SGT Medical College, Hospital & Research Institute
(A Constituent of SGT University)
Budhera, Gurugram-Badli Road, Gurugram (Haryana) – 122505 Ph. : 0124-2278183, 2278184, 2278185

Department of General Medicine

SGTH/Med./HOD/2019/99

Dated: - 13.12.2019

Minutes of the meeting of Board of studies

Meeting of the Board of Studies of the Department of General Medicine was held on 11/12/2019 in the Department of General Medicine in SGT Medical College, Hospital & Research Institute at 2:00 PM. Following members attended the meeting.

Dr. D.K. Sharma	Professor & Head of Department	Chairman
Dr. S. Prasad	Professor of Medicine	Member
Dr. P.S. Ghalaut	Professor of Medicine	Member

Dr. A.K. Jain (External Expert)
Professor & Consultant Medicine
RML Hospital & JIPMER, Delhi

Dr. Ravish Verma (External Expert)
Professor of Medicine
Rama Medical College &Hospital,
Pilkhuwa, Hapur

Curriculum for the course M.D (Medicine) was placed before the board.
The board passed the curriculum for M.D (Medicine) course after due deliberations.

Dr. D.K. Sharma
Prof. & Head of Department
SGT, University

Dr. A.K. Jain (External Expert)
Professor & Consultant Medicine
RML Hospital & JIPMER, Delhi

Dr. S. Prasad
Professor of Medicine
SGT University

Dr. Ravish Verma (External Expert)
Professor of Medicine
Rama Medical College &Hospital,
Pilkhuwa, Hapur

Dr. P.S. Ghalaut
Professor of Medicine
SGT University

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Dept of Medicine at SGT Medical Collage

The Department of Medicine was established in 2010 and it progressed steadily since then

There is continuous increase in clinical and teaching load of the department. The Annual intake of MBBS students has increased from 50 to 150, Post graduate course (MD) was started in 2018 with 8 student , and is currently in the second year .

Staff members of the Department are also involved in teaching and training of BDS students and Diploma in Dialysis Techniques and other diploma courses of Surgery and Orthopedic departments.

Presently, there are 5 units which are headed by Professors and supported by Associate and Assistant Professor.

[redacted]ademic activities in the form of seminars / Case Presentations / Journal Clubs /Interesting Investigations are [redacted]eld

All postgraduates and all teaching staff members, participate in the seminar.

Postgraduates are given full facilities and responsibilities; in OPD, IPD and casualty, where they work under the direct supervision of consultants & senior residents. The department organizes regular conferences, symposia and seminars of national and state levels. Also, extension and invited lectures are organized on regular basis.

Various Sub- Speciality Clinics functioning in the Department:

1.Nephrology Clinic : Wednesday

2.Neurology Clinic: Thrusday

3 Diabetic Clinic: Tuesday

4. Cardiology Clinic: Tuesday and Thrusday

[redacted]ephrology division is providing dialysis facilities , with a well established dialysis unit providing round the clock dialysis support to critically ill patients.

Gastroenetrological Endoscopic facilities are being provided at the state of the art Gastroenterology Lab of the department.

The Department also manages Medical ICU that has been established and operating very effectively under the department.

The Medicine OPD caters to the maximum number of patients attending the hospital.

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GUIDELINES FOR COMPETENCY BASED POSTGRADUATE TRAINING PROGRAMME FOR MD IN GENERAL 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.
The competency based training programme aims to produce a post-graduate student who after undergoing the required training should be able to deal effectively with the needs of the community and should be competent to handle all problems related to his/her specialty including recent advances. The student should also acquire skill in teaching of medical/para-medical students in the subject that he/she has received his/her training. He She should be aware of his/her limitations. The student is also expected to know the principles of research methodology and modes of accessing literature.
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

The postgraduate training should enable the student to:
1. Practice efficiently internal medicine specialty, backed by scientific knowledge including basic sciences and skills
2. Diagnose and manage majority of conditions in his specialty (clinically and with the help of relevant investigations
3. Exercise empathy and a caring attitude and maintain professional integrity, honesty and high ethical standards
4. Plan and deliver comprehensive treatment using the principles of rational drug therapy
5. Plan and advise measures for the prevention and rehabilitation of patients belonging to his specialty;
6. Manage emergencies efficiently by providing Basic Life Support (BLS) and

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Advanced Life Support (ALS) in emergency situations
7. Recognize conditions that may be outside the area of the specialty/ competence and refer them to an appropriate specialist
8. Demonstrate skills in documentation of case details including epidemiological data
9. Play the assigned role in the implementation of National Health Programs
10. Demonstrate competence in basic concepts of research methodology and clinical epidemiology; and preventive aspects of various disease states
11. Be a motivated 'teacher' - defined as one keen to share knowledge and skills with a colleague or a junior or any learner
12. Continue to evince keen interest in continuing education irrespective of whether he/she is in a teaching institution or is practicing and use appropriate learning resources
13. Be well versed with his medico-legal responsibilities
14. Undertake audit, use information technology tools and carry out research - both basic and clinical, with the aim of publishing the work and presenting the work at scientific forums.
15. The student should be able to recognize the mental condition characterized by self absorption and reduced ability to respond to the outside world (e.g. Autism), abnormal functioning in social interaction with or without repetitive behaviour and/or poor communications, etc.

The intended outcome of a competency based program is a consultant specialist who can practice medicine at a defined level of competency in different practice settings. i.e. ambulatory (outpatient), inpatient, intensive care and emergency medicine.

No limit can be fixed and no fixed number of topics can be prescribed as course contents. The student is expected to know his subject in depth; however, emphasis should be on the diseases/health problems most prevalent in that area. Knowledge of recent advances and basic sciences as applicable to his/her specialty should get high priority. Competence in skills commensurate with the specialty (actual hands-on training) must be ensured.

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SUBJECT SPECIFIC COMPETENCIES

A. Cognitive domain

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

Basic Sciences

1. Basics of human anatomy as relevant to clinical practice e.g. surface anatomy of various viscera, neuro-anatomy, important structures/organs location in different anatomical locations in the body; common congenital anomalies.
2. Basic functioning of various organ-system, control of vital functions, pathophysiological alteration in diseased states, interpretation of symptoms and signs in relation to patho-physiology.
3. Common pathological changes in various organs associated with diseases and their correlation with clinical signs; understanding various pathogenic processes and possible therapeutic interventions possible at various levels to reverse or arrest the progress of diseases.
4. Knowledge about various microorganisms, their special characteristics important for their pathogenetic potential or of diagnostic help; important organisms associated with tropical diseases, their growth pattern/life-cycles, levels of therapeutic interventions possible in preventing and/or eradicating the organisms.
5. Knowledge about pharmacokinetics and pharmaco-dynamics of the drugs used for the management of common problems in a normal person and in patients with diseases kidneys/liver etc. which may need alteration in metabolism/excretion of the drugs; rational use of available drugs.
6. Knowledge about various poisons with specific reference to different geographical and clinical settings, diagnosis and management.
7. Research Methodology and Studies, epidemiology and basic Biostatistics.
8. National Health Programmes.
9. Biochemical basis of various diseases including fluid and electrolyte

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disorders; Acid base disorders etc.
10. Recent advances in relevant basic science subjects.

Systemic Medicine

1. Preventive and environmental issues, including principles of preventive health care, immunization and occupational, environmental medicine and bioterrorism.
2. Aging and Geriatric Medicine including Biology, epidemiology and neuropsychiatric aspects of aging.
3. Clinical Pharmacology - principles of drug therapy, biology of addiction and complementary and alternative medicine.
4. Genetics - overview of the paradigm of genetic contribution to health and disease, principles of Human Genetics, single gene and chromosomal disorders and gene therapy.
5. Immunology - The innate and adaptive immune systems, mechanisms of immune mediated cell injury and transplantation immunology.

6. Cardio-vascular diseases - Approach to the patient with possible cardiovascular diseases, heart failure, arrhythmias, hypertension, coronary artery disease, valvular heart disease, infective endocarditis, diseases of the myocardium and pericardium and diseases of the aorta and peripheral vascular system.
7. Respiratory system - approach to the patient with respiratory disease, disorders of ventilation, asthma, Congenital Obstructive Pulmonary Disease (COPD), Pneumonia, pulmonary embolism, cystic fibrosis, obstructive sleep apnoea syndrome and diseases of the chest wall, pleura and mediastinum.
8. Nephrology - approach to the patient with renal diseases, acid-base disorders, acute kidney injury, chronic kidney disease, tubulo-interstitial diseases, nephrolithiasis, Diabetes and the kidney, obstructive uropathy and treatment of irreversible renal failure.
9. Gastro-intestinal diseases - approach to the patient with gastrointestinal diseases, gastrointestinal endoscopy, motility disorders, diseases of the oesophagus, acid peptic disease, functional gastrointestinal disorders, diarrhea, irritable bowel syndrome, pancreatitis and diseases of the rectum and anus.
10. Diseases of the liver and gall bladder - approach to the patient with liver disease, acute viral hepatitis, chronic hepatitis, alcoholic and non-alcoholic steatohepatitis, cirrhosis and its sequelae, hepatic failure and liver transplantation and diseases of the gall bladder and bile ducts.

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11. Haematologic diseases - haematopoiesis, anaemias, leucopenia and leucocytosis, myelo-proliferative disorders, disorders of haemostasis and haemopoietic stem cell transplantation.
12. Oncology - epidemiology, biology and genetics of cancer, paraneoplastic syndromes and endocrine manifestations of tumours, leukemias and lymphomas, cancers of various organ systems and cancer chemotherapy.
13. Metabolic diseases - inborn errors of metabolism and disorders of metabolism.
14. Nutritional diseases - nutritional assessment, enteral and parenteral nutrition, obesity and eating disorders.
15. Endocrine - principles of endocrinology, diseases of various endocrine organs including diabetes mellitus.
16. Rheumatic diseases - approach to the patient with rheumatic diseases, osteoarthritis, rheumatoid arthritis, spondyloarthropathies, systemic lupus erythematosus (SLE), polymyalgia, rheumatic fibromyalgia and amyloidosis.
17. Infectious diseases - Basic consideration in Infectious Diseases, clinical syndromes, community acquired clinical syndromes. Nosocomial infections, Bacterial diseases - General consideration, diseases caused by gram - positive bacteria, diseases caused by gram - negative bacteria, miscellaneous bacterial infections, Mycobacterial diseases, Spirochetal diseases, Rickettsia, Mycoplasma and Chlamydia, viral diseases, DNA viruses, DNA and RNA respiratory viruses, RNA viruses, fungal infections, protozoal and helminthic infections .
18. Neurology - approach to the patient with neurologic disease, headache, seizure disorders and epilepsy, coma, disorders of sleep, cerebrovascular diseases, Parkinson's disease and other movement disorders, motor neuron disease, meningitis and encephalitis, peripheral neuropathies, muscle diseases, diseases of neuromuscular transmission and autonomic disorders and their management.
19. The mental condition characterized by complete self absorption with reduced ability to communicate with the outside world (Autism), abnormal functioning in social interaction with or without repetitive behaviour and/or poor communication etc.
20. Dermatology - Structure and functions of skin, infections of skin, papulosquamous and inflammatory skin rashes, photo-dermatology, erythroderma, cutaneous manifestations of systematic diseases, bullous diseases, drug induced rashes, disorders of hair and nails, principles of topical therapy.

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B. Affective Domain:

1. Should be able to function as a part of a team, develop an attitude of cooperation with colleagues, and interact with the patient and the clinician or other colleagues to provide the best possible diagnosis or opinion.
2. Always adopt ethical principles and maintain proper etiquette in dealings with patients, relatives and other health personnel and to respect the rights of the patient including the right to information and second opinion.
3. Develop communication skills to word reports and professional opinion as well as to interact with patients, relatives, peers and paramedical staff, and for effective teaching.

C. Psychomotor domain

Clinical Assessment Skills

☐ Elicit a detailed clinical history

☐ Perform a thorough physical examination of all the systems

Procedural skills

Test dose administration

☐ Mantoux test

☐ Sampling of fluid for culture

☐ IV- Infusions

☐ Intravenous injections

☐ Intravenous canulation

☐ ECG recording

☐ Pleural tap

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☐ Lumbar puncture

☐ Cardiac

TMT
Holter Monitoring
Echocardiogram
Doppler studies

☐ Cardio Pulmonary Resuscitation (CPR)

☐ Central venous line insertion, CVP monitoring

☐ Blood and blood components matching and transfusions

☐ Arterial puncture for ABG

☐ Fine needle aspiration cytology (FNAC) from palpable lumps

☐ Bone marrow aspiration and biopsy

☐ Abdominal paracentesis - diagnostic

☐ Aspiration of liver abscess

☐ Pericardiocentesis

☐ Joint fluid aspiration

☐ Liver biopsy

☐ Nerve/ muscle/ skin/ kidney/ pleural biopsy

☐ Ultrasound abdomen, echocardiography

☐ Upper GI endoscopy, procto-sigmoidoscopy

Respiratory management

☐ Nebulization

☐ Inhaler therapy

☐ Oxygen delivery

Critically ill person

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☐ Monitoring a sick person

☐ Endotracheal intubation

☐ CPR

☐ Using a defibrillator

☐ Pulse oximetry

☐ Feeding tube/Ryle's tube, stomach wash

Naso-gastric intubation

☐ Urinary catheterization – male and female

☐ Prognostication

☐ Haemodialysis

Neurology- interpret

☐ **Nerve Conduction studies**

☐ **EEG**

☐ Evolved Potential interpretation

☐ Certification of Brain death

☐ Intercostal tube placement with underwater seal Thoracocentesis

☐ Sedation

☐ Analgesia

Laboratory-Diagnostic Abilities

☐ Urine protein, sugar, microscopy

☐ Peripheral blood smear

☐ Malarial smear

☐ Ziehl Nielson smear-sputum, gastric aspirate

☐ Gram's stain smear-CSF, pus

☐ Stool pH, occult blood, microscopy

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☐ KOH smear

☐ Cell count - CSF, pleural, peritoneal, any serous fluid

Observes the procedure

☐ Subdural, ventricular tap

☐ Joint Aspiration – Injection

☐ ***Endoscopic Retrograde Cholangio- Pancreatography (ERCP)***

☐ Peritoneal dialysis

Interpretation Skills

Clinical data (history and examination findings), formulating a differential diagnosis in order of priority, using principles of clinical decision making, plan investigative work-up, keeping in mind the cost-effective approach i.e. problem solving and clinical decisionmaking.

☐ Blood, urine, CSF and fluid investigations - hematology, biochemistry

☐ X-ray chest, abdomen, bone and joints

☐ ECG

☐ Treadmill testing

☐ ABG analysis

☐ Ultrasonography

☐ CT scan chest and abdomen

☐ CT scan head and spine

☐ MRI

☐ Barium studies

☐ IVP, VUR studies

☐ Pulmonary function tests

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☐ Immunological investigations

☐ Echocardiographic studies

Interpretation under supervision

Hemodynamic monitoring

☐ Nuclear isotope scanning

☐ MRI spectroscopy/SPECT

☐ Ultrasound guided aspiration and biopsies

Communication skills

☐ While eliciting clinical history and performing physical examination

☐ Communicating health, and disease

☐ Communicating about a seriously ill or mentally abnormal

☐ Communicating death

☐ Informed consent

☐ Empathy with patient and family members

☐ Referral letters, and replies

☐ Discharge summaries

☐ Death certificates

☐ Pre-test counseling for HIV

☐ Post-test counseling for HIV

☐ Pedagogy -teaching students, other health functionaries-lectures, bedside clinics, discussions

☐ Health education - prevention of common medical problems, promoting healthy life-style, immunization, periodic health screening, counseling skills in risk factors for common malignancies, cardiovascular disease, AIDS

☐ Dietary counseling in health and disease

☐ Case presentation skills including recording case history/examination, preparing follow-up notes, preparing referral notes, oral presentation of new cases/follow-up

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cases

☐ Co-coordinating care - team work (with house staff, nurses, faculty etc.)

☐ Linking patients with community resources

☐ Providing referral

☐ Genetic counseling

Others

☐ *Demonstrating*

- professionalism
- ethical behavior (humane and professional care to patients)

☐ *Utilization of information technology*

- Medline search, Internet access, computer usage

☐ *Research methodology*

- designing a study
- interpretation and presentation of scientific data

☐ *Self-directed learning*

- identifying key information sources
- literature searches
- information management

☐ *Therapeutic decision-making*

- managing multiple problems simultaneously
- assessing risks, benefits and costs of treatment options
- involving patients in decision-making
- selecting specific drugs within classes
- Rational use of drugs

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Syllabus

Course contents:

Basic Sciences

1. Basics of human anatomy as relevant to clinical practice
- surface anatomy of various viscera
- neuro-anatomy
- important structures/organs location in different anatomical locations in the body
- common congenital anomalies

2. Basic functioning of various organ-system, control of vital functions, pathophysiological alteration in diseased states, interpretation of symptoms and signs in relation to patho-physiology.

3. Common pathological changes in various organs associated with diseases and their correlation with clinical signs; understanding various pathogenic processes and possible therapeutic interventions possible at various levels to reverse or arrest the progress of diseases.

4. Knowledge about various microorganisms, their special characteristics important for their pathogenetic potential or of diagnostic help; important organisms associated with tropical diseases, their growth pattern/life-cycles, levels of therapeutic interventions possible in preventing and/or eradicating the organisms.

5. Knowledge about pharmacokinetics and pharmaco-dynamics of the drugs used for the management of common problems in a normal person and in patients with diseases kidneys/liver etc. which may need alteration in metabolism/excretion of the drugs; rational use of available drugs.

6. Knowledge about various poisons with specific reference to different geographical and clinical settings, diagnosis and management.

7. Research Methodology and Studies, epidemiology and basic Biostatistics.

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8. National Health Programmes.

9. Biochemical basis of various diseases including fluid and electrolyte disorders; Acid base disorders etc.

10. Recent advances in relevant basic science subjects.

Systemic Medicine

11. Preventive and environmental issues, including principles of preventive health care, immunization and occupational, environmental medicine and bio-terrorism.

12. Aging and Geriatric Medicine:
- Biology
- epidemiology
- neuro-psychiatric aspects of aging

13. Clinical Pharmacology:
- principles of drug therapy
- biology of addiction
- complementary and alternative medicine

14. Genetics:
- overview of the paradigm of genetic contribution to health and disease
- principles of Human Genetics
- single gene and chromosomal disorders
- gene therapy

15. Immunology:
- innate and adaptive immune systems
- mechanisms of immune mediated cell injury
- transplantation immunology

16. Cardio-vascular diseases:
- Approach to the patient with possible cardio-vascular diseases
- heart failure
- arrhythmias
- hypertension
- coronary artery disease

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□ valvular heart disease
□ infective endocarditis
□ diseases of the myocardium and pericardium
□ diseases of the aorta and peripheral vascular system

17. Respiratory system:
□ approach to the patient with respiratory disease
□ disorders of ventilation
□ asthma
□ Congenital Obstructive Pulmonary Disease (COPD)
□ Pneumonia
□ pulmonary embolism
□ cystic fibrosis
□ obstructive sleep apnoea syndrome and diseases of the chest wall, pleura and mediastinum

18. Nephrology:
□ approach to the patient with renal diseases
□ acid-base disorders
□ acute kidney injury
□ chronic kidney disease
□ tubulo-interstitial diseases
□ nephrolithiasis
□ Diabetes and the kidney
□ obstructive uropathy and treatment of irreversible renal failure

19. Gastro-intestinal diseases:
□ approach to the patient with gastrointestinal diseases
□ gastrointestinal endoscopy
□ motility disorders
□ diseases of the oesophagus
□ acid peptic disease
□ functional gastrointestinal disorders
□ diarrhea
□ irritable bowel syndrome
□ pancreatitis and diseases of the rectum and anus

20. Diseases of the liver and gall bladder:
□ approach to the patient with liver disease
□ acute viral hepatitis

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- chronic hepatitis
- alcoholic and non-alcoholic steatohepatitis
- cirrhosis and its sequelae
- hepatic failure and liver transplantation
- diseases of the gall bladder and bile ducts

21. Haematologic diseases:
- Haematopoiesis
- Anaemias
- leucopenia and leucocytosis
- myelo-proliferative disorders
- disorders of haemostasis and haemopoietic stem cell transplantation

22. Oncology:
- Epidemiology
- biology and genetics of cancer
- paraneoplastic syndromes and endocrine manifestations of tumours
- leukemias and lymphomas
- cancers of various organ systems and cancer chemotherapy

23. Metabolic diseases - inborn errors of metabolism and disorders of metabolism.

24. Nutritional diseases - nutritional assessment, enteral and parenteral nutrition, obesity and eating disorders.

25. Endocrine - principles of endocrinology, diseases of various endocrine organs including diabetes mellitus.

26. Rheumatic diseases:
- approach to the patient with rheumatic diseases
- osteoarthritis
- rheumatoid arthritis
- spondyloarthropathies
- systemic lupus erythematosus (SLE)
- polymyalgia
- rheumatic fibromyalgia and amyloidosis

27. Infectious diseases:
- Basic consideration in Infectious Diseases

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□ clinical syndromes
□ community acquired clinical syndromes
□ Nosocomial infections
□ Bacterial diseases - General consideration, diseases caused by gram - positive bacteria, diseases caused by gram - negative bacteria
o miscellaneous bacterial infections
o Mycobacterial diseases
o Spirochetal diseases
o Rickettsia
o Mycoplasma and Chlamydia
o viral diseases
o DNA viruses
o DNA and RNA respiratory viruses
o RNA viruses
□ fungal infections, protozoal and helminthic infections .

28. Neurology - approach to the patient with neurologic disease, headache, seizure disorders and epilepsy, coma, disorders of sleep, cerebrovascular diseases, Parkinson's disease and other movement disorders, motor neuron disease, meningitis and encephalitis, peripheral neuropathies, muscle diseases, diseases of neuromuscular transmission and autonomic disorders and their management.

29. The mental condition characterized by complete self absorption with reduced ability to communicate with the outside world (Autism), abnormal functioning in social interaction with or without repetitive behaviour and/or poor communication etc.

30. Dermatology:
□ Structure and functions of skin
□ infections of skin
□ papulo-squamous and inflammatory skin rashes
□ photo-dermatology
□ erythroderma
□ cutaneous manifestations of systematic diseases
□ bullous diseases
□ drug induced rashes
□ disorders of hair and nails
□ principles of topical therapy

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TEACHING AND LEARNING METHODS

Didactic lectures are of least importance; seminars, journal clubs, symposia, reviews, and guest lectures should get priority for acquiring theoretical knowledge.

Bedside teaching, grand rounds, interactive group discussions and clinical demonstrations should be the hallmark of clinical/practical learning. Students should have hands-on training in performing various procedures and ability to interpret results of various tests/investigations.

Exposure to newer specialized diagnostic/therapeutic procedures should be given.

Importance should be attached to ward rounds especially in conjunction with emergency admissions.

Supervision of work in outpatient department should cover the whole range of work in the unit.

It is particularly necessary to attend sub-specialty and symptom specific clinics.

The development of independent skills is an important facet of postgraduate training.

Joint meetings with physician colleagues, e.g. radiologists and pathologists play a valuable part in training.

The training techniques and approach should be based on principles of adult learning. It should provide opportunities initially for practicing skills in controlled or simulated situations.

Repetitions would be necessary to become competent or proficient in a particular skill.

The more realistic the learning situation, the more effective will be the learning.

Clinical training should include measures for assessing competence in skills being taught and providing feedback on progress towards a satisfactory standard of performance.

Time must be available for academic work and audit.

The following is a rough guideline to various teaching/learning activities that may be employed:

- Intradepartmental and interdepartmental conferences related to case discussions.
- Ward rounds along with emergency admissions.
- Attendance at sub-specialty and symptom specific clinics
- external rotation postings in departments like cardiology, neurology and other subspecialties
- Skills training
- Conferences, Seminars, Continuing Medical Education (CME) Programmes.
- Journal Club
- Research Presentation and review of research work.

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• 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.
• Participation in workshops, conferences and presentation of papers etc.
• Maintenance of records. **Log books** should be maintained to record the work done which shall be checked and assessed periodically by the faculty members imparting the training.
• Postgraduate students shall be required to participate in the teaching and training programme of undergraduate students and interns.
• Department should encourage e-learning activities.

Illustration of Structured Training

Time Period Description/Levels Content Responsibilities

1st Month Orientation Basic cognitive skills
- Combined duties
- Supervised procedures

1st year Beginners Procedural abilities
OPD & ward work
- History sheet writing
- Clinical abilities,
- Procedural abilities (PA,PI)*,
- Laboratory-diagnostic (All PI)
- Communication skills O,A,PA, BLS & ACLS

2nd Year Intermediate Intermediate degree of cognitive abilities Specialised procedural skills
Emergency
- Independent duties
- All procedures
- Respiratory management abilities (All PI)
- Communication skills (PA, PI)
- Writing thesis
- Teaching UGs

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