



SRI BALAJI VIDYAPEETH

(Deemed to be University)

U/S 3 of UGC Act 1956

Puducherry-607402

QIM - 1.3.1: List of courses that integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula (10)

Gender- Courses & Programs within the
curriculum & Activities by Women's Cell, IQAC
and Gender Care Team

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(This Document is attested from pages 1-16)



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Criteria 1

Metrix 1.3 : Curriculum Enrichment

1.3.1

Index Page

Gender- Courses & Programs within the curriculum & Activities by Women's' cell, IQAc and Gender Care Team

Links to documents (Click on the links to navigate to the pages)

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- [3. Inauguration of Training of Trainers program on Transgender inclusive Nursing Curriculum.](#)
- [4. Pages extracted from the Undergraduate Medical curriculum by MCI](#)
- [5. MD. Psychiatry curriculum by MCI](#)

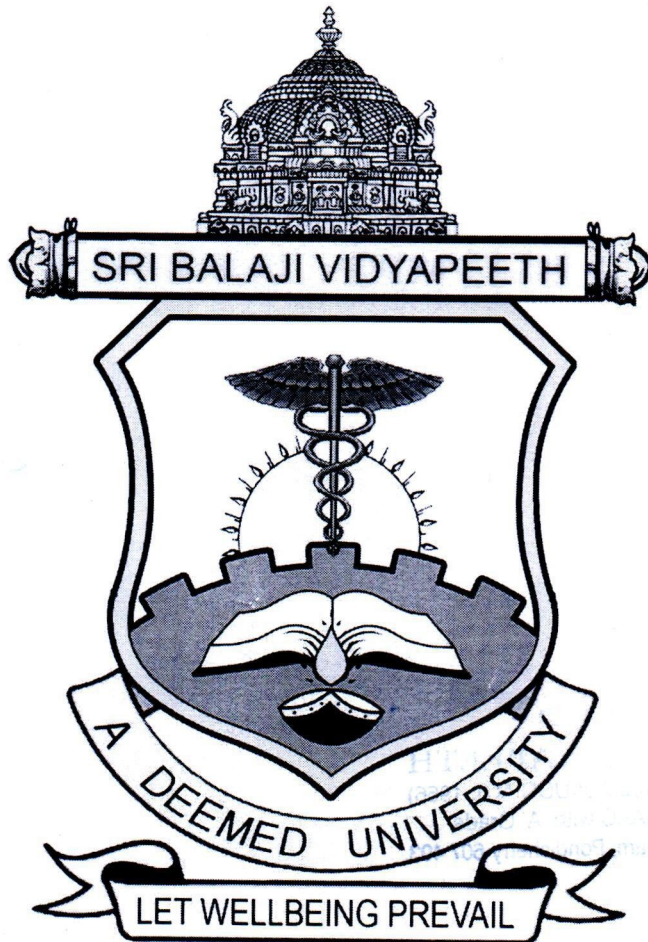
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NAAC 2020

Sri Balaji Vidyapeeth
Mahatma Gandhi Medical College & Research Institute

DEPARTMENT OF GENERAL SURGERY
FELLOWSHIP IN SURGICAL MANAGEMENT OF GENDER DYSPHORIA IN
MALE TO FEMALE

2019-20



DEPARTMENT OF GENERAL SURGERY

FELLOWSHIP IN SURGICAL MANAGEMENT OF GENDER DYSPHORIA IN

MALE TO FEMALE

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SYLLABUS for FELLOWSHIP PROGRAM

Name of Dept.: General Surgery, Mahatma Gandhi Medical College & Research Centre

Course Title; Fellowship in surgical management of Gender Dysphoria in Male to Female (MtF) Transgenders

S no	Specific Learning Objectives
	At the end of the courses, the candidates will be able to:
1	Evaluate and diagnose a case of gender dysphoria
2	Understands the principles of Gender Reassignment surgeries and its anatomical basis.
3	Perform Gender reassignment surgery under supervision or with assistance
4	Provide complete peri-operative care.

S no	Theory Syllabus	TL strategy	Number of hours	Credits
1	Psychiatry: 1. Gender Dysphoria: Definition and Evolution through the Years 2. The DSM-5 Diagnostic Criteria for Gender Dysphoria 3. Epidemiologic Considerations on Transsexualism 4. Etiopathogenetic Hypotheses of Transsexualism 5. Non surgical management of gender dysphoria	Lecture	16	1
2	General surgery: 1. Assessment and clinical examination 2. Surgical management of gender dysphoria in MtF transsexuals 3. Complications of surgery and its management. 4. Follow-Up of Patients After Male-to-	1. Lecture 2. Journal presentation	80	4

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	Female (MtF) Sex Reassignment Surgery (SRS) 5. Quality of Life After Male to Female Sex Reassignment Surgery/Assessment 6. Male to female transsexuals; Endocrine treatment			
3	Anatomy: 1. Surgical anatomy of the male pelvis, male external genitals and the dissection techniques. 2. Role of Imaging in relevance with gender reassignment surgery (MtF)	Lecture	16 hrs	1

S no	Practical Syllabus	Number of hours	Credits
1.	Cadaveric anatomical dissection	32 hrs	1

S no	Clinical Syllabus	Number of hours	Credits
1	Outpatient care 1. Initial evaluation and assessment 2. Follow up	320	10
2	Peri operative care of Gender Reassessment Surgery		15

S no	Assignments/ Projects/ Self-Study	Number of hours	Credits
1	Assignments /self study	128	4
2	E – Portfolio	128	4

Total: 40 credits

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S no	Assessment method (FORMATIVE)	Eligibility requirement
1	e-portfolio a) Case reflection b) Skill	
2	Multisource feedback	

S no	Reference Books/ Journals
1.	Principles of transgender medicine and surgery by Randi Ettner, 2 nd edition
2	Transgender Medicine : A multidisciplinary approach by Leonid Poretsky, first edition
3	Gray's Anatomy for students
4	Synopsis of psychiatry by Kaplan and Saddock's, 11 th edition
5	Cunningham's manual of practical anatomy , 16 th edition

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Sri Balaji Vidyapeeth Campus

Pillaiyarkuppam, Puducherry - 607 403. website : www.sbvu.ac.in



KASTURBA GANDHI NURSING COLLEGE & SHRI SATHYA SAI COLLEGE OF NURSING



Second revised syllabus 2019-20 onwards

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BACHELOR OF NURSING
(*B.Sc. NURSING – Four Years Course*)

Revised Syllabi & Regulations

As approved by the Academic Council meeting held on 11.08.2016
2016-17

Click on this link →

(This page is an extract from the
B.Sc Nursing syllabus implemented by SBV)



KASTURBA GANDHI NURSING COLLEGE
SRI BALAJI VIDYAPEETH, SBV CAMPUS
Pillaiyarkuppam, Puducherry 607 402.

TRANSGENDER-INCLUSIVE NURSING CURRICULUM

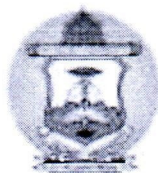
B. Sc (N) SUGGESTED CURRICULUM ADDITION

B. Sc (N) I- YEAR

10 Hours

S. NO	Course	Year	Subject	Unit No and Name	Addition to be done
1	B.Sc (N)	I	Anatomy (60 m)	XI – The reproductive system including Breast	<ul style="list-style-type: none">• Introduction to terminologies about Sex and Gender. LGB, Intersex etc.• Differences in sex development• Application and Implication in nursing
			Physiology (30 m)	X- The Endocrine system	<ul style="list-style-type: none">• Cross hormone therapy and it's physiological effects in Transmen and Transwoman
			Biochemistry (30 m)	VII- Immuno Chemistry	<ul style="list-style-type: none">• Targeted hormone levels in Transmen and transwoman
			Foundation of Nursing (90 m)	X – Meeting Needs of Patients (30 m)	<ul style="list-style-type: none">• LGBTIQA health concepts : needs, health care discrimination, inclusive behaviour, non-discriminatory policies for LGBTQI, confidentiality• Medicolegal issues: NALSA judgement, Decriminalization of consensual same sex relationship (section 377 removal)• Meeting needs of Transgender patient
			III - Hospital admissions and discharge: (15 m)	<ul style="list-style-type: none">• Hospital admissions and discharge of transgender patients.• Using gender neutral terminologies verbally and document wise.	

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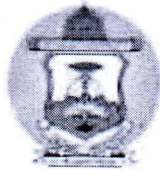
Inauguration of Training of trainers programme on Transgender Inclusive Nursing Curriculum

Nursing education unit of Kasturba Gandhi Nursing College and Internal Quality Assurance Cell, Sri Balaji Vidyapeeth joining hands with Solidarity and Action Against the HIV Infection in India (SAATHII) organized a Training of Trainers programme from 20th -22nd November 2019 at Moulana Abul Kalam Azad Hall, Babuji central library, SBV with high profiled, experts dedicated themselves to serve TG people. The objectives of the programme was to familiarize and train the internal and external faculty members to understand concept of transgender curriculum.



(Inauguration of the Training programme by Hon. Vice Chancellor)

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[Inaugural Address was given by Hon., Vice Chancellor, Prof. Subhash Chandra Parija]

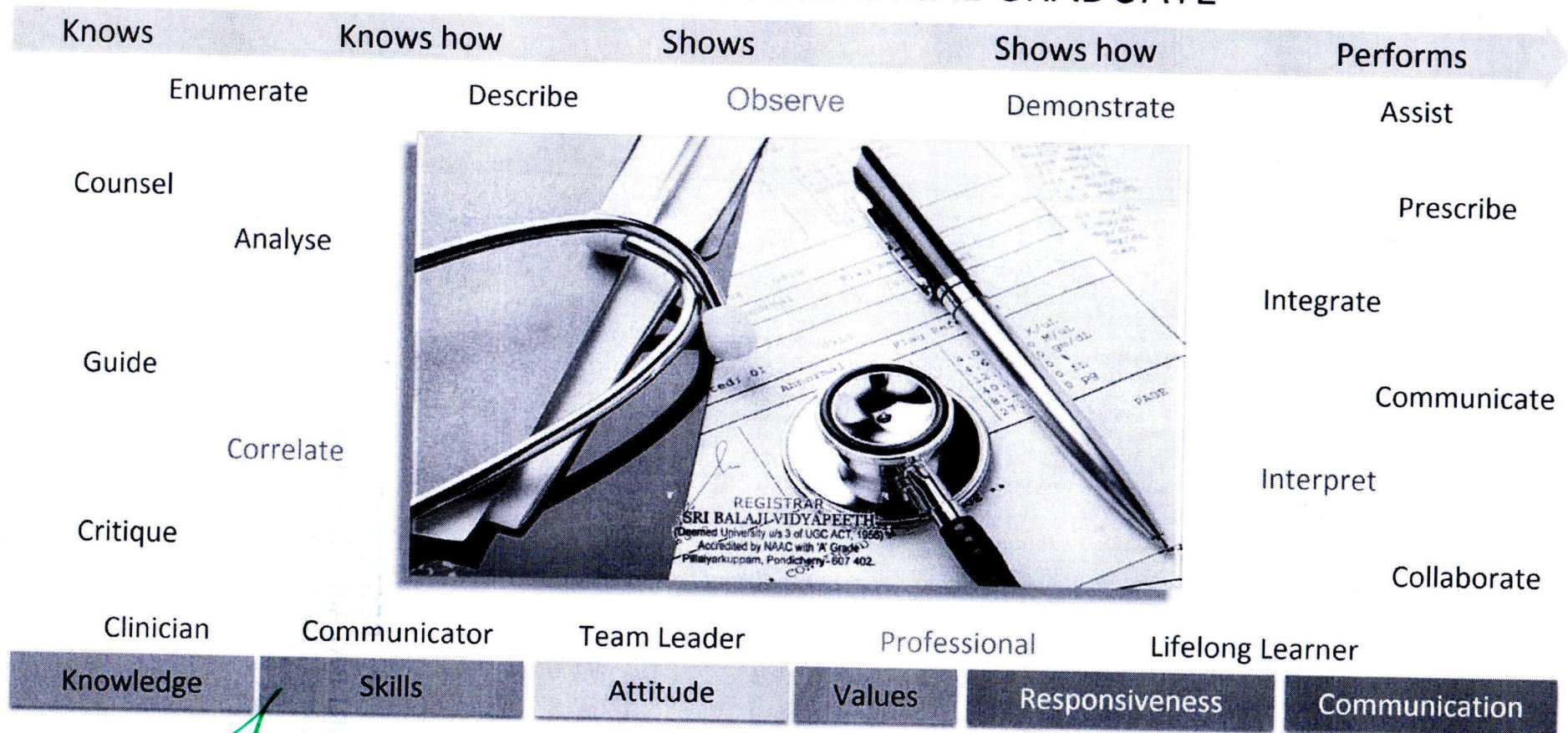
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MEDICAL COUNCIL OF INDIA

COMPETENCY BASED UNDERGRADUATE CURRICULUM FOR THE INDIAN MEDICAL GRADUATE



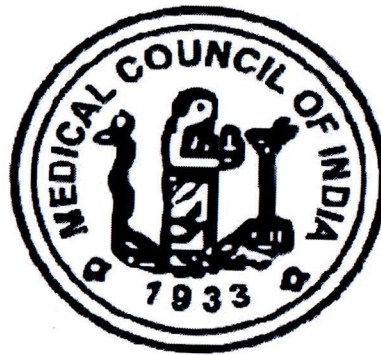
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VOLUME-II (2018)

ИН 32 У ышл ахсрбуш ьондсншл 603 403
1933

**COMPETENCY BASED UNDERGRADUATE CURRICULUM
FOR THE
INDIAN MEDICAL GRADUATE**

2018



**Medical Council of India
Pocket-14, Sector- 8, Dwarka
New Delhi 110 077**

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(The pages 12 & 13 are an extract from the Undergraduate medical curriculum by MCI)

Number	COMPETENCY The student should be able to	Domain K/S/A/C	Level K/KH/ SH/P	Core Y/N	Suggested Teaching learning method	Suggested Assessment method	Number required to certify P	Vertical Integration	Horizontal Integration
CM10.7	Enumerate and describe the basis and principles of the Family Welfare Program including the organization, technical and operational aspects	K	KH	Y	Small group discussion, Lecture	Written / Viva voce			
CM10.8	Describe the physiology, clinical management and principles of adolescent health including ARSH	K	KH	Y	Small group discussion, Lecture	Written / Viva voce			
CM10.9	Describe and discuss gender issues and women empowerment	K	KH	Y	Small group discussion, Lecture	Written / Viva voce			
Topic: Occupational Health		Number of competencies: (05)			Number of procedures that require certification: (NIL)				
CM11.1	Enumerate and describe the presenting features of patients with occupational illness including agriculture	K	KH	Y	Small group discussion, Lecture	Written / Viva voce			
CM11.2	Describe the role, benefits and functioning of the employees state insurance scheme	K	KH	Y	Small group discussion, Lecture	Written / Viva voce			
CM11.3	Enumerate and describe specific occupational health hazards, their risk factors and preventive measures	K	KH	Y	Small group discussion, Lecture	Written / Viva voce			
CM11.4	Describe the principles of ergonomics in health preservation	K	KH	Y	Small group discussion, Lecture	Written / Viva voce			
CM11.5	Describe occupational disorders of health professionals and their prevention & management	K	KH	Y	Small group discussion, Lecture	Written / Viva voce			
Topic: Geriatric services		Number of competencies: (04)			Number of procedures that require certification: (NIL)				
CM12.1	Define and describe the concept of Geriatric services	K	KH	Y	Lecture, Small group discussion	Written / Viva voce		General Medicine	
CM12.2	Describe health problems of aged population	K	KH	Y	Lecture, Small group discussion	Written / Viva voce		General Medicine	
CM12.3	Describe the prevention of health problems of aged population	K	KH	Y	Lecture, Small group discussion	Written / Viva voce		General Medicine	

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Number	COMPETENCY The student should be able to	Domain K/S/A/C	Level K/KH/ SH/P	Core (Y/N)	Suggested Teaching Learning method	Suggested Assessment method	Number required to certify P	Vertical integration	Horizontal Integration
Topic: Psychosexual and gender identity disorders		Number of competencies: (07)			Number of procedures that require certification: (NIL)				
PS13.1	Enumerate and describe the magnitude and etiology of psychosexual and gender identity disorders	K	KH	Y	Lecture, Small group discussion	Written/ Viva voce			
PS13.2	Enumerate, elicit, describe and document clinical features in patients with magnitude and etiology of psychosexual and gender identity disorders	S	SH	Y	Bedside clinic, DOAP session	Skill assessment			
PS13.3	Enumerate and describe the indications and interpret laboratory and other tests used in psychosexual and gender identity disorders	S	SH	Y	Bedside clinic, DOAP session	Skill assessment			
PS13.4	Describe the treatment of psychosexual and gender identity disorders including behavioural, psychosocial and pharmacologic therapy	K	KH	Y	Lecture, Small group discussion	Written/ Viva voce		Pharmacology	
PS13.5	Demonstrate family education in a patient with psychosexual and gender identity disorders in a simulated environment	S	SH	Y	Bedside clinic, DOAP session	Skill assessment			
PS13.6	Enumerate and describe the pharmacologic basis and side effects of drugs used in psychosexual and gender identity disorders	K	KH	Y	Lecture, Small group discussion	Written/ Viva voce			
PS13.7	Enumerate the appropriate conditions for specialist referral	K	K	Y	Lecture, Small group discussion	Written/ Viva voce			
Topic: Psychiatric disorders in childhood and adolescence		Number of competencies: (06)			Number of procedures that require certification: (NIL)				
PS14.1	Enumerate and describe the magnitude and etiology of psychiatric disorders occurring in childhood and adolescence	K	KH	Y	Lecture, Small group discussion	Written/ Viva voce		Pediatrics	
PS14.2	Enumerate, elicit, describe and document clinical features in patients with psychiatric disorders occurring in childhood and adolescence	S	SH	Y	Bedside clinic, DOAP session	Skill assessment		Pediatrics	

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The pages 14 & 15 are an extract from the
MD Psychiatry curriculum by MCI

GUIDELINES FOR COMPETENCY BASED POSTGRADUATE TRAINING PROGRAMME FOR **MD IN PSYCHIATRY**

Preamble

The purpose of PG education is to create specialists who would provide high quality health care and advance the cause of science through research & training.

A postgraduate specialist having undergone the required training should be able to recognize the health needs of the community, should be competent to handle medical problems effectively and should be aware of the recent advances pertaining to his specialty. The post graduate student should acquire the basic skills in teaching of medical/para-medical students. She/he is also expected to know the principles of research methodology and modes of consulting library.

The purpose of this document is to provide teachers and learners illustrative guidelines to achieve defined outcomes through learning and assessment. This document was prepared by various subject-content specialists. The Reconciliation Board of the Academic Committee has attempted to render uniformity without compromise to purpose and content of the document. Compromise in purity of syntax has been made in order to preserve the purpose and content. This has necessitated retention of “domains of learning” under the heading “competencies”.

SUBJECT SPECIFIC LEARNING OBJECTIVES

The primary **goal** of the MD course in Psychiatry is to produce a post graduate clinician able to provide health care in the field of Psychiatry. A physician qualified in Psychiatry, at the end of the course, should be able to diagnose and treat psychiatric disorders, take preventive and curative steps for the disease in the community at all levels of health care and qualify as a consultant and teacher in the subject.

At the end of the MD course in Psychiatry, the student should be able to:

- Understand the relevance of mental health in relation to the health needs of the country
- Ethical considerations in the teaching and practice of Psychiatry
- Identify the social, economic, biological and emotional health
- Identify the environmental causes as determinants of mental health
- Institute appropriate diagnostic, therapeutic and rehabilitative procedures to the mentally ill patient

20. Emergencies In Psychiatry
21. Emotional Intelligence
22. Ethics In Psychiatry
23. Factitious Disorders
24. Forensic and Legal Psychiatry (including Indian Lunacy Act, Mental Health Act, Persons with Disability Act, Narcotic Drugs and Psychotropic Substance Act)
25. Impulse-Control Disorders (including Intermittent Explosive Disorder, Kleptomania, Pyromania, Pathological Gambling, Trichotillomania, etc)
26. Learning – Theories
27. Memory
28. Mental Retardation
29. Miscellaneous: Non-compliance, Malingering, Antisocial Behaviour, Borderline Intellectual Functioning, Age-Related Cognitive Decline, Bereavement [including Death], Academic Problems, Occupational Problems, Identity Problems, Religious or Spiritual Problems, Acculturation Problems, Phase of Life Problems, Chronic Fatigue Syndrome, etc.)
30. Mood Disorders (including Depressive Disorders, Bipolar Disorders, Cyclothymic Disorder, etc.)
31. Movement Disorders (including Medication-Induced Movement Disorders, etc)
32. Organic Psychiatry (including Amnesic Disorders, Catatonic Disorder, Cerebrovascular Disorders, Delirium, Dementia, Endocrine Epilepsy, Head Injury, Headache, HIV – AIDS, Infections, etc.
33. Neuropsychology (including Psychological Features of Cerebral Disorders, Clinical Assessment etc.)
34. Pre-Menstrual Dysphoric Disorder
35. Post-Partum Psychiatric Disorders
36. Psychodynamics
37. Psychology (Clinical)
38. Psychometry/ Psychodiagnostics
39. Psychopharmacology
40. Psychosis (including Schizophrenia, Schizophreniform Disorder, Schizoaffective Disorder, Delusional Disorder, Brief Psychotic Disorder, Shared Psychotic Disorder, etc).
41. Psychosomatic Disorders
42. Psychotherapy
43. Sexual And **Gender** Identity Disorders (including Sexual ~~Desire Disorders~~, Sexual arousal Disorders, Orgasmic Disorders, Sexual Pain Disorders, Vaginismus, Paraphilias, etc)
44. Sleep Disorders (including Insomnia, Narcolepsy, Breathing-Related Sleep

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