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)

Professionalism, Human Values and Ethics – Courses within

the curriculum and Activities beyond curriculum

(This document is attested from pages 1-51)

Criteria 1

Metrix 1.3 : Curriculum Enrichment

1.3.1

Index Page

==Professionalism, Human Values and Ethics== - Programmes within the curriculum and

Activities beyond curriculum

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

1. Pages extracted from MD. Forensic Medicine curriculum by MCI

2. Pages extracted from MD. DVL curriculum by MCI

3. Pages extracted from the Undergraduate Medical Curriculum by MCI

4. Pages extracted from MDS curriculum by DCI

5. Pages from M.Sc. Nursing syllabus implemented by SBV

6. Certificate Course in Bioethics on Human Research.

7. MOOC Courses- Enhancing Soft Skills and Personality

8. Workshop on "Reflection based Learning Module for Critical Decision Making in Ethical Dilemmas.

9. Link to **SBV's CODE of Conduct.**

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

GUIDELINES FOR COMPETENCY BASED POSTGRADUTE TRAINING PROGRAMME FOR MD IN FORENSIC MEDICINE

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.

This programme is meant to standardize and strengthen Forensic Medicine teaching at the post graduate level throughout the country so that it will benefit the judiciary and the legal system of the country in providing justice which will ultimately benefit the community at large. It will also help in achieving uniformity in undergraduate teaching.

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 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 **Goal** of MD Forensic Medicine is to train a doctor to become a competent medico-legal expert, teacher and researcher in the subject who:

1. is aware of medico legal aspects in various settings
2. *is aware of contemporary advances and developments* in the field of Forensic Medicine.
3. has *acquired the competencies* pertaining to the subject of Forensic Medicine that are required to be practiced at all levels of health system.
4. is oriented to the *principles of research methodology*.
5. has acquired *skills in educating* and imparting training to medical, paramedical and allied professionals.

A post graduate student, upon successfully qualifying in the M.D (Forensic Medicine) examination, should be able to:

1. Become an expert in Forensic Medicine.
2. Identify and define medico-legal problems as they emerge in the community and work to resolve such problems by planning, implementing, evaluating and modulating Medico-legal services.
3. Undertake medico-legal responsibilities and discharge medico-legal duties in required settings.

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

4. Keep abreast with all recent developments and emerging trends in Forensic Medicine, Medical Ethics and the law.

5. Deal with general principles and practical problems related to forensic, clinical, emergency, environmental, medico-legal and occupational aspects of toxicology.

7. Deal with medico-legal aspects of Psychiatry, mental health and drug addiction.

8. Impart education in Forensic Medicine and Toxicology to under-graduate and post-graduate students with the help of modern teaching aids.

9. Assess the students' knowledge and skills in the subject of Forensic Medicine

10. Oriented to research methodology and conduct of research in the subject

SUBJECT SPECIFIC COMPETENCIES

By the end of the course, the student should have acquired knowledge (cognitive domain), professionalism (affective domain) and skills (psychomotor domain) as given below:

A. Cognitive domain

1. Describe the legal and medico-legal system in India.

2. Acquire knowledge on the philosophy and guiding principles of Forensic Medicine course.

3. Describe the programme goals and objectives of the Forensic Medicine course.

4. Acquire knowledge on conduct of medico-legal autopsy independently with required physical assistance, prepare report and derive inferences.

5. Outline the principles and objectives of postmortem examination.

6. Describe the formalities and procedures of medico-legal autopsies in accordance with existing conventions and the law.

7. Identify the role of anatomy, physiology, biochemistry, microbiology, pathology, blood bank, psychiatry, radiology, forensic science laboratory as well as other disciplines of medical science to logically arrive at a conclusion in medico-legal autopsies and examination of medico-legal cases.

8. Describe the principles of the techniques used in toxicological laboratory namely TLC (Thin Layer Chromatography), GLC (Gas Liquid Chromatography), AAS (Atomic Absorption Spectrophotometry), HPLC (High Performance Liquid Chromatography) and Breath Alcohol Analyzer.

9. Describe relevant legal/court procedures applicable to medico-legal/medical practice.

10. Describe the general forensic principles of ballistics, serology, analytical toxicology and photography.

11. Interpret, analyze and review medico-legal reports prepared by other medical officers at the time of need.

11. Describe role of DNA profile and its application in medico-legal practice.

12. Describe the law/s relating to poisons, drugs, cosmetics, narcotic drugs and psychotropic substances.

4

8. **Continuing Medical Education Programmes (CME):** At least two CME programmes should be attended by each student in 3 years.

9. **Conferences:** The student to attend courses, conferences and seminars relevant to the speciality.

10. A postgraduate student of a postgraduate degree course in broad specialities/super specialities would be required to present one poster presentation, to read one paper at a national/state conference and to present one research paper which should be published/accepted for publication/sent for publication during the period of his postgraduate studies so as to make him eligible to appear at the postgraduate degree examination.

11. **Rotation:**

Other than the Department of Forensic Medicine, student may be posted for training in the following clinical disciplines for a given period of time on rotational basis:

	Place of posting	First year	Second year	Third year
01	Trauma & Emergency/ Casualty / Emergency medicine department	1 month	15 days	15 day
02	Radiology	7 days	5 days	3 days
03	Psychiatry	5 days	3 days	2 days
04	Forensic science lab	7 days	15 days	Not required
05	Histopathology	7 days	5 days	3 days

12. Department should encourage e-learning activities.

ASSESSMENT

FORMATIVE ASSESSMENT, ie., during the training

General Principles

Internal Assessment should be frequent, cover all domains of learning and used to provide feedback to improve learning; it should also cover professionalism and communication skills. The Internal Assessment should be conducted in theory and clinical examination.

Quarterly assessment during the MD training should be based on following educational activities:

1. Journal based / recent advances learning

2. Patient based /Laboratory or Skill based learning

3. Self directed learning and teaching

4. Departmental and interdepartmental learning activity

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

COMPETENCY BASED POSTGRADUATE TRAINING PROGRAMME FOR MD IN DERMATOLOGY, VENEREOLOGY & LEPROSY

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 post graduate specialist having undergone the required training should be able to recognize the health needs of community, should be competent to handle effectively the medical problems and aware of recent advances pertaining to the discipline. The PG student should acquire basic skills in teaching medical/para-medical students. The student should be able to counsel patients and relatives in infectious diseases like HIV/AIDS, STDs, cutaneous tuberculosis, leprosy and any event of serious illness or death.

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 OBJECTIVES

At the end of 3 years of post graduate training in Dermatology, Venereology & Leprosy:

- Student should have knowledge of basic sciences (Anatomy, Physiology, Biochemistry, Microbiology, Pathology and Pharmacology) as applied to dermatology. The student should acquire in-depth knowledge of his subject including recent advances. The student should be fully conversant with the bedside procedures (diagnostic and therapeutic) and having knowledge of latest diagnostics and therapeutics available.

- Student should have acquired practical and procedural skills related to the subject.

- Critically evaluate, initiate investigation and clinically manage cases in Dermatology, Venereology and Leprosy with the help of relevant investigations.

- Should plan and advise measures for the prevention and rehabilitation of patients with various dermatological conditions.

- Able to ensure the implementation of National Health Programmes, particularly in sexually transmitted diseases (STD) and leprosy.

- Acquire training skills in research methodology, <mark>professionalism</mark>, attitude and communication skills, as below:

  o Student must know basic concepts of research methodology, plan a research project, consult library and online resources, has basic knowledge of statistics and can evaluate published studies.

  o Should be able to practice the specialty of dermatology ethically.

  o Recognize the health needs of patients and carry out professional obligations in keeping with principles of National Health Policy and <mark>professional ethics</mark>.

- Teaching skills in the subject

  o Student should learn the basic methodology of teaching and develop competence in teaching medical/paramedical students.

- Should have acquired Problem Solving skills

SUBJECT SPECIFIC COMPETENCIES

By the end of the course, the student should have acquired knowledge (cognitive domain), <mark>professionalism</mark> (affective domain) and skills (psychomotor domain) as given below:

A.   Cognitive domain

At the end of the course, the student should have acquired following theoretical competencies:

- Describe structure, functions and development of human skin.

- Describe ultrastructural aspects of epidermis, epidermal appendages, dermo-epidermal junction, dermis, and sub-cutis.

- Describe basic pathologic patterns and reactions of skin.

- Demonstrate the knowledge of common laboratory stains and procedures used in the histopathologic diagnosis of skin diseases and special techniques such as immunofluorescence, immunoperoxidase and other related techniques.

- Describe the basics of cutaneous bacteriology, mycology, virology, parasitology and host resistance.

- Describe papulosqamous and vesiculobullous disorders.

- Describe disorders of epidermal appendages and related disorders.

- Describe inflammatory and neoplastic disorders of dermis.

- Describe skin lesions in nutritional, metabolic and heritable disorders.

7

A short posting for 2-4 weeks in the Department of Medicine is to be arranged for exposure to Emergency Medicine and Resuscitation.

15. Clinical meetings:

There should be intra - and inter- departmental meetings for discussing uncommon / interesting medical problems. Each student must be asked to present a specified number of cases for clinical discussion, perform procedures/tests/operations/present seminars/review articles from various journals in inter-unit/interdepartmental teaching sessions. These should be entered in a Log Book; log books should be checked and assessed periodically by the faculty members imparting the training.

16. Thesis writing:

Thesis writing is compulsory. All MD students are required to carry out work on a selected research project under the guidance of a recognized post graduate teacher, the result of which shall be written up and submitted in the form of a Thesis.

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 surgical skills laboratories in medical colleges is mandatory.

ASSESSMENT

FORMATIVE ASSESSMENT, i.e., during the training may be as follows:

Formative assessment should be continual and should assess medical knowledge, patient care, procedural & academic skills, interpersonal skills, professionalism, self directed learning and ability to practice in the system.

Quarterly assessment during the MD training should be based on:
1. Journal based / recent advances learning
2. Patient based /Laboratory or Skill based learning
3. Self directed learning and teaching
4. Departmental and interdepartmental learning activity
5. External and Outreach Activities / CMEs

SUMMATIVE ASSESSMENT, i.e., at the end of training

The summative examination would be carried out as per the Rules given in POSTGRADUATE MEDICAL EDUCATION REGULATIONS, 2000.

The examination shall be in three parts:
1. **Thesis**

8

Medical Council of India

AETCOM

ATTITUDE, ETHICS & COMMUNICATION

Communication

Reliability

Patient centered

Professionalism

Personal growth

Leadership

Teamwork

Respect

Accountability

Responsiveness

Lifelong learning

Attitude

System based learning

Responsibility

Social Commitment

Values

Knowledge	Skills	Attitudes	Values	Responsiveness	Communication

Attitude, Ethics and Communication (AETCOM) Competencies

for the
Indian Medical Graduate
Preamble/Concept

The overall goal of undergraduate medical education program as envisaged in the revised Graduate Medical Education Regulations - 2017 is to create an "Indian Medical Graduate" (IMG) possessing requisite knowledge, skills, attitudes, values and responsiveness, so that she or he may function appropriately and effectively as a physician of first contact of the community while being globally relevant. In order to fulfill this goal, the IMG must be able to function appropriately, ethically and effectively in her/his roles as clinician, leader and member of the health care team and system, communicator, lifelong learner and as a professional. In order to effectively fulfill the above mentioned roles, the IMG must obtain a set of competencies at the time of graduation. In order to ensure that training is in alignment with the goals and competencies, Medical Council of India has proposed new teaching learning approaches including a structured longitudinal programme on attitude, ethics and communication.

Role modelling and mentoring associated with classical approach to professional apprenticeship has long been a powerful tool. This approach alone is no longer sufficient for the development of a medical professional. The domains of attitude and communications with emphasis on ethics therefore need to be taught directly and explicitly throughout the undergraduate curriculum. The two major aspects of teaching professionalism include explicit teaching of cognitive base and stage appropriate opportunities for experiential learning and reflection throughout the curriculum.

AETCOM module has been prepared as a guide to facilitate institutions and faculty in implementing a longitudinal program that will help students acquire necessary competence in the attitudinal, ethical and communication domains. It offers framework of competencies that students must achieve. It also offers approaches to teaching learning methods. However, it is a suggested format and institutions can develop their own approaches to impart these competencies.

[Published in the Gazette of India, Part III, Section 4.]

DENTAL COUNCIL OF INDIA

NOTIFICATION

New Delhi, dated 5th November, 2017.

No.DE-87-2017–In exercise of the powers conferred by clauses (g), (h) and (ha) of sub-section (2) of section 20 of the Dentists Act, 1948 (16 of 1948), the Dental Council of India, after consultation with the State Governments as required under clause (g) and (h) of the said Act, and in supersession of the Dental Council of India Revised MDS Course Regulations, 2007 except as respects things done or omitted to be done before such supersession, the Dental Council of India with the approval of the Central Government hereby makes the following regulations, namely:–

PART– I

PRELIMINARY

1. **Short title and commencement**.– (1) These regulations may be called the Dental Council of India, Master of Dental Surgery Course Regulations, 2017.

    (2)   They shall come into force on the date of their publication in the Official Gazette.

2. **Definitions** – In these regulations unless the context otherwise requires:-

    (a) "Act" means the Dentists Act, 1948 (16 of 1948)
    (b) "the Council" means the Dental Council of India constituted under section 3 of the Act;
    (c) "dentistry" includes._
       (i) the performance of any operation on, and the treatment on any disease, deficiency or lesion of, human teeth or jaws, and the performance of radiographic work in connection with human teeth or jaws or the oral cavity;
       (ii) the giving of any anesthetic in connection with any such operation or treatment;
       (iii) the mechanical construction or the renewal of artificial dentures or restorative dental appliances;
       (iv) the performance of any operation on, or the giving of any treatment, advice or attendance to, any person preparatory to, or for the purpose of, or in connection with, the fitting, inserting, fixing, constructing, repairing or renewing of artificial dentures or restorative dental appliances, and the performance of any such operation and the giving of any such treatment, advice or attendance, as is usually performed or given by dentists;
    (d) "NEET" means the National Eligibility-cum-Entrance Test conducted by the National Board of Examination for admission to post-graduate courses;
    (e) "University" means a university established or incorporated by or under a Central Act, a Provincial Act or a State Act, and includes any such institution as may, in consultation with the university concerned, be recognised by the University Grant Commission in accordance with the regulations made in this behalf under this Act.

PART - II

GENERAL CONDITIONS TO BE OBSERVED BY POST GRADUATE TEACHING INSTITUTIONS

3. **GENERAL CONDITIONS.**_ (1) The institutions recognised by the Central Government and after consultation with the Council shall be eligible for conducting the post-graduate degree or diploma course(s).

(2) The maximum number of students for a post-graduate course, for training for the award of post-graduate degree or diploma by the affiliating university, shall be determined by the facilities available in the department in terms of infrastructure, teaching staff and clinical teaching material. However, to start with, a maximum of three post-graduate students, (one Unit) shall be permitted in a speciality department. The annual intake capacity recommended by the Council and approved by the Central Government for the academic year shall be final. No institution shall be permitted to increase more than three seats at a time in its annual intake capacity in a particular speciality in a given academic year. Not more than two units consisting of six seats (including increase of seats) shall be granted to any dental institutions for each speciality.

(3) The students undergoing post-graduate courses shall be exposed to the following:-
(i) basics of bio-statistics and research methodology;
(ii) basics of human behaviour studies;
(iii) basics of pharmaco-economics;
(iv) introduction to the non-linear mathematics.

4. **ETHICS IN DENTISTRY.**_

There is a definite shift from the traditional patient and doctor relationship and delivery of dental care. With the advances in science and technology and the increasing needs of the patient, their families and community, there is a concern for the health of the community as a whole. There is a shift to greater accountability to the society. Dental specialists like the other health professionals are confronted with many ethical problems. It is therefore absolutely necessary for each and every one in the health care delivery to prepare themselves to deal with these problems. To accomplish this and develop human values, it is desired that all the trainees undergo ethical sensitization by lectures or discussion on ethical issues, discussion of cases with an important ethical component.

5. **ELIGIBILITY FOR ADMISSION.**_

A candidate for admission to the Master in Dental Surgery course, must possess a recognised degree of Bachelor in Dental Surgery awarded by a university or institute in India and registered with the State Dental Council and has obtained provisional or permanent registration and has undergone compulsory rotatory internship of a year in an approved/recognised dental college:

Provided that in the case of a foreign national, the following procedure shall be followed:-

The Council may, on payment of the prescribed fee for registration, grant temporary registration for the duration of the post-graduate training restricted to the dental college/institution to which he or she is admitted for the time being exclusively for post-graduate studies:

Provided further that temporary registration to such foreign national shall be subject to the condition that such person is duly registered as medical practitioner in his/her own country from which he/she has obtained his/her basics dental qualification and that his/her degree is recognized by the corresponding state dental council or concerned authority.

6. **SELECTION OF CANDIDATE FOR POST-GRADUATE COURSES.**_

12

Paper-I	:	Clinical Pedodontics
Paper-II	:	Preventive and Community Dentistry as applied to pediatric dentistry
Paper-III	:	Descriptive and analysing type question

(ix) ORAL MEDICINE AND RADIOLOGY

Part-I
| Paper I | : | **Applied Basic Sciences:** Applied Anatomy, Physiology, and Biochemistry, Pathology, Microbiology, Pharmacology, Research Methodology and Biostatistics |

Part-II:
Paper-I	:	Oral and Maxillofacial Radiology
Paper-II	:	Oral Medicine, therapeutics and laboratory investigations
Paper-III	:	Descriptive and analysing type question

The following provision has been inserted in terms of (3rd Amendment) notification published on 26.08.2019 in the Gazette of India

"(x)   The detailed syllabus for all the specialities is annexed as SCHEDULE-IX to these regulations."

CHAPTER - VII

GOALS AND OBJECTIVES OF THE CURRICULUM

(25) GOALS._

The goals of the post-graduate training in various specialities is to train the graduate in Dental Surgery who will,

(i)   practice respective speciality efficiently and effectively, backed by scientific knowledge and skill;

(ii)   exercise empathy and a caring attitude and maintain high ethical standards;

(iii)   continue to evince keen interest in professional education in the speciality and allied specialities whether in teaching or practice;

(iv)   willing to share the knowledge and skills with any learner, junior or a colleague;

(v)   to develop the faculty for critical analysis and evaluation of various concepts and views and to adopt the most rational approach.

(26) OBJECTIVES._

The objective of the post-graduate training is to train a student so as to ensure higher competence in both general and special area of interest and prepare him or her for a career in teaching, research and speciality practice. A student must achieve a high degree of clinical proficiency in the subject and develop competence in research and its methodology in the concerned field.

The objectives to be achieved by the candidate on completion of the course may be classified as under:–

(a)   Knowledge (Cognitive domain)
(b)   Skills (Psycho motor domain)
(c)   Human values, ethical practice and communication abilities

(a) KNOWLEDGE._

13

(i)   demonstrate understanding of basic sciences relevant to speciality;

(ii)   describe etiology, pathophysiology, principles of diagnosis and management of common problems within the speciality in adults and children;

(iii)   identify social, economic, environmental and emotional determinants in a given case and take them into account for planned treatment;

(iv)   recognise conditions that may be outside the area of speciality or competence and to refer them to the concerned specialist;

(v)   update knowledge by self study and by attending courses, conferences and seminars pertaining to speciality;

(vi)   undertake audit, use information technology and carry out research in both basic and clinical with the aim of publishing or presenting the work at various scientific gathering;

(b) SKILLS:

(i)   take a proper clinical history, examine the patient, perform essential diagnostic procedures and order relevant tests and interpret them to come to a reasonable diagnosis about the condition;

(ii)   acquire adequate skills and competence in performing various procedures as required in the speciality.

(c) HUMAN VALUES, ETHICAL PRACTICE AND COMMUNICATION ABILITIES.

(i)   adopt ethical principles in all aspects of practice;

(ii)   foster professional honesty and integrity;

(iii)   deliver patient care irrespective of social status, caste, creed, or religion of the patient;

(iv)   develop communication skills, to explain various options available and obtain a true informed consent from the patient;

(v)   provide leadership and get the best out of his team in a congenial working atmosphere;

(vi)   apply high moral and ethical standards while carrying out human or animal research;

(vii)   be humble and accept the limitations in his knowledge and skill and to ask for help from colleagues when needed;

(viii)   respect patient's rights and privileges including patient's right to information and right to seek a second opinion.

PART-VIII
SPECIALITIES

27.   The following specialties for the post-graduate course to be followed by the university / institute are detailed asunder:-

(i)   **Prosthodontics and Crown & Bridge:**

Prosthodontics and Crown & Bridge is a branch of dental art and science pertaining to the restoration and maintenance of oral function, health, comfort and appearance by the replacement of mission or lost natural teeth and associated tissues either by fixed or removable artificial substitutes.

(ii)   **Periodontology:**

Periodotology is the science dealing with the health and diseases of the investing and supporting structures of the teeth and oral mucous membrane.

14

- Ear
- Nose
- Face
- Body defects
  o Cranial
  o Maxillectomy
  o Hemimandibulectomy
  o Finger prosthesis
  o Guiding flange
  o Obturator

V. Implant supported prosthesis
1. Step by step procedures –*Surgical and* laboratory phase

VI. Other exercises
1. TMJ splints – stabilization appliances, maxillary and Mandibular repositioning appliances
2. Anterior disocclusion appliances
3. Chrome cobalt and acrylic resin stabilization appliances
4. Modification in accommodation of irregularities in dentures
5. Occlusal splints
6. Periodontal splints
7. Precision attachments – custom made
8. Over denture coping
9. Full mouth rehabilitation (by drop wax technique, ceramic build up)
10. TMJ appliances – stabilization appliances

ESSENTIAL SKILLS:

*Key
O – Washes up and observes
A – Assists a senior
PA – Performs procedure under the direct supervision of a senior specialist
PI – Performs independently

The following list of procedures are expected of the post graduate to complete in the post graduate programme under faculty guidance [PA] or independently [PI] . Each of the following procedures should be evaluated for the competencies like critical thinking, patient centered approach, use of evidence based approach, professionalism, systems based practice approach and communication skills of the student. The mentioned numbers denote minimal requirement. However, the head of the department has the discretion to fix the quota and assess them systematically. There may be procedures which the student has observed [O] or assisted [A]. The student can however make his entry into his log book or portfolio wherein he/she can make his comments with remarks of the facilitator in the form of a feedback which would reinforce his learning.

PROCEDURE	CATEGORY			
	O	A	PA	PI
Tooth and tooth surface restoration				
a) Composites – fillings, laminates, inlay, onlay				5
b) Ceramics – laminates, inlays, onlays				5
c) Glass Ionomer				5
CROWNS				

2. PERIODONTOLOGY:

OBJECTIVES:

The following objectives are laid out to achieve the goals of the course

A) KNOWLEDGE:

Discuss historical perspective to advancement in the subject proper and related topics.

- Describe etiology, pathogenesis, diagnosis and management of common periodontal diseases with emphasis on Indian population
- Familiarize with the biochemical, microbiologic and immunologic genetic aspects of periodontal pathology
- Describe various preventive periodontal measures
- Describe various treatment modalities of periodontal disease from historical aspect to currently available ones
- Describe interrelationship between periodontal disease and various systemic conditions
- Describe periodontal hazards due to estrogenic causes and deleterious habits and prevention of it
- Identify rarities in periodontal disease and environmental/Emotional determinates in a given case
- Recognize conditions that may be outside the area of his/her Speciality/ competence and refer them to an appropriate Specialist
- Decide regarding non-surgical or surgical management of the case
- Update the student by attending courses, conferences and seminars relevant to periodontics or by self-learning process.
- Plan out/ carry out research activity both basic and clinical aspects with the aim of publishing his/her work in scientific journals
- Reach to the public to motivate and educate regarding periodontal disease, its prevention and consequences if not treated
- Plan out epidemiological survey to assess prevalence and incidence of early onset periodontitis and adult periodontitis in Indian population (Region wise)
- Shall develop knowledge, skill in the science and practice of Oral Implantology
- Shall develop teaching skill in the field of Periodontology and Oral Implantology
- Principals of Surgery and Medical Emergencies.
- To sensitize students about inter disciplinary approach towards the soft tissues of the oral cavity with the help of specialist from other departments.

B) SKILLS:

- Take a proper clinical history, thorough examination of intra oral, extra oral, medical history evaluation, advice essential diagnostic procedures and interpret them to come to a reasonable diagnosis
- Effective motivation and education regarding periodontal disease maintenance after the treatment
- Perform both non-surgical & education regarding periodontal disease, maintenance after the treatment
- Perform both non-surgical and surgical procedures independently
- Provide Basic Life Support Service (BLS) recognizes the need for advance life support and does the immediate need for that.
- Human values, ethical practice to communication abilities

4. CONSERVATIVE DENTISTRY AND ENDODONTICS

OBJECTIVES:

The following objectives are laid out to achieve the goals of the course. These are to be achieved by the time the candidate completes the course. These objectives may be considered under the following subtitles.

Knowledge:

At the end of 36 months of training, the candidates should be able to:
- Describe etiology, pathophysiology, periapical diagnosis and management of common restorative situations, endodontic situations that will include contemporary management of dental caries, management of trauma and pulpal pathosis including periodontal situations.
- Demonstrate understanding of basic sciences as relevant to conservative / restorative dentistry and Endodontics.
- Identify social, economic, environmental and emotional determinants in a given case or community and take them into account for planning and execution at individual and community level.
- Ability to master differential diagnosis and recognize conditions that may require multi disciplinary approach or a clinical situation outside the realm of the specialty, which he or she should be able to recognize and refer to appropriate specialist.
- Update himself by self-study and by attending basic and advanced courses, conferences, seminars, and workshops in the specialty of Conservative Dentistry-Endodontics-Dental Materials and Restorative Dentistry.
- Ability to teach/guide, colleagues and other students.
  Use information technology tools and carry out research both basic and clinical with the aim of his publishing his work and presenting the same at scientific platform.

Skills:

- Take proper chair side history, examine the patient and perform medical and dental diagnostic procedures as well as perform relevant tests and interpret to them to come to a reasonable diagnosis about the dental condition in general and Conservative Dentistry – Endodontics in particular. And undertake complete patient monitoring including preoperative as well as post operative care of the patient.
- Perform all levels of restorative work, surgical and non-surgical Endodontics as well as endodontic-periodontal surgical procedures as part of multidisciplinary approach to clinical condition.
- Provide basic life saving support in emergency situations.
- Manage acute pulpal and pulpo periodontal situations.
- Have a thorough knowledge of infection control measures in the dental clinical environment and laboratories.
- Should have proper knowledge of sterilization procedures

### Human Values, Ethical Practice and Communication Abilities

- Adopt ethical principles in all aspects of restorative and contemporary Endodontics including non-surgical and surgical Endodontics.
- Professional honesty and integrity should be the top priority.
- Dental care has to be provided regardless of social status, caste, creed or religion of the patient.
- Develop communication skills in particular to explain various options available for management and to obtain a true informed consent from the patient.
- Apply high moral and ethical standards while carrying on human or animal research.

SRI BALAJI VIDYAPEETH

(Declared Deemed - to - be - University u/s 3 of UGC act - 1956)
Mahatma Gandhi Medical College Hospital & Research Institute Campus
Pillaiyarkuppam, Puducherry - 607 402. website : www.sbvu.ac.in
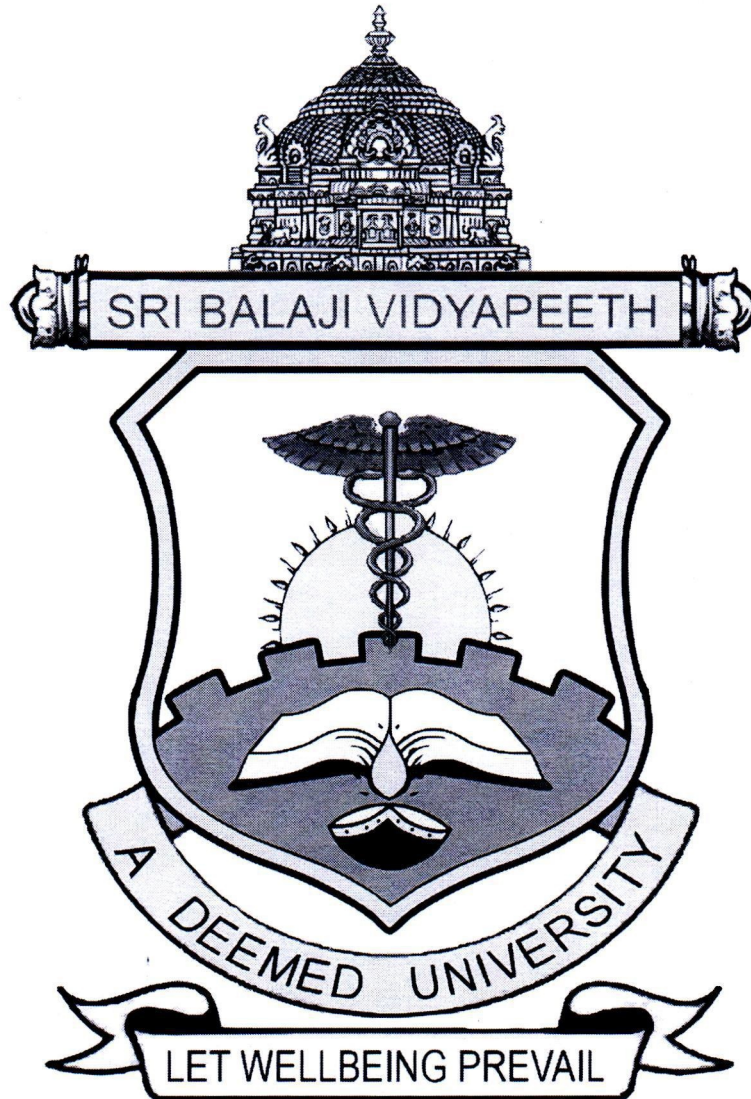
MASTER OF NURSING
(M.Sc. NURSING – Two Year Course)
Revised Syllabi & Regulations
As approved by the Academic Council meeting held on 11.08.2016
2016-17 ONWARDS

CLINICAL SPECIALITY - I

COMMUNITY HEALTH NURSING

Placement : **FIRST YEAR**

Hours of Instruction :

Theory   : 150 Hours
**Practical : 650 Hours**
Total   : 800 Hours

Course Description :

The course is designed to assist students in developing expertise and in-depth understanding in the field of Community Health Nursing. It would help students to appreciate holistic life style of individuals, families &groups and develop skills to function as Community Health Nurse Specialist/practitioner. It would further enable student to function as an educator, manager and researcher in the field of Community Health nursing.

Objectives :

1. Appreciate the history and development in the field of Community Health and Community Health Nursing.

2. Appreciate role of individuals and families in promoting health of the Community.

3. Perform physical, developmental and nutritional assessment of individuals, families and groups.

4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.

5. Apply nursing process approach while providing care to individuals, families, groups and community.

6. Integrate the concepts of family centered nursing approach while providing care to the community.

7. Recognize and participate in the management of emergencies, epidemics and disasters.

8. Apply recent technologies and care modalities while delivering community health nursing care.

9. Appreciate legal and ethical issues pertaining to community health nursing care.

10. Conduct community health nursing care projects.

11. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and the national level.

12. Incorporate evidence based nursing practice and identify the areas of research in the community settings.

13. Participate effectively as a member of Community Health team.

14. Coordinate and collaborate with various agencies operating in the community by using inter sectoral approach.

15. Teach community health nursing to undergraduates, in-service nurses and the community health workers.

16. Demonstrate leadership and managerial abilities in community health nursing practice.

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.
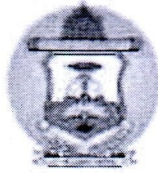
SRI BALAJI VIDYAPEETH (SBV)
(Deemed to be University)
U/S 3 of UGC Act 1956
Puducherry-607402

Content Page

This document contains the details of the Courses & Activities

beyond curriculum that address Professionalism, Ethics & Human Values

NAAC 2020

SRI BALAJI VIDYAPEETH
DEEMED TO BE UNIVERSITY
ACCREDITED BY NAAC WITH **A** GRADE

MAHATMA GANDHI MEDICAL COLLEGE & RESEARCH INSTITUTE
NH-45A, Pillaiyarkuppam, Pondicherry - 607 403

Organized by

INSTITUTIONAL HUMAN ETHICS COMMITTEE

Chief Patrons:
Shri M K Rajagopalan
Hon`ble Chancellor, SBV
Dr. Prashanth Rajagopalan
Vice- Chairman, SBV
Patron:
Prof. Subhash Chandra Parija
Hon`ble Vice Chancellor, SBV

Advisory Board:
Prof. N Ananthakrishnan
Dean Faculty, SBV
Prof. C. Adithan
Dean Research, SBV
Prof. M. Ravishankar
Dean, MGMCRI, SBV

Organizing Chairman:
Prof. S. Lokesh
Prof. & Head, General Medicine
Organazing Secretary
Dr. Siva Ranganathan Green
Joint Organazing Secretary & Treasurer
Dr. Uma Narayanamurthy

CERTIFICATE COURSE IN BIOETHICS ON HUMAN RESEARCH

Course Contents :

- General Principles of Ethics in Human Research and Codes of Ethics
- ICH and ICMR 2017 Guidelines – Overview
- Composition, Roles, Responsibilities and Functioning of EC
- Reviewing of Research Proposal by EC
- Risk Categorization , Risk and Benefit Assessment of EC
- Privacy and Confidentiality
- Vulnerable Population in Biomedical Research
- Informed Consent Documents
- New Drugs, Rules and Ethical Issues in Clinical Trial
- Regulatory framework for conduct of Clinical Trial
- SAE Reporting and Monitoring
- Compensation for Participants and Research Related Injury

Recent Advances in Bioethics

- Human Genetics Testing and Research
- Clinical Trial with Stem cells
- Research during Humanitarian Emergencies and Disaster
- Biological material and Bio - banking
- Publication Ethics

Inauguration of the function
Chief Guest
Prof. Subhash Chandra Parija
Hon'ble Vice Chancellor, SBV
Guest of Honor
Dr. Vasantha MuthuSwamy
President, FERCI, Coimbatore

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607

TIME :
9.00 AM
TO
4.30 PM

MARCH
6-8
2020

NEFT Details for online transaction:
Bank	:	Indian Bank
Branch	:	PILLAYARKUPPAM, Pondicherry
IFSC Code	:	IDIB000P042 (0- zero)
Account Name	:	MGMCRI- IHEC
Account Number	:	6838807509

Venue : **BAPUJI - CENTRAL LIBRARY,** MAULANA ABUL KALAM AZAD HALL, SBV Campus

COURSE OVERVIEW

       Clinicians, non-clinicians, Faculty in the medical and Para Medical field, nurses and researchers in medicine, philosophy and law are increasingly encountering ethical issues in their daily practice. Decision making on complex ethical and moral dilemmas related to advances in medicine, law, science and technology can be challenging even for the experienced. Specialized and cross-disciplinary knowledge and dialogue is essential to enhance awareness and training in ethics to ensure preparedness of the various stakeholders to handle real-life situations. This "Certificate Course in Bioethics on Human Research", prepares all the above to address these challenges through an innovative learning experience featuring lectures, interactive and collaborative course activities. The course is conducted by the Institutional Human Ethics Committee of MGMCRI, SBV (Deemed to be) University.

Learning Objective of the Course:

- To understand current ethical and regulatory prerequisites for directing clinical research in Medical Institutes in India and other countries.

- To be aware of the latest national ethical guidelines for biomedical and health research involving participants by ICMR

- To enable the delegates to understand that by seeking compliance to Ethics they can give the public an assurance that the rights, safety and well-being of human participants are well protected and the data from the study results are incredible and accurate.

- To understand the principles of Bioethics, roles and responsibilities of various stake holders involved in a clinical and Biomedical research involving human participants.

Who should attend?

- Members of the ethics committee,
- Faculty who want to become members of the ethics committee
- Faculty Members, Clinicians, Biomedical Scientists who are interested in Clinical Research
- Hospital / Health care administrators
- Clinical research and allied Professionals working at clinical trial sites, pharmaceutical companies.

Number of Participants:
Limited to a maximum of 40 seats

Registration Fees:
Registration: Rs. 2000/- for early bird registration and
Last date of Registration: Till 2nd March 2020.

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

22

External Speakers :

Dr. Vasantha Muthuswamy, Former Senior Deputy DG, ICMR, and President, FERCI(Forum for Ethics Review Committees in India), Coimbatore.

Dr.Nandhini Kumar, Former Deputy Director General Sr. Grade (ICMR), Adjunct Visiting Prof., Kasturba Medical College, Manipal.

Dr. Manavalan, CDSCO, Chennai.

Dr. Paul Kumaran, Deputy Director-Medical, ICMR National Institute for Research in Tuberculosis, Madurai Unit.

Dr.Jayanthi.M, Additional Professor of Pharmacology, JIPMER.

Dr. Sandhiya. S, Assistant Professor of Clinical Pharmacology, IEC, JIPMER.

Dr. Melvin George, Department of Clinical Pharmacology, SRM Medical College & Hospital.

Dr. Vimal, Associate Professor of Pathology, SMVMCH

Internal Speakers

Dr. Jambulingam P, Former Director,ICMR-Vector Control Research Centre.

Dr.Ananthakrishnan. N, Professor of Surgery, MGMCRI.

Dr. Adithan.C, Professor of Pharmacology and Clinical Pharmacology, MGMCRI.

Dr. Sivagnanam. G, Professor of Pharmacology, IGMCRI.

Dr. Reena Gulati, Additional Professor of Paediatrics, JIPMER.

Dr. Lokesh. S, Head and Professor of General Medicine, MGMCRI.

Dr.Chandrasegaran. K, Retd. Associate Professor,Dr.Ambedkar Govt. Law College.

Dr. Medha. R, Additional Professor of Biochemistry, JIMPER.

How to register:

Kindly send scanned copies of NEFT receipt & duly filled registration form to **email: ihec@mgmcri.ac.in** or direct cash payment with duly filled registration form should be sent to the IHEC Office, College block, 1st floor, MGMCRI, Pillaiyarkuppam, Puducherry, 607402.

Registration forms are downloadable and attached along with the brochure.

Contact Details:

Dr. Siva Ranganathan Green
Organizing Secretary
Mobile: 98944 44774

Dr. Uma Narayanamurthy,
Joint Organizing Secretary
Mobile: 98423 29417
ihec@mgmcri.ac.in

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

MAHATMA GANDHI MEDICAL COLLEGE AND RESEARCH INSTITUTE
CERTIFICATE COURSE IN BIOETHICS ON HUMAN RESEARCH

VENUE: AGASTHIYAR HALL (LECTURE HALL 2), FIRST FLOOR, COLLEGE BLOCK

DATE: 06/03/2020 - 08/03/2020

EVENT REPORT
DAY 1 - 06/03/2020

The first day began with the registration of the entire faculty who participated in the 3 day course. After a warm welcome to all, a brief overview and insight into the 3 day program was presented by the organizing secretary, Dr. Siva Ranganathan Green.

The first session was chaired by Prof. Ananthakrishnan introduced the guest speaker, Dr. Vasantha Muthuswamy and set the stage for the day's first talk on "General Principle of Ethics in Human Research and Codes of Ethics". After the enlightening talk, Prof. C. Adithan presented Dr. Vasantha Muthuswamy with certificates.

This was followed by the inaugural ceremony. The organising chairman Dr. Lokesh, Honourable Vice chancellor Dr. Subash Chandra Parija, Esteemed Dean of Research Prof. C. Adithan along with the Guest of honour Dr. Vasantha Muthuswamy were welcomed onto the Diaz. The ceremony was initiated with the SBV anthem followed by the welcome address by the organizing chairman, Dr. Lokesh. The Vice Chancellor welcomed the guest of honor with a bouquet and the organising chairman Dr. Lokesh welcomed our Vice Chancellor with a bouquet. The organising secretary Dr. Siva Green honored the dean of Research with a bouquet. This was followed by an eye opening talk on this course and its need by the guest of honour Dr. Vasantha Muthuswamy. The Inaugural speech was given by the honourable Vice Chancellor Dr. Subash Chandra Parija followed by a few words of

2424

encouragement by the esteemed Dean of research Prof. C. Adithan. The ceremony closed with the vote of thanks presented by the joint organising secretary and Treasurer Dr. Uma Narayanamurthy.

The congregation broke for high tea and reassembled shortly after.

The second session for the day was chaired by Dr. Vasantha Muthuswamy. After a brief introduction of the speaker, Dr. Paul Kumaran took over for his talk on "ICH Guideline overviews". The third speaker for the day, Prof. C. Adithan was introduced briefly and presented his talk on "ICMR 2017 guideline overview"

The third session for the day was chaired by Dr. Paul Kumaran. After a brief introduction of the speaker, Dr. Vimal M. presented his talk on "Composition, Roles and responsibilities of Ethics committee". The next speaker for the day, Dr. C. Lokesh S. was introduced briefly and took over for his talk on "Reviewing of research proposal by Ethics committee"

The congregation broke for lunch and reassembled shortly after.

The post-lunch session for the day was chaired by Dr. Manimegalai. After a brief introduction of the speaker, Dr. Jambulingam took over for his talk on "Risk categorising in Ethics proposal". The last session for the day was chaired by Dr. Jambulingam. The next speaker for the day, Dr. Sivagnanam was introduced briefly and presented his talk on "Risk Benefit Assessment". The last talk for the day was presented by Dr. Chandrasekaran on "Privacy and Confidentiality".

All the key speakers of the day were presented with certificates by their respective chairpersons. The panel discussion was headed by Prof. C. Adithan, Dr. Paul Kumaran, Dr. Vimal and Dr. Chandrasekaran. A wide array of queries were raised and discussed efficiently.

This marked the end of the first day of the 3 day session.

DAY 2 - 07/03/2020

The second day began with a warm welcome to all.

The first session was chaired by Prof. C. Adithan who introduced the first speaker, Dr. Uma Narayanamurthy for the day's first talk on "Vulnerable population in biomedical research". After a brief introduction of the speaker, Prof. Ananthakrishnan took over for his talk on "Informed Consent".

The congregation broke for high tea and reassembled shortly after.

The second session for the day was chaired by Dr. Paul Kumaran. After a brief introduction of the speaker, Dr. Reena Gulati elaborated on "Assent from children and adolescents". The next speaker for the day, Prof. C. Adithan presented his talk on "New drugs and clinical trial rules: An overview"

The third session for the day was chaired by Prof. Ananthakrishnan. After a brief introduction of the speaker, Dr. Paul Kumaran presented his talk on "Regulatory framework for conduct of clinical trial".

The congregation broke for lunch and reassembled shortly after.

The post-lunch session for the day was chaired by Dr. Paul Kumaran. Dr. Lokesh presented his talk on "Ethical issues in clinical trial".

The last session for the day was chaired by Dr. Lokesh S. The next speaker for the day, Dr. Melvin George was introduced briefly and presented his talk on "Serious adverse drug reaction, reporting and monitoring". The last talk for the day was presented by Dr. Sandhiya on "Compensation for participants and research related injury".

All the key speakers of the day were presented with certificates by their respective chairpersons after each of their enlightening talks. The group exercise was headed by Dr. Sandhiya and was an informative discussion.

This marked the end of the second day of the 3 day session.

DAY 3 - 08/03/2020

The third day began with a warm welcome to all.

The first session was chaired by Prof. C. Adithan who introduced the first speaker, Dr. Jayanthi for the day's first talk on "Clinical trial with stem cells". After a brief introduction of the speaker, Dr. Manavalan took over for his talk on "Registration and accreditation of ethics committee". The next talk on "Research during humanitarian emergencies and disaster' by Dr. Medha was chaired by Prof. Ananthakrishnan

The congregation broke for high tea and reassembled shortly after.

The second session for the day was chaired by Prof. Adithan. After a brief introduction of the speaker, Dr. Nandhini Kumar elaborated on "Biological material and biobanking".

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

The third session for the day was chaired by Dr. Nandhini Kumar. The next speaker for the day, Prof. Ananthakrishnan presented his talk on "Publication ethics"

The congregation broke for lunch and reassembled shortly after.

The post-lunch session for the day was chaired by Dr. Nandhini Kumar. Dr. Reena Gulati presented his talk on "Human genetics testing and research".

All the key speakers of the day were presented with certificates by their respective chairpersons after each of their enlightening talks. A few questions and doubts were raised after each talk which was efficiently discussed. All the chairpersons were honored with certificates. All faculties who attended the 3 day program were handed over their certificates after submission of the feedback forms.

The congregation broke for high tea after reaching the end of a brain-storming course on bioethics in human research.

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

Courses (https://swayam.gov.in/explorer) > Enhancing Soft Skills and Personality

Enhancing Soft Skills and Personality

By Prof. T Ravichandran | IIT Kanpur

The course aims to cause an enhanced awareness about the significance of soft skills in professional and inter personal communications and facilitate an all-round development of personality. Hard or technical skills help securing a basic position in one's life and career. But only soft skills can ensure a person retain it, climb further, reach a pinnacle, achieve excellence, and derive fulfilment and supreme joy. Soft skills comprise pleasant and appealing personality traits as self confidence, positive attitude, emotional intelligence, social grace, flexibility, friendliness and effective communication skills. The focus of this course is on interpersonal and management skills. It has been approved for 'Faculty Development Programme (https //nptel.ac.in/AICTE_FDP/)' by AICTE.

INTENDED AUDIENCE : Students, Teachers, Professionals, Trainers, Leaders, Employers

PREREQUISITES   No prerequisite is required. Background knowledge of MOOC Course on 'Developing Soft Skills and Personality' is preferred. 'Developing Soft Skills and Personality' course was also recognized as FDP during Aug-Oct'18 Period

INDUSTRY SUPPORT : All industry/companies/organisations will recognize and value this course and recommend this for their employees and trainee programs

Learners enrolled: 51581

SUMMARY

Course Status :	Ongoing
Course Type :	Elective
Duration :	8 weeks
Start Date :	24 Feb 2020
End Date :	17 Apr 2020
Exam Date :	25 Apr 2020
Enrollment Ends :	24 Feb 2020
Category :	Humanities and Social Sciences
Level :	Undergraduate/Postgraduate

This is an AICTE approved FDP course

COURSE LAYOUT

Week 1 :

- Highlights of Developing Soft Skills and Personality Course-1-24
- Highlights of Developing Soft Skills and Personality Course-25-48
- Definitions and Types of Mindset
- Learning Mindsets
- Secrets of Developing Growth Mindsets

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

28

Week 2

* Importance of Time and Understanding Perceptions of Time
* Using Time Efficiently
* Understanding Procrastination
* Overcoming Procrastination
* Don't Say "Yes" to Make Others Happy!

Week 3 :

* Types of People
* How to Say "No"
* Controlling Anger
* Gaining Power from Positive Thinking-1
* Gaining Power from Positive Thinking-2

Week 4

* What Makes Others Dislike You?
* What Makes Others Like You? 1
* What Makes Others Like You?-2
* Being Attractive-1
* Being Attractive-2

Week 5

* Common Errors-1
* Common Errors-2
* Common Errors-3
* Common Errors-4
* Common Errors-5

Week 6 ·

* Humour in Communication
* Humour in the Workplace
* Function of Humour in the Workplace
* Money and Personality
* Managing Money

Week 7 :

* Health and Personality
* Managing Health-1· Importance of Exercise
* Managing Health-2 Diet and Sleep
* Love and Personality
* Managing Love

Week 8

* Ethics and Etiquette
* Business Etiquette
* Managing Mind and Memory
* Improving Memory
* Care for Environment
* Highlights of the Course

BOOKS AND REFERENCES

* Dorch, Patricia What Are Soft Skills? New York Execu Dress Publisher, 2013.
* Kamin, Maxine. Soft Skills Revolution· A Guide for Connecting with Compassion for Trainers,Teams, and Leaders Washington, DC· Pfeiffer &Company, 2013.
* Klaus, Peggy, Jane Rohman & Molly Hamaker The Hard Truth about Soft Skills. London:HarperCollins E-books, 2007
* Petes S J., Francis. Soft Skills and ProfessionalCommunication New Delhi Tata McGraw-HillEducation, 2011
* Stein, Steven J. & Howard E Book The EQ Edge: Emotional Intelligence and Your Success Canada: Wiley & Sons, 2006.

INSTRUCTOR BIO

Prof. T. Ravichandran

IIT Kanpur

Dr T RAVICHANDRAN is presently a Professor of English in the Department of Humanities and Social Sciences at the Indian Institute of Technology Kanpur, Uttar Pradesh, India. He has written about fifty research articles/book chapters, supervised six doctoral theses, edited a special issue on Cyberpunk Literature for the Creative Forum Journal, and published a book on Postmodern Identity. He is a recipient of the Fulbright-Nehru Academic and Professional Excellence Fellowship (2014-15) for his research/teaching at Duke University, North Carolina, USA. He is honored with Champa Devi Gangwal Chair Professorship at IIT Kanpur. In his distinguished twenty-five years of teaching career, he has taught various courses in English Language and Literature. His NPTEL Video and Web courses on Communication Skills are well-acclaimed nationally and internationally. His NPTEL MOOC on Developing Soft Skills and Personality became hugely popular and well-received by about fifteen thousand participants from India and abroad.

COURSE CERTIFICATE

· The course is free to enroll and learn from. But if you want a certificate, you have to register and write the proctored exam conducted by us in person at any of the designated exam centres

· The exam is optional for a fee of Rs 1000/- (Rupees one thousand only).

· **Date and Time of Exams: 25th April 2020**, Morning session 9am to 12 noon; Afternoon Session 2pm to 5pm.

· Registration url: Announcements will be made when the registration form is open for registrations.

· The online registration form has to be filled and the certification exam fee needs to be paid. More details will be made available when the exam registration form is published. If there are any changes, it will be mentioned then.

· Please check the form for more details on the cities where the exams will be held, the conditions you agree to when you fill the form etc.

CRITERIA TO GET A CERTIFICATE:

· Average assignment score = 25% of average of best 6 assignments out of the total 8 assignments given in the course.

· Exam score = 75% of the proctored certification exam score out of 100

· Final score = Average assignment score + Exam score

YOU WILL BE ELIGIBLE FOR A CERTIFICATE ONLY IF AVERAGE ASSIGNMENT SCORE >=10/25 AND EXAM SCORE >= 30/75.

· If one of the 2 criteria is not met, you will not get the certificate even if the Final score >= 40/100.

· Certificate will have your name, photograph and the score in the final exam with the breakup. It will have the logos of NPTEL and IIT Kanpur. It will be e-verifiable at nptel.ac.in/noc (http://nptel.ac.in/noc).

· Only the e-certificate will be made available. Hard copies will not be dispatched.

APPRECIATIONS AND COMMENTS BY THE CURRENT AND PREVIOUS BATCH STUDENTS:

The entire course was well organized and was tailored to effectively deliver the intended objective of enhancing soft skills. You actually did justice to the course in every way- content, the distribution of modules over the week for them to co relate and be effective at each juncture that they were placed, overall delivery to the last bit of providing timely solutions to queries I must congratulate you and your team for doing fantastic work in structuring this course and on its very successful completion. I look forward to the next! - **Dr. Vineeta Saluja, Principal - Mata Gujri Mahila Mahavidyalaya, Jabalpur (12-05-2019)**

Dear Sir, I am writing this mail to thank you You just made my day I went through your course on personality development on YouTube and it charged me I am so relieved after watching your lecture on TECHNOLOGY AND COMMUNICATION MOBILE PERSONALITY that I cannot express it in words. Sir, your video has saved my life. It is life changing I request you to bless me so that I can move on the path shown by you Once again thank you so much for providing such a beneficial video on very important issue of life - **P. K. Rai (10-04-2019)**

Thank You sir for this Awesome Course. This course really was a great work of you. I now understand how much practice and hard work you been undergone to deliver such awesome and easy to understand lectures My more thanks to you sir for lecture on habits [Week 3]. Concepts in lectures are difficult to understand and I don't think I could understood those without your guidance - **Siddharth Bhusari**

I would like to thank you for providing this wonderful course with lots of subject information. examples and life examples Looking forward to more courses like this from NPTEL My special thanks to the Professor for guiding and explaining elaborately and neatly about the subject. Also eagerly waiting to enroll for the next Enhancing course. - **Ranjani**

This course helped me a lot. I can experience the change in my life style I am suggesting others at least to watch the videos Thank you very much for the wonderful course. - **Indugu Rushiraj (M. Tech (Digital Systems and Instrumentation-ETC) IIEST, Shibpur Howrah-711103)**

The course is an enriching and transforming one This course has helped me understand myself and develop in many ways I appreciate the way you have designed this course Thank you very much! I look forward to doing the next level - **Pankaj Haryan, pankajharyan8@gmail.com**

This course is really helped me a lot . This type of thing I was searching since 2 years. But I never found stuff that I needed. This is the course which provides me quality learning skills Big Thanks to you sir I'm blessed that I get chance to learn from you Thank you !! - **Durga Charan (M.Tech Student PEC, Chandigarh), dcharan44@gmail.com**

I am very excited and happy to convey my sincere feelings to you This course not just only helped me in my teaching but also it helped to develop my personality in terms of my attitude Sir, as you said in the presentations that it is not just to learn or get certificate but we should be in a position to implement and follow in our day to day life then only it will become life changing course That's true Sir Once again my best warm wishes to you sir for your wonderful efforts - **A. Praveen**

Dear Sir, I am very blessed to have you as my guru. Sir, you have motivated and inspired me to become the human being with the essence of sensitiveness and mindfulness that everyone must possess. I promise you that I will imbibe all the necessary skills with regular practice. With all the valuable motivational tips and suggestions I learned in this course, had bought many essential changes in my thinking pattern - **Dilip Kumar**

This was the perfect course which I sought one year back. The way you delivered the lectures were lucid. Lot of examples, new technical words were adding credits to it. This course brought Awareness on Communication Skill, Conflict Resolution methods, Non-verbal communication, Self-Actualisation, Interview Skill and Group Discussion. Apart from exam perspective I am satisfied in following this course for 8 weeks successfully bringing awareness around me. Thank you sir. - **Gowtham**

I have completed the course today. Today I feel equally proud as well as happy to have been a part of such a wonderful course. You and your supporting team is great. Thank you for putting this great course for us people. I am looking forward to the advance course in this series. Thank you sir - **Rahul Parwal (B.Tech, 2016, JIET Jodhpur)**

I am feeling sentimental about end of this course! Two months have passed in no time, I became happy! Everyday in the evening after coming from office I used to watch your videos religiously. Sir I am from technical background, and have never learnt soft skill. Before this course I was knowing that Personality means simply the outlook/dress up/makeup, etc., of a person. After doing this course, I have change a lot and now I have forgotten the term "Anger". Now I am able to understand the term "Humans and Humanity". All the short stories used in the lecture were simple but highly effective. Your Etiquette session was superb! And the last week lecture was splendid! The most interesting was the summary in single slide. Keep sharing such thoughts so that humans behave like humans. The whole world has become selfish and inhuman. Most people have removed the word called humanity from their dictionary. I promise you sir I will apply these thoughts in the life. Thank you once again for the splendid course and reminding us that we are HUMANS - **Vinod Kumar**

Dear Prof. T. Ravichandran, This is the first ever course I have pursued from NPTEL and my journey has been a fruitful one. The content and the structure of the course was well designed. Your short stories throughout the course were amazing. Your questions during the course were thought provoking. My intent of undergoing this course is full-filled and I am immensely grateful to you. - **Richa Bald 29 October 2018**

Respected Prof. Ravichandran, Thanks for your valuable lectures and interesting presentation. I had an excellent journey through the course, learnt so much about myself and my peers. I could map all my activities with the course contents. Thanks for this wonderful opportunity, will never forget this course in my lifetime. It became part and parcel of life & hand in hand in my routine .... - **sandanalakshmi@pec.edu**

Respected Sir, At first, when I registered I did not think this course would help me. But, today after the exam, I did realize the wonderfulness of the learning through the course. The course lectures have definitely made me change into a better version of myself. I would really appreciate the team of students and teachers who have been so persistent and working round the clock to answer the queried in the forum and also to conduct those 2 live sessions. So with a big Thank you I will be definitely registering for Enhancing Soft Skills and Personality. Thank you Sir, - **Yours Sincerely, Sanjith P Hemagiri**

Statistics of Developing Soft Skills and Personality Course:

Timeline	Course Enrollment	Exam Registration
Jul-Sep 2016	14644	2537
Jul-Sep 2017	18054	2237
Aug-Oct 2018	38959	13102
Aug-Oct 2019	50380	17958

Statistics of Enhancing Soft Skills and Personality Course:

Timeline	Course Enrollment	Exam Registration
Feb-Apr 2017	18559	2867
Feb-Mar 2018	16525	3053
Feb-Apr 2019	38562	11126

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

MHRD   swayam

DOWNLOAD APP

Google Play (https://play.google.com/store/apps/details?id=in.gov.swayam.app)

FOLLOW US

List of students enrolled in MOOC COURSE

User ID	Email	Name	Date of Birth	Mobile	Enrolled Co	Country	State	City
0375d751-	kiranvargh	Kiran Baby Varghese		+91 96058	"ns_noc20	IN	Pondicherr	Puducherr
0380894d-	thilagavath	Thilagavathi.V		+91 97907	"ns_noc20	IN	Pondicherr	Puducherr
0627a95e-	puspa2301	Pushpa. N		+91 81442	"ns_noc20	IN	Pondicherr	Puducherr
08844eb4-	senguttuva	Karthik raja.S		+91 73958	"ns_noc20	IN	Pondicherr	Puducherr
08edd66d-	eopttp@gr	N kishore		+91 90471	"ns_noc20	IN	Pondicherr	Puducherr
0a0ad169-	shlokjoysh	Shlok		+91 81601	"ns_noc20	IN	Pondicherr	Puducherr
26cbd1a5-	devikapras	Devika Prasannan		+91 81369	"ns_noc20	IN	Pondicherr	Puducherr
2edc36f1-9	jayanthiaru	Jayanthi P		+91 90941	"ns_noc20	IN	Pondicherr	Puducherr
3138a495-	johnbaliah	John Baliah		+91 83002	"ns_noc20	IN	Pondicherr	Puducherr
3155ed24-	nnaz8128@	M.S.Nazila Begum		+91 99522	"ns_noc20	IN	Pondicherr	Puducherr
35aec602-	hari007seh	Hariharan		+91 80565	"ns_noc20	IN	Pondicherr	Puducherr
35e5676a-	akshayakas	Akshaya		+91 93853	"ns_noc20	IN	Pondicherr	Puducherr
36b6a048-	emysri494	Emmimal. M		+91 97897	"ns_noc20	IN	Pondicherr	Puducherr
39b7a01a-	robinjohns	Robin johnson		+91 74491	"ns_noc20	IN	Pondicherr	Puducherr
3bf39f8e-2	a.roshni.m	A. Roshni Maria Irwina		+91 95973	"ns_noc20	IN	Pondicherr	Puducherr
3c3683b9-	saravanakr	R.SARAVANA KRISHNA		+91 78689	"ns_noc20	IN	Pondicherr	Puducherr
3eb1651f-1	veerakmc@	VEERAPPAN R		+91 98846	"ns_noc20	IN	Pondicherr	Puducherr
3ec9a763-8	p722858@	Kaviya.P		+91 91504	"ns_noc20	IN	Pondicherr	Puducherr
4123cc89-7	pratheepu	Pratheep K		+91 93608	"ns_noc20	IN	Pondicherr	Puducherr
4273bd43-	cjsilvinjoe@	Silvin Joe		+91 88073	"ns_noc20	IN	Pondicherr	Puducherr
463225be-	santhosh28	Dr. TMJ Santhoshakum		+91 94430	"ns_noc20	IN	Pondicherr	Puducherr
4c0930a5-	revathyg@	Dr. G.Revathy		+91 97894	"ns_noc20	IN	Pondicherr	Puducherr
4c8747a4-	nagarajan6	N. Nandhana		+91 93854	"ns_noc20	IN	Pondicherr	Puducherr
500ca26c-c	kamalipink	Kamali.E		+91 76048	"ns_noc20	IN	Pondicherr	Puducherr
5ef8d0da-1	pravviru@	Praveen Saravanan		+91 97513	"ns_noc20	IN	Pondicherr	Puducherr
5f12ab1d-2	yamunasiv	Yamuna.S		9.16E+11	"ns_noc20	IN	Pondicherr	Puducherr
646a1873-	samsonraja	Suganthy		+91 80567	"ns_noc20	IN	Pondicherr	Puducherr
6875df05-4	cutiegazina	K.Gomathi		+91 90034	"ns_noc20	IN	Pondicherr	Puducherr
6bc4a506-l	sreerajthal	Sreeraj.T		+91 70344	"ns_noc20	IN	Pondicherr	Puducherr
6d1a708b-l	ammus067	Ganga prasad		+91 96339	"ns_noc20	IN	Pondicherr	Puducherr
700435e6-	sona.priyar	Sona priyanka		+91 82484	"ns_noc20	IN	Pondicherr	Puducherr
70bc1e63-l	shalinielum	E.Baby Shalini		+91 97912	"ns_noc20	IN	Pondicherr	Puducherr
731f2564-5	shreya.jenr	shwetha jenet		9.16E+11	"ns_noc20	IN	Pondicherr	Puducherr
73a8f942-f	aarthiprave	Aarthi nishanthi k		+91 88707	"ns_noc20	IN	Pondicherr	Puducherr
7afc80c2-9	ashmeen19	Ashmeen shabana		+91 94894	"ns_noc20	IN	Pondicherr	Puducherr
84602982-	vinnarasitt	Vinnarasi. T		+91 88702	"ns_noc20	IN	Pondicherr	Puducherr
85bb2385-	ismathfarv	Ismath farveen. I		+91 91506	"ns_noc20	IN	Pondicherr	Puducherr
880f2f29-a	priyaparasu	Priya.P		+91 86106	"ns_noc20	IN	Pondicherr	Puducherr
8b80d615-	vigneshkun	Vignesh Kumar		+91 94449	"ns_noc20	IN	Pondicherr	Puducherr
91535718-	nishantdun	Nishant		+91 96776	"ns_noc20	IN	Pondicherr	Puducherr
9925da27-	mufersteel	Bhagidha Jayakumar		+91 80789	"ns_noc20	IN	Pondicherr	Puducherr
9e2f3c83-4	priyapriya6	Priya s		9.16E+11	"ns_noc20	IN	Pondicherr	Puducherr
a50d780c-8	dinkerpai@	Dinker Pai		+91 87789	"ns_noc20	IN	Pondicherr	Puducherr
a90b05a7-	ritajitbiswa	Ritajit Biswas		+91 89103	"ns_noc20	IN	Pondicherr	Puducherr
aafe8872-3	snehapuna	Sneha P		+91 97443	"ns_noc20	IN	Pondicherr	Puducherr
ac2488b6-	dostmk@g	Dr. Dost Mohamed Kh		+91 95661	"ns_noc20	IN	Pondicherr	Puducherr
ae87b069-	harinibaska	Harini		+91 70947	"ns_noc20	IN	Pondicherr	Puducherr

32

b02d48c5-i jayashreen Jayashree.M	+91 80982	"ns_noc20_IN	Pondicherr Puducherry
b4f6a76a-7 ssanthosh1 SANTHOSH S	+91 99948	"ns_noc20_IN	Pondicherr Puducherry
b7018bfd-{ mithunara\ Mithun aravindh p. A	+91 89030	"ns_noc20_IN	Pondicherr Puducherry
bd9dc6c3-f rhoshanbal Rhoshan	+91 96263	"ns_noc20_IN	Pondicherr Puducherry
c45b73dc-4 seemakavi: Seemadevi	+91 73394	"ns_noc20_IN	Pondicherr Puducherry
c6495715-i rpratheesh Pratheesh Ravindran	+91 96559	"ns_noc20_IN	Pondicherr Puducherry
c93fedd0-d buvana011 Bhuvaneswari	+91 63800	"ns_noc20_IN	Pondicherr Puducherry
cd23c01e-4 ibrahim55S Mohammed Ibrahim	+91 96763	"ns_noc20_IN	Pondicherr Puducherry
dc380b4f-1 shaickashic Shaick ashiq	+91 96598	"ns_noc20_IN	Pondicherr Puducherry
dc5237de-1 samusri511 Jayasamundeeswari. S	+91 90875	"ns_noc20_IN	Pondicherr Puducherry
df31f9f4-f3 pbinita190 Binita. G	+91 75503	"ns_noc20_IN	Pondicherr Puducherry
e4ebcae0-f aadeshdes: Aadesh.R.Desai	+91 87547	"ns_noc20_IN	Pondicherr Puducherry
e871312e- philomeen: Prabha	+91 96297	"ns_noc20_IN	Pondicherr Puducherry
ecde94d4-' tonygersho Karen gershon. D	+91 99945	"ns_noc20_IN	Pondicherr Puducherry
edcaa342-i pavi46544(Kalyani.A	+91 88382	"ns_noc20_IN	Pondicherr Puducherry
ee88fe96-S yamuna38S Yamuna Balou	+91 87781	"ns_noc20_IN	Pondicherr Puducherry
f656cc4d-e rhoshanraj Rhoshan	+91 96263	"ns_noc20_IN	Pondicherr Puducherry
fb4969ce-e vyshnavi.b: Vyshnavi Babu	+91 79029	"ns_noc20_IN	Pondicherr Puducherry

College	Employer	Roll Number	Age Group	Graduation	Profession	Department	Scholarship	Mentor
Sri Balaji Vidyapeeth		1.91E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.91E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.9E+10	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.8E+09	13-20	2018	student	Not Applica	FALSE	no
Sri Balaji Vidyapeeth		1.91E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth			40-50	2015	faculty	Others	FALSE	yes
Sri Balaji Vidyapeeth			30-40	2013	faculty	MD	FALSE	yes
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.91E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.7E+09	20-30	2017	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth			30-40	2018	faculty	MS	FALSE	no
Sri Balaji Vidyapeeth		1.91E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		Kasturba G	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2015	student	Others	FALSE	no
Sri Balaji Vidyapeeth			50-60	2016	faculty	MD	FALSE	no
Sri Balaji Vidyapeeth			30-40	2016	faculty	MD	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	13-20	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth			13-20	2023	student	MS	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2015	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.91E+09	20-30	2017	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.91E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2021	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.8E+09	13-20	2021	student	PG Diplom.	FALSE	no
Sri Balaji Vidyapeeth		1.5E+09	13-20	2015	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.91E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.6E+09	20-30	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.91E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth		1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth			60-70	1981	faculty	MS	FALSE	no
Sri Balaji Vidyapeeth		1.8E+09	13-20	2018	student	Not Applica	FALSE	no
Sri Balaji Vidyapeeth		1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth			40-50	2009	faculty	MD	FALSE	no
Sri Balaji Vidyapeeth			13-20	2019	student	Others	FALSE	no

Sri Balaji Vidyapeeth	1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.9E+09	13-20	2023	student	B.Sc. Medic	FALSE	no
Sri Balaji Vidyapeeth	Kasturba g:	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.6E+09	20-30	2021	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.6E+09	13-20	2016	student	Others	FALSE	no
Sri Balaji Vidyapeeth		40-50	2003	faculty	MS	FALSE	no
Sri Balaji Vidyapeeth	1.6E+09	13-20	2021	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.7E+09	20-30	2015	student	MD	FALSE	no
Sri Balaji Vidyapeeth	1.6E+09	20-30	2021	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth	Kasturba G	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.7E+09	20-30	2017	student	B.Sc. Medic	FALSE	no
Sri Balaji Vidyapeeth		30-40	2016	faculty	MD	FALSE	no
Sri Balaji Vidyapeeth	1.9E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.91E+09	13-20	2019	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.6E+09	20-30	2021	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.6E+09	20-30	2021	student	Others	FALSE	no
Sri Balaji Vidyapeeth	1.91E+09	13-20	2019	student	Others	FALSE	no

Reflection Based Learning Module for Critical Decision Making In <mark>Ethical Dilemmas</mark>

About:

Conventional classroom based teaching cannot generally complement the learning of certain competencies like professionalism, leadership and communication. Learners need to be more consciously encouraged towards picking up these skills. There is little in the current curriculum that is channeled towards improving the soft skills and critical thinking among the learners. We have all witnessed that these soft skills are left to be caught and are not taught by the teachers.

Hence, this program will be conducted in Shri Sathya Sai Medical College and Research Institute, Chennai, among second MBBS Students for encouraging critical thinking in ethical decision making. A small group of second MBBS students who had attended the conventional didactic lectures on medical law and ethics as required in their second MBBS curriculum and volunteering to participate in this program will be taken up for this program

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

A workshop on reflective writing and use of guiding questions to write reflections will be conducted for all the participants before they undertake the module. At the beginning of this module the students undertake the Scenario based MCQ Pretest to test their baseline critical decision making skills.

As a part of the learning module the students are first exposed to a common trigger/ experience in the form of a Video or a Case Scenario or a role play relating to common ethical dilemmas. The Students will be directed to write an Anonymous reflection on the experience using specific guiding questions to facilitate critical thinking and decision making. The reflections will be collected from the students.

The students will be divided into small groups who along with a faculty facilitator participate in small group teaching session to deliberate on the trigger (ethical dilemma) and critically analyze the ethical consequences of the case or experience. Totally three such interactive exercises will be repeated over a period of 3 weeks for various ethical scenarios as a part of the learning module.

At the end of the module the participants undertake a Scenario based MCQ Post test to access their critical decision making ability.

Organized by: Department of Forensic Medicine

Venue: Department of Forensic Medicine, SSSMCRI

Target Audience/stakeholders: II year MBBS students

Aims/ Objectives:

1.   To expose the students to case scenarios with ethical dilemmas

2.   To develop soft skills in critical decision-making scenarios.

3.   To assess and evaluate the decision making abilities of the students.

Duration of this program: 3 modules in 3 weeks

Total no. of hours of this student Enhancement program = 34 hours

- Workshop on reflective writing: 2 hours
- MCQ Pretest: 1 hour

	Components of a Module	No. of hours	No. of modules
I	Exposure to a trigger in the form of a Video /Case Scenario/role play:	2 hours	

2	Self-directed Learning:	4 hours	3
3	Reflective writing	2 hours	
4	Small group teaching session facilitated by a faculty	2 hours	
	Total no. of hours	10 hours	(10 hours X 3) = 30 hours

- MCQ Posttest: 1 hour

No of Participants: 36

Topics:

Module Design:

1. Three medical Scenarios/triggers on ethical dilemmas which were used in the module.

i. Ethical dilemma- Informed consent

ii. Ethical dilemma: Organ Transplantation

iii. Ethical Dilemmas: Confidentiality

2. A Scenario based MCQ pretest and post test.

3. A reflective writing, guiding question format for critical decision making in ethical dilemmas.

4. A feedback questionnaire for the students, Faculty and facilitators.

Resource person:

A panel consisting of MEU members, clinical faculty and other faculty members of Forensic Medicine formed to design a learning module on critical decision making in ethical dilemmas.
Scheme Outcomes:

This learning module offered an ideal platform to train the undergraduate students in critical decision making in ethical dilemmas which are not provided in the conventional classroom .This program has been modeled to improve the soft skills and critical thinking among the learners.

SHRI SATHYA SAI MEDICAL COLLEGE AND RESEARCH INSTITUTE
Ammapettai, Nellikuppam Post, Kancheepuram District – 603108.

Date: 10/11/2019

CIRCULAR

In order to promote Ethical values among students and to facilitate the skills of decision making in clinical situations of Ethical Dilemmas, a capability enhancement program on **"Reflection based learning module for critical decision making in ethical dilemmas"** is organized by the Department of Forensic Medicine and MEU for II MBBS students.

The program is scheduled to start in the month of December 2019. Students who are interested should enroll themselves for the same with Dr.Vijay Kautilya, Professor & HOD of Forensic Medicine & Toxicology and MEU coordinator.

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

DEAN

Copy to :

The Vice Principal — Student Affairs

Dr. Vijay Kautilya- Professor &HOD Forensic medicine MEU

The college notice board. Boy's hostel

Girl's hostel

SHRI SATHYA SAI MEDICAL COLLEGE AND RESEARCH INSTITUTE
Ammapettai, Nellikuppam Post, Kancheepuram District – 603108.

Department of Forensic Medicine & Toxicology

List of students participated in

"Reflection based learning module for critical decision making in ethical dilemmas"

Sl.No	Name of the Student	Email ID	Phone No
1.	Divya	chinnu9459@gmail.com	6304127434
2.	Navya	navyamadireddy@gmail.com	6281141892
3.	Samhitha	samhithachandra.8@gmail.com	7305183204
4.	Naveena	gangavaramnaveena2000@gmail.com	6304151961
5.	Madhuri	chmadhuritanuja@gmail.com	9666392915
6.	Sahisha	rangashishna69@gmail.com	6304160360
7.	Dedeepya	bommididedeepya2001@gmail.com	9059305384
8.	Nilaya	Nil	8341756789
9.	Heshitha	Nil	9494348586
10.	Ashwini	katakamashwini26@gmail.com	6304895131
11.	Rahul Reddy	drahul0502@gmail.com	
12.	Shivali	Shivali711gosavi@gmail.com	9359093180
13.	Silvi	silvisinha0007@gmail.com	8789942912
14.	Gagan Bais	gagannemibais@gmail.com	9755925499
15.	Piyush	piyushkashyap865@gmail.com	9910562413
16.	Neelakanth	nilkanthrath123@gmail.com	7008337947
17.	Harsha	harshadam1507@gmail.com	9320403721
18.	Sahana	sahanagirthimalli08@gmail.com	6361314916
19.	Ganesh	ganshinde2501@gmail.com	7096012012
20.	Deveshi	deveshibhatnagar@gmail.com	6267337414
21.	Tushar	tvsharpawar.8879@gmail.com	8779258438
22.	Unnati	unnatisanjayshah@gmail.com	8319991826
23.	Shrohit Dubey	dshrohit58@gmail.com	9131628934
24.	Supriya Singh	singhsupriya425@gmail.com	9928472531
25.	Rajdeep Chaudhary	rajdeepkchaudhary1704@gmail.com	7203037100
26.	Pradyumn	pradyumnsetya1106@gmail.com	9999679339
27.	Shafiq	shafiq070200@gmail.com	8097908872
28.	Harshita	hroy12@gmail.com	9999034739
29.	Tathagata	tathagatamisra29@gmail.com	9875696194
30.	Tamanna	tamanna190700@gmail.com	8939753906
31.	Kaavya	kaavyavarudu5356@gmail.com	7337207353

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

32.	Sumana	sumanakumar26@gmail.com	9831447180
33.	Sakib	sakibshekh090@gmail.com	9522007730
34.	Shlok	shlokjshah@gmail.com	8160120780
35.	Aartipal	aartipal1909@gmail.com	9319527221
36.	Hiba	kuw5729@gmail.com	9886765700

Prof. & HOD
Dept. of Forensic Medicine & Toxicology
Shri Sathya Sai Medical College & RI
Ammapettai - 603 108.

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

SHRI SATHYA SAI MEDICAL COLLEGE AND RESEARCH INSTITUTE
Ammapettai, Nellikuppam Post, Kancheepuram District – 603108.

REPORT OF THE PROGRAM

The program was conducted in Shri Sathya Sai Medical College and Research Institute, Chennai, among **second MBBS Students** after obtaining ethics committee clearance for the study.

The **30 second MBBS students** who have attended the conventional didactic lectures on medical law and ethics as required in their second MBBS curriculum and are volunteering to participate in this study were selected for the study. Written Informed consent was taken from all the students willing to participate in this study.

As a part of various innovative elective programs offered to the Undergraduate students under the Medical Education unit to develop their soft skills, an elective module on critical decision making in ethical dilemmas was offered to these students.

Module Design: A panel consisting of MEU members, clinical faculty and other faculty members of Forensic Medicine was formed to design a learning module on critical decision making in ethical dilemmas. For the module the panel of experts designed and validated:

Three medical Scenarios/triggers on ethical dilemmas which were used in the module.

A Scenario based MCQ pretest and post test.

A reflective writing, guiding question format for critical decision making in ethical dilemmas.

A feedback questionnaire for the students, Faculty and facilitators.

Intervention: A workshop on reflective writing and use of guiding questions to write reflections was conducted for all the participants before they undertook the module. At the beginning of this module the students undertook the Scenario based MCQ Pretest to test their baseline critical decision making skills.

As a part of the learning module the students were first exposed to a common trigger/ experience in the form of a Video or a Case Scenario or a role play relating to common ethical dilemmas. The Students were then directed to write an Anonymous reflection on the experience using specific guiding questions to facilitate critical thinking and decision making. The reflections were collected from the students.

The students were divided into three small groups of 10 students each, who, along with a faculty facilitator participated in small group teaching session to deliberate on the trigger (ethical dilemma) and critically analyze the ethical consequences of the case or experience. Totally three such interactive exercises were repeated for various ethical scenarios as a part of the learning module.

At the end of the module the participants undertook a Scenario based MCQ Post test to access their critical decision making ability.

At the completion of the module qualitative feedback from the stakeholders (students, faculty & facilitators) using a validated questionnaire was collected.

This qualitative data along with the results of the pre and post test was used to evaluate the effectiveness of the module in developing critical thinking in ethical dilemmas.

The effectiveness of the Module was evaluated based on the short term outcome. This was done by :

Analysis of the performance of the participant students in the Pre and Post module assessment to help quantify their critical decision making skills.

Indicator: All the students show 25 % improvement in the scenario based MCQ Post test for critical decision making skills in ethical dilemmas compared to the pre test.

Ascertaining the perspectives of different stakeholders (students, Faculty & faculty designing the Module) regarding the usefulness of the program by the use of the qualitative feedback to help determine the effectiveness of the process.

Indicator:

The students identified at least one factor that helped them learn critical decision making skills in ethical dilemmas.

80% of the students agree to have increased interest in ethical education. (Qualitative Feedback for the Students & Facilitators)

80 % of the students are able to apply and discuss the principles of ethics in the small group discussions (Qualitative Feedback for the Facilitators)

80% of the students interact effectively in the small group discussions (Qualitative Feedback for the Facilitators)

Faculty feedback received strongly supports the usefulness of this study as it is observed that more than 80% of the students have shown improved interest in forensic medicine, demonstrated the ability to apply the principles of ethics and actively participate in the discussion groups. It can also be observed that the student have claimed to benefit in other skills like communication, leadership and self directed learning form this module.

It is interesting to note that only 20% of the students have rated the reflective writing process to be very effective. This could be because of the fact that during the implementation of the module the reflections written by the student were not analyzed and no feedback on the reflections was provided.

As critical decision making is a higher order thinking process requiring a person to analyze, draw conclusions and draw inferences, the discussion process in the small group, which is similar to an extant to the critical thinking process, might have complemented the learning process as observed in multiple other studies .

The results of this study certainly suggest that the module is effective in developing critical decision making abilities in ethical dilemmas among undergraduate students.

However, certain limitation of the module can be observed. Only three scenarios were used to train the students due to time constraints. The pre and post tests, though are objective, analyze only the outcome of the critical decision making process and not the critical thinking process. The reflectives written by the students were not analyzed. This would have given a better understanding of the student's critical thinking ability.

Critical decision making is a higher order competency requiring the student to actively analyze the situation and draw inferences based on evidence. The discussion process requires the students to debate defend their observations and contradict/counter other observations. This learning module offers an ideal platform to train the undergraduate student in critical decision making. Small group discussion process is very effective in improving the student's

critical thinking abilities. This module with more number of clinical scenarios, feedback on reflectives and effective small group discussion is an effective tool for teaching critical decision making in ethical dilemmas.

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

Prof. & HOD
Dept. of Forensic Medicine & Toxicology
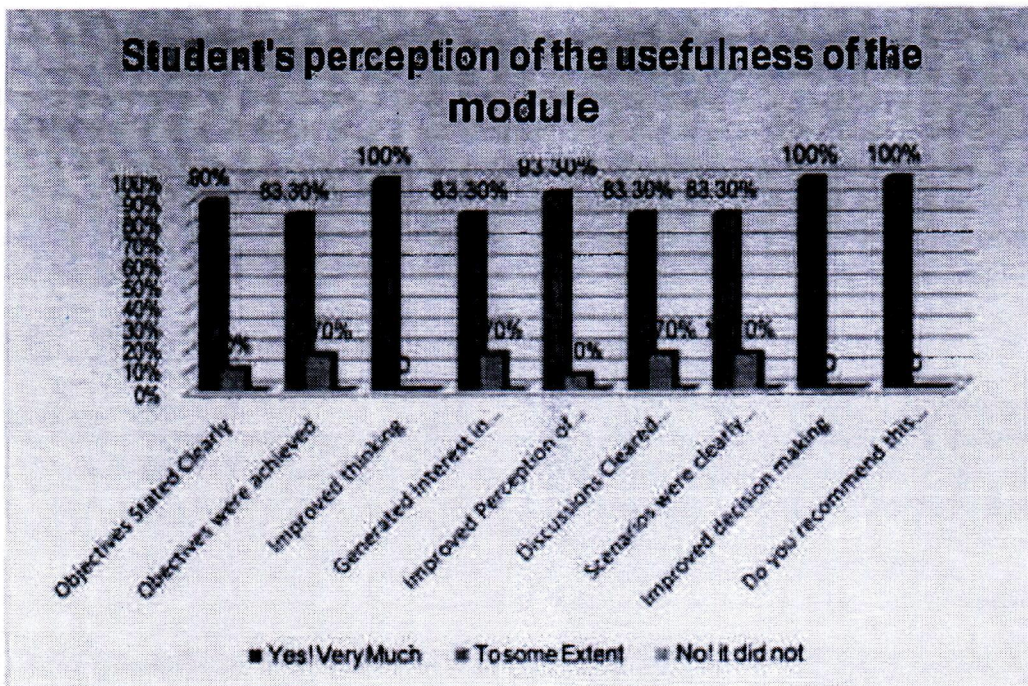Shri Sathya Sai Medical College & RI
Ammapettai - 603 108

FEEDBACK

Students perception of the Usefulness of the module:

After the completion of the module a feedback on the usefulness of the module was collected from the students. The analysis of the feedback is presented in **Tables 1&2.**

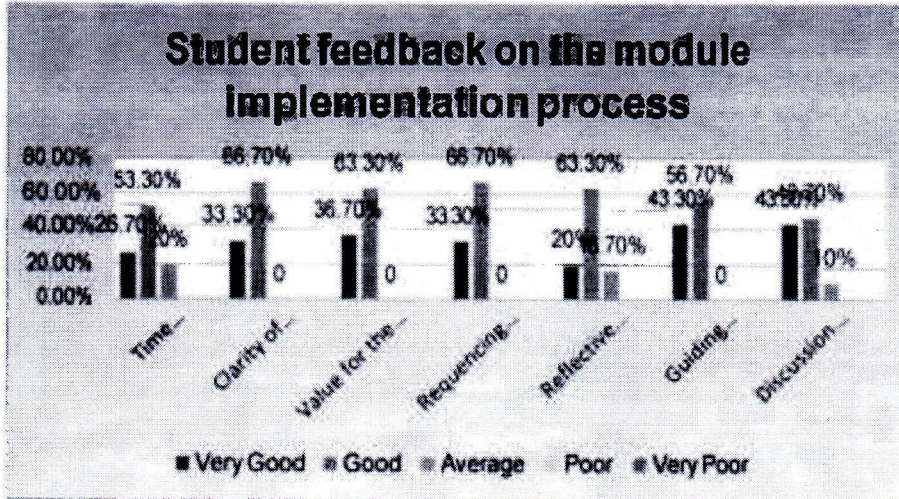**Table 1: Analysis of the student's perception of the usefulness of the module.**

The students were asked to identify the skills learnt by participating in this module. It was observed that, 50% (n= 15)of the students felt that this module improved their decision making abilities and 33.6% (n=10) of the students said the module improved their critical thinking abilities. The other skill identified by the students were communication (73%, n=22), Self directed Learning (63%, n=19), Leadership (47%, n=14), team work, debating skills and expression s ones emotions.

All the students identified at least one factor in the module that improved their learning. The key factors identified by the participants were Discussion process(63%, n=19), Guiding question Format (14%, n=4), researching the scenarios &Self directed learning (21%, n=6) and Reflective writing process (7%,n=2) etc. The students also suggest that it would be ideal to have more scenarios. They recommended more time to be allotted for the discussion process and the number of questions in the guiding question format to be decreased.

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.
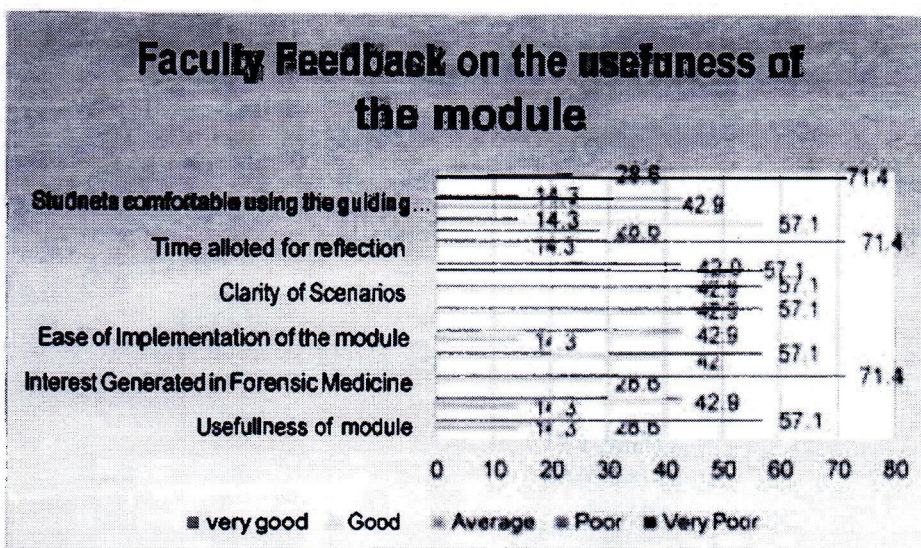
FEEDBACK

Table 2: Analysis of the student's perception of the module implementation:

Feedback from the faculty involved in the design & implementation of the module:

Ten faculty members who were part of the process of designing and implementing the module were asked to provide their feedback on the student's performance and the usefulness of the module. The faculty were asked to rate the module on a scale of 1-5, (1 being very poor and 5 being very good)The results of the same are presented in **table no 3.**

Table No 3: Analysis of the feedback received from the Faculty:

It can be observed from the table that more than 80% the faculty rated the student's ability to apply the principles of ethics and ability to interact in the discussion process as good.

FEEDBACK

After the completion of the module the case scenario based MCQ post test was administered to the students. The students and the 10 faculty participants also provided qualitative feedback about the usefulness of the study. The data thus collected was tabulates using SPSS Statistical software version 23. Analysis of the results of the scenario bases MCQ tests and the qualitative feedback is presented below.

Analysis of Students performance in the Case Scenario Based MCQ Per test and Post Test:

A 15 question case scenario based MCQ test was administered to the students. The pretest and the post test scores obtained by the students were compared. The mean pretest score obtained by the students was 7.2 compared to the mean post test score of 8.5. There was a mean improvement in the score by 1.3 with the implementation of the modules. The maximum score obtained in the pretest was 11 compared to 13 in the post test.

On comparison of the individual results it was found that 80 %(n=24) of the students showed improvement in their posttest scores compared to 13.7%(n=4) who did not show any change and 6.3%(n=2) who had decreased post test scores.

On an average, the post test scores showed an improvement of 30% among 80% of the participants. Paired Sample t-test was use to compare the means scores of the participants

(Table No 4). From theresults of the results of the paired sample t-test it can be inferred that there is a weak positive correlation between the post test scores and the pretest scores(r=0.686, p<0.0001). There is also a statistically significant difference between the post test scores and the pretest scores ($t_{29} = 33.587$. $p < 0.001$). On an average the post test score was higher by 1.3 compared to the pretest scores (95% CI [0.558, 2.041]).

FEEDBACK

Table No 4: Comparison of the mean scores of the Pre & Post Test (Paired sample t-test)

Post test results – Pretest results	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
	1.30000	1.98529	.36246	.55868	2.04132	3.587	29	.001

SHRI SATHYA SAI MEDICAL COLLEGE AND RESEARCH INSTITUTE

Shri M. K. RAJAGOPALAN

Chancellor, SBV

Prof .SUBASH CHANDRA PARIJA

Vice- Chancellor, SBV

REFLECTION BASED LEARNING MODULE FOR CRITICAL DECISION MAKING IN ETHICAL DILEMMAS

2019

BROCHURE

Number of days: 3 weeks

Number of hours: 34 hours

Venue:

DEPARTMENT OF FORENSIC MEDICINE,

SSSMCRI

PROGRAM

Aim/objective: 1.   To expose the students to case scenarios with ethical dilemmas

2.   To develop soft skills in critical decision-making scenarios.

3.   To assess and evaluate the decision making abilities of the students

Program outcomes: This learning module offered an ideal platform to train the undergraduate students in critical decision making in ethical dilemmas which are not provided in the conventional classroom .This program has been modeled to improve the soft skills and critical thinking among the learners.

Number of days: 3 Weeks – 2 hours per day

Number of hours: 34 hours

Workshop on reflective writing: 2 hours

MCQ Pretest: 1 hour

Module Design

1. Three medical Scenarios/triggers on ethical dilemmas which were used in the module.

Ethical dilemma- Informed consent

Ethical dilemma: Organ Transplantation

Ethical Dilemmas: Confidentiality

2.   A Scenario based MCQ pre-test and post-test.

3.   A reflective writing, guiding question format for critical decision making in ethical dilemmas.

4.   A feedback questionnaire for the students, Faculty and facilitators.

RESOURCE PERSONS

A panel consisting of MEU members, clinical faculty and other faculty members of Forensic Medicine formed to design a learning module on critical decision making in ethical dilemmas.

**SHRI SATHYA SAI
MEDICAL COLLEGE
& RESEARCH INSTITUTE**
Ammapettai Village,
Nellikuppam, - 603 108.

DEPARTMENT OF FORENSIC MEDICINE

Certificate

*This is to certify that*_____*has participated in the student enhancement activity*

program on Reflection Based Learning Module in Critical Decision Making in Ethical Dilemmas Conducted by

Department of Forensic Medicine , Shri Sathya Sai Medical College & Research Institute,

Ammapettai Village, Nellikuppam in December 2019.

REGISTRAR
SRI BALAJI VIDYAPEETH
(Deemed University u/s 3 of UGC ACT, 1956)
Accredited by NAAC with 'A' Grade
NH 45-A, Pillaiyarkuppam, Pondicherry-607 403.

Dr. Vijay Kautilya, Prof. & HOD
Forensic Medicine

**Dean
SSSMCRI**