 	<ul style="list-style-type: none"> ● Preparation of a conference paper/poster ● Guided reading ● Written assignment - reporting guidelines 	<ul style="list-style-type: none"> ● Assessment of the written assignment
I	4 (T) 4 (L)	Develop skills in writing a research paper	Writing a research paper <ul style="list-style-type: none"> ● General principles ● Writing an Abstract ● IMRAD format - <ul style="list-style-type: none"> ○ Introduction ○ Methods ○ Results ○ And ○ Discussion 	<ul style="list-style-type: none"> ● Lecture cum discussion/ Workshop on writing ● Exercise on writing an abstract ● Exercise on writing an effective discussion ● Writing exercise for preparation of research paper for publication 	<ul style="list-style-type: none"> ● Evaluation of the prepared research manuscript for publication
IV	2 (T) 2 (L)	Develop beginning skills of preparing a grant proposal with basic understanding	Overview of grant writing <ul style="list-style-type: none"> ● Purposes ● Funding opportunities ● Principles ● Writing a grant proposal 	<ul style="list-style-type: none"> ● Exercise: Identify grant opportunities ● Exercise: write a grant proposal 	<ul style="list-style-type: none"> ● Evaluation of the exercise

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

LACTATION MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY: 0.5 Credit (10 hours)

CLINICAL: 0.5 Credit (10 hours)

DESCRIPTION: The module is designed to develop in-depth knowledge and understanding in lactation management . It also help the students to develop competency in providing quality care to the lactating women and her families.

LEARNING OUTCOMES: On completion of the module, the student will be able to:

1. Understand the concept of lactation and anatomy of breast in postpartum women.
2. Discuss the physiology of lactation and composition of breast milk.
3. Develop competencies in providing quality nursing care to these women based on nursing process.
4. Educate women and families about the lactation problems faced by them and improve in breast feeding.
5. Dicuss the advantages of breast feeding and bonding.
6. Explain the importance of taking well balanced diet to facilitate lactation.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Review the anatomy of breast	Anatomy of breast-Review • Concept and anatomy of breast	• Use of models • Discussion	• Objective test • Short answers
II	2 (T)	Explain the Physiology of lactation	Physiology of lactation • Physiology of lactation • Benefits of breast feeding	• Discussion	• Short answers • Objective test
III	4 (T) 8 (CL)	Provide quality nursing care	Management of lactation • Quality nursing care to patient for lactating women • Well balanced diet • Technique of breast feeding • Prevention of breast engorgement	• Demonstration • Discussion • Case presentation	• Short answers • Objective test • Case report
IV	2 (T) 2 (L)	Provide health education	Health education on • Diet during lactation • Breast care • Clothing • Personal hygiene etc.	• Case method • Demonstration	• Case report

CLINICAL PRACTICE COMPETENCIES:

On completion of the program student will be able to:

1. Provide quality nursing care to lactating women
2. Devlop competency in supporting breast feeding
3. Educate lactating women regarding self care and well balanced diet, personal care etc.
4. Develop competency in records and reports
5. Encourage mother child bonding
6. Develop competency in preventing breast complications

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

SEXUALITY AND HEALTH

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 16 hours

PRACTICAL: 4 hours

DESCRIPTION: Sexuality and Health is an elective module for nursing students who wish to make a future in sexual Health clinics/counseling. This module intends to train the nurses to help people to maintain sexual health.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Identify the basic components of the human reproductive system and describe the basic functions of the various reproductive organs.
2. Describe the changes that occur during puberty and secondary sexual characteristics.
3. Examine and evaluate the risk factors associated with exposure to blood-borne diseases.
4. Determine 'safer' sex practices.
5. Develop strategies to reduce sexual risk.
6. Explain the role of trust and ways to establish trust in a relationship.
7. Evaluate implications and consequences of sexual assault on a victim.
8. Explain the legislations related to sexual assaults in India.
9. Provide health education on safer sex practices and prevent the sexually transmitted diseases/blood borne diseases.
10. Assess a victim of sexual abuse/assault/harassment/child abuse.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3	Identify the basic components of the human reproductive system, and describe the basic functions of the various reproductive organs Describe the changes that occur during puberty; secondary sexual characteristics	Introduction to Sexuality - <ul style="list-style-type: none"> • Anatomy of the human reproductive system and the basic functions; fertilization, conception. • Changes during puberty (physical, emotional and social) • Secondary sexual characteristics 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers • Objective test
II	3	Examine and evaluate the risk factors associated with exposure to blood-borne diseases	Risk factors associated with exposure to blood-borne diseases - HIV, AIDS, Hepatitis <ul style="list-style-type: none"> • Sharing needles • Body piercing • Tattooing • Helping someone who is bleeding etc. 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play • Group Discussion 	<ul style="list-style-type: none"> • Short answers • Objective test

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
III	3	Determine 'safer' sex practices Develop strategies to reduce sexual risk Explain the role of trust and ways to establish trust in a relationship	'Safer' sex practices: <ul style="list-style-type: none"> • Communicate with partner • Maintain abstinence • Limit partners • Access/use condoms/ contraceptives properly <i>Strategies to reduce sexual risk:</i> <ul style="list-style-type: none"> • Abstain from drugs and alcohol, date in groups, use assertive behavior • Expectations & commitments in a relationship <ul style="list-style-type: none"> • Role of trust and ways to establish trust in a relationship 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers • Objective test
IV	5	Analyze the implications and consequences of sexual assault on a victim Explain the legislations related to sexual assaults in India	Sexual assault/abuse <i>Implications and consequences of sexual assault on a victim</i> <ul style="list-style-type: none"> • Child sexual abuse • Sexual assault of boys • Incest • Intimate partner sexual abuse • Rapes <i>Legislation related to sexual assault in India</i> <ul style="list-style-type: none"> • Criminal Law amendment Act -2013 • Sexual Harassment at workplace • Protection of children against sexual offences 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Guest lecture • Reading/written assignments 	<ul style="list-style-type: none"> • Short answers • Objective test
V	2	Develop understanding and skills on sexual health education	Sexual Health Education <ul style="list-style-type: none"> • Health education - principles and application • Health education on safer sex practices • Counselling the sexually assaulted/abused child/ adolescent/adults 	<ul style="list-style-type: none"> • Observe/practice at the education/ counseling clinic/ centre 	<ul style="list-style-type: none"> • Evaluation of the report
VI	4 (P)	Develop skills in assessment of sexually abused victim and provide sexual health education	<ul style="list-style-type: none"> • Sexual health education - adolescents and young adults • Assessment of sexually abused victim - child/adolescent/adult 	<ul style="list-style-type: none"> • Clinical field 	<ul style="list-style-type: none"> • Assessment of sexually abused victim • Sexual health education

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

STRESS MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 15 hours

PRACTICAL: 5 hours

DESCRIPTION: This module is designed to enhance the understanding of students about stress and its effects on human behavior and physiology. Further it discusses the techniques and implementation of stress management in personal and professional life.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe stress and stressors.
2. Identify the causes of unwanted stress.
3. Understand how stress works and its effects on human behavior and physiology.
4. Develop techniques to avoid stress affect the personal and professional life.
5. Utilize effective stress reduction techniques.
6. Develop a Personal Action Plan for Stress Management.

CONTENT OUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
I	3 (T) 1 (P)	Describe stress and stressors. Identify the causes of unwanted stress.	Introduction <ul style="list-style-type: none"> • Concept of stress, definition • Types of stress: positive, negative • Various sources of stress: environmental, social, physiological, psychological • Types of stressors: internal and external 	<ul style="list-style-type: none"> • Lecture cum discussion • Practice session on identifying own stressors 	<ul style="list-style-type: none"> • Short answers • Objective test • Assessment of practice sessions
II	5 (T) 1 (P)	Understand how stress works and its effects on human behavior and physiology	Stress and its effect on human physiology and behaviour <ul style="list-style-type: none"> • Body's response to stress: Hans Selye's General Adaptation Syndrome • Stress Cycles: distress and wellness cycle • Cognitive appraisal of stressors • Stress symptoms: emotional, behavioural, physical • Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis • Assessing stress levels Holmes - Rahe - life change index 	<ul style="list-style-type: none"> • Lecture cum discussion • Practice session assessment of stress level of self and peer group, scoring & classifying the risk. 	<ul style="list-style-type: none"> • Short answers • Essay types • Preparing stress assessment scale
III	5 (T) 1 (P)	Develop techniques to avoid stress affect the personal and professional life.	Stress avoidance techniques <ul style="list-style-type: none"> • Individual difference in resistance to stress: optimism & pessimism • Strategies of stress prevention 	<ul style="list-style-type: none"> • Lecture cum discussion • Practice session • Role play on Conflict 	<ul style="list-style-type: none"> • Assessment of the skills based on the check list • Short answers

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
			& management ○ Challenging stressful thinking/resilience and stress ○ Problem solving and time management ○ Physical methods of stress reduction ○ Preparing for occupational stress ○ Care of self: Nutrition & other lifestyle issues ○ Conflict management in relationship	Management/ Use of problem - solving approach for professional problem	<ul style="list-style-type: none"> • Essay types
IV	2 (T) 2 (P)	Utilize effective stress reduction techniques Develop a Personal Action Plan for Stress Management	Stress reduction strategies <ul style="list-style-type: none"> • Utilizing stress reduction techniques • Relaxation techniques: <ul style="list-style-type: none"> • abdominal breathing • progressive relaxation, • massage • biofeedback • autogenic training-self hypnosis • visualization and mental imagery • Enhance self esteem • Support groups 	<ul style="list-style-type: none"> • Exercise on: Relaxation techniques: abdominal breathing, progressive relaxation. • Develop a Personal Action Plan for Stress Management 	<ul style="list-style-type: none"> • Assessment of the skills based on the check list

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks



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JOB READINESS/EMPLOYABILITY IN HEALTH CARE

PLACEMENT: VII & VIII SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to prepare the nursing students towards entering their profession in terms of clinical context, the complexity of care requirements, and utilization of resources available and in terms of soft skills.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Demonstrate the employability skills required at different levels and in different roles across the health sector.
2. Identify the personal skills, qualities, values, attributes and behaviours needed at each career level.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain about the Nursing career and various roles in nursing	Introduction <ul style="list-style-type: none"> • Nursing - A Career in Life • Roles and responsibilities of an employee • Adaptation towards working environment • Career Guidance - Employment opportunities in Nursing 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Essay on career opportunities
II	5	Describe the characteristics and values that an individual must have before they can do a job effectively.	Employability Skill <ul style="list-style-type: none"> • Job-readiness attributes <ul style="list-style-type: none"> ○ Communication skill ○ Technological skill ○ Teamwork skill ○ Interpersonal skill ○ Critical thinking and Problem-solving skill ○ Planning and organizing skill ○ Conceptual and analytical skill ○ Self confidence ○ Inter profession practice ○ Work psychology-positivity workplace attitude ○ Stress awareness and management • Soft skills 	<ul style="list-style-type: none"> • Lecture cum discussion • Role playing 	<ul style="list-style-type: none"> • Practical assessment
III	5	Describe the safe care and skills required to manage the workforce environment	Complexity of care <ul style="list-style-type: none"> • Safe Practice • Practice within scope of practice • Management of workload • Ability work effectively within the health care team • Legal and ethical boundaries 	<ul style="list-style-type: none"> • Lecture cum discussion • Written assignment on scope of practice 	<ul style="list-style-type: none"> • Assessment of assignment
IV	3	Explain the importance of employability towards meeting	Autonomy and Supervision <ul style="list-style-type: none"> • Autonomy - Accountability, Responsibility, Recognition of scope of practice • Supervision/Delegation 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		the organization goal.			
V	5	Enumerate the subject knowledge required to provide quality care.	Application of Knowledge <ul style="list-style-type: none"> • Generalist Nursing Knowledge • Knowledge on Quality Care • Knowledge on Ethical aspects • Knowledge on Legal aspects • Critical Appraisal • Knowledge seeking behaviours 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Self-discovery exercise

ASSESSMENT METHODS

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks



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SOFT SKILLS

PLACEMENT: III & IV SEMESTER

TOTAL HOURS: 1 Credit (20 hours)

DESCRIPTION: This module is designed to improve the soft skills of the students and covers important skills required for personal and professional lives such as etiquette, presentation, time management, motivation, decision making and team work.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Identify & perform personal, professional & Social Etiquette
2. Illustrate Telephone Etiquette
3. Learn & apply Presentation skills.
4. Be empowered in Public Speaking
5. Practice appropriate time management and use planning tools
6. Incorporate Motivational skills in practice
7. Develop Decision making skills
8. Demonstrate Teamwork in workplace

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Identify & perform personal, professional & Social Etiquette	<p>Personal Etiquette:</p> <ul style="list-style-type: none"> • Grooming and personal hygiene • Body language-Postures & facial expressions • Punctuality and respectfulness • Manners <p>Professional Etiquette:</p> <ul style="list-style-type: none"> • Meeting etiquette • Workplace etiquette • communication etiquette-Oral & written <p>Social Etiquette:</p> <ul style="list-style-type: none"> • What is Social Etiquette? • Why are social skills important? • Types of social skills • Conversational skills - Greetings, listening, interacting • Common courtesies - Thank you, No thank you, Excuse me, May I • Social skill defects <p>Other types:</p> <ul style="list-style-type: none"> • Classroom etiquette-respectful and punctual, use of cell phone, engagement in the class • Virtual classroom etiquette • Social media etiquette 	<ul style="list-style-type: none"> • Demonstration • return demonstration 	<ul style="list-style-type: none"> • Feedback from faculty and co-students

Arunima

Registrar

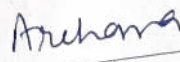
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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	2	Illustrate Telephone Etiquette	Telephone etiquette: <ul style="list-style-type: none"> • Introduce yourself first • Clarity of speech • Active listening and take notes • Use appropriate language • Remain cheerful 	<ul style="list-style-type: none"> • Demonstration return Demonstration 	<ul style="list-style-type: none"> • Anonymous Assessment
III	3	Learn & apply Presentation skills.	Presentation Skills: <ul style="list-style-type: none"> • Introduction • Types of Presentation Skills • Structure • Importance of Presentation skills • Making a Presentation • Delivering a Presentation 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • Sample presentations
IV	2	Empowered in Public Speaking	Public Speaking: <ul style="list-style-type: none"> • Elements of Public Speaking • Types of Public Speaking • How do you begin a speech • How do you make your speech good • Factors of Public Speaking 	<ul style="list-style-type: none"> • Lecture & Demonstration return Demonstration 	<ul style="list-style-type: none"> • Health talk
V	2	Practice appropriate time management and use planning tools	Time management: <ul style="list-style-type: none"> • Know how to spend time • Set priorities • Using a Planning Tool • Getting Organised/Schedule time appropriately 	<ul style="list-style-type: none"> • Roleplay 	<ul style="list-style-type: none"> • Adherence to Timeline
VI	2	Incorporate Motivational skills in practice	Motivational skills: <ul style="list-style-type: none"> • Forming and Changing Habit • Gratitude • Positivity • Mindfulness 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • 360 degree Feedback
VII	2	Develop Decision making skills	Decision making skills: <ul style="list-style-type: none"> • What is Decision making skills • The 5 Decision making skills • Styles of Decision making • How to develop decision making 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Critical thinking Competencies
VIII	2	Demonstrate Teamwork in workplace	Team work: <ul style="list-style-type: none"> • Differentiate team/teamwork • Examples of team work skills • Working with different teams • Build a team in your workplace environment 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • Feedback from colleagues

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Time management/presentation/etiquette) - 10 marks


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HUMAN VALUES

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop knowledge and attitude towards inculcating human values.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Understand the concept and importance of human values.
2. Analyze the impact of human values in family, society and profession.
3. Apply human values in education and clinical practice.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Explain the concept of human values, nature and types	Introduction <ul style="list-style-type: none"> • Introduction to human values - Definition and nature of human values • Types of human values - Different categorization • Instrumental and extrinsic values • Personal and professional values • Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, loyalty, appreciation, integrity, discipline, justice, solidarity, civility, non-violence 	<ul style="list-style-type: none"> • Lecture cum discussion • Discuss some of the human values having universal relevance • Value clarification exercise • Role play 	<ul style="list-style-type: none"> • Quiz
II	4	Understand the significance of human values and in nursing Identify the difference between human, ethical and moral values	Importance of human values <ul style="list-style-type: none"> • Need and importance of human values • Functions of values • Reflection on individual values • Human values, ethical values and moral values - differences and similarities 	<ul style="list-style-type: none"> • Reflective exercises and report • Sharing in groups • Discuss lessons from the lives and teachings of great leaders, reformers and administrators 	<ul style="list-style-type: none"> • Evaluation of reflective report/group work report
III	2	Explore the role of human values in family and society	Role of human values in family and society <ul style="list-style-type: none"> • Family values • Social standards • Influence of family and society 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers
IV	4	Discuss the role of educational institutions in inculcating human values	Role of education and human values <ul style="list-style-type: none"> • Teachers as role model • Development of accountability, appreciation and helping nature • Discipline as a human value • Value education strategies 	<ul style="list-style-type: none"> • Lecture cum discussion • Case scenario and discussion 	<ul style="list-style-type: none"> • MCQ • Short answers


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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	4	Explain the core values at workplace and apply in clinical settings	Professional Values <ul style="list-style-type: none"> Professional values - examples Professional values and Value development in nursing Core values at workplace, application in clinical settings and implications 	<ul style="list-style-type: none"> Case scenario and discussion Application in clinical practice - Reflection 	<ul style="list-style-type: none"> Evaluation of assignment
VI	2	Explain the influence of culture on values	Values and cross cultural influence <ul style="list-style-type: none"> Cultural values Universal application Universal declaration of human values and human rights 	<ul style="list-style-type: none"> Lecture cum discussion Case scenario and discussion 	<ul style="list-style-type: none"> Short answers

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

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Arunima
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**KING GEORGE'S MEDICAL UNIVERSITY
KGMU COLLEGE OF NURSING**

Reports on program

Name of the Department: KGMU College of Nursing

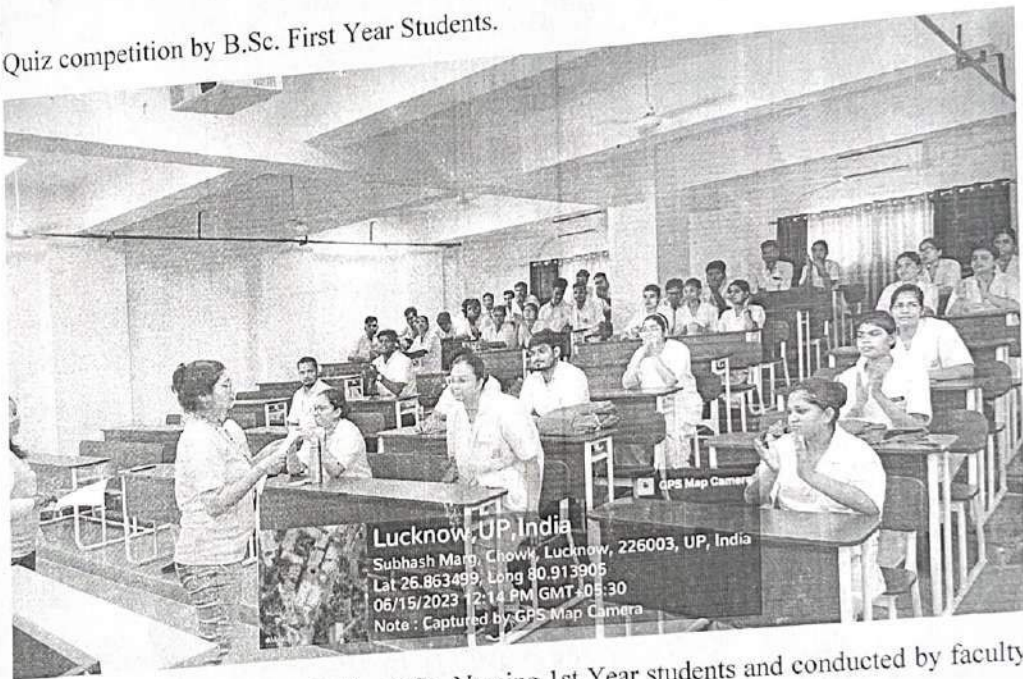
Title of the activity: Quiz competition/Rangoli competition/Poster competition/ Nukkad natak/ Yoga Practice/ Yoga on International Yoga Day

Date/ Venue: 15.6.23-21.6.23/ KGMU College of Nursing, Kalam Centre, Hostel, Saraswati mandir Lawn.

Number of participant benefited : 28

Quiz & Rangoli competition / Nukkad

Quiz competition by B.Sc. First Year Students.



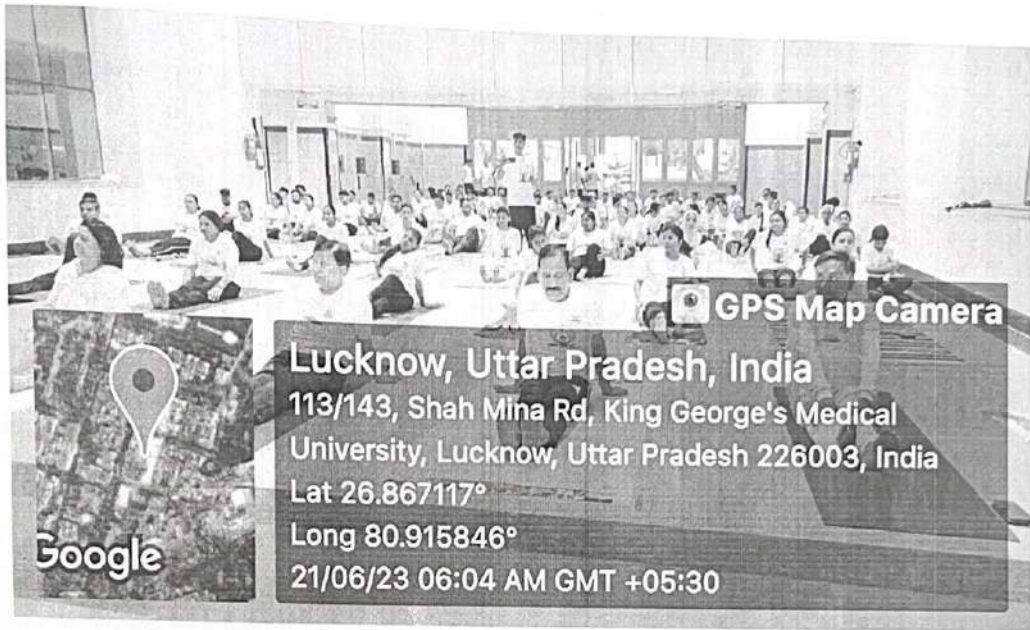
The session have been attended by B.Sc. Nursing 1st Year students and conducted by faculty of nursing along with Radio Goonj KGMU.

Aradhana
30/6/23.

Aradhana
30/6/23

Aradhana
Registrar
King George Medical University
Lucknow

Aradhana
30/6/23.
PRINCIPAL
KGMU College of Nursing
King George's Medical University (UP)
Lucknow



Certificate and Price distribution was done by by VC (Lt. Gen. (Dr.) Bipin Puri) along with other senior delegates of University to the coordinators and winners of different activities of Yoga Week.



Sample copy of certificate:

Brief write up:

Report on Yoga Day (21.6.23) /Week (15.6.23-21.6.23)

On the occasion of International Yoga Day we have successfully conducted five program with lots of colours and enthusiasm on yoga Day as it was celebrated as Yoga Week so 5 progams were conducted including Quiz on Yoga, Poster competition, Rangoli, Nukkad natak and

Abhishek
30/6/23

SK
30/6/23

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morning yoga fitness on Yoga Day. The Program was hosted by B.Sc. Nursing students. Various strategies about benefits and adoption of yoga for health have been discussed. Yoga learning by trained yoga trainer and practice was done from 15.6.23 to 21.6.23 to ensure correct yoga in hostel (evening) and in Saraswati Mandir lawn (morning). Active participation was done by students of KGMU College of Nursing.

The Program was guide and directed by Mrs. Rashmi P. John. Principal, KGMU College of Nursing.

Program Moderator

Suman Lata
30/6/23

Mrs. Suman Lata

Loveena S. Arpita
30/6/23

Ms. Loveena S. Arpita

Clinical Instructor

KGMU College of Nursing

Tutor

KGMU College of Nursing

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King George Medical University
Lucknow

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30/06/23.

Report on Workshop:

A workshop on elective modules - Soft skills and Human values Module as prescribed by Indian Nursing Council was conducted on 21 and 22 July 2023 respectively. Total 112 students of B.Sc. Nursing IV semester students participated in the workshop. The students were inspired by words of wisdom of Dr. Rashmi P. John, Principal, KGMU College of Nursing, Lucknow, U.P. Sessions were taken by the University eminent Faculty Prof. Dr. R.K Dixit, Department of Pharmacology, KGMU Lucknow. Students were divided into 06 groups, and various activities like role play, black board drawing, chart paper drawing and flip card activities by different students groups were done during the workshops. Students participated actively during the workshop.

SOFT SKILLS (21 July 2023)

On completion of the module, the student will be able to

1. Identify & perform personal, professional & Social Etiquette
2. Illustrate Telephone Etiquette
3. Learn & apply Presentation skills.
4. Be empowered in Public Speaking
5. Practice appropriate time management and use planning tools
6. Incorporate Motivational skills in practice
7. Develop Decision making skills
8. Demonstrate Teamwork in workplace

HUMAN VALUES (22 July 2023)

On completion of the module, the student will be able to

1. Understand the concept and importance of human values.
2. Analyse the impact of human values in family, society and profession.
3. Apply human values in education and clinical practice.

Coordinated By:

- Mrs. Urvashi (Tutor)
- Ms. Sneha (Tutor)
- Ms. Amanjeet (Tutor)
- Ms. Migron (Tutor)

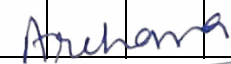
Program Schedule:



Aruhana
Registrar
King George Medical University
Lucknow

3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
1	First	ENGL 101	Communicative English	2	40						40
		ANAT 105	Applied Anatomy	3	60						60
		PHYS 110	Applied Physiology	3	60						60
		SOCI 115	Applied Sociology	3	60						60
		PSYC 120	Applied Psychology	3	60						60
		N-NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		SSCC (I) 130	Self-study/Co-curricular								40+40
			TOTAL	20	400	2	80	2	160	20+2+	640+80
								2= 24	= 720		
2	Second	BIOC 135	Applied Biochemistry	2	40						40
		NUTR 140	Applied Nutrition and Dietetics	3	60						60
		N-NF (II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40				80
		SSCC (II) 130	Self-study/Co-curricular								40+20
			TOTAL	13	260	4	160	4	320	13+4+	740+60
								4=21	= 800		
3	Third	MICR 201	Applied Microbiology and Infection Control including Safety	2	40	1	40				80
		PHAR (I) 205	Pharmacology I	1	20						20
		PATH (I) 210	Pathology I	1	20						20
		N-AHN (I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		SSCC (I) 220	Self-study/Co-curricular								20
			TOTAL	11	220	2	80	6	480	11+2+	780+20
								6=19	=800		
4	Fourth	PHAR (II) 205	Pharmacology II including Fundamentals of prescribing module	3	60						60
		PATH (II) 210	Pathology II and Genetics	1	20						20
		N-AHN (II) 225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480		660


Registrar
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Lucknow

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
		PROF 230	Professionalism, Professional Values and Ethics including bioethics	1	20						20
		SSCC(II) 220	Self-study/Co-curricular								40
			TOTAL	12	240	1	40	6	480	12+1+6=19	760+40=800
5	Fifth	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160		260
		N-MHN(I) 305	Mental Health Nursing I	3	60			1	80		140
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100			2	160		260
		EDUC 315	Educational Technology/Nursing Education	2	40	1	40				80
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20						20
		SSCC(I) 325	Self-study/Co-curricular								20+20
			TOTAL	14	280	2	80	5	400	14+2+5=21	760+40=800
6	Sixth	N-CHN(II) 301	Child Health Nursing II	2	40			1	80		120
		N-MHN(II) 305	Mental Health Nursing II	2	40			2	160		200
		NMLE 330	Nursing Management & Leadership	3	60			1	80		140
		N-MIDW(I) / OBGN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240		340
		SSCC(II) 325	Self-study/Co-curricular								-
			TOTAL	10	200	1	40	7	560	10+1+7=18	800
7	Seventh	N-COMH(II) 401	Community Health Nursing II	5	100			2	160		260
		NRST 405	Nursing Research & Statistics	2	40	2	80				120
		N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320		420


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King George Medical University
Lucknow

S.No	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/Skill Lab credits	Lab/Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
			Self-study/Co-curricular								-
			TOTAL	10	200	3	120	6	480	10+3+6=19	800
8	Eight (Internship)	INTE 415	Community Health Nursing – 4 weeks								
		INTE 420	Adult Health Nursing – 6 weeks								
		INTE 425	Child Health Nursing – 4 weeks								
		INTE 430	Mental Health Nursing – 4 weeks								
		INTE 435	Midwifery – 4 weeks								
				TOTAL = 22 weeks				12 (1 credit = 4 hours per week per semester)			1056 {4 hours × 22 weeks = 88 hours × 12 credits = 1056 hours} (48 hours per week × 22 weeks)

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester

1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

Total Semesters = 8

(Seven semesters: One semester = 20 weeks × 40 hours per week = 800 hours)

(Eighth semester – Internship: One semester = 22 weeks × 48 hours per week = 1056 hours)

Total number of course credits including internship and electives – 156 (141+12+3)

Distribution of credits and hours by courses, internship and electives

S.No.	Credits	Theory (Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Hours
1	Course credits	90 credit per 1800 hours	15/600	36/2880	141	5280
2	Internship				12	1056

Aruhana
Registrar
King George Medical University
Lucknow



King George's Medical University
Uttar Pradesh-226003
Office of the Dean, Faculty of Dental Sciences

Prof. Ranjitkumar Patil, Dean,
Faculty of Dental Sciences

Ref. No. Dean D/ FODS/KGMU/2024/1645
Dated.

NOTICE

In reference to this office letter no. Dean/FODS/KGMU/2024/1645 dated 27.02.2024 the following Intern student are hereby instructed to join the batch IX mentioned as below for Academic session 2024-2025 for one year Compulsory Rotatory Paid Dental Intern for Hospital duties in various Department of this faculty and Emergency section of Medical and Surgical G.M. & A.H, Hospitals, K.G's.Medical University U.P.Lucknow for One year i.e. from 01.03.2024 to 28.02.2025.

Name of Student	Batch
Ashish Kumar (57)	IX


(Prof. Ranjit kumar Patil),
Dean

Distributions:

1. The Registrar, K.G's Medical University UP, Lucknow.
2. The Finance Officer, K.G's Medical University UP, Lucknow
3. Dean, Student Welfare, K.G's Medical University UP, Lucknow.
4. The Chief Proctor, K.G's Medical University UP, Lucknow.
5. The Controller of Examination, K.G's Medical University UP, Lucknow
6. All Head of the Deptts. FODS, K.G's Medical University UP, Lucknow.
7. Head of the Deptts. of Medicine & Surgery, K.G's Medical University UP, Lucknow.
8. The Superintendent Dental & Medical, G.M & A.H., K.G's Medical University UP, Lucknow
9. Provost of All Hall, K.G's Medical University UP, Lucknow.
10. Hony. Librarian, Central Library, K.G's Medical University UP, Lucknow.
11. The Registrar, U.P. State Dental Council, Mall Avenue, Lucknow.
12. P.S to Hon'ble Vice-Chancellor, K.G's Medical University UP, Lucknow


Registrar
King George Medical University
Lucknow



George's Medical University
Uttar Pradesh-226003
Office of the Dean, Faculty of Dental Sciences

Prof. Ranjitkumar Patil, Dean,
Faculty of Dental Sciences

Ref. No. Dean D/ FODS/KGMU/2024 /1652
Dated. 27/02/2024

NOTICE

In reference to this office letter no. Dean/FODS/KGMU/2024/1645 dated 27.02.2024 the following Intern student are hereby instructed to join the following batches mentioned in front of their names as below for Academic session 2024-2025 for one year Compulsory Rotatory Paid Dental Intern for Hospital duties in various Department of this faculty and Emergency section of Medical and Surgical G.M. & A.H, Hospitals, K.G's.Medical University U.P.Lucknow for One year i.e. from 28.02.2024 to 27.02.2025.

Student Name	Batch
Solanki Siddi Deviji	Batch- VI
Harshika Sharma	Batch- VII
Shriyam Singh	Batch- VIII


(Prof. Ranjitkumar Patil),
Dean

Distributions:

1. The Registrar, K.G's Medical University UP, Lucknow.
2. The Finance Officer, K.G's Medical University UP, Lucknow
3. Dean, Student Welfare, K.G's Medical University UP, Lucknow.
4. The Chief Proctor, K.G's Medical University UP, Lucknow.
5. The Controller of Examination, K.G's Medical University UP, Lucknow
6. All Head of the Deptts. FODS, K.G's Medical University UP, Lucknow.
7. Head of the Deptts. of Medicine & Surgery, K.G's Medical University UP, Lucknow.
8. The Superintendent Dental & Medical, G.M & A.H., K.G's Medical University UP, Lucknow
9. Provost of All Hall, K.G's Medical University UP, Lucknow.
10. Hony. Librarian, Central Library, K.G's Medical University UP, Lucknow.
11. The Registrar, U.P. State Dental Council, Mall Avenue, Lucknow.
12. P.S to Hon'ble Vice-Chancellor, K.G's Medical University UP, Lucknow


Registrar
King George Medical University
Lucknow



George's Medical University
Uttar Pradesh-226003
Office of the Dean, Faculty of Dental Sciences

Prof. Ranjitkumar Patil, Dean,
Faculty of Dental Sciences

Ref. No. Dean D/FODS/KGMU/2024/1669
Dated. 02/03/2024

NOTICE

In reference to this office letter no. Dean/FODS/KGMU/2024/1645 dated 27.02.2024 the following Intern student are hereby instructed to join the following batch mentioned as below for Academic session 2024-2025 for one year Compulsory Rotatory Paid Dental Intern for Hospital duties in various Department of this faculty and Emergency section of Medical and Surgical G.M. & A.H, Hospitals, K.G's. Medical University U.P. Lucknow for One year i.e. from 4.03.2024 to 03.02.2025.

Name of Student	Batch
K Vanlalhruaia	X


(Prof. Ranjitkumar Patil),
Dean

Distributions:-


1. The Registrar, K.G's Medical University UP, Lucknow.
2. The Finance Officer, K.G's Medical University UP, Lucknow
3. Dean, Student Welfare, K.G's Medical University UP, Lucknow.
4. The Chief Proctor, K.G's Medical University UP, Lucknow.
5. The Controller of Examination, K.G's Medical University UP, Lucknow
6. All Head of the Deptts. FODS, K.G's Medical University UP, Lucknow.
7. Head of the Deptts. of Medicine & Surgery, K.G's Medical University UP, Lucknow.
8. The Superintendent Dental & Medical, G.M & A.H., K.G's Medical University UP, Lucknow
9. Provost of All Hall, K.G's Medical University UP, Lucknow.
10. Hony. Librarian, Central Library, K.G's Medical University UP, Lucknow.
11. The Registrar, U.P. State Dental Council, Mall Avenue, Lucknow.
12. P.S to Hon'ble Vice-Chancellor, K.G's Medical University UP, Lucknow



Registrar
King George Medical University
Lucknow

BDS-2018 Batch Internship From 13/03/2023 to 12/03/2024

<u>Batch-I</u>	<u>Batch-II</u>	<u>Batch-III</u>	<u>Batch-IV</u>
<ul style="list-style-type: none"> ✓ ARUNIMA CHAUDHURY ✓ ARUNESH KUMAR ✓ APURVA VATS ✓ AKANKSHA DIXIT ✓ ANUPAM ✓ ANJALI GUPTA ✓ JOMNGAM NOMUK ✓ SOMYA MISHRA 	<ul style="list-style-type: none"> ✓ ANUKRITI YADAV • ANAMIKA GUPTA ✓ AKSHIT BHATNAGAR • ABHINAV KUMAR • ANJALI GUPTA 17 • INDRA VIKRAM SINGH 17 • RAJNEESH 17 • CHETENDRA SINGH 17 	<ul style="list-style-type: none"> ✓ AOKUMZUK ✓ DIVYA TIWARY ✓ DHRUTIKA JADAV ✓ DURGESH CHANDRA JAISWAL ✓ DEEPALI GUPTA ✓ FLORENCE LALAWHPUI SAILO • GEETANJALI SINGH 15 ✓ SRADHYA ROY 	<ul style="list-style-type: none"> ✓ HARSHIT GARG ✓ HARIOM ✓ JHA MANISHA • SHIVSHANKAR ✓ KAJAL PARAS • KIRAN GUPTA ✓ SWARNIM • KAPIL ATTRY • NEHA TYAGI
<u>Batch-V</u>	<u>Batch-VI</u>	<u>Batch-VII</u>	<u>Batch-VIII</u>
<ul style="list-style-type: none"> ✓ KUNTI KUMARI ✓ MANSI VERMA • NISHA MAURYA 17 ✓ NIDHI RATHI ✓ NIHARIKA SHARMA • NEHA SHUKLA ✓ SUNIL KUMAR ✓ SONIYA AGRAWAL 	<ul style="list-style-type: none"> ✓ NITIN KUMAR GUPTA ✓ ANAMIKA VERMA ✓ PALLAVI ✓ PRANJALI SINGH ✓ PRIYANKA KUMARI • SARA KHAN • ZEESHAN ARSHAD 	<ul style="list-style-type: none"> ✓ RAGINI ✓ RAGINIYADAV • REETUPARNA ROY ✓ RASHI SHUKLA ✓ SAGRIKA ARYA ✓ SAUMYA SHUKLA • SAPNA GAUTAM ✓ TENZING NYIDON BHUTIA 	<ul style="list-style-type: none"> ✓ SHUBHAM KUMAR ✓ SHREYA SHEKHAR ✓ SURAJ RAJ ✓ SNEHLATA KAUSHIK • SURYANSH KUNWAR • VISHAL YADAV • TENZIN CHOKEY BHUTIA

* Those Students who have not uploaded their required documents mentioned in website of UP State Dental Council for the procedure of provisional registration though UP State Dental Council, will join Internship Programme after completing the required procedure.


Registrar
 King George Medical University
 Lucknow


 (Prof. A.P. Tikku)
 Officiating Dean,

Ref.No.

78 /2023

Dated- 14/03/2023

CLINICAL POSTING 2023-24

BDS 2018 Batch Internship from 15.03.2023 to 14.03.2024

Batch IX	Conservative	Oral & Max. Surgery	Prosthodontics	Oral Med. & Radiology	Periodics	Paed. & Prev. Dentistry	Oral Pathology	Orthodontics	Pub. Health Dentistry	Emergency	
										Medicine	Surgery
• Shikha Gond • Ritu Yadav • Swapnika	13.08.2023 To 12.09.2023	13.09.2023 To 27.10.2023	28.10.2023 To 11.12.2023	12.12.2023 To 11.01.2024	12.01.2024 To 11.02.2024	12.02.2024 To 14.03.2024	15.03.2023 To 30.03.2023	31.03.2023 To 30.04.2023	01.05.2023 To 29.07.2023	30.07.2023 To 05.08.2023	06.08.2023 To 12.08.2023

Encl: Notice No. Dean D/66/2023 Dated 11.03.2023

Shadab
14-3-2023
(Prof. Shadab Mohammad),
Officiating Dean

Distributions:

1. P.S to Hon'ble Vice-Chancellor, K.G's Medical University UP, Lucknow.
2. The Registrar, K.G's Medical University UP, Lucknow.
3. The Controller of Examination, K.G's Medical University UP, Lucknow.
5. Dean, Student Welfare, K.G's Medical University UP, Lucknow.
6. The Chief Proctor, K.G's Medical University UP, Lucknow.
7. The Finance Officer, K.G's Medical University UP, Lucknow.
8. All Head of the Deptts. FODS, K.G's Medical University UP, Lucknow.
9. Head of the Deptts. of Medicine & Surgery, K.G's Medical University UP, Lucknow.
10. The Superintendent Dental & Medical, G.M & A.H., K.G's Medical University UP, Lucknow.
11. Provost of All Hall, K.G's Medical University UP, Lucknow.
12. Hony. Librarian, Central Library, K.G's Medical University UP, Lucknow.
13. The Registrar, U.P. State Dental Council, Mall Avenue, Lucknow.

Aradhana
Registrar
King George Medical University
Lucknow

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KING GEORGE'S MEDICAL UNIVERSITY UTTAR PRADESH LUCKNOW
OFFICE OF THE DEAN, FACULTY OF DENTAL SCIENCES

Ref.No. **916** /2022

Dated- **09/06/2022**

CLINICAL POSTING 2020-2021 (10.06.2022 to 09.06.2023)

Name	Conservative	Oral & Max. Surgery	Prosthodontics	Oral Med. & Radiology	Periodontology	Paed. & Prev. Dentistry	Oral Pathology	Orthodontics	Pub. Health Dentistry	Emergency	
										Medicine	Surgery
Shah Hemil Pankaj	10.06.2022 To 10.07.2022	11.07.2022 To 24.08.2022	25.08.2022 To 08.10.2022	09.10.2022 To 08.11.2022	09.11.2022 To 09.12.2022	10.12.2022 To 09.01.2023	10.01.2023 To 25.01.2023	26.01.2023 To 25.02.2023	26.02.2023 To 26.05.2023	27.05.2023 To 02.06.2023	03.06.2023 To 09.06.2023



(Prof. R.K. Patil)
Vice Dean

Arunima


Registrar
King George Medical University
Lucknow

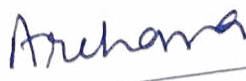
NO- 153/2022
Dt - 8/2/2022

Annexure-II

BDS Internship from 09.02.2022 to 08.02.2023

Batch-I <ul style="list-style-type: none">• Anisha Fatima• Anjali singh• Ankita Kamal• Anurupa Roy• Aparjita Rai	Batch-II <ul style="list-style-type: none">• Asmita Dwivedi• Astha• Beauty pandey• Daraksha Praveen• Gopal Mahim	Batch-III <ul style="list-style-type: none">• Gunjan Mehta• Injila Fatima• Indu Chakravarti• Jitendra Kumar Maurya• Jyotsana Dwivedi	Batch-IV <ul style="list-style-type: none">• Kesobeinuo Sote• Mohd Sajid Khan• Mohd Afaq• Mohammed irfaan• Mumtak Miyu
Batch-V <ul style="list-style-type: none">• Neha Rani• Neha Singhal• Parikha Raj• Rizwana Hunfi• Ramesh Kumar	Batch-VI <ul style="list-style-type: none">• Shweta Agarwal• Sunil Kumar• Vanlalruatsaki• Vishwesh Kumar	Batch-VII <ul style="list-style-type: none">• Saurabh Kumar Singh• Shiv Kumar• Sadiya Khatoon, Siddiqi• Shubhangi Dwivedi	Batch-VIII <ul style="list-style-type: none">• Shubham Kumar• Samridhi Soumya• Shashank shekar


(Prof R.K. Patil)
Vice Dean


Registrar
King George Medical University
Lucknow


(Prof. R.K. Singh)
Dean


KING GEORGE'S MEDICAL UNIVERSITY UTTAR PRADESH LUCKNOW
OFFICE OF THE DEAN, FACULTY OF DENTAL SCIENCES


Ref.No. 414 /2021

Dated- 23 /03 /2021

The following candidate are posted as a one year Compulsory Rotatory Paid Dental Intern for Hospital duties in various Department of this faculty and Emergency section of Medical and Surgical G.M. & A.H, Hospitals, K.G's.Medical University U.P.Lucknow for One year i.e. **from 24-03-2021 to 23/03/2022** as detailed given below. They are required to report duty from 08:00 AM daily to department concerned.

CLINICAL POSTING 2021-2022

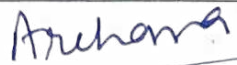
Batch	Conservative	Oral & Max. Surgery	Prosthodontics	Oral Med. & Radiology	Perio	Paed. & Prev. Dentistry	Oral Pathology	Orthodontics	Pub. Health Dentistry	Emergency	
										Medicine	Surgery
Raghbendra	24.03.2021 To 23.04.2021	24.04.2021 To 07.06.2021	08.06.2021 To 22.07.2021	23.07.2021 To 22.08.2021	23.08.2021 To 22.09.2021	23.09.2021 To 23.10.2021	24.10.2021 To 08.11.2021	09.11.2021 To 09.12.2021	10.12.2021 To 09.03.2022	10.03.2022 To 16.03.2022	17.03.2022 To 23.03.2022



 (Prof. Anil Chandra)
 Dean,
 Faculty of Dental Sciences


Registrar
 King George Medical University
 Lucknow

Annexure-I (BDS-2016 Batch Internship From 09/11/2020 to 08/11/2021)

<p>Batch-I</p> <ul style="list-style-type: none"> • Afreen Qadir • Adit Raj Anand • Aishwarya Srivastava • Ajay Kumar • Anand Prakash • Animesh Tripathi • Anjali Bharti • Anjali Mall 	<p>Batch-II</p> <ul style="list-style-type: none"> • Annu Mishra • Anurag Jain • Arpit Gupta • Ashish Jha • Ashahar Ahmad Ansari • Anurag Kumar Yadav • Atul Kumar • Abdurraheem 	<p>Batch-III</p> <ul style="list-style-type: none"> • Ambrish Kumar • Bindu Yadav • Bristi Debnath • Beena Yadav • Deeksha Srivastava • Deepak Verma • Deepankar Tejwan • Divya Agarwal
<p align="center"><u>Batch-IV</u></p> <ul style="list-style-type: none"> • Gaurav Mishra • Gopal Babu • Gimni Jain • Km Neelam • Kriti Gupta • Khriesi-U Sogotsu • Lalpekhlui Hauhulh 	<p>Batch-V</p> <ul style="list-style-type: none"> • Mayank Goel • Mohammad Irshad Ansari • Mouluk Singh • Mitali Parikh • Mohd Shoeb • Nitigya Kumar • Nivedika Singh 	<p>Batch-VI</p> <ul style="list-style-type: none"> • Nuzhat Sheikh • Pranay Mishra • Paritosh Awasthi • Parul Singhal • Payal Panwar • Prabha Shristha • Prashant Kumar
<p>Batch-VII</p> <ul style="list-style-type: none"> • Pratibha • Priyanka Raj • Rahul Anand • Raksha Silwal • Sandeep Kumar • Sangomsumpham • Rahena Sultan • Sarita Yadav 	<p>Batch-VIII</p> <ul style="list-style-type: none"> • Satyendra Pratap singh • Saumya Gupta • Shalanki Gupta • Shipra Gupta • Shiv Shankar • Shrigal Raj • Sumit Mara 	<p>Batch-IX</p> <ul style="list-style-type: none"> • Solanki Neerav Narsi • Supriya Sharma • Vaibhav Amit • Vijay Kumar Gautam • Vrinda Lal • Yash Srivastava • Zamil Ahmad Ansari


Registrar
King George Medical University
Lucknow


(Prof. Anil Chandra)

KING GEORGE'S MEDICAL UNIVERSITY UTTAR PRADESH LUCKNOW
OFFICE OF THE DEAN, FACULTY OF DENTAL SCIENCES

Ref.No. 287 /2020

Dated- 26/02 /2020

The following candidates are posted as a one year Compulsory Rotatory Paid Dental Intern for Hospital duties in various Department of this faculty and Emergency section of Medical and Surgical G.M. & A.H, Hospitals, K.G's. Medical University U.P. Lucknow for One year i.e. from 27-02-2020 to 26/02/2021 as detailed given below. They are required to report duty from 08:00 AM daily to department concerned.

CLINICAL POSTING 2020-2021

Batch	Conservative	Oral & Max. Surgery	Prosthodontics	Oral Med. & Radiology	Perio	Paed. & Prev. Dentistry	Oral Pathology	Orthodontics	Pub. Health Dentistry	Emergency	
										Medicine	Surgery
1. Aamir Ali 2. Anup Kumar 3. Mimur debbarma 4. Meraj Khan	27.02.2020 To 28.03.2020	29.03.2020 To 12.05.2020	13.05.2020 To 26.06.2020	27.06.2020 To 27.07.2020	28.07.2020 To 27.08.2020	28.08.2020 To 27.09.2020	28.09.2020 To 13.10.2020	14.10.2020 To 14.11.2020	15.11.2020 To 12.02.2021	13.02.2021 To 19.02.2021	20.02.2021 To 26.02.2021
5. Nitish Kumar Mishra 6. Ravi Kumar Kanaujiya 7. Rohit Kumar Singh	13.12.2020 To 12.01.2021	13.01.2021 To 26.2.2021	27.02.2020 To 11.04.2020	12.04.2020 To 12.05.2020	13.05.2020 To 12.06.2020	13.06.2020 To 13.07.2020	14.07.2020 To 29.07.2020	30.07.2020 To 30.08.2020	31.08.2020 To 28.11.2020	29.11.2020 To 05.12.2020	06.12.2020 To 12.12.2020

Anil Chandra

(Prof. Anil Chandra)
 Dean,
 Faculty of Dental Sciences

Archan

Registrar
 King George Medical University
 Lucknow



**Department of Public Health Dentistry
King George's Medical University, Lucknow**

PHD UG	S N	Essential		Elective	Optional
IV yr 56 essential L + 4 electives = (28+2/se mester)	1.	MODULE 1 Introduction to dentistry, public Health & Public health dentistry 4L	10 MCQ	MODULE 16- Behavioral and social sciences 2L	Occupational hazards, infection control
	2.	MODULE 2- General Epidemiology & Epidemiology (Dental caries, Periodontal diseases & Malocclusion) 8L	25 MCQ		Forensic dentistry
	3	MODULE 3- Oral cancer, Tobacco control and habit cessation 3L	15 MCQ		Mobile dental clinics
	4	MODULE 4- Preventive Dentistry (Fluorides) 5L	25 MCQ		
	5	MODULE 5- Nutrition & Oral Health and Plaque control 3L	10 MCQ		
	6	MODULE 6 – Health care delivery & Health agencies around the world 4L	10 MCQ		
	7	MODULE 7- school dental health programme & Dental Auxiliary 5L	10 MCQ		
	8	MODULE 8- Research methodology and Biostatistics, Basic knowledge of computers 5L	25 MCQ		
	9	MODULE 9- Practice management and administration, Hospital administration 3L	10 MCQ		
	10	MODULE 10- Finance in Dental care 2L	10 MCQ		
	11	MODULE 11- Ethics and Jurisprudence in Dentistry, consumer protection Act 3L	10 MCQ		
	12	MODULE 12- Pit and fissure sealants, Atraumatic restorative treatment 2L	10 MCQ		
	13	MODULE 13- Health education, Environment and Health 4L	10 MCQ		
	14	MODULE 14- Indices in Dentistry 4L	10 MCQ		
	15	MODULE 15- Survey Procedures in dentistry & Planning and evaluation 3L	10 MCQ		
		60 L	200 MCQ		

IV YR: 60 L/18 =3.3 credit hour

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MODULE 1

Introduction to dentistry, public Health &Public health dentistry.

Dr Vinay Kr Gupta 4 L, 0.22 credit hours

Expected outcome:	Intended learning objectives	Teaching learning Methods	Assessment tools
<p>*Introduction and history to dentistry, public health & dental public health.</p> <p>*Changing concepts of health</p> <p>*Concepts of causation</p> <p>*Changing concepts in public health</p> <p>*Primary health care</p> <p>*</p> <p>*Concept of prevention</p> <p>*Characteristics and Tools of dental public health</p> <p>*Duties of public health dentist</p> <p>*Public health problem</p> <p>*procedural steps in dental public health</p> <p>*Private practice and public health dentistry</p> <p>*Constitution and composition of DCI</p> <p>*Dentists (amendment) Act 1993</p> <p>* Indian Dental Association</p>	<p>MUST KNOW</p> <p>- Population based strategy for prevention</p> <p>-Intersectorial strategy for health promotion</p> <p>-Application of evidence based dentistry at community level</p> <p>MAY KNOW:</p> <p>*Landmark committees in the history of public health in India</p>	<p>- Attend lectures / seminars within the department</p> <p>-Independent study</p> <p>-Web based e-learning sources</p>	<p>-Written examination</p> <p>- Multiple choice question (MCQ)</p> <p>-OSCE & OSPE</p>

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MODULE 2

General Epidemiology, Epidemiology (Dental caries, Periodontal diseases & Malocclusion)

followed by assessment by Dr sumit Kumar 8 L, 0.44 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
*Introduction and history *Aims and principles of epidemiology *Tools of measurement *Epidemiological methods *Uses of epidemiology *Association of causation * Epidemiology of Dental caries *Theories of etiology * Etiological factors *Prevention * Caries risk assessment *Caries vaccine *Caries activity tests * Epidemiology classification, etiology & prevention of periodontal disease * Epidemiology classification, etiology & prevention of Malocclusion	MUST KNOW -Size and distribution of disease problems in human populations - Provision of Data essential for Planning implementation and evaluation of health services - Identify etiological factors in pathogenesis of disease - Understand Etiology, epidemiology and prevention about Dental caries, periodontal diseases and Malocclusion MAY KNOW: *Current trends in caries experience *Dietary studies on controlled human populations *Cariogram	-Attend lectures / seminars within the department -Independent study -clinical posting. - Demonstration and training in clinic -Web based e-learning sources	-Written examination -Workplace based assessment - Multiple choice question (MCQ) -OSCE & OSPE

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MODULE 3

Oral cancer, Tobacco control and habit cessation

3 L followed by assessment by Dr Vinay Kr Gupta 0.17 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<ul style="list-style-type: none"> * Epidemiology & etiology of oral cancer *Potentially malignant disorders *Squamous cell carcinoma *TNM system of tumor staging *Prevention, control *Counselling for tobacco cessation (5A's) *Nicotine replacement therapies * Counselling for those willing to quit * Fagerstom test 	<p>MUST KNOW</p> <ul style="list-style-type: none"> *Etiology and risk factors <p>MAY KNOW:</p> <ul style="list-style-type: none"> *cancer registration in India *National tobacco control programme. * Global initiatives in prevention of oral cancer like: The CRETE Declaration, FCTC, Bloomberg initiative 	<ul style="list-style-type: none"> - Attend lectures / seminars within the department - Independent study -Web based e-learning sources 	<ul style="list-style-type: none"> -Written examination -Objective Structured Clinical Examination& OSPE -Workplace based assessment -Multiple choice question (MCQ)


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MODULE 4

Preventive Dentistry (Fluorides)

5 L followed by assessment by Dr Vinay Kr Gupta 0.27 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<ul style="list-style-type: none">*Introduction and historical evolution of fluorides.*Fluoride in the environment*Sources of fluorides* Metabolism of fluoride*Estimation of fluoride concentration*Mechanism of action of fluoride*fluoride delivery methods*Toxicity of fluoride* fluorosis*Defluoridation of water	<p>MUST KNOW</p> <ul style="list-style-type: none">-Understand knowledge of Fluoride delivery methods: systemic and topical* Understand and Identify various types of fluoride toxicity*Nalgonda Technique <p>MAY KNOW:</p> <ul style="list-style-type: none">* Controlled water fluoridation studies	<ul style="list-style-type: none">- Attend lectures / seminars within the department- Independent study-Web based e-learning sources	<ul style="list-style-type: none">-Written examination-Objective Structured Clinical Examination& OSPE-Workplace based assessment-Multiple choice question (MCQ)

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MODULE 5

Nutrition & Oral Health and Plaque control

3 L followed by assessment by Dr Sumit Kumar 0.17 credit

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<p>*Introduction and Classification of foods</p> <p>*Nutrients</p> <p>*Balanced diet</p> <p>*Effect of nutrition on oral tissues</p> <p>.Nutrition in the elderly</p> <p>.Preventive & social measures</p> <p>. Composition of dentifrices</p> <p>.Tooth brushing and Flossing techniques</p>	<p>MUST KNOW</p> <p>-Understand effect of nutrition on Dental caries, malocclusion, periodontal disease and oral cancer</p> <p>* Preventive and social measures at Family level, community level, national level and international level</p> <p>*Disclosing agents and its uses</p> <p>*Mechanical and chemical Plaque control aids</p> <p>*Toothbrush – types, ADA specification and techniques</p> <p>*Composition of dentifrices and flossing.</p> <p>MAY KNOW:</p> <p>*Nutrition in elderly</p>	<p>-Attend lectures / seminars within the department</p> <p>- Independent study</p> <p>-Web based e-learning sources</p>	<p>-Written examination</p> <p>-OSCE & OSPE</p> <p>-Workplace based assessment</p> <p>- Multiple choice question (MCQ)</p>

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MODULE 6

Health care delivery & Health agencies around the world,

4L followed by assessment by Dr Gaurav Mishra 0.22 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
*Evolution of health systems *Levels of health care in India *Health system administration in India *Health care sectors in India *The national oral health policy *Health agencies around the world	MUST KNOW -Understand the health systems administration in India at center, state and district level MAY KNOW: *Five year plans	-Attend lectures / seminars within the department -Independent study · Web based e-learning sources	- Written examination - Objective Structured Clinical Examination -Workplace based assessment - Multiple choice question (MCQ) -OSCE & OSPE

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MODULE 7

School Dental Health Programme & Dental

Auxiliary 5 L followed by assessment by Dr Vinay Kr Gupta 0.28 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
*Aspects of school health programs *Objectives and ideal requirements *advantages *Elements/ components *Some school oral health programs *Who global school health initiates *Incremental care *Comprehensive care *Definition and classification by WHO and revised classification *Description and duties of all types of dental auxiliaries	MUST KNOW - Understand the importance of healthy mouth, relationship of dental health to general health and appearance of school child -To understand about dental auxiliary for facilitating the provision of dental services MAY KNOW: *Dental manpower in India	-Attend lectures / seminars within the department -Independent study · Web based e-learning sources	-Written examination -Objective Structured Clinical Examination -Workplace based assessment -Multiple choice question (MCQ)

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MODULE 8

Research methodology and Biostatistics, Basic knowledge of computers,

5 L followed by assessment by Dr. Gaurav Mishra 0.28 credit

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
*Introduction and categories of research *Scientific method - Problem formulation -Hypothesis formulation -Writing a protocol -sampling and sample designs - collection of data -presentation of data: types of tables , charts and diagrams -Analysis and interpretation: measures of central tendency, dispersion, standard deviation, Normal curve & tests of significance -Writing a report	MUST KNOW -how to contribute new knowledge or reevaluate current knowledge to improve all phases of oral health -To improve techniques of identifying, preventing and treating oral diseases in individuals and groups - to develop and test theories related to oral health care - To test real and chance occurrence - to correlation between attributes in same population - measurement of mortality and morbidity -to evaluate achievements of public health programs and fix priorities -to fix priorities in public health programmes -Microsoft word, Excel and Powerpoint MAY KNOW: Citation and reference styles	-- Attend lectures / seminars within the department - Independent study -Web based e-learning sources	- Written examination - Objective Structured Clinical Examination & OSPE -Workplace based assessment -Multiple choice question (MCQ)



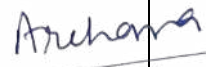
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MODULE: 9

Practice management and administration, Hospital administration :

3 L followed by assessment by Dr. Gaurav Mishra 0.17 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<ul style="list-style-type: none"> -Biological Hazards -Chemical Hazards -Physical Hazards -Psychological Hazards -categories of task in relation to risk -personal barrier techniques -Vaccines for dental health-care workers -use and care of sharp instruments -sterilization and disinfection of instruments -cleaning and disinfection of dental unit and environmental surfaces -use and care of handpieces -handling of biopsy specimens -goals of practice management -Dental office setting -Management of the dental office -Financial aspects of a dental practice -Decision on the need for a mobile dental clinic -Goals, objectives and target populations for mobile dental services -Specifications, advantages and disadvantages of a mobile dental clinic 	<p>MUST KNOW - Understand the key to prevent occupational exposure and identify the hazards and determine appropriate controls</p> <ul style="list-style-type: none"> - Understand inflectional control strategies for health care delivery settings - Understand “universal precautions” -to develop business management skills that enable dentist to enjoy good dentistry with a harmonious staff resulting in satisfied patients and a good income. - Understand need to provide oral health care to populations that have difficulty gaining access to the traditional dental care delivery system <p>MAY KNOW: -Types of economic evaluation: Cost minimization analysis, cost effectiveness analysis, cost benefit analysis, cost utility analysis.</p>	<ul style="list-style-type: none"> -- Attend lectures / seminars within the department - Independent study -Web based e-learning sources 	<ul style="list-style-type: none"> - Written examination - Objective Structured Clinical Examination & OSPE -Workplace based assessment -Multiple choice question (MCQ)


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MODULE 10

Finance in Dental care

2 L followed by assessment by Dr. Sumit Kumar 0.11 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<ul style="list-style-type: none">-Private fee for service- Post payment plans-Private third party prepayment plans:<ul style="list-style-type: none">1.commercial insurance companies2.Non- profit :Delta dental plans, Blue cross/ Blue shield3. Prepaid group practice4.Capitation plans-Salary-Public programs: Medicare, Medicaid, National health insurance.	<p>MUST KNOW – Understand methods to ease cost either by legislation or by development of a variety of funding approaches</p> <p>-Mechanism of payment for dental care</p> <p>MAY KNOW: -Financing dental health services in India</p>	<ul style="list-style-type: none">- Attend seminars / tutorials-Independent study-Web based e learning-	<ul style="list-style-type: none">-Workplace based assessment-Written exam- OSCE- MCQ

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MODULE 11

Ethics and Jurisprudence in Dentistry, 3 L

followed by assessment by Dr. Gaurav Mishra 0.17 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<ul style="list-style-type: none"> -Hippocratic oath -Ethical principles -Ethical rules for dentists -The Nuremberg code -Declaration of Geneva -World medical association -Declaration of Helsinki -Doctor patient contract -Consent -Professional negligence -consumer protection act -Do'and Don'ts for health professionals 	<p>MUST KNOW Know about ethics/ moral duties and obligations of the dentist towards his patients, professional colleagues and to the society</p> <ul style="list-style-type: none"> -to understand autonomy and self-determination, protect the vulnerable and promote the welfare and equality of human beings -To understand jurisprudence as study and theory of law <p>MAY KNOW:</p> <ul style="list-style-type: none"> -international code of medical ethics -Other legal avenues for aggrieved patients 	<ul style="list-style-type: none"> -Attend seminars / tutorials -Independent study - Web based e-learning Sources 	<ul style="list-style-type: none"> - Workplace based assessment -Written exam - OSCE - MCQ


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MODULE 12

Pit and fissure sealants, Atraumatic restorative treatment, 2L followed by assessment by Dr Vinay Kr Gupta 0.11 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<ul style="list-style-type: none"> -Morphology of pits and fissures -Types of sealants -Materials used as sealants -Indications and contraindications of sealants -Procedure of sealant application -Factors affecting sealant retention -Cost effectiveness -Preventive resin restorations - Principle, indications, contraindications and advantage of Atraumatic restorative treatment -Essential instruments and materials (ART) - Procedure of ART Failed /defective restorations 	<p>MUST KNOW</p> <ul style="list-style-type: none"> -understand cariostatic properties of sealants that are attributed to the physical obstruction of pits and fissures - understand the cost effectiveness and treatment modalities of sealants Use of sealants on teeth of children at high risk for dental caries -to understand modern knowledge about minimal intervention, minimal invasion and minimal cavity preparation for carious lesions -Understand ART as minimally invasive care approach in preventing dental caries and stopping its further progression. <p>SHOULD KNOW</p> <p>Use of sealant application and as routine preventive measure for pits and fissures and educating parents on the importance of dental sealants</p>	<ul style="list-style-type: none"> -Attend seminars / tutorials - Independent study - Web based e-learning Sources 	<ul style="list-style-type: none"> - Workplace based assessment -Written exam -OSCE, OSPE - MCQ


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MODULE 13

Health education, Environment and Health

4 L followed by assessment by Dr.Gaurav Mishra 0.22 credit

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<ul style="list-style-type: none">-Introduction and objectives of health education-Approaches to achieve health-Models of health education-Principles and contents of health education-Stages in the adoption of new ideas and practices-Health education and propaganda-Communication-Educational aids used in health education-Methods in health education- Health promotion-Water and its uses-Sources of water-Guidelines for drinking water quality-Purification of water-Waste management-Disposal of solid waste-Disposal of health care waste	<p>MUST KNOW</p> <ul style="list-style-type: none">-Understand the objectives of health education regarding, how to inform people, motivate people and guiding in to action. -understand control of air pollution, radiation control, noise control and solid waste management	<ul style="list-style-type: none">- Attend lectures / seminars within the department - Independent study - Web based e-learning sources	<ul style="list-style-type: none">-Written examination -Workplace based assessment - Multiple choice question (MCQ) -OSCE & OSPE

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MODULE 14

Indices in Dentistry

4 L followed by assessment by Dr. Sumit Kumar 0.22 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<ul style="list-style-type: none">-Ideal requisites of Index-Criteria for selecting an indexClassification of indexUses of index - OHI-S index-DMFT & DMFS Index-LOE and SILLNESS index-SILLNESS and LOE index-CPI index-Dean's Fluorosis index	<p>MUST KNOW</p> <ul style="list-style-type: none">-Understand Indices to quantitate clinical conditions on a graduated scale, facilitating comparison among populations examined by the same criteria and methods-Understand indices used for assessing oral hygiene and plaque, gingival and periodontal diseases, dental caries, dental fluorosis, malocclusion and learn proforma for recording indices <p>MAY KNOW:</p> <ul style="list-style-type: none">-Russel's index-CPITN index-Dental aesthetic index	<ul style="list-style-type: none">- Attend seminars / tutorials - Independent study - Web based e learning Sources	<ul style="list-style-type: none">- Workplace based assessment -Written exam - OSCE, OSPE -MCQ

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MODULE 15

Survey Procedures in dentistry & Planning and evaluation,

3 L followed by assessment by Dr. Sumit Kumar 0.17 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
Types of survey -Uses of survey -Methods of data collection -Steps in surveying -WHO Oral Health Survey methods 1997 - Uses of planning -Types of health planning -Steps in planning process -Evaluation	Understand monitoring trends in oral health and disease, policy development, program evaluation, assessment of dental needs and providing visibility for dental issues with the help of surveying -Understand planning to match limited resources with many problems - How to eliminate wasteful expenditure. -How to develop the best course of action to accomplish a defined objective	-Attend lectures / tutorials -Independent study -Web based e learning	- Workplace based assessment - Written exam -OSCE, OSPE -MCQ

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MODULE 16

Behavioral and social sciences,

2 L followed by assessment by Dr. Gaurav Mishra 0.11 credit hours

Expected outcome	Intended learning objectives	Teaching learning Methods	Assessment tools
<ul style="list-style-type: none"> -Social sciences -Health behavior and life style -Theories of behavior change -Lifestyle and oral health -Social stratification and oral health -risk behaviour -Utilization of dental services. 	<p>MUST KNOW</p> <ul style="list-style-type: none"> -Understand social environment as the physical and biological environment in relation to health and disease in man -understand cultural values, customs, habits, beliefs, attitudes, morals, religion, education, income, occupation, standard of living, community life and the social and political organization. <p>MAY KNOW:</p> <ul style="list-style-type: none"> -Behaviour of child in dental office -sociology, Anthropology and psychology and their relevance in dental practice and community 	<ul style="list-style-type: none"> - Attend seminars / tutorials - Independent study - Web based e-learning <p>Sources</p> <p><i>Integrated teaching with Pedodontics</i></p>	<ul style="list-style-type: none"> -Workplace based assessment - Written exam - OSCE, OSPE - MCQ



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