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The Constituent College

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

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

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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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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><u>Deleted</u> : 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><u>Additions</u> : 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><u>Additions:</u></p> <p>First year of the course :</p> <p>The P.G. student is required to</p> <p>a. To attend all UG Teaching sessions (Lectures, Tutorials and Practical's).</p> <p>b. To participate in seminars and journal club activities.</p> <p>c. To select and submit the topic of dissertation.</p> <p>d. To do reference work.</p> <p>e. To do self-study.</p> <p>f. Training in answering model questions.</p> <p>g. OSPE and MCQ's</p> <p><u>Second year of the course :</u></p> <p>The P.G. graduate student is required to</p> <p>a. To do work of dissertation.</p> <p>b. To do UG Teaching.</p> <p>c. To participate in activities like seminars, journal club, symposia, workshops and group discussions.</p> <p>d. To start writing the laboratory manuals.</p>

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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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Feedback analysis of all stakeholders on curriculum

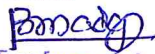
Sr No	Feedback	Action taken	Remarks
1	Students		
	<ul style="list-style-type: none">• UG- More exposure for clinical case discussion• Short ICMR/BLDE (DU) funded research projects• Increased frequency of home assignment tests, OSPE exercises, viva voce & tutorials, MCQ tests, Quiz	<ul style="list-style-type: 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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