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The Constituent College

SHRI B. M. PATIL MEDICAL COLLEGE, HOSPITAL & RESEARCH CENTRE, VIJAYAPURA

1.1.2 Minutes of relevant Academic Council/BoS meetings

MBBS (Phase-I) 2019 curriculum revision minutes of relevant BoS meetings.

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BOARD OF STUDIES

(ANATOMY)

MINUTES OF MEETING

TIME: 11A.M TO 1-00 PM

DATE: 13-05-2019

VENUE: Department of Anatomy

DR. B.M.BANNUR. Chaired the meeting and welcomed the members, External BOS member Dr.Mallikarjun M Professor & HOD Vijayanagar Institute of Medical Sciences, Bellary, attended the meeting

Following points were discussed and suggestions were made.

PREVIOUS MINUTES OF MEETING CONFIRMATION

1. Confirmation of minutes of previous meeting held on 20-09-2018 were read and accepted Resolution: confirmed.

2. **Curriculum of allied courses.**

Certificate Course in Embalming Techniques.

Accepted earlier curriculum with following additions

with period of training six months and to complete Embalming of Ten(10) cadavers in stipulated time

Preamble.

To impart basic knowledge of human body and its preservation. At the end of the course eligible candidate should be able to embalm the body perfectly. Candidates should know other methods of body preservation.

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Course Content :

Theory

History of embalming (ancient method of cadaver preservation)
 Changes after death, mummification.
 Method of embalming.
 Surface anatomy & exposure of blood vessels.
 Embalming –Principle, chemicals, technique.
 Embalming infant & burned body
 Embalming HIV& Hepatitis B infected bodies.
 Preparation of autopsy bodies
 Method of Cavity embalming
 Legal aspects of embalming
 Effects of formaldehyde and preventive measures.
 Mobile embalming unit.

Practical.

Introduction to the embalming instrument & study of instruments.
 Cadaver room and preservation of body in water tank (capacity mixing chemicals in tank)
 Preparation of embalming fluid.
 Arrangement of embalming instruments & irrigation of fluid.
 Introduction of body and selection of cadavers.
 Surface anatomy.
 Exposing of vessels for injecting embalming fluid.
 Preservation of fetus.
 Cavity embalming .
 Prevention of growth of maggots and destroying of maggots.
 Precaution for embalmer.

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Eligibility criteria for awarding the certificate

1. Candidate has to embalab 10 cadavers under the supervision
2. Should maintain the log book of the same

Certificate Course in Museum Techniques

Preamble.

Impart basic knowledge of preparing ,preserving & maintaining museum specimens.

Objectives:

1. At the end of the course student should be able to asses normal disposition, inter relationship cross sectional anatomy of various structures of the body.
2. Able to identify macroscopic structure.
3. Able to point out features of human body **skiagrams**.

Eligibility Criteria ; DMLT/ B,Sc.

Course Duration : 6 months

Course Content

- History of anatomy ,Anatomical positions.
- Nomenclature,
- Study of systems with macroscopic knowledge.
- Regional anatomy. basic tissue, surface anatomy
- Radiological anatomy.
- History of museum technique.
- Selection, collection, fixation, preservation, coloring & mounting of specimens.
- Preparation of catalogue
- Preparation of charts.
- Instruments, containers, colors, Mounting materials, jars & charts.
- Bones –collection, cleaning, coloring , articulating ,cut section. abnormal bones.
- Radiology –collection of X- ray (plane & contrast U S G . MRI CT Scan), view box , rotating skiagram stands, Radiology Museum.
- Arrangement of specimens, jars, models & charts in museum.
- Record keeping.
- Maintenance of Museum.

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Museum technique course

Eligibility criteria for awarding the certificate

1. Candidate has to mount the minimum 10 specimens under the supervision
2. Should maintain the log book of the same

In addition to the Curriculum, evaluation added as follows

Evaluation

Scheme of examination:

Theory total 40 marks:

Paper duration total 1 1/2 hrs

Long question 1X10=10

Short essays 3X5=15

Short answers 5X3=15

Practical and Viva total 60 marks: (Practical 40 marks and Viva 20 marks).

Criteria to pass:

Theory including viva min 50% to pass

Practical min 50% to pass

4. NEW COURSES

No new courses were suggested and Approved as existed

New course

Diploma in Anatomy Technique

Duration 3 years Post SSLC Ist year Basic subjects

II & III year Subject related

Duration 2 years Post PUC (Direct admission to II year)

4) REVIEW OF EXISTING COURSES

UNDERGRADUATE MBBS ANATOMY CURRICULUM

Discussion: After obtaining inputs from various stakeholders regarding existing curriculum, revision was done. MBBS curriculum was revised based on CBME pattern as per MCI guidelines

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Sl. No	Content	Existing	Change made
1	Course content	Teaching by lectures and practicals	Teaching by lectures, practicals, SDL,ECE, problem based learning
2	Exam pattern	<p>University Examinations – Theory -2 Papers Each 100marks Long questions 10X2= 20 marks Short questions 5X 10= 50 marks Short answers 3X10= 30 marks</p> <p>Practicals - 80marks Dissection 50marks Histology 30marks Viva - 40marks</p> <p>University Examinations – Theory -2 Papers Each 100marks Long questions 10X2= 20 marks Short questions 5X 10= 50 marks Short answers 3X10= 30 marks</p> <p>Practicals - 80marks Dissection 50marks Histology 30marks Viva - 40marks</p> <p>University Examinations – Theory -2 Papers Each 100marks</p>	<p>Theory -2 Papers Each 100marks</p> <p>MCQ's 20marks Long questions 10X2= 20 marks Short questions 5X 6= 30 marks Short answers 3X10= 30 marks</p> <p>Practical- 100 marks Dissection -50marks Histology -30marks Viva - 20marks</p>

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		<p>Long questions 10X2= 20 marks Short questions 5X 10= 50 marks Short answers 3X10= 30 marks</p> <p>Practicals - 80marks Dissection 50marks Histology 30marks Viva - 40marks</p>	
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POST GRADUATE MD ANATOMY:

After obtaining inputs from various stakeholders regarding existing curriculum, revision was done. The revised PG curricula of MD/MS courses of MCI based on CBME was followed in principle and following changes were made.

Sl No	Content	Existing	Changes made
01	Course content	<p>Specific practice based competence 2.4.Making celloidin, araldite gelatin blocks and their section cutting. 3.1. Practical classes for staining of glycogen mucopolysahharides Alkaline phosphatase, acid phosphatase and calcium</p>	<p>Delete</p> <p>Delete</p>
02	Suggested changes in summative assessment	<p>Theory Papers Paper I: Gross Anatomy a). Gross Anatomy of whole human body i.e. upper limb, lower limb thorax, abdomen, pelvis, head and neck b). Method of preservation of human body and its parts, radiological anatomy, sectional anatomy.</p>	<p>Paper –I: a. History of Anatomy b. General and Elements of Anatomy c. Gross Anatomy with applied aspects</p>

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		<p>Paper II: Embryology, Microscopic Anatomy and genetics</p> <p>a). General Principles of genetics, Cytogenetic as applicable to medicine and different genetic disorders, gene therapy.</p> <p>b). General Embryology, Systemic Embryology, methods of experimental embryology, clinically oriented embryology and teratology</p> <p>c). Histology (including fine structure) of tissues and organs of the body.</p> <p>d) Principles of light, transmission and scanning electron microscopy, confocal, virtual microscopy.</p> <p>Paper III: Neuroanatomy Neuroanatomy - gross and applied aspects</p>	<p>Paper –II:</p> <p>a. General & Systemic – Embryology including growth, development and Teratology</p> <p>b. Comparative Anatomy.</p> <p>c. Principles of Physical Anthropology.</p> <p>Paper –III:</p> <p>a. General & Systemic – Histology and Principles of Microscopy</p> <p>b. Histological, museum and embalming techniques including medico legal aspects</p> <p>c. Human Genetics.</p>
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	<p>Paper IV: Applied Human Anatomy and recent advances in medical sciences</p> <p>(a) Clinical and applied aspect of Anatomy</p> <p>(b) Recent advances in the application of knowledge of anatomy on human 13 body</p> <p>(c) Collection, maintenance and uses of stem cells</p> <p>(d) Cryobanking</p> <p>(e) Basics of principles of organ donation from recently dead bodies.</p>	<p>Paper -IV:</p> <p>a) Neuroanatomy</p> <p>b) Applied Anatomy, Crosstional Anatomy, Radiological Anatomy & Newer Imaging Techniques</p> <p>c) Recent advances in Anatomy</p> <p>d) Questions on recent advances may be asked in any or all papers*</p>
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5) REVIEW OF PH.D PROGRAMMES

Reviewed and approved the existing programmes

6) QUESTION PAPERS VS RESULTS ANALYSIS

Moderation of question papers every year

7) PREPARATION OF CURRICULUM ON AREA OF SPECIALIZATION FOR PH.D EXAMINATION (BACKGROUND PAPER).

Curriculum will be prepared as per the topic of the each candidate

8) REVIEW OF PROGRESS REPORTS OF PH.D SCHOLARS

1. PhD scholars must and should present all (Progress Reports, 2nd Open house and Open house presentations) presentations in the Department before presenting in front of PhD committee and organized by University
2. Remarks from the Ph.D Committee about the report of Ph.D scholars were discussed and approved

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1. Mr Javeed Ansar Rasheed 2012-13 batch 2nd progress report submitted.
2. Mrs Saniya 8th progress report submitted, 2014-15 batch
3. Dr.Prakash K G. 8th progress report submitted, 2014-15 batch
4. Dr Lohit shaha submitted, final synopsis 2014-15 batch
5. Dr Roshini S. 6th progress report submitted, 2015-16 batch
- 6 Dr smita Hegade 2nd progress report submitted 2017-18 batch
7. Dr Naikanuar Anandagouda 2nd progress report submitted 2017-18 batch
8. Dr Raviverma Vadegar Registered 2018-19 batch

9) PANEL OF EXAMINER

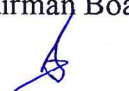
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10) ANY OTHER MATTER WITH THE PERMISSION OF THE CHAIR.

Date: 13-05-2019

Place: Vijayapur

Chairman Board of Studies


 Prof & HOD
Professor & H.O.D.
Dept. of Anatomy
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DEPARTMENT OF PHYSIOLOGY

Ref. No. Phy/2019-20/

Date : 21-03-2019

To,
The Registrar,
BLDE University
BIJAPUR-586103.

Sub : Information regarding Proceedings of BOS meeting in Physiology.

Respected Sir,

BOS meeting in Physiology was held on 21-03-2019 (Thursday) between 9.30am to 11am in the chamber of HOD of Physiology.

The gist of proceedings during the meeting are as follows:

- Minutes of previous meeting (held on 09-10-2018) were confirmed.
- List of Examiners (UG and PG) in Physiology was reviewed and accepted.
- Lists of Ph.D and PG guides in Physiology were reviewed and accepted.
- Draft of Pre Ph.D. course work was reviewed and accepted.
- Progress reports of Ph.D scholars were reviewed and accepted.

Question Papers vs Results :

9 Students appeared for University Examination in Physiology in January 2019. Out of which 02 Students belonged to 2012batch, 01 Student belonged to 2015 batch and 06 Students belonged to 2017batch. 06Students from 2017batch got through the Examination. Remaining 03 Students who did not appear for the exam are supposed to appear for University Exam in July 2019. External Member was very happy about University Results of I MBBS in Physiology. As per the opinion of External BOS Member, University Physiology theory question papers were appropriately designed.

- Performance of the Students of I MBBS 2018-19batch was also discussed. In 2nd I.A. Examinations, Out of 150 Students, 147 appeared for the exam. Out of which, 110 Students passed, 25 Students scored in the range of 35 to 44 % and another 15 Students scored less

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SHRI. B. M. PATIL MEDICAL COLLEGE, HOSPITAL & RESEARCH CENTRE, VIJAYAPURA than 35%. Around 15 Students are having joint attendance less than 75%. He suggested to counsel the students and help them in improving their attendance and performance. The concerned mentors should give proper guidance to vulnerable students to bring up to the level of expectation.

The draft of modified PG Syllabus was discussed and fully accepted by the external member. It was prepared keeping in view of competency based medical education for the PG course as per latest MCI guidelines.

➤ Modified draft of UG Curriculum as by the CBME- MCI. Pattern of Examination according to the modified Basic Curriculum CBME was discussed and accepted.

Teaching Hours total is - 525 hrs.

1. Theory didactic Lectures - 160 hrs.

2. Tutorials + Group Discussion/ Integrated learning/ Practical s- 310 hrs

3. Self Directed Learning (SDL) - 25 hrs

4. Early clinical exposure(ECE) - 30 hrs

5. Computer assisted learning: Includes

(i) Amphibian nerve - muscle experiments and interpretation of graphs

(ii) Amphibian cardiac experiments and interpretation of graphs

6. External Examiner suggested that introduction of MCQ (20%) to all 150 students of 2019-20 batch, suggested that MCQs can be made online after discussion with IT department. So that it can be done as paperless. Other members also agreed for the same.

7. Modification in Practical exams was done according to CBME, discussed with external member and accepted by all the BOS members.

Practical –I: (20Marks) a) Clinical examination-I (CNS –Sensory/Motor Reflexes/ Cranial Nerve)-15
b) Chart : Clinical Case History -05

Practical –II: (20Marks): a) Clinical Examination-II (CVS/RS) : 15Marks.

b) Clinical Examination – General Physical exam or Abdomen examination: 5Marks.

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Practical – III : (20Marks) : Human experiments(15)Marks + Amp. Charts (5) Marks

Practical – IV: (20Marks): Hematology (15) Marks + Clinical problems (5) Marks

Along with External Member (Dr. Salim A Dhundasi), following staff members were present during meeting.

Along with External Member (Dr. Salim A Dhundasi), following staff members were present during meeting.

Sl.No.	Name of the staff	Designation
01	Dr. Manjunatha Aithala	Chairman,
02	Dr. Sumangala Patil	Member
03	Dr. K.K.Das	Member
04	Dr. Lata Mullur	Member
05	Dr. S.M.Patil	Member
06	Dr. Jyoti Khodnapur	Member
07	Dr. Satish G. Patil	Member

Thanking you,

Yours Faithfully

Dr. Manjunatha Aithala

Prof. and Head

Dept. of Physiology

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College, Hospital & R.C.

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Changes made in MD Physiology Curriculum 2019:

Sl. No	Content	Existing	Changes Made
1	Goals	As per previous pattern	<p>i. A competent Physiologist, who would provide high quality health care and advance the cause of science through research and training .</p> <p>ii. A good medical teacher in Physiology, Practicing the required skills of teaching and able to render appropriate advice/service to clinicians as and when required.</p>
2	Objectives	As per previous pattern	<p>a. Conduct such clinical and experimental research, as would have a significant bearing on human health and patient care.</p> <p>b. Interact with other departments by rendering services in advanced laboratory investigations and relevant expert opinion.</p> <p>c. Participate actively in various workshops/seminars/journal clubs/demonstration in the allied departments, to acquire various skills for collaborative research.</p> <p>d. <u>Contribute to society by imparting physiological understanding of health problems.</u></p> <p>Plan a research study and conduct basic and clinical systemic investigations</p>

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			<p>e. Demonstrate self-awareness and personal development in routine conduct. (<i>Self-awareness</i>)</p> <p>f. Communicate effectively with peers, students and teachers in various teaching-learning activities. (<i>Communication</i>)</p> <p>g. Demonstrate Due respect in handling human body parts & cadavers during dissection (<i>Ethics & Professionalism</i>) Humane touch while demonstrating living surface marking in subject/patient (<i>Ethics & Professionalism</i>) Acquire capacity of not letting his/her personal beliefs, prejudices and limitations come in the way of duty. Appreciate the issues of equity and social accountability while exposing students to early clinical exposure (<i>Equity and social accountability</i>)</p>
3	Course Content	Clinical cases were less given less importance	More Clinical cases were added as required in the specific chapters Interpretation of computerized amphibian and mammalian graphs are added
4	Teaching-learning methods	Problem based learning Flipped class room learning were not	Problem based learning Flipped class room learning added to curriculum

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		present in previous curriculum	
5	Formative assessment	OSPE was not present in previous curriculum	OSPE is included in the present curriculum
6	Suggested changes in summative assessment	MCQ were not included	MCQs are added

Prof. and Head
Dept. of Physiology
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College, Hospital & R.C.
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Smt. Baᅅaramma Sajjan Campus, B. M. Patil Road (Sholapur Road), Vijayapura - 586103, Karnataka, India.

BLDE (DU): Phone: +918352-262770, Fax: +918352-263303, Website: www.bldedu.ac.in, E-mail: office@bldedu.ac.in

College: Phone: +918352-262770, Fax: +918352-263019, E-mail: bmpmc.principal@bldedu.ac.in



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DEPARTMENT OF BIOCHEMISTRY

Date: 23-03-2019

BOS Meeting held on 22-03-2019 in HOD Office, Department of Biochemistry:

1. Confirmation of minutes of the previous meeting.
2. **Revision of UG & PG Curriculum**
3. Six monthly progress report of the PhD scholars
4. Question Paper v/s Result Analysis
5. Curriculum on area of specialization for the pre-PhD Examination
6. Introduction of MCQ at the University Examination.
7. Syllabus for PhD Entrance Examination
8. Value added Course : Clinical Biochemistry Laboratory : Utilization and Interpretation
9. Feedback analysis
10. Any other matter with the permission of the Chair.

Agenda 1. Confirmation of minutes of the previous meeting
Minutes of previous BoS meeting were confirmed.

Agenda 2: Revision of UG & PG Curriculum

CBME Curriculum implemented for the Phase I students (2019-20) Batch onwards. Sensitization of the UG students' needs to be done. PG curriculum revision was discussed in detail and all the BOS members accepted the changes done.

Agenda 3. Six monthly progress report of the PhD scholars

As per the UGC guidelines it is necessary to review the six monthly progress report of the PhD Scholars

Agenda 4. Question Paper v/s Result Analysis:

To assess the quality of question paper and to check the performance of the students in the University examination

Agenda 5. Curriculum on area of specialization for the pre-PhD Examination

To assess the depth of knowledge of the PhD Scholar in the area of his/her interest.

Agenda 6. Introduction of MCQ at the University Examination

Keeping in view of introduction of MCQ at the University Examination it was decided to have MCQ bank at the department level.

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Agenda 7. Syllabus for PhD Entrance Examination;

As per the UGC Guidelines and to keep the importance of PhD Course subject wise a separate syllabus for PhD entrance examination to select the meritorious student who is good in research communication skill and biochemical techniques.

Agenda 8. Value added Course: Clinical Biochemistry Laboratory: Utilization and Interpretation
Brief additional knowledge related to the recent update in the specialty in order to add on to the existing knowledge

Agenda: 9 Feedback analysis of all stakeholders on curriculum

Feedback from the stakeholders is taken into consideration while changing the curriculum. The same is being considered, discussed in the departmental meeting, BOS meeting, Institutional Curriculum Committee and Department of Medical Education for implementing new CBME Curriculum for MBBS Phase I (2019-20) Batch as well as approval taken from the Academic Council and the Board of Management.

Inputs from External BOS Member

Dr. Gurupadappa K has given his suggestions and also encouraged the initiative taken for implementing the Value added Course. In this regard he suggested that the course should add –on to the existing knowledge.

Conclusion drawn during the discussion in the meeting (Minutes of the meeting)

1. The overview of the existing course and curriculum was done and found to be correct in order
2. Sensitization of the UG students- CBME Curriculum implemented for the Phase I students 2019-20) Batch onwards.
3. Dr. B. B. Devarnavadagi, briefed about the Value added Course: Clinical Biochemistry Laboratory: Utilization and Interpretation and also he proposed for the same.
4. Dr. Gurupadappa K – the external BOS member has given his suggestions for implementation of Value added course. He gave his approval for the same through the email dated 12-11-2019.
5. Dr. Nilima Dongre and Dr. S.S. Walvekar were nominated as specific co-coordinator and course co coordinator respectively for the value added course. They are in charge to monitor the course content and its implementation, enrolment, assessment and certification of the students for the same.

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Minutes of the meeting forwarded to the University

1. Details of minutes of meeting
2. Proposal to start value added course by Dr B. B. Devaranavadagi

Prof and HOD
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Dept. of Biochemistry
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Vijayapur-586103.

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UG Curriculum Revision (Department of Biochemistry)

Sl. No	Content	Existing	Change made
1	Goals	As per previous pattern	The broad goal is to teach Biochemistry to undergraduate students to make them understand the scientific basis of the life processes at the molecular level and to orient them towards the application of the knowledge acquired in solving clinical problems.
2	Objectives	As per previous pattern	Outline the biochemical basis of environmental health hazards, biochemical basis of cancer and carcinogenesis; Familiarize with the principles of various conventional and specialized laboratory investigations and instrumentation analysis and interpretation of a given data; Suggest laboratory investigations to support theoretical concepts and clinical diagnosis.
3	Course Content	As per previous pattern	Biochemistry of Aging, Biochemistry of Obesity, Environmental Biochemistry - Disaster Management
4	Teaching-Learning methods	As per previous pattern	AETCOM MODULE - Communication skills, Large group teaching, Small group teaching (SGT) (Small group discussions- SGD/Tutorials/Seminars/Case based learning sessions/Integrated teaching sessions/Practical), Self-directed learning (SDL) and Early clinical Exposure.
5	Formative assessment	As per previous pattern	MCQs/monthly test/seminars/assignments/ Case based learning tests, Early clinical exposure + Skill Certification+ Practical record
6	Suggested changes in summative	As per previous pattern	Multiple choice question (MCQ) Minimum FOUR MCQs should be CASE based, Structured Long essay questions (SLEQ) Minimum one case vignette based question (CVBQ), Short ESSAY questions (SEQ) Minimum two case vignette based questions (CVBQ), Short answer questions (SAQ) minimum one question on AETCOM module 1.4 in Paper I.

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College: Phone: +918352-262770, Fax: +918352-261019, E-mail: blde.mc.principal@bldedu.ac.in

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Professor & HOD

Dept. of Biochemistry
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Shri B.M.Patil Medical College,
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CHANGES MADE IN M. D. BIOCHEMISTRY CURRICULUM (2019)

Sl. No.	Content	Existing	Changes made
1	Course Content	<p>Theory - Red and white blood cells, osmometry</p> <p>Practical-</p> <ul style="list-style-type: none"> Determination of iodine number & saponification number of fats Estimation of ammonia and amino acids by Sorenson formal titration Estimation of nitrogen in a given amino acid solution by micro-Kjeldahl method, Estimation of ascorbic acid in lime Estimation of calcium content in milk Estimation of proteins by Folin's method Two-dimensional paper chromatography Preparation and estimation of glycogen, cholesterol, casein (phosphorus in casein) and hemoglobin from 	<p>Theory –</p> <p>Additions - Applications of chromatography , factors affecting enzyme activity, enzymes as analytical tool, disorders associated with nucleotides</p> <p>Nanotechnology and microfabrication</p> <p>Techniques to study in vivo metabolism - NMR, SPECT, PET scans, etc</p> <p>Radioisotope-based techniques and its applications</p> <p>Deleted - Red and white blood cells, osmometry</p> <p>Practical –</p> <p>Additions -</p> <p>Estimation of proteins by Biuret method</p> <p>Thin layer chromatography.</p> <p>Electrophoresis of Hemoglobin</p> <p>Deleted-</p> <ul style="list-style-type: none"> Determination of iodine number & saponification number of fats Estimation of ammonia and amino acids by Sorenson formal titration Estimation of nitrogen in a given amino acid solution by micro-Kjeldahl method Estimation of ascorbic acid in lime Estimation of calcium content in milk Estimation of proteins by Folin's method Two-dimensional paper chromatography. Preparation and estimation of glycogen, cholesterol, casein (phosphorus in casein) and hemoglobin from biological samples. Determination of enzyme activity and study of enzyme kinetics, using any 2 suitable enzymes (eg, catalase from rat liver and acid phosphatase from potatoes).

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		<p>biological samples.</p> <ul style="list-style-type: none"> • Determination of enzyme activity and study of enzyme kinetics, using any 2 suitable enzymes (eg, catalase from rat liver and acid phosphatase from potatoes). • free fatty acids, phospholipids. • Electrophoresis of lipoprotein (<i>Optional</i>) • Electrophoretic separation of LDH isozymes or any other isoenzymes 	<ul style="list-style-type: none"> • free fatty acids, phospholipids. • Electrophoresis of lipoprotein (<i>Optional</i>). • Electrophoretic separation of LDH isozymes or any other isoenzymes
2	Teaching Learning methods	<p>Rotational Posting in clinical departments for 3 months.</p> <p>Department should encourage e-learning activities.</p> <p>During the training programme, patient safety is of paramount importance, therefore skills are to be learnt initially on the models, later to be performed under supervision followed by performing independently; for this purpose, provision of skills laboratories in medical colleges is</p>	<p>Deleted : During the training programme, patient safety is of paramount importance, therefore skills are to be learnt initially on the models, later to be performed under supervision followed by performing independently; for this purpose, provision of skills laboratories in medical colleges is mandatory.</p> <p>Department should encourage e-learning activities.</p> <p>Additions : Students may be posted to institution where these facilities are available for molecular genetics and cytogenetics.</p> <p>Clinical postings in the forenoon to be attended and return to the department to do the experimental work in the afternoon.</p> <p>Later half of I year, II year and first half of third year (2 years) study and training in the department of Biochemistry.</p> <p>Third year (later half) Clinical Biochemistry (Exclusively) – 6 months</p>

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		mandatory.	<p>Every postgraduate student in Biochemistry shall be posted to clinical biochemistry laboratory of the department where clinical investigations of the attached hospital are done. Student should be trained in collection of samples, carrying out investigations, interpretation, reporting of the results and maintenance in records of investigations, Quality assurance.</p> <p>Rotational Posting in clinical departments for 6 months.</p> <p>I) Pathology - 15 days II) Blood bank – 15 days III) Microbiology -1month IV) Medicine & intensive care Unit - 1 month. V) Endocrinology – 15 days VI) Genetics – 15 days VII) Cardiology: 15 days. VIII) Gastroenterology – 15 days IX) Pediatrics – 10 days X) Neurology: 10 days. XI) Nephrology – 10 days</p>
3	Formative assessment		<p>Additions:</p> <p>First year of the course : The P.G. student is required to</p> <ol style="list-style-type: none"> To attend all UG Teaching sessions (Lectures, Tutorials and Practical's). To participate in seminars and journal club activities. To select and submit the topic of dissertation. To do reference work. To do self-study. Training in answering model questions. OSPE and MCQ's <p>Second year of the course : The P.G. graduate student is required to</p> <ol style="list-style-type: none"> To do work of dissertation. To do UG Teaching. To participate in activities like seminars, journal club, symposia, workshops and group discussions. To start writing the laboratory manuals.

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			<p>e. To attend rotation postings in other departments.</p> <p>f. To attend state and national level conferences.</p> <p>g. To do self-study.</p> <p>h. Training in answering model questions.</p> <p>i. OSPE and MCQ's</p> <p><u>Third year of the course :</u></p> <p>The P.G. student is required to</p> <p>a. To complete and submit dissertation 6 months before commencement of University examinations.</p> <p>b. To complete the writing of laboratory manuals.</p> <p>c. To do UG teaching.</p> <p>d. To participate in activities like seminars, journal club, symposia, workshop, panel discussion and group discussion.</p> <p>e. To attend conference at State and National level.</p> <p>f. To present a paper basing on his/her dissertation work in Institutional Scientific Research Society as well as at least one State / National conference before appearing for the examinations.</p> <p>g. To publish at least one Research paper or send it for publication in an indexed journal before University examinations.</p> <p>h. To do self-study.</p> <p>i. Training in answering model questions</p> <p>OSPE and MCQ's</p>
4	Suggested changes in summative assessment	Each theory paper will consist of: Long Essay type questions - 2 x 20 marks = 40 and Short Essay type questions – 6x 10 marks = 60	<p>**The topics assigned to the different papers are given as general guidelines. A strict division of subjects may not be possible. Some overlapping of topics is inevitable. Students should be prepared to answer the overlapping topics.</p> <p>Each theory paper will consist of: Long Essay type questions - 10 x 10 marks = 100</p>

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BLDE (Deemed to be University)
Vijayapura-586103, Karnataka

P. Manoj
Professor & HOD

Dept. of Biochemistry
BLDE (Deemed to be University)
Shri B.M.Patil Medical College,
Vijayapur-586103.



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Feedback analysis of all stakeholders on curriculum

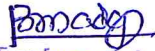
Sr No	Feedback	Action taken	Remarks
1	Students		
	<ul style="list-style-type: none"> UG- More exposure for clinical case discussion Short ICMR/BLDE (DU) funded research projects Increased frequency of home assignment tests, OSPE exercises ,viva voce & tutorials, MCQ tests, Quiz 	<ul style="list-style-type: none"> Students are encouraged for ICMR, BLDE (DU) projects Frequency of MCQ tests ,quiz competition increased 	Changes accepted for revision
	<ul style="list-style-type: none"> PG- More hands on training for techniques like ABG analysis Exposure regarding maintenance of Biochemistry analyzers 	<ul style="list-style-type: none"> Value added course for clinical biochemistry laboratory: utilization and interpretation. Exposure regarding maintenance of biochemistry analyser. 	Changes accepted for revision
2	Alumni-		
	<ul style="list-style-type: none"> Instead of continuous theory papers a day gap between each to improve performance More case based scenarios can be added. 	<ul style="list-style-type: none"> More case based scenarios are added 	Changes accepted for revision
3	Professional/Employers/Peers		
	<ul style="list-style-type: none"> Clinical Biochemistry laboratory posting for 2 weeks for internees and post graduate students 	<ul style="list-style-type: none"> To be included in the curriculum 	Changes were accepted for next revision
4	Teacher		
	<ul style="list-style-type: none"> UG- more number of MCQ test has to be conducted Mentor ward system has to be more strengthened Evaluation should include participation in seminars, short projects, participation in Quiz PG: in addition to routine dissertation work additional 02 small projects can be given 	<ul style="list-style-type: none"> Included in time table Mentor ward system has already started and it has to be more strengthened Participation in seminar, projects quiz competition should be given additional weightage for internal assessment 	Changes accepted for revision

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