



# MGM INSTITUTE OF HEALTH SCIENCES

(Deemed to be University u/s 3 of UGC Act, 1956)

**Grade 'A++' Accredited by NAAC**

Sector-01, Kamothe, Navi Mumbai -410 209

Tel 022-27432471, 022-27432994, Fax 022 -27431094

E-mail: [registrar@mgmuhs.com](mailto:registrar@mgmuhs.com); Website : [www.mgmuhs.com](http://www.mgmuhs.com)

**CHOICE BASED CREDIT SYSTEM**

**(CBCS)**

**(with effect from 2018-19 to 2022-23 Batches)**

## **Curriculum for B.Sc. Perfusion Technology**

Amended upto AC- 50/2024, Dated 27/11/2024

## **Amended History**

1. Approved as per BOM -52/2018 [Resolution No.3.10.1.], Dated 13/01/2018.
2. As Amended in BOM -53/2018 [Resolution No.4.5.1.], Dated 19/05/2018.
3. As Amended in BOM -55/2018 [Resolution No.4.13], [Resolution No.4.4.1.1.], Dated 27/11/2018.
4. As Amended in BOM -57/2019 [Resolution No.3.1.4.2], Dated 26/04/2019.
5. As Amended in BOM -59/2019 [Resolution No.3.2.3.8.], Dated 11/11/2019.
6. As Amended in BOM-63/2021 [Resolution No.4.3.1.2.], [Resolution No.4.3.1.3.] Dated 17/02/2021.
7. As Amended in AC-41/2021 [Resolution No. 3.5]; dated 27/08/2021.
8. As Amended In AC-42/2022 [Resolution No. 4.1], [Resolution No. 10.4.i & ii].
9. As Amended In AC-46/2023 [Resolution No. 6.7]; Dated 28/04/2023.
10. As Amended In AC-48/2023 [Resolution No. 6.6], [Resolution No. 6.10]; Dated 12/12/2023.
11. As Amended In AC - 50/2024 [Resolution No. 3.10]; Dated 27/11/ 2024.

OUTLINE OF COURSE CURRICULUM												
B.Sc. Perfusion Technology												
Semester I												
Code No.	Core Subjects	Credits/Week				Hrs/Semester				Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Total hrs.	Internal Assessment	Semester Exam	Total
<b>Theory</b>												
BPT 101 L	Human Anatomy Part I	3	-	-	3	45	-	-	45	20	80	100
BPT 102 L	Human Physiology Part I	3	-	-	3	45	-	-	45	20	80	100
BPT 103 L	General Biochemistry Nutrition	3	1	-	4	45	15	-	60	20	80	100
BPT 104 L	Introduction to National Health Care System (Multidisciplinary/ Interdisciplinary)	3	-	-	3	45	-	-	45	20	80	100
<b>Practical</b>												
BPT 101 P	Human Anatomy Part I	-	-	4		-	-	60	60	-	-	-
BPT 102 P	Human Physiology Part I	-	-	4		-	-	60	60	-	-	-
BPT 103 P	General Biochemistry	-	-	4		-	-	60	60	-	-	-
BPT 105 P	Community Orientation & Clinical Visit (Including related practicals to the Parent course)	-	-	8		-	-	120	120	-	-	-
<b>Ability Enhancement Elective Course</b>												
AEC 001 L	English & Communication Skills	3	-	-	3	45	-	-	45	100	-	100
AEC 002 L	Environmental Sciences											
<b>Total</b>		<b>15</b>	<b>1</b>	<b>20</b>	<b>16</b>	<b>225</b>	<b>15</b>	<b>300</b>	<b>540</b>	<b>180</b>	<b>320</b>	<b>500</b>

OUTLINE OF COURSE CURRICULUM												
B.Sc. Perfusion Technology												
Semester II												
Code No.	Core Subjects	Credits/Week				Hrs/Semester				Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Total hrs.	Internal Assessment	Semester Exam	Total
<b>Theory</b>												
BPT 106 L	Human Anatomy Part II	2	-	-	2	30	-	-	30	10	40	50
BPT 107 L	Human Physiology Part II	2	-	-	2	30	-	-	30	10	40	50
BPT 108 L	General Microbiology	3	-	-	3	45	-	-	45	20	80	100
BPT 109 L	Basic Pathology & Hematology	3	1	-	4	45	15	-	60	20	80	100
BPT 110 L	Introduction to Quality and Patient safety (Multidisciplinary/Interdisciplinary)	3	-	-	3	45	-	-	45	20	80	100
<b>Practical</b>												
BPT 106 P	Human Anatomy Part II	-	-	4		-	-	60	60	-	-	-
BPT 107 P	Human Physiology Part II	-	-	2		-	-	30	30	-	-	-
BPT 108 P	General Microbiology	-	-	4		-	-	60	60	-	-	-
BPT 109 P	Basic Pathology & Hematology	-	-	4		-	-	60	60	-	-	-
BPT 111 P	Community Orientation & Clinical Visit (Including related practicals to the parent course)	-	-	8		-	-	120	120	-	-	-
<b>Skill Enhancement Elective Course</b>												
SEC 001 L	Medical Bioethics & IPR	3	-	-	3	45	-	-	45	100	-	100
SEC 002 L	Human Rights & Professional Values											
<b>Total</b>		<b>16</b>	<b>1</b>	<b>22</b>	<b>17</b>	<b>240</b>	<b>15</b>	<b>330</b>	<b>585</b>	<b>180</b>	<b>320</b>	<b>500</b>

OUTLINE OF COURSE CURRICULUM														
B.Sc. Perfusion Technology														
Semester III														
Code No.	Core Subjects	Credits/Week					Hrs/Semester					Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posting /Rotation	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posting/Rotation	Total hrs.	Internal Assessment	Semester Exam	Total
<b>Theory</b>														
BPT 112 L	Applied Pharmacology	3	1	-	-	4	45	15	-	-	60	20	80	100
BPT 113 L	Applied Anatomy and Physiology of Cardiovascular system related to PT	3	1	-	-	4	45	15	-	-	60	20	80	100
BPT 114 L	Basics of Perfusion Technology	2	1	-	-	3	30	15	-	-	45	20	80	100
BPT 115 CP	PT Directed Clinical Education-III	-	-	-	24	8	-	-	-	360	360	50	-	50
<b>Practicals</b>														
BPT 113 P	Applied Anatomy and Physiology of Cardiovascular system related to PT	-	-	4	-	2	-	-	60	-	60	10	40	50
BPT 114 P	Basics of Perfusion Technology	-	-	4	-	2	-	-	60	-	60	10	40	50
<b>Generic Elective Course</b>														
GEC 001 L	Pursuit of Inner Self Excellence (POIS)	3	-	-	-	3	45	-	-	-	45	100	-	100
GEC 002 L	Organisational Behaviour	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>		<b>11</b>	<b>3</b>	<b>8</b>	<b>24</b>	<b>26</b>	<b>165</b>	<b>45</b>	<b>120</b>	<b>360</b>	<b>690</b>	<b>230</b>	<b>320</b>	<b>550</b>

OUTLINE OF COURSE CURRICULUM														
B.Sc. Perfusion Technology														
Semester IV														
Code No.	Core Subjects	Credits/Week					Hrs/Semester					Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posting /Rotation	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posting/Rotation	Total hrs.	Internal Assessment	Semester Exam	Total
<b>Theory</b>														
BPT 116 L	Applied Physiology and Biochemistry	2	1	-	-	3	30	15	-	-	45	20	80	100
BPT 117 L	Introduction of Perfusion Techniques	2	1	-	-	3	30	15	-	-	45	20	80	100
BPT 118 CP	PT Directed Clinical Education-IV	-	-	-	30	10	-	-	-	450	450	50	-	50
<b>Practicals</b>														
BPT 116 P	Applied Physiology and Biochemistry	-	-	4	-	2	-	-	60	-	60	10	40	50
BPT 117 P	Introduction of Perfusion Techniques	-	-	4	-	2	-	-	60	-	60	10	40	50
<b>Ability Enhancement Elective Course</b>														
AEC 003 L	Computer and Applications	3	-	-	-	3	45	-	-	-	45	100	-	100
AEC 004 L	Biostats and Research Methodology	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>		<b>7</b>	<b>2</b>	<b>8</b>	<b>30</b>	<b>23</b>	<b>105</b>	<b>30</b>	<b>120</b>	<b>450</b>	<b>225</b>	<b>210</b>	<b>240</b>	<b>450</b>

OUTLINE OF COURSE CURRICULUM														
B.Sc. Perfusion Technology														
Semester V														
Code No.	Core Subjects	Credits/Week					Hrs/Semester					Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation	Total hrs.	Internal Assessment	Semester Exam	Total
<b>Theory</b>														
BPT 119 L	Perfusion Technology: Clinical	3	1	-	-	4	45	15	-	-	60	20	80	100
BPT 120 L	Perfusion technology: Applied	3	-	-	-	3	45	-	-	45	20	80	100	
BPT 121 CP	PT Directed Clinical Education-V	-	-	-	30	10	-	-	450	100	50	-	50	
<b>Practicals</b>														
BPT 119 P	Perfusion Technology: Clinical	-	-	4	-	2	-	-	60	60	10	40	50	
BPT 120 P	Perfusion Technology: Applied	-	-	4	-	2	-	-	60	60	10	40	50	
<b>Core Elective Course</b>														
CEC 005 L	Basics of Clinical Skills Learning	3	-	-	-	3	45	-	-	-	45	100	-	100
CEC 006 L	Hospital Operation Management													
<b>Total</b>		9	1	8	30	24	135	15	120	450	265	210	240	450

OUTLINE OF COURSE CURRICULUM														
B.Sc. Perfusion Technology														
Semester VI														
Code No.	Core Subjects	Credits/Week					Hrs/Semester					Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation	Total hrs.	Internal Assessment	Semester Exam	Total
<b>Theory</b>														
BPT 122 L	Perfusion technology: Advanced	3	1	-	-	4	45	15	-	-	60	20	80	100
BPT 123 L	Recent advances in Cardiopulmonary bypass & Perfusion	2	1	-	-	3	30	15	-	-	45	20	80	100
BPT 124 CP	PT Directed Clinical Education-VI	-	-	-	30	10	-	-	450	450	50	-	50	
<b>Practicals</b>														
BPT 122 P	Perfusion technology: Advanced	-	-	4	-	2	-	-	60	60	10	40	50	
<b>Total</b>		5	2	4	30	19	75	30	60	450	165	100	200	300

OUTLINE OF COURSE CURRICULUM														
B.Sc. Perfusion Technology														
Semester VII & Semester VIII														
Code No.	Core Subjects	Credits/Week					Hrs/Semester					Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation	Total hrs.	Internal Assessment	Semester Exam	Total
	PT Internship	-	-	-	96	32	-	-	-	1440	1440	-	-	-
<b>Total</b>		0	0	0	96	32	0	0	0	1440	1440	0	0	0

## **B.Sc. Allied Health Sciences**

### **DIRECTOR'S DESK**

In 2007 the school of Biomedical Sciences was established with a mission of building up well qualified Allied Health Care professionals. The faculty set out to design an ideal biomedical graduate program which met the demands and expectations of the education system of our country. The college has been amending its perspective plan, which means extensive preparations for taking over the construction of the academic system including designing of courses, adopting the semester system over the existing pattern of annual system, continuous internal assessment and active industrial visits/Hospital Visits as the part of curriculum and implementing Credit base choice system to all the courses offered.

The School offers 7 UG Courses viz; B.Sc. Operation Theatre and Anesthesia technology, Dialysis Technology, Medical Radiology & Imaging Technology, Medical Laboratory Technology, Perfusion Technology, Cardiac Care Technology and Optometry.

The college adopts the national qualification frame work for the degree programs in terms of duration and levels of studies. The curricula is updated to make our education comparable to and compatible and in accordance with those of others and also to facilitate the mobility of our graduates for further studies and for employment both within and outside the country. The programs designed are the perfect embodiment of the vision, mission and core values of the college and are designed in such a way that students are commensurate to face the global employment opportunities.

## ABOUT MGM SCHOOL OF BIOMEDICAL SCIENCES

### **Mission**

To improve the quality of life, both at individual and community levels by imparting quality medical education to tomorrow's doctors and medical scientists and by advancing knowledge in all fields of health sciences through meaningful and ethical research.

### **Vision**

By the year 2020, MGM Institute of Health Sciences aims to be top-ranking Centre of Excellence in Medical Education and Research. Students graduating from the Institute will have the required skills to deliver quality health care to all sections of the society with compassion and benevolence, without prejudice or discrimination, at an affordable cost. As a research Centre, it shall focus on finding better, safer and affordable ways of diagnosing, treating and preventing diseases. In doing so, it will maintain the highest ethical standards.

### **About – School of Biomedical Sciences**

MGM School of Biomedical Sciences is formed under the aegis of MGM IHS with the vision of offering basic Allied Science and Medical courses for students who aspire to pursue their career in the Allied Health Sciences, teaching as well as research.

School of Biomedical Sciences is dedicated to the providing the highest quality education in basic medical sciences by offering a dynamic study environment with well equipped labs. The school encompasses 21 courses each with its own distinct, specialized body of knowledge and skill. This includes 7 UG courses and 14 PG courses. The college at its growing years started with mere 100 students has recorded exponential growth and is now a full-fledged educational and research institution with the student strength reaching approximately 581 at present.

Our consistent theme throughout is to encourage students to become engaged, be active learners and to promote medical research so that ultimately they acquire knowledge, skills, and understanding so as to provide well qualified and trained professionals in Allied Health Sciences to improve the quality of life.

As there is increased need to deliver high quality, timely and easily accessible patient care system the collaborative efforts among physicians, nurses and allied health providers become ever more essential for an effective patient care. Thus the role of allied health professionals in ever-evolving medical system is very important in providing high-quality patient care.

Last but by no means least, School of Biomedical Sciences envisions to continuously grow and reform. Reforms are essential to any growing institution as it fulfills our bold aspirations of providing the best for the students, for us to serve long into the future and to get ourselves updated to changing and evolving trends in the health care systems.

**Name of the Degree: B.Sc. Perfusion Technology**

**Duration of Study:**

The duration of the study for B.Sc. Perfusion Technology will be of 4 years (3 years Academics +1 year Internship).

**Program pattern:**

- First Semester: July
- Second Semester: January
- Third Semester: July
- Fourth Semester: January
- Fifth Semester-July
- Sixth Semester-January

**Eligibility Criteria:**

- He/she has passed the Higher Secondary (10+2) with Science (PCB) or equivalent examination recognized by any Indian University or a duly constituted Board with pass marks in Physics, Chemistry, and Biology.
- Minimum percentage of marks: 45% aggregate.

**Medium of Instruction:**

English shall be the Medium of Instruction for all the Subjects of study and for examinations.

**For any query visit the website: [www.mgmsbsnm.edu.in](http://www.mgmsbsnm.edu.in)**



## Preamble

India is one of the rising countries in providing medical and para medical facilities for the patients. There are all most more than 200 medical colleges and equivalent paramedical institutions which have potential to provide skill training to millions of youth through their own facilities and/or by establishing extension centres in collaboration with government medical colleges (AIIMS, NIMHANS etc.) and Research Centres (ICMR, DBT, BARC, NIRRH, etc.) or Vocational Skill Knowledge providers, NGOs. The high quality of medical care we enjoy today is built upon years of effort by Physicians, Nurses, Physiotherapist, Research Scholars and other medical professionals investigating the causes of and potential treatments for disease. The tireless effort of countless medical professionals has made many life-threatening diseases and conditions a faded memory.

India faces an acute shortage of over 64 lakh skilled human resource in the health sector. Although occupational classifications vary across the globe, little has been done in India to estimate the need and to measure the competency of health care providers beyond the doctors and nurses. As Indian government aims for Universal Health Coverage, the lack of skilled human resource may prove to be the biggest impediment in its path to achieve targeted goals. The benefits of having AHPs in the healthcare system are still unexplored in India.

*Allied and healthcare professionals (AHPs) includes individuals involved with the delivery of health or healthcare related services, with qualification and competence in therapeutic, diagnostic, curative, preventive and/or rehabilitative interventions. They work in multidisciplinary health teams in varied healthcare settings including doctors (physicians and specialist), nurses and public health officials to promote, protect, treat and/or manage a person('s) physical, mental, social, emotional, environmental health and holistic well-being.'*

This prompted the Ministry of Health and Family Welfare to envisage the creation of national guidelines for education and career pathways of allied and healthcare professionals, with a structured curriculum based on skills and competencies which is competence enough to face the challenges. The curriculum represents a conscious and systematic selection of knowledge, skills and values: a selection that shapes the way teaching, learning and assessment processes are organized.

MGM School Of Bio-Medical Sciences (Declared Under Section 3 Of The UGC Act, 1956) Accredited By NAAC with “A” Grade, Kamothe, Navi Mumbai, MGM University Regulations on “Choice Based Credit System - 2017”

Our MGMSBS institute is established with the goal to achieve the same and to initiate the patient’s care at the hospital for a high level of health and medical services, which are unusually complex, scientifically advanced, and costly in nature, to meet his special needs. Allied health professionals are very crucial part of evolving health care system as they support diagnosis, recovery, and quality of life. The scope of allied health professionals is profound as they provide direct patient care in virtually at every step. They provide critical care support in intensive care units, deliver scientific support in clinical laboratories, offer numerous rehabilitation services, manage and provide data critical to seamless patient care and diagnosis, operate sophisticated diagnostic equipment and contribute to broader public health outcomes.

In addition, the practice of the faculty is important to the community as teaching students are in the forefront of the knowledge of medical sciences and at MGMSBS.

**MGMSBS is at par with any other MCI recognized medical colleges with the following available resources:**

- Well equipped with physical facilities such as spacious and well furnished class rooms ,laboratories ,Skill centres ,Library and Hostels for enriching knowledge and to serve rural community and slums dwellers through this knowledge.
- We have qualified and trained faculty who can foster research in different discipline and well versed to scientifically formulate, implement and monitor community oriented programs and projects especially where the level of involvement in adoption of innovative and appropriate technologies involved.

Students of MGMSBS will be of tremendous help in making meaningful contribution to community and rural development. The involvement of allied health in implementing the Scheme of Community Development through Paramedics is need of the time.

The Chairman, University Grants Commission (UGC) has in his letter D.O.No.F.1- 1/2015 (CM) dated 8th January, 2015 has communicated the decision of the Ministry of Human Resources Development to implement Choice Based Credit System (CBCS) from the academic session 2015-2016 in all Indian

Universities to enhance academic standards and quality in higher education through innovation and improvements in curriculum, teaching learning process, examination and evaluation systems. UGC, subsequently, in its notification No.F.1-1/2015 (Sec.) dated 10/4/15 has provided a set of, Model curricula and syllabi for CBCS programmes under the Faculties of Arts, Humanities and Sciences providing the academic flexibility for Universities.

MGMSBS has taken the proactive lead in bringing about the academic reform of introducing CBCS for semester wise pattern for the B.Sc. Allied Health Science courses and MS.c Courses

**CBCS – Definition and benefits:** Choice Based Credit System is a flexible system of learning. The distinguishing features of CBCS are the following:

- It permits students to learn at their own pace.
- The electives are selected from a wide range of elective courses offered by the other University Departments.
- Undergo additional courses and acquire more than the required number of credits.
- Adopt an inter-disciplinary and intra-disciplinary approach in learning.
- Make best use of the available expertise of the faculty across the departments or disciplines
- Has an inbuilt evaluation system to assess the analytical and creativity skills of students in addition to the conventional domain knowledge assessment pattern.

**Definitions of Key Words:**

- i. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.Choice Based Credit System (CBCS).
- ii. The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
- iii. **Course:** Usually referred to, as “papers” is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/ laboratory work/ outreach activities/ project work/ viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

- iv. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- v. **Credit:** A unit by which the course work is interpreted. It functions the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
- vi. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the sum total of the credit points obtained by the student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.
- vii. **Grade Point:** It is a numerical marking allotted to each letter grade on a 10-point scale.
- viii. **Letter Grade:** It is an appreciated point of the student's performance in a selected course. Grades are denoted by letters O, A+, A, B, C and RA x. Programme: An educational programme leading to award of a Degree certificate.
- ix. **Semester Grade Point Average (SGPA):** It is index of performance of all performance of work in a semester. Its total credit points obtained by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
- x. **Semester:** Each semester will consist of minimum of 180 working days. The odd semester may be scheduled from June/ July to December and even semester from December/ January to June.

### **Semester System and Choice Based Credit System:**

The semester system initiates the teaching-learning process and screws longitudinal and latitudinal mobility of students in learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a sun shone" type approach in which the students can take choice of courses, learn and adopt an interdisciplinary approach of learning.

**Semesters:****An academic year consists of two semesters:**

	UG	PG
Odd Semester 1 <sup>st</sup> semester	July – December	July – December
Odd Semester 3 <sup>rd</sup> , 5 <sup>th</sup> semesters	June – October/ November	
Even Semester 2 <sup>nd</sup> , 4 <sup>th</sup> , 6 <sup>th</sup> semesters	December – April	December - June

**Credits:**

Credit defines the coefficient of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, normally in each of the courses, credits will be assigned on the basis of the number of lectures/ tutorial laboratory work and other forms of learning required, to complete the course contents in a 15-20 week schedule:

- 1 credit** = 1 hour of lecture per week
- 3 credits** = 3 hours of instruction per week
  - ✓ Credits will be assigned on the basis of the lectures (L) / tutorials (T) / Clinical Training (CR) / laboratory work (P) / Research Project (RP) and other forms of learning in a 15-20 week schedule L - One credit for one hour lecture per week
- P/T** - One credit for every two hours of laboratory or practical
- CR** - One credit for every three hours of Clinical training/Clinical rotation/posting
- RP** - One credit for every two hours of Research Project per week – Max Credit 20- 25

	Lecture - L	Tutorial - T	Practical - P	Clinical Training/ Rotation– CT/CR	Research Project– RP*
1 Credit	1 Hour	2 Hours	2 Hours	3 Hours	2 Hours
RP*	Maximum Credit 20 – 25 / Semester				

**Types of Courses:** Courses in a programme may be of three kinds:

- **Core Course**
- **Elective Course**

**Core Course:** A course, which should compulsorily be studied by a candidate as a basic requirement is termed as a Core course. There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a basic requirement to complete programme of respective study.

**Elective Course:** A course which can be chosen from a very specific or advanced the subject of study or which provides an extended scope or which enables an exposure to some other domain or expertise the candidates ability is called an Elective Course.

**Discipline Specific Elective (DSE) Course:** Elective courses offered by the main subject of study are referred to as Discipline Specific Elective. The University / Institute may also offer discipline related Elective courses of interdisciplinary nature. An elective may be “Discipline Specific Electives (DSE)” gazing on those courses which add intellectual efficiency to the students.

**Dissertation / Project:** An Elective/Core course designed to acquire special / advanced knowledge, such as supplement study / support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher / faculty member is called dissertation / project.

**Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline / subject may be treated as an elective by other discipline / subject and vice versa and such electives may also be referred to as Generic Elective.

**Assigning Credit Hours per Course:** While there is flexibility for the departments in allocation of credits to various courses offered, the general formula would be:

All core course should be restricted to a maximum of 4 credits.

- All electives should be restricted to a maximum of 3 credits.
- All ability enhancement course should be restricted to a maximum of 2 credits.
- Projects should be restricted to a maximum of 20-25 credits.

### **Programme Outcome:**

- To prepare competent entry-level Perfusionist in the cognitive (knowledge), psychomotor (skills), and affective (behaviour) learning domains.
- To provide a base knowledge of perfusion theory, the skill to implement that knowledge and proficiency in its application in accordance with the needs of healthcare providers and employers.

### **Programme Specific Outcome:**

At the completion of course, students will be able to:

- Demonstrate clinical skills in cardiopulmonary bypass and mechanical circulatory devices.
- Demonstrate clinical skills in auto transfusion, blood conservation, and blood product management.
- Demonstrate clinical skills in laboratory analysis of blood gases, hematocrit, and coagulation.
- Integrate perfusion theory to clinical applications.
- Demonstrate acquired knowledge of various perfusion equipment and supplies used in the healthcare setting

**FIRST YEAR**  
**B.Sc. Perfusion Technology**  
**SEMESTER-I**

Code No.	Core Subjects
<b>Theory</b>	
BPT 101 L	Human Anatomy Part I
BPT 102 L	Human Physiology Part I
BPT 103 L	General Biochemistry& Nutrition
BPT 104 L	Introduction to National Health Care System (Multidisciplinary/ Interdisciplinary)
<b>Practical</b>	
BPT 101 P	Human Anatomy Part I
BPT 102 P	Human Physiology Part I
BPT 103 P	General Biochemistry
BPT 105 P	Community Orientation & Clinical Visit (Including related practical to the parent course)
<b>Ability Enhancement Elective Course</b>	
AEC 001 L	English & Communication Skills
AEC 002 L	Environmental Sciences



<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Human Anatomy- Part I</b>
<b>Course Code</b>	<b>BPT 101 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>To introduce the students to the concepts related to General anatomy, Muscular, Respiratory, Circulatory, Digestive and Excretory system</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Comprehend the normal disposition, interrelationships, gross, functional and applied anatomy of various structures in the human body.</li> <li>Demonstrate and understand the basic anatomy of Respiratory and Circulatory system</li> <li>Demonstrate and understand the basic anatomy of Digestive and Excretory system</li> </ul>

<b>Sr.No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Introduction to Anatomy, Terminology, Cell and Cell division, Tissues of body, Skin</b>	5
2	<b>Skeletal System</b> - Classification of bones, Parts of developing long bone and its blood supply, Joints I- Classification of joints, Joints II- Synovial Joint, Appendicular skeleton I- Bones of upper Limb, Appendicular skeleton II- Bones of lower limb, Axial skeleton-I , Axial skeleton-II	8
3	<b>Muscular System</b> - Muscle I-Types, Muscle II- Muscle groups and movements, Muscles of Upper limb, Muscles of lower limb, Muscles of Neck, Muscles of back , Muscles of abdomen	7
4	<b>Joints</b> – Shoulder, Hip, Knee, Movements and muscle groups producing movements at other joints	4
5	<b>Respiratory System</b> - Introduction to Respiratory system, Larynx, Thoracic cage and diaphragm, Lung & Pleura , Trachea & Bronchopulmonary segments , Mediastinum	6
6	<b>Circulatory System</b> - Types of blood vessels, Heart& Pericardium, Coronary Circulation, Overview of mediastinum , Blood vessels of Thorax	5
7	<b>Digestive System</b> - GIT I- Pharynx, Esophagus, GIT II-Stomach, GIT III- Small and Large Intestine, GIT IV-Liver & Gall Bladder, GIT V- Spleen, GIT VI-Pancreas , Salivary glands	7
8	<b>Excretory System</b> - Kidney, Ureter, Bladder, Urethra, Pelvis dynamic	3
<b>Total</b>		<b>45hrs</b>

**BPT 101 P - Human Anatomy Part I- (Demonstration)**

Sr.No.	Topics	No of Hrs
1	<b>Introduction to Anatomy, Terminology, Cell and Cell division, Tissues of body, Skin</b>	60
2	<b>Skeletal System</b> - Classification of bones, Parts of developing long bone and its blood supply, Joints I- Classification of joints, Joints II- Synovial Joint, Appendicular skeleton I- Bones of upper Limb, Appendicular skeleton II- Bones of lower limb, Axial skeleton-I , Axial skeleton-II	
3	<b>Muscular System</b> - Muscle I-Types, Muscle II- Muscle groups and movements, Muscles of Upper limb, Muscles of lower limb, Muscles of Neck, Muscles of back , Muscles of abdomen	
4	<b>Joints</b> – Shoulder, Hip ,Knee , Movements and muscle groups producing , movements at other joints	
5	<b>Respiratory System</b> - Introduction to Respiratory system, Larynx, Thoracic cage and diaphragm, Lung & Pleura , Trachea & Bronchopulmonary segments , Mediastinum	
6	<b>Circulatory System</b> - Types of blood vessels, Heart& Pericardium, Coronary Circulation, Overview of mediastinum , Blood vessels of Thorax	
7	<b>Digestive System</b> - GIT I- Pharynx, Oesophagus, GIT II-Stomach, GIT III- Small and Large Intestine, GIT IV-Liver & Gall Bladder, GIT V- Spleen, GIT VI-Pancreas , Salivary glands	
8	<b>Excretory System</b> - Kidney, Ureter, Bladder, Urethra, Pelvis dynamic	
<b>Total</b>		<b>60 hrs</b>

**TextBooks :**

1. Manipal Manual of Anatomy for Allied Health Sciences courses: Madhyastha S.
2. G.J. Tortora & N.P Anagnostakos: Principles of Anatomy and Physiology
3. B.D. Chaurasia: Handbook of General Anatomy

**Reference books:**

1. B.D. Chaurasia : Volume I-Upper limb & Thorax,  
Volume II- Lower limb, Abdomen & Pelvis  
Volume III- Head, Neck, Face  
Volume IV- Brain-Neuroanatomy
2. Vishram Singh: Textbook of Anatomy Upper limb & Thorax  
Textbook of Anatomy Abdomen & Lower limb  
Textbook of Head neck and Brain
3. Peter L. Williams And Roger Warwick:- Gray's Anatomy - Descriptive and Applied,  
36<sup>th</sup> Ed; Churchill Livingstone.
4. T.S. Ranganathan : Text book of Human Anatomy
5. Inderbirsingh, G P Pal : Human Embryology
6. Textbook of Histology, A practical guide:- J.P Gunasegaran

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Human Physiology Part I</b>
<b>Course Code</b>	<b>BPT 102 L</b>

<b>Teaching objective</b>	<ul style="list-style-type: none"> <li>To teach basic physiological concepts related to General physiology, Haematology, Nerve-Muscle physiology, Cardiovascular ,Digestive &amp; Respiratory physiology</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>To understand the basic physiological concepts of General physiology</li> <li>To understand the basic physiological concepts of Hematology</li> <li>To understand the basic physiological concepts of Nerve-Muscle physiology</li> <li>To understand the basic physiological concepts of Respiratory physiology</li> <li>To understand the basic physiological concepts of Cardiovascular physiology</li> </ul>

<b>Sr.No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>General Physiology-</b> Introduction to physiology, Homeostasis, Transport Across cell membrane	3
2	<b>Blood - Composition, properties and functions of Blood,</b> Hemopoiesis , Hemogram (RBC, WBC, Platelet count, Hb Concentrations), Blood Groups - ABO and RH grouping, Coagulations & Anticoagulants, Anemias: Causes, effects & treatment, Body Fluid: Compartments, Composition, Immunity – Lymphoid tissue	10
3	<b>Cardio vascular system</b> - Introduction, general organization, functions & importance of CVS , Structure of heart, properties of cardiac muscle, Junctional tissues of heart & their functions, Origin & spread of Cardiac Impulse, cardiac pacemaker, Cardiac cycle & E C G, Heart Rate & its regulation, Cardiac output, Blood Pressure definition & normal values, Physiological needs & variation, regulation of BP	10
4	<b>Digestive system</b> - General Introduction, organization, innervations & blood supply of Digestive system, Composition and functions of all Digestive juices, Movements of Digestive System (Intestine), Digestion & Absorption of Carbohydrate, Proteins & Fats	6
5	<b>Respiratory System</b> -Physiologic anatomy, functions of respiratory system, non respiratory functions of lung, Mechanism of respiration, Lung Volumes & capacities, Transport of Respiratory GasesO <sub>2</sub> , Transport of Respiratory Gases CO <sub>2</sub> , Regulation of Respiration.	10
6	<b>Muscle nerve physiology</b> - Structure of neuron & types, Structure of skeletal Muscle, sarcomere, Neuromuscular junction& Transmission. Excitation & contraction coupling (Mechanism of muscle contraction)	6
<b>Total</b>		<b>45 hrs</b>

**BPT 102 P - Human Physiology Part I (Demonstration)**

Sr. No.	Topics	No. of Hrs.
1	Study of Microscope and its use, Collection of Blood and study of Haemocytometer	60
2	Haemoglobinometry	
3	White Blood Cell count	
4	Red Blood Cell count	
5	Determination of Blood Groups	
6	Leishman's staining and Differential WBC Count	
7	Determination of Bleeding Time, Determination of Clotting Time	
8	Pulse & Blood Pressure Recording, Auscultation for Heart Sounds	
9	Artificial Respiration –Demonstration, Spirometry-Demonstration	
<b>Total</b>		<b>60hrs</b>

**Textbooks**

1. Basics of medical Physiology –D Venkatesh and H.H Sudhakar, 3<sup>rd</sup> edition.
2. Principles of Physiology – DevasisPramanik, 5<sup>th</sup> edition.
3. Human Physiology for BDS –Dr A.K. Jain, 5<sup>th</sup> edition.
4. Textbook of human Physiology for dental students-Indukhurana 2<sup>nd</sup> edition.
5. Essentials of medical Physiology for dental students –Sembulingum.

**Reference books**

1. Textbook of Medical Physiology, Guyton , 2<sup>nd</sup> South Asia Edition.
2. Textbook of Physiology Volume I & II (for MBBS) – Dr. A. K. Jain.
3. Comprehensive textbook of Medical Physiology Volume I & II – Dr. G. K. Pal.

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>General Biochemistry &amp; Nutrition</b>
<b>Course Code</b>	<b>BPT 103 L</b>

<b>Teaching Objective</b>	<p>At the end of the course, the student demonstrates his knowledge and understanding on:</p> <ul style="list-style-type: none"> <li>• Structure, function and interrelationship of biomolecules and consequences of deviation from normal.</li> <li>• Integration of the various aspects of metabolism, and their regulatory pathways.</li> <li>• Principles of various conventional and specialized laboratory investigations and instrumentation, analysis and interpretation of a given data.</li> <li>• to diagnose various nutritional deficiencies</li> <li>• Identify condition and plan for diet</li> <li>• Provide health education base on the client deficiencies</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Define “biochemistry.”</li> <li>• Identify the five classes of polymeric biomolecules and their monomeric building blocks.</li> <li>• Explain the specificity of enzymes (biochemical catalysts), and the chemistry involved in enzyme action.</li> <li>• Explain how the metabolism of glucose leads ultimately to the generation of large quantities of ATP.</li> <li>• Describe how fats and amino acids are metabolized, and explain how they can be used for fuel.</li> <li>• Describe the structure of DNA, and explain how it carries genetic information in its base sequence.</li> <li>• Describe DNA replication.</li> <li>• Describe RNA and protein synthesis.</li> <li>• Explain how protein synthesis can be controlled at the level of transcription and translation.</li> <li>• Summarize what is currently known about the biochemical basis of cancer.</li> </ul>

Sr. No.	Topics	No. of Hrs.
1	Introduction and scope of biochemistry	1
2	<b>Chemistry of carbohydrates, proteins, lipids and nucleic acid–</b> <b>Chemistry of Carbohydrates:</b> Definition, Functions, Properties, Outline of classification with eg.(Definition of Monosaccharides, Disaccharides, Polysaccharides and their examples). <b>Chemistry of Proteins:</b> Amino acids (total number of amino acids, essential and non essential amino acids) .Definition, Classification of Proteins Structural organization of protein, Denaturation of Proteins. <b>Chemistry of Lipids:</b> Definition, functions, Classification (Simple Lipids, Compound Lipids, Derived Lipids.) Essential Fatty Acids. <b>Chemistry of Nucleic acid:</b> Nucleosides and Nucleotides, Watson and Crick model of DNA, RNA- it's type along with functions	12
3	<b>Elementary knowledge of enzymes</b> - Classification, mechanism of enzyme action, Factors affecting activity of enzymes, enzyme specificity, Enzyme inhibition, Isoenzymes and their diagnostic importance.	8
4	<b>Biological oxidation</b> - Brief concept of biological oxidation: Definition of Oxidative phosphorylation Electron transport chain. Inhibitors and Uncouplers briefly	5
5	<b>Metabolism of Carbohydrate:</b> Glycolysis, TCA cycle, Definition and significance of glycogenesis and glycogenolysis. Definition and significance of HMP shunt, definition and significance of gluconeogenesis. Regulation of blood Glucose level, Diabetes Mellitus, Glycosuria.Glucose Tolerance Test. <b>Metabolism of Proteins:</b> Transamination, Transmethylation reactions. Urea cycle, Functions of glycine, tyrosine, phenylalanine, tryptophan and Sulphur containing aminoacids. <b>Metabolism of Lipid:</b> Outline of beta oxidation with energetic, Ketone bodies (Enumerate) and its importance. Functions of cholesterol and its biomedical significance. Lipid profile and its diagnostic importance. Fatty liver, lipotropic factor, atherosclerosis. <b>Metabolism of Nucleic acid:</b> Purine catabolism ( Formation of uric acid), Gout	14
6	<b>Vitamins and Minerals-</b> RDA, Sources, functions and deficiency manifestations of Fat soluble vitamins. RDA, sources, functions and deficiency manifestations of Water soluble vitamins. RDA, Sources, functions and deficiency manifestations of Calcium, Phosphorous, Iron, Iodine	5
7	<b>Principle and applications of :</b> Colorimeters, pH Meter	5
8	<b>Pre examination Skills</b> - Collection and preservation of samples (Anticoagulants), transportation & separation of biological specimens, Sample rejection criteria, Disposal of biological Waste materials.	5
9	<b>Nutrition:</b> History of Nutrition, Nutrition as a science, Food groups, RDA, Balanced diet, diet planning, Assessment of nutritional status, <b>Energy:</b> Units of energy, Measurements of energy and value of food, Energy expenditure, Total energy/calorie requirement for different age groups and diseases, Satiety value, Energy imbalance- obesity, starvation, Limitations of the daily food guide, Role of essential nutrients in the balanced diet	5
<b>Total</b>		<b>60hrs</b>

**BPT 103 P – General Biochemistry (Demonstration)**

Sr. No.	Topics	No. of Hrs
1	Introduction to Personnel protective equipments used in laboratory and their importance (LCD)	60
2	Handling of colorimeters – operation and maintenance (LCD)	
3	Serum electrolytes measurement (only demo)	
4	Demonstration of semi automated / fully automated blood analyser	
5	Demonstration of tests for carbohydrates (Monosacchrides, disaccharides and polysaccharides)	
6	Precipitation Reactions of protein (only demonstration)	
7	Test on bile salts (only demonstration)	
8	Tests on Normal constituents of Urin (only demo)	
9	Tests on Abnormal constituents of Urin (only demo)	
<b>Total</b>		<b>60 hrs</b>

**Textbooks:**

1. Textbook of Medical Laboratory Technology, Volume 1, 3<sup>rd</sup> Edition by PrafulGhodkar
2. Textbook of Medical Laboratory Technology, Volume 2, 3<sup>rd</sup> Edition by PrafulGhodkar
3. Medical Laboratory Technology (Volume 1): Procedure Manual for Routine Diagnostic, Kanai Mukharjee
4. Medical Laboratory Technology (Volume 2): Procedure Manual for Routine Diagnostic, Kanai Mukharjee
5. Medical Laboratory Technology (Volume 3): Procedure Manual for Routine Diagnostic, Kanai Mukharjee
6. Essentials of Biochemistry, Second Edition, Dr.( Prof) Satyanarayana
7. Essentials of Biochemistry, 2<sup>nd</sup> Edition, Dr. PankajaNaik
8. Principles and Techniques of Biochemistry and Molecular Biology, 5<sup>th</sup> Edition, Wilson & Walker

**Reference books:**

1. An Introduction to Chemistry, 8<sup>th</sup> Edition by Mark Bishop
2. Clinical Chemistry made easy, 1<sup>st</sup> Edition by Hughes
3. Tietz Fundamentals of Clinical Chemistry , 7<sup>th</sup> Edition by Carl Burtis

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Introduction to National Health Care System (Multidisciplinary/Interdisciplinary)</b>
<b>Course Code</b>	<b>BPT 104 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>To teach the measures of the health services and high-quality health care</li> <li>To understand whether the health care delivery system is providing high-quality health care and whether quality is changing over time.</li> <li>To provide to National Health Programme- Background objectives, action plan, targets, operations, in various National Health Programme.</li> <li>To introduce the AYUSH System of medicines.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>The course provides the students a basic insight into the main features of Indian health care delivery system and how it compares with the other systems of the world.</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Introduction to healthcare delivery system</b> - Healthcare delivery system in India at primary, secondary and tertiary care; Community participation in healthcare delivery system; Health system in developed countries; Private / Govt Sector; National Health Mission; National Health Policy; Issues in Health Care Delivery System in India	10
2	<b>National Health Programme-</b> Background objectives, action plan, targets, operations, achievements and constraints in various National Health Programme.	8
3	<b>Introduction to AYUSH system of medicine</b> - Introduction to Ayurveda; Yoga and Naturopathy; Unani; Siddha; Homeopathy; Need for integration of various system of medicine	8
4	<b>Health scenario of India-</b> past, present and future	4
5	<b>Demography &amp; Vital Statistics-</b> Demography – its concept; Census & its impact on health policy	5
6	<b>Epidemiology</b> - Principles of Epidemiology; Natural History of disease; Methods of Epidemiological studies; Epidemiology of communicable & non-communicable diseases, disease, transmission, host defense immunizing agents, cold chain, immunization, disease, monitoring and surveillance.	10
<b>Total</b>		<b>45 hrs</b>



**Books:**

1. National Health Programs Of India National Policies and Legislations Related to Health: 1 J. Kishore (Author)
2. A Dictionary of Public Health Paperback by J Kishor
3. Health System in India: Crisis & Alternatives , National Coordination Committee, Jan SwasthyaAbhiyan
4. In search In Search of the Perfect Health System
5. Central Bureau of Health Intelligence (1998). Health Information of India, Ministry of Health and Family Welfare, New Delhi.
6. Goyal R. C. (1993). Handbook of Hospital Personal Management, Prentice Hall of India, New Delhi, 17–41. Ministry of Health and Family Welfare (1984). National Health Policy, Annual Report (1983–4), Government of India, New Delhi
7. Historical Development of Health Care in India, Dr. Syed Amin Tabish,
8. cultural Competence in Health Care by Wen-Shing Tseng (Author), Jon Streltzer (Author)
9. Do We Care: India's Health System by K. Sujatha Rao (Author)

**BPT 105 P - Community Orientation & Clinical Visit (including related practical's to the parent course) (Total -120 hrs.)**

**ABILITY ENHANCEMENT ELECTIVE COURSE**

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>English and Communication Skills</b>
<b>Course Code</b>	<b>AEC 001 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>This course deals with essential functional English aspects of the of communication skills essential for the health care professionals.</li> <li>To train the students in oral presentations, expository writing, logical organization and Structural support.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Able to express better.</li> <li>Grow personally and professionally and Develop confidence in every field</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Basics of Grammar</b> - Vocabulary, Synonyms, Antonyms, Prefix and Suffix, Homonyms, Analogies and Portmanteau words	6
2	<b>Basics of Grammar – Part II</b> - Active, Passive, Direct and Indirect speech, Prepositions, Conjunctions and Euphemisms	6
3	<b>Writing Skills</b> - Letter Writing, Email, Essay, Articles, Memos, one word substitutes, note making and Comprehension	3
4	Writing and Reading, Summary writing, Creative writing, news paper reading	3
5	Practical Exercise, Formal speech, Phonetics, semantics and pronunciation	5
6	<b>Introduction</b> to communication skills - Communication process, Elements of communication, Barriers of communication and how to overcome them, Nuances for communicating with patients and their attenders in hospitals	6
7	<b>Speaking</b> - Importance of speaking efficiently, Voice culture, Preparation of speech. Secrets of good delivery, Audience psychology, handling , Presentation skills, Individual feedback for each student, Conference/Interview technique	4
8	<b>Listening</b> - Importance of listening , Self assessment, Action plan execution, Barriers in listening, Good and persuasive listening	4
9	<b>Reading</b> - What is efficient and fast reading , Awareness of existing reading habits, Tested techniques for improving speed, Improving concentration and comprehension through systematic study	4
10	<b>Non Verbal Communication</b> - Basics of non-verbal communication, Rapport building skills using neuro- linguistic programming (NLP), Communication in Optometry practice	4
<b>Total</b>		<b>45 hrs</b>

**Text books:**

1. Graham Lock, Functional English Grammar: Introduction to second Language Teachers. Cambridge University Press, New York, 1996.
2. Gwen Van Servellen. Communication for Health care professionals: Concepts, practice and evidence, Jones & Bartlett Publications, USA, 2009

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Environmental Sciences</b>
<b>Course Code</b>	<b>AEC 002 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>To understand and define terminology commonly used in environmental science</li> <li>To teach students to list common and adverse human impacts on biotic communities, soil, water, and air Quality.</li> <li>To understand the processes that govern the interactions of organisms with the biotic and abiotic.</li> <li>Understand the relationship between people and the environment; Differentiate between key ecological terms and concepts</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Current environmental issues and highlight the importance of adopting an interdisciplinary approach.</li> <li>Sample an ecosystem to determine population density and distribution.</li> <li>Create food webs and analyse possible disruption of feeding relationships.</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Components of Environment</b> – Hydrosphere, lithosphere, atmosphere and biosphere – definitions with examples; Interaction of man and environment;	4
2	<b>Ecosystem</b> : Basic concepts, components of ecosystem, Tropic levels, food chains and food webs, Ecological pyramids, ecosystem functions, Energy flow in ecological systems, Characteristics of terrestrial fresh water and marine ecosystems,	5
3	<b>Global Environmental Problems</b> – Green House Effect, Acid rain, El Nino, Ozone depletion, deforestation, desertification, salination, biodiversity loss; chemical and radiation hazards.	4
4	<b>Environmental pollution and degradation</b> – Pollution of air, water and land with reference to their causes, nature of pollutions, impact and control strategies; perspectives of pollution in urban, industrial and rural areas. Habitat Pollution by Chlorinated Hydrocarbons (DDT, PCBs, Dioxin etc, Endocrine disrupting chemicals, Nutrient pollution.	8
5	<b>Environmental Management</b> – Concept of health and sanitation, environmental diseases – infectious (water and air borne) and pollution related, spread and control of these diseases, health hazards due to pesticide and metal pollution, waste treatment, solid waste management, environmental standards and quality monitoring.	6
6	<b>Environmental Protection Act</b> – Environmental Laws, national movements, environmental ethics – holistic approach of environmental protection and conservation, IUCN – role in environmental protection. Concept with reference to UN – declaration, aim and objectives of human right policies with reference to India, recent north-south debate on the priorities of implementation, Environmental Protection Agency (EPA)	10
7	<b>Bioremediation</b> – Oil spills, Wastewater treatment, chemical degradation, heavy Metals.	8
<b>Total</b>		<b>45 hrs</b>

**Books:**

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. Environmental law and policy in India. Tripathi 1992.
14. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.
19. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press

**FIRST YEAR**

**B. Sc. Perfusion Technology**

**SEMESTER- II**

Code No.	Core Subjects
<b>Theory</b>	
BPT 106 L	Human Anatomy Part II
BPT 107 L	Human Physiology Part II
BPT 108 L	General Microbiology
BPT 109 L	Basic Pathology & Hematology
BPT 110 L	Introduction to Quality and Patient safety
	(Multidisciplinary/Interdisciplinary)
<b>Practical</b>	
BPT 106 P	Human Anatomy Part II
BPT 107 P	Human Physiology Part II
BPT 108 P	General Microbiology
BPT 109 P	Basic Pathology & Hematology
BPT 111 P	Community Orientation & Clinical Visit (Including related practical's to the parent course)
<b>Skill Enhancement Elective Course</b>	
SEC 001 L	Medical Bioethics & IPR
SEC 002 L	Human Rights & Professional Values

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Human Anatomy- Part II</b>
<b>Course Code</b>	<b>BPT 106 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>To teach the students the basic anatomy of Reproductive , Lymphatic Endocrine ,Nervous system and Special senses</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Demonstrate and understand the basic anatomy of Reproductive and Lymphatic system.</li> <li>Demonstrate and understand the basic anatomy of Endocrine ,Nervous system</li> <li>Demonstrate and understand the basic anatomy of Special senses</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Reproductive system</b> - Male- Testis, Spermatic Cord, Female- Ovaries & Fallopian tube, Uterus	6
2	<b>Lymphatic system</b> - Lymphoid Organs, Lymph node groups- Cervical, Axillary, Inguinal	5
3	<b>Endocrine system</b> - Thyroid, Parathyroid, Adrenal, Pituitary	4
4	<b>Nervous system</b> - Introduction to nervous system(Neuron, ANS, PNS) Meninges, Cerebrum I, Cerebrum II, Cerebellum, Blood supply of Brain, Brain stem, Spinal cord, Cranial and peripheral nerves, CSF & Ventricles	12
5	<b>Sensory system</b> - Eye (Gross anatomy), Ear	3
<b>Total</b>		<b>30hrs</b>



**BPT 106 P - Human Anatomy Part II (Demonstration)**

Sr. No.	Topics	No. of Hrs.
1	<b>Reproductive system</b> - Male- Testis, Spermatic Cord, Female- Ovaries & Fallopian tube, Uterus	60
2	<b>Lymphatic system</b> - Lymphoid Organs, Lymph node groups- Cervical, Axillary, Inguinal	
3	<b>Endocrine system</b> - Thyroid, Parathyroid, Adrenal, Pituitary	
4	<b>Nervous system</b> - Introduction to nervous system(Neuron, ANS, PNS) Meninges, Cerebrum I, Cerebrum II, Cerebellum, Blood supply of Brain ,Brain stem, Spinal cord, Cranial and peripheral nerves, CSF & Ventricles	
5	<b>Sensory system</b> - Eye (Gross anatomy), Ear	
<b>Total</b>		<b>60 hrs</b>

**Textbooks:**

1. Manipal Manual of Anatomy for Allied Health Sciences courses:Madhyastha S.
2. G.J. Tortora& N.P Anagnostakos: Principles of Anatomy and Physiology
3. B.D. Chaurasia: Handbook of General Anatomy

**Reference books:**

1. B.D. Chaurasia : Volume I-Upper limb & Thorax,  
Volume II- Lower limb, Abdomen & Pelvis  
Volume III- Head, Neck, Face  
Volume IV- Brain-Neuroanatomy
2. Vishram Singh: Textbook of Anatomy Upper limb & Thorax  
Textbook of Anatomy Abdomen & Lower limb  
Textbook of Head neck and Brain
3. Peter L. Williams And Roger Warwick:- Gray's Anatomy - Descriptive and Applied,  
36<sup>th</sup> Ed; Churchill Livingstone.
4. T.S. Ranganathan : Text book of Human Anatomy
5. Inderbirsingh, G P Pal : Human Embryology
6. Textbook of Histology, A practical guide:- J.P Gunasegaran

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Human Physiology Part II</b>
<b>Course Code</b>	<b>BPT 107 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>To teach basic physiological concepts related to Renal physiology, Endocrinology &amp; Reproductive physiology, CNS, Special senses</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To understand the basic physiological concepts of Renal physiology</li> <li>To understand the basic physiological concepts of Endocrinology &amp; Reproductive physiology</li> <li>To understand the basic physiological concepts of CNS, Special senses,</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Nervous system</b> -Functions of Nervous system , Neuron – Conduction of Impulses, factors affecting, Synapse- transmission, Receptors, Reflexes Ascending tracts, Descending tracts, Functions of various parts of the Brain.Cerebro-Spinal Fluid (CSF): Composition, functions & Circulation, Lumbar Puncture, Autonomic Nervous System (ANS): Functions.	10
2	<b>Special senses-</b> Vision: Structure of Eye, functions of different parts, Refractive errors of Eye and correction, Visual Pathway, Colour vision & tests for colour Blindness, Hearing: Structure and function of ear, Mechanism of Hearing, Tests for Hearing (Deafness)	6
3	<b>Skin</b> - Structure and function, Body temperature,Regulation of Temperature & fever.	4
4	<b>Endocrine System</b> - Short description of various endocrine glands and their functions	2
5	<b>Reproductive systems</b> - Structure & Functions of Reproductive system, Male Reproductive System: spermatogenesis, Testosterone, Female reproductive system: Ovulation, Menstrual cycle, Oogenesis, Tests for Ovulation, Oestrogen&Progesterone , Pregnancy test, Parturition. Contraceptives, Lactation: Composition of Milk, advantages of breast Feeding.	4
6	<b>Excretory System</b> General Introduction, structure & functions of kidney, Renal circulation, Glomerular filtration & tubular reabsorption, Nephron, Juxta Glomerular Apparatus,Mechanism of Urine formation, Micturition, Cystomatogram.Diuretics, Artificial Kidney.	4
<b>Total</b>		<b>30hrs</b>

**BPT 107 P - Human Physiology Part II – (Demonstration)**

Sr. No.	Topics	No. of Hrs.
1	Recording of body temperature	30
2	Examination of sensory system	
3	Examination of motor system	
4	Examination of Eye	
5	Examination of ear	
<b>Total</b>		<b>30 hrs</b>

**Textbooks:**

1. Basics of medical Physiology –D Venkatesh and H.H Sudhakar, 3<sup>rd</sup> edition.
2. Principles of Physiology – DevasisPramanik, 5<sup>th</sup> edition.
3. Human Physiology for BDS –Dr A.K. Jain, 5<sup>th</sup> edition.
4. Textbook of human Physiology for dental students-Indukhurana 2<sup>nd</sup> edition.
5. Essentials of medical Physiology for dental students –Sembulingum.

**Reference books:**

1. Textbook of Medical Physiology, Guyton , 2<sup>nd</sup> South Asia Edition.
2. Textbook of Physiology Volume I & II (for MBBS) – Dr. A. K. Jain.
3. Comprehensive textbook of Medical Physiology Volume I & II – Dr. G. K. Pal.

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>General Microbiology</b>
<b>Course Code</b>	<b>BPT 108 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>• To introduce basic principles and then applies clinical relevance in four segments of the academic preparation for paramedical: immunology, bacteriology, mycology, and virology. This rigorous course includes many etiological agents responsible for global infectious diseases.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques.</li> <li>• Perform microbiological laboratory procedures according to appropriate safety standards</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Concepts and Principles of Microbiology</b> - Historical Perspective, Koch's Postulates, Importance of Microbiology, Microscopy, Classification of Microbes.	4
2	<b>General Characters of Microbes</b> - Morphology, staining methods, Bacterial growth & nutrition, Culture media and culture methods +ABS, Collection of specimen, transport and processing, Antimicrobial mechanism and action, Drug Resistance minimization.	6
3	<b>Sterilization and Disinfection</b> - Concept of sterilization, Disinfection aseptis, Physical methods of Sterilization, Chemical methods (Disinfection), OT Sterilization, Biological waste and Biosafety & Biohazard.	5
4	<b>Infection and Infection Control</b> - Infection, Sources, portal of entry and exit, Standard (Universal) safety Precautions & hand hygiene, Hospital acquired infections & Hospital Infection Control	3
5	<b>Immunity</b> - Types Classification, Antigen, Antibody – Definition and types, Ag-Ab reactions – Types and examples, Procedure of Investigation & Confidentiality, Immunoprophylaxis – Types of vaccines, cold chain, Immunization Schedule.	6
6	<b>Systemic Bacteriology (Morphology, diseases caused, specimen collection &amp; lists of laboratory tests)</b> – Introduction, Gram Positive Cocci & Gram Negative Cocci, Enterobacteracea & Gram negative bacilli, Mycobacteria, Anaerobic bacteria & Spirochaetes, Zoonotic diseases, Common Bacterial infections of eye.	7
7	<b>Mycology</b> - Introduction, Classification, outline of lab diagnosis, List of Fungi causing: Common fungal infections of eyes, Superficial Mycoses, Deep mycoses & opportunistic, Fungi.	3
8	<b>Virology</b> - Common Viral infection of eye, Introduction, General Properties, outline of lab diagnosis & Classification, HIV Virus, Hepatitis -B Virus.	4
9	<b>Parasitology</b> – Morphology, Life Cycle & Outline of Lab Diagnosis & Classification, Common parasite infection of eye, Protozoa- E, histolytica, Malarial Parasite, General properties, classification, list of diseases caused by: Cestodes and Trematodes, Intestinal Nematodes & Tissue Nematodes, Vectors.	7
<b>Total</b>		<b>45 hrs</b>

**BPT 108 P - General Microbiology (Demonstration)**

Sr. No.	Topics	No. of Hrs.
1	Concepts and Principles of Microbiology	60
2	General Characters of Microbes	
3	Sterilization and Disinfection	
4	Infection and Infection Control	
5	Immunity	
6	Systemic Bacteriology (Morphology, diseases caused, specimen collection & lists of laboratory test)	
7	Mycology	
8	Virology	
9	Parasitology	
<b>Total</b>		<b>60 hrs</b>

**Text Book:**

1. Text Book of Microbiology for Nursing Students, AnantNarayanPanikar
2. Text Book of Ophthalmology, Khurana

**Reference Book:**

1. Text Book of Microbiology, Baveja.

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Basic Pathology &amp; Hematology</b>
<b>Course Code</b>	<b>BPT 109 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>• Understand the importance of clinical information in supporting a timely, accurate pathological diagnosis.</li> <li>• Describe normal and disordered hematopoiesis</li> <li>• Develop implement and monitor a personal continuing education strategy and critically appraise sources of pathology related medical information.</li> <li>• Describe mechanisms of oncogenesis&amp;demonstrate an understanding of genetics and cytogenetics pertaining to hematology</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• The student should submit the appropriate tissue sections per protocol to demonstrate the lesion and other clinically-relevant information needed for the final pathologic report</li> <li>• To aid hematology in the reference ranges for hemoglobin, hematocrit, erythrocytes, and leukocytes in infants, children and adult.</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	Introduction to Pathology	1
2	Working and maintenance of instruments	2
3	General principles of Haematology techniques, blood collection, anticoagulants, fixation, processing, routine staining, Haemoglobin, TLC, DLC, Peripheral smear (CBC report), platelet counts, cell counter working	10
4	General principles of Histopathology techniques collection, fixation, processing & routine staining	3
5	General principles of Cytopathology techniques collection, fixation, processing & routine staining	5
6	General principles of Clinical Pathology techniques sample collection, processing for routine test, normal urine & urine examination, urine strip, introductions to body fluids (Distinguish between Transudate and exudate)	10
7	General principles of Blood Bank techniques antigen, antibody, ABO & Rh system	5
8	General principles of Autopsy & Museum	4
9	<b>General Pathology including introduction to :</b> I) Cell Injury (Reversible, Irreversible cell injury) II) Inflammation (Acute inflammation, cells, Chronic inflammation, granuloma and examples III) Circulatory disturbances (Thrombosis, Embolism, Edema- ascetic, pleural, pericardial- effusions, Shock, Allergy, Anaphylaxis- Definition, Morphological features, And distinguishing features) IV) Neoplasia (Definition of Anaplasia, dysplasia, metaplasia and metastasis and difference between benign and malignant lesions)	8

10	<b>Systemic pathology basis and morphology of common disorders like</b> I) Anemia (types-Iron deficiency, megaloblastic, Aplastic-Etiology, Pathogenesis Investigation)- II) Leukemia (Acute and chronic, Peripheral smear), AIDS (Definition, Pathogenesis, Mode of transmission, Two Confirmatory test Tridot, Western blot), Hepatitis (Types, Etiology, Mode of spread) III) Malaria-(Mode of spread IV) Tuberculosis-(Primary and secondary tb, Granuloma formation, Mode of transmission, Organs involved)	8
11	Maintenance and medicolegal importance of records and specimens, Lab information system(LIMS)	3
12	Biomedical Waste, Universal Safety Precaution(Protocol to be followed after -Needle injury, chemical injury)	1
<b>Total</b>		<b>60hrs</b>

**BPT 109 P – Basic Pathology & Hematology (Demonstration)**

Sr. No.	Topics	No. of Hrs.
1	Working and maintenance of instruments,	60
2	General principles of Haematology techniques, blood collection, anticoagulants, fixation, processing, routine staining, Haemoglobin, TLC, DLC, Peripheral smear (CBC report), platelet counts, cell counter working	
3	General principles of Histopathology techniques collection, fixation, processing & routine staining	
4	General principles of Cytopathology techniques collection, fixation, processing & routine staining	
5	General principles of Clinical Pathology techniques sample collection, processing for routine test, normal urine & urine examination, urine strip, introductions to body fluids (Distinguish between Transudate and exudate)	
6	General principles of Blood Bank techniques antigen, antibody, ABO & Rh system	
7	General principles of Autopsy & Museum	
<b>Total</b>		<b>60hrs</b>

**Reference Books:**

1. *A Handbook of Medical Laboratory (Lab) Technology: Editor) Second Edition. V.H. Talib (Ed).*
2. *Comprehensive Textbook Of Pathology For Nursing: Pathology Clinical Pathology Genetics. Ak Mandal Shramana Choudhury, Published by Avichal Publishing Compnay | Language English*
3. *Textbook of Medical Laboratory Technology- Praful B. Godkar, Darshan P. Godkar*
4. *Medical Laboratory Technology. Methods and Interpretations – Ramnik Sood (volume 1&2)*
5. *Medical Laboratory technology a procedure manual for routine diagnostic test – vol – I, II, III. Kanai L. Mukharjee Tata Mc graw hill pub. New Delhi.*
6. *Practical Pathology P. Chakraborty Gargi Chakraborty New Central Book Agency, Kolkata.*
7. *Theory & Practice of Histological Techniques John D. Bancroft et.al. Churchill Livingstone Printed in China.*
8. *Histochemistry in Pathology M.I. Filipe et.al. Churchill Livingstone, London*
9. *Hand Book of Histopathological & Histochemical Techniques C.F.A. Culling Butterworths Company Ltd. London.*
10. *A Handbook of Medical Laboratory (Lab) Technology. By V.H Talib.*



<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Introduction to Quality and Patient safety</b>
<b>Course Code</b>	<b>BPT 110 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>• The objective of the course is to help students understand the basic concepts of quality in health Care and develop skills to implement sustainable quality assurance program in the health system.</li> <li>• To understand the basics of emergency care and life support skills.</li> <li>• To Manage an emergency including moving a patient</li> <li>• To help prevent harm to workers, property, the environment and the general public.</li> <li>• To provide a broad understanding of the core subject areas of infection prevention and control.</li> <li>• To provide knowledge on the principles of on-site disaster management</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Upon completion, Students should be able to apply healthcare quality improvement and patient safety principles, concepts, and methods at the micro-, meso-, and macro-system levels.</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Quality assurance and management</b> – Concepts of Quality of Care, Quality Improvement Approaches, Standards and Norms, Introduction to NABH guidelines	7
2	<b>Basics of emergency care and life support skills</b> - Basic life support (BLS), Vital signs and primary assessment, Basic emergency care – first aid and triage, Ventilations including use of bag-valve-masks (BVMs), Choking, rescue breathing methods, One- and Two-rescuer CPR	7
3	<b>Bio medical waste management and environment safety</b> -Definition of Biomedical Waste, Waste minimization, BMW – Segregation, collection, transportation, treatment and disposal (including color coding), Liquid BMW, Radioactive waste, Metals / Chemicals / Drug waste, BMW Management & methods of disinfection, Modern technology for handling BMW, Use of Personal protective equipment (PPE), Monitoring & controlling of cross infection (Protective devices)	8
4	<b>Infection prevention and control</b> - Evidence-based infection control principles and practices [such as sterilization, disinfection, effective hand hygiene and use of Personal protective equipment (PPE)],Prevention & control of common healthcare associated infections, Components of an effective infection control program, Guidelines (NABH and JCI) for Hospital Infection Control	8
5	<b>Antibiotic Resistance</b> - History of Antibiotics, How Resistance Happens and Spreads, Types of resistance- Intrinsic, Acquired, Passive, Trends in Drug Resistance, Actions to Fight Resistance, Bacterial persistence, Antibiotic sensitivity, Consequences of antibiotic resistance	8
6	<b>Disaster preparedness and management</b> - Fundamentals of emergency management, Psychological impact management, Resource management, Preparedness and risk reduction, information management, incident command and institutional mechanisms.	7
<b>Total</b>		<b>45 hrs</b>

**Reference Books:**

1. Washington Manual of Patient Safety and Quality Improvement Paperback – 2016 by Fondahn (Author)
2. Understanding Patient Safety, Second Edition by Robert Wachter (Author)
3. Handbook of Healthcare Quality & Patient Safety Author : Girdhar J Gyani, Alexander Thomas
4. Researching Patient Safety and Quality in Healthcare: A Nordic Perspective Karina Aase, Lene Schibevaag
5. Old) Handbook Of Healthcare Quality & Patient Safety by Gyani Girdhar J (Author)
6. Handbook of Healthcare Quality & Patient Safety by .Gyani G J/Thomas A
7. Quality Management in Hospitals by S. K. Jos

**BPT 111 P - Community orientation & clinical visit (including related practicals to the parent course)(Total -120 hrs)**

**SKILL ENHANCEMENT ELECTIVE COURSE**

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Medical Bioethics &amp; IPR</b>
<b>Course Code</b>	<b>SEC 001 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>• To introduce the wide range of ethical issues in health care.</li> <li>• To provide basic skills in: A) Approaching ethical issues. B) Analysis and statement of issues. C) Understanding the relevant ethical principles invoked.</li> <li>• Imparting knowledge and skills that will enable students to develop ethical answers to these issues</li> <li>• To acquire specialized knowledge of law and IPR.</li> <li>• The main objective of the IPR is to make the students aware of their rights for the protection of their invention done in their project work.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Upon successful completion of the course, students will be able to: Recognize what constitutes an ethical concern in health care</li> <li>• Understanding ethical issues in Health care.</li> <li>• Understand better the complexity and multi-dimensionality of medical ethical concerns and uniqueness of each problem.</li> <li>• Capacity to rationally justify your decision</li> <li>• Develop the ability to reason through difficult medical/clinical ethical issues both orally, in the context of a group of their peers, and through written</li> <li>• The students get awareness of acquiring the patent and copyright for their innovative works.</li> <li>• They also get the knowledge of plagiarism in their innovations which can be questioned legally.</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Introduction to Bioethics</b> Bioethical issues related to Healthcare & Medicine	5
2	<b>Anatomy</b> - Cadaver ethics, Human dignity, PNDT, Disposal of cadaver, Genetic Counseling	7
3	<b>Physiology</b> - Animal ethics, Health policy privacy	7
4	<b>Biochemistry &amp; Pathology</b> - Prudence of investigation confidentiality, Patients bill of rights, Disposal of investigative material, Integrity, Blood transfusion	5
5	<b>Pharmacology</b> - Rational drug prescribing, Clinical trials, Risk minimization, Animal ethics	5
6	<b>Microbiology</b> - Hand wash, Drug resistance minimization, Prudence of investigation confidentiality, Sterilization procedure, Biosafety and bio hazard	5
7	<b>Medicolegal aspects of medical records</b>	3
8	<b>Introduction to Intellectual Property:</b> Concept of Intellectual Property Kinds of Intellectual Property Patents, Copyrights Designs, Trademarks, Geographical Indication, Infringement of IPR, Its protection and Remedies Licensing and its types	8
<b>Total</b>		<b>45hrs</b>

**Reference Books:**

1. Contemporary issues in bioethics – Beauchamp & Walters (B&W ) 4th edition.
2. Classic philosophical questions by Glouck (8<sup>th</sup> Edition)
3. Case book series and booklets by UNESCO Bioethics Core curriculum 2008
4. Encyclopedia of Bioethics 5 vol set, (2003) ISBN-10: 0028657748
5. Intellectual property rights- Ganguli-Tat McGrawhill. (2001) ISBN-10: 0074638602,
6. Intellectual Property Right- Wattal- Oxford Publication House.(1997) ISBN:0195905024.

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Human Rights &amp; Professional Values</b>
<b>Course Code</b>	<b>SEC 002 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>• To understand interaction between society and educational institutions.</li> <li>• To sensitize the citizens so that the norms and values of human rights and duties of education programme are realized.</li> <li>• To encourage research activities.</li> <li>• To encourage research studies concerning the relationship between Human Rights and Duties Education.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• This course will aim at making the learners acquire conceptual clarity and develop respect for norms and values of freedom, equality, fraternity and justice.</li> <li>• It will include awareness of civil society organizations and movements promoting human rights.</li> <li>• This will make the students realize the difference between the values of human rights and their duties</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Background</b> - Introduction, Meaning, Nature and Scope, Development of Human Rights, Theories of Rights, Types of Rights	6
2	<b>Human rights at various level-</b> Human Rights at Global Level UNO, <b>Instruments:</b> U.N. Commission for Human Rights, European Convention on Human Rights.	6
3	<b>Human rights in India</b> - Development of Human Rights in India, Human Rights and the Constitution of India, Protection of Human Rights Act 1993- National Human Rights Commission, State Human Rights Commission, Composition Powers and Functions, National Commission for Minorities, SC/ST and Woman	7
4	<b>Human Rights Violations</b> -Human Rights Violations against Women, Children, Violations against Minorities SC/ST and Trans-genders, Preventive Measures.	6
5	<b>Professional values-</b> Integrity, Objectivity, Professional competence and due care, Confidentiality	6
6	<b>Personal values-</b> ethical or moral values, Attitude and behavior- professional behavior, treating people equally	6
7	<b>Code of conduct-</b> professional accountability and responsibility, misconduct, Cultural issues in the healthcare environment	8
<b>Total</b>		<b>45hrs</b>

**Reference Books:**

1. JagannathMohanty Teaching of Human sRights New Trends and Innovations Deep & Deep Publications Pvt. Ltd. New Delhi2009
2. Ram Ahuja: Violence Against Women Rawat Publications Jewahar Nager Jaipur.1998.
3. SivagamiParmasivam Human Rights Salem 2008

Hingorani R.C.: Human Rights in India: Oxford and IBA New Delhi.

**SECOND YEAR**  
**(B.Sc. Perfusion Technology)**

**SEMESTER-III**

<b>Code No.</b>	<b>Core Subjects</b>
<b>Theory</b>	
BPT 112 L	Applied Pharmacology
BPT 113 L	Applied Anatomy and Physiology of Cardiovascular System related to PT
BPT 114 L	Basics of Perfusion Technology
BPT 115 CP	PT Directed Clinical Education-III
<b>Practical</b>	
BPT 113 P	Applied Anatomy and Physiology of Cardiovascular System related to PT
BPT 114 P	Basics of Perfusion Technology
<b>Generic Elective Course</b>	
GEC 001 L	Pursuit of Inner Self Excellence (POIS)
GEC 002 L	Organizational Behavior

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Applied Pharmacology</b>
<b>Course Code</b>	<b>BPT 112 L</b>

<b>Teaching Objective</b>	To understand Indication and Contraindications, Uses and Adverse effects of drugs, Mechanism of Action
<b>Learning Outcomes</b>	Students will be proficient in Pharmacology with proficient knowledge about the different drugs / medicines to be given in various cardiovascular diseases, dose calculation and mode of administration.  Also recent advances in pharmacology will play a key role in research aspect of the students.

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1.	<b>GENERAL PHARMACOLOGY:</b> Sources of drugs, Route of drug administration, Pharmacokinetics, Pharmacodynamics, First pass metabolism, Adverse drug reactions	5
2.	<b>DRUGS USED IN CARDIOVASCULAR SYSTEM (with its MOA, ADRs, Indications and complications):</b> Anti-Hypertensives, Anti- Anginal Agents, Anti-Failure Agents, Anti-Arrhythmic Agents, Antithrombotic Agents	10
3.	<b>DRUGS USED IN NERVOUS SYSTEM (with its MOA, ADRs, Indications and complications):</b> Anticholinergics & Adrenergic, Narcotics, Sedatives & Hypnotics	10
4.	<b>PHARMACOTHERAPY OF RESPIRATORY DISORDERS:</b> Introduction – Modulators of bronchial smooth muscle tone and pulmonary vascular smooth muscle tone, Pharmacotherapy of bronchial asthma, Mucokinetic and mucolytic agents	5
5.	<b>ANAESTHETIC AGENTS:</b> Definition of general and local anaesthetics. Classification of general anaesthetics, Pharmacokinetics and Pharmacodynamics of inhaled anaesthetic agents, Intravenous general anaesthetic agents, Local anaesthetics – classification mechanism of action, duration of action and methods to prolong the duration of action. Preparation, dose and routes of administration	10
6.	<b>ANALGESIC:</b> Definition and classification, Routes of administration, dose, frequency of administration, Side effects and management of non opioid and opioid analgesics.	5
7.	<b>ANTI-HISTAMINES AND ANTIEMETICS:</b> Classification, Mechanism of action, adverse effects, Preparations, dose and routes and administration.	5
8.	<b>CNS STIMULANTS AND DEPRESSANTS:</b> Alcohol, Sedatives, hypnotics and narcotics, CNS stimulants, Neuromuscular blocking agents and muscle relaxants.	5



9.	<b>MISCELLANEOUS:</b> IV Fluids, Neuromuscular blockers, Electrolyte supplements, Antihistamines, Protamine, Emergency drugs- Atropine, Adrenaline, Steroids, Sodium bicarbonate	5
<b>Total</b>		<b>60 hrs</b>

**Reference Learning Resources:****Text Books:**

1. Pharmacology for Physiotherapy by Padmaja Udaykumar.
2. Drugs for the Heart, South Asia edition by Lionel H. Opie and Bernard J. Gersh
3. R. S. Satoskar, S.D. Bhandarkar, S. S. Ainapure, Pharmacology and Pharmacotherapeutics, 18<sup>th</sup> Edition
4. K.D. Tripathi, Essentials of Medical Pharmacology, V. Edition, M/s. Jaypee Brothers, Post Box, 7193, G-16, EMCA House, 23/23, Bansari Road, Daryaganj, New Delhi

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Applied Anatomy &amp; Physiology of Cardiovascular System related to PT</b>
<b>Course Code</b>	<b>BPT 113 L</b>

<b>Teaching Objective</b>	Students will be aware of entire anatomy and physiology related to the cardiovascular system and other systems
<b>Learning Outcomes</b>	Students will be able to identify normal anatomy and vasculature and also be familiar with the pathologically diseased conditioned organs and changes in hemodynamics

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>ANATOMY OF CARDIOVASCULAR SYSTEM:</b> Anatomy of Arteries and arterioles, Anatomy of Aorta, Capillaries and sinusoids, Anastomoses, Veins and venules, Anatomy of Coronary arteries: Left and Right	15
2	<b>PHYSIOLOGY OF CARDIOVASCULAR SYSTEM:</b> Physiology of Aorta, Physiology of Carotid Bifurcation, Systemic, Pulmonary, Coronary and Portal circulation, Nerve supply of the heart, Major Arteries and Veins supplying Head, Neck and Thorax, Major Arteries and Veins of Upper limb, Major Arteries and Veins of Pelvis and Lower Limb.	20
3	<b>ANATOMY OF HEART:</b> Surface anatomy of heart, Structure of the heart, Surface and Borders, Pericardium, Myocardium and Endocardium, Chambers: Right Atrium (Venous Area, Septum, Atrial Appendage), Right ventricle: (Inflow, Atrial Sinus, Outflow), Left Atrium (Venous, Ventricular Septum, Appendage, MV), Left Ventricle (Inflow, Body, Outflow), Anatomy of SA node and AV node, Anatomy of Cardiac Valves: Eustachian, Thebesian, A-V Valves, Semilunar Valves, Valve Apparatus  Major Arteries and their branches Major veins and their tributaries	20
4	<b>BLOOD VESSELS AND HEMODYNAMICS:</b> Regulation of Blood pressure: Hormonal and Neural regulation, Pulse and sites for pulse assessment, Shock and Homeostasis, Innovation: Sympathetic and parasympathetic sensory	5
<b>Total</b>		<b>60hrs</b>

**Recommended Learning Resources:**

**Text Books:**

- (1) Textbook of Pathology, Harsh Mohan
- (2) Pathology illustrated, Robin Reid
- (3) B. D Chaurasia ( volume 2)

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Applied Anatomy and Physiology of Cardiovascular System related to PT</b>
<b>Course Code</b>	<b>BPT 113 P</b>

<b>Teaching Objective</b>	Students will be aware of entire anatomy and physiology related to the cardiovascular system and other systems
<b>Learning Outcomes</b>	Students will be able to identify normal anatomy and vasculature and also be familiar with the pathologically diseased conditioned organs and changes in hemodynamics

<b>Sr. No</b>	<b>Topics</b>	<b>No. of Hours</b>
1	<b>Heart</b> : Internal features of heart , External features ,Interior of the Right atrium , Interior of the left Atrium , interior of left and right ventricles , Nodal system <b>Vascular</b> : Blood supply of the heart , Anatomy of the coronary circulation <b>Great vessels</b> : Aorta and its branches , superior and inferior vena cavae , pulmonary vessels	15
2	<b>Lungs</b> : Interior and exterior features of the lungs , Pathological changes related to lungs and the heart (pnuemothorax , hydrothorax , hemothorax , cardiomegally , COPD, tumors , etc	15
3	<b>Hematology</b> : anemia , atherosclerosis , arteriosclerosis , plaque formations in the vasculature, Gross : pathological changes in congestive heart failure , myocardial infarction , hypertension	15
4	<b>Kidneys</b> : acute and chronic renal failure , liver cirrhosis and pancreatic dysfunctions related to pathology	15
	<b>TOTAL</b>	<b>60 hrs</b>

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Basics of Perfusion Technology</b>
<b>Course Code</b>	<b>BPT 114 L</b>

<b>Teaching Objective</b>	Students will be taught the overall physiology of CPB and investigations used to diagnose cardiac related disorders
<b>Learning Outcomes</b>	Students will understand the use of equipments in CPB and also hand on training with the equipments and materials used Students will be able to understand the principles and use of all the equipments and its making

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>INVESTIGATIONS OF CARDIAC RELATED DISORDERS:</b> Chest X-rays (cardiomegaly, pneumothorax, pleural effusions) ECG (normal waves, changes in waveforms like atrial and ventricular arrhythmias, heart blocks, MI, myocardial ischemia) Echocardiography (principles, TTE, TEE and intra-operative ECHO)	15
2	<b>CLINICAL PATHOLOGY:</b> Coronary Artery Disease (CAD), Congestive Heart Failure (CHF), and Atherosclerosis, Shock and Hemorrhage, Syncope, Hypertension. Congenital Disease, IHD, RHD, Valvular diseases, Myocardial Disease, Respiratory System (Normal structure, COPD, Pulmonary Infections, Tumors of the lungs, Diseases of pleura) Renal system (RFT, Renal Failure, Patho-physiology of Renal Failure)	10
4	<b>EQUIPMENTS USED IN CPB AND HISTORY</b> <ul style="list-style-type: none"> <li>a. History of Cardiac Surgery and</li> <li>b. History of Perfusion Technology</li> <li>c. Heart-Lung Machine: introduction, clinical use, practical and its theory</li> <li>d. Aseptic techniques (principles, definition, concept, technical aspect and clinical use)</li> <li>e. Theory and clinical use of Blood pumps (roller pumps, centrifugal pumps and other historical pumps)</li> <li>f. Oxygenators (introduction, theory, types, and its evolution)</li> <li>g. Various devices used in CPB: Arterial filters, bubble traps, Heat Exchangers, hemo- concentrators</li> </ul>	20
	<b>Total</b>	<b>45hrs</b>

**Recommended Learning Resources:**

**Text Books:**

- (1) Manual of Clinical Perfusion, Byrian Lichh
- (2) Cardio-pulmonary bypass: Surgical and Clinical orientation
- (3) Handbook of Extra Corporeal Circulation
- (4) Handbook of IV fluids and administration, S. Pandya
- (5) The ABC's of Heart Diseases, William Herring
- (6) Guide to Good Practise in Clinical Perfusion

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Basics of Perfusion Technology</b>
<b>Course Code</b>	<b>BPT 114 P</b>

<b>Teaching Objective</b>	Students will be taught the overall physiology of CPB and investigations used to diagnose cardiac related disorders
<b>Learning Outcomes</b>	Students will understand the use of equipments in CPB and also hand on training with the equipments and materials used Students will be able to understand the principles and use of all the equipments and its making

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1.	<b>Cardiopulmonary bypass protocols</b> - Pre-bypass checklist , circuit selection , circuit assembling , occlusion setting , circuit priming	20
2.	<b>Administration of drugs</b> – buffering agent, correction of hyperkalemia, hypokalemia, acidosis and alkalosis, metabolic dearrangements, drugs related to coagulation and anti-coagulation	20
3.	<b>Use of Equipments</b> – heart lung machine , heat cooler unit Use of devices – arterial filter , bubble trap , heat exchangers , hemo-concentrators	20
<b>Total</b>		<b>60 hrs</b>

**Course code- BPT 115 CP: PT Directed Clinical Education – I**

Students will gain additional skills in medical equipment and radiation safety techniques. Students apply knowledge from previous clinical learning experience under the supervision of a senior technologist. Students are tested on intermediate technical skills.

**(Total-360 hrs)**

## GENERIC ELECTIVE COURSE

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Pursuit of Inner Self Excellence (POIS)</b>
<b>Course Code</b>	<b>GEC 001 L</b>

<b>Teaching Objective</b>	<p>To inculcate moral values in students – Self-Discipline, Time Management, Develop attitude of Service with humility, Empathy, Compassion, brotherhood, Respect for teachers, colleagues &amp; society members.</p> <p>Develop Effective means of communication &amp; presentation skills in students</p> <p>To develop wisdom in students for deciding their career based on their areas of interest and inner skills.</p> <p>Introduce techniques for Relaxation, Meditation &amp; Connecting with inner self.</p> <p>Rejuvenation Techniques which can be used by students to distress themselves</p> <p>To improve performance of students during various assignments, projects, elocutions, events, quiz, interviews.</p>
<b>Learning Outcomes</b>	<p>Students will become self dependent, more decisive and develop intuitive ability for their study and career related matter.</p> <p>Student's ability to present their ideas will be developed.</p> <p>Enhanced communication skills, public speaking &amp; improved Presentation ability.</p> <p>Students will be able to explore their inner potential and inner ability to become a successful researcher or technician &amp; hence become more focused.</p> <p>Students will observe significant reduction in stress level.</p> <p>With the development of personal attributes like Empathy, Compassion, Service, Love &amp; brotherhood, students will serve the society and industry in better way with teamwork and thus grow professionally.</p>



Sr. No.	Topics	No. of Hrs.
1	<b>Spiritual Values for human excellence</b> : The value of human integration; Compassion, universal love and brotherhood (Universal Prayer) ; Heart based living ; Silence and its values, Peace and non-violence in thought, word and deed ; Ancient treasure of values - Shatsampatti, Patanjali's Ashtanga Yoga ,Vedic education - The role of the Acharya , values drawn from various cultures and religious practices - Ubuntu, Buddhism, etc.; Why spirituality? Concept – significance ; Thought culture	10
2	<b>Ways and Means</b> : Correlation between the values and the subjects ;Different teaching techniques to impart value education; Introduction to Brighter Minds initiative; Principles of Communication; Inspiration from the lives of Masters for spiritual values - Role of the living Master	15
3	<b>Integrating spiritual values and life:</b> Relevance of VBSE (Value Based Spiritual Education) in contemporary life ; Significant spiritual values ; Spiritual destiny ; Principles of Self-management; Designing destiny	10
4	<b>Experiencing through the heart for self-transformation (Heartfulness Meditation):</b> Who am I? ; Introduction to Relaxation; Why, what and how HFN Meditation?; Journal writing for Self-Observation ; Why, what and how HFN Rejuvenation (Cleaning)? ; Why, what and how HFN connect to Self (Prayer)?; Pursuit of inner self excellence ; Collective Consciousness-concept of <i>egregore effect</i>	10
<b>Total</b>		<b>45 hrs</b>

**Books:**

- The Art of Learning: **A Journey in the Pursuit of Excellence**, Josh Waitzkin, Simon and Schuster, 2007
- Reality at Dawn. By Shri Ram Chandra, Published by ISRC

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Organizational Behavior</b>
<b>Course Code</b>	<b>GEC 002 L</b>

<b>Teaching Objective</b>	<p>To understand the initial insights into underlying principles and fundamental theories of organizational behavior.</p> <p>The Student should develop a sense of what falls under the domain of organizational behavior.</p> <p>He should develop an understanding of academic views on the behavior and motivations of people in organizations and the purposes of organizations.</p> <p>This course clearly takes an academic and scientific lens with the aim of understanding human behavior in organizations.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Describe and apply motivation theories to team and organizational scenarios in order achieve a team's or an organization's goals and objectives.</li> <li>• Explain the effect of personality, attitudes, perceptions and attributions on their own and other's behaviors in team and organizational settings.</li> <li>• Explain types of teams and apply team development, team effectiveness, and group decision making models and techniques.</li> </ul> <p>Analyze and apply leadership theories and better understand their own leadership style.</p>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Organizational Behavior</b> - Definition - Importance - Historical Background - Fundamental concepts of OB - 21st Century corporate - Different models of OB i.e. autocratic, custodial, supportive	6
2	<b>Organization Structure and Design</b> - Authority and Responsibility Relationships - Delegation of Authority and Decentralization - Interdepartmental Coordination - Emerging Trends in Corporate Structure, Strategy and Culture - Impact of Technology on Organizational design - Mechanistic vs Adoptive Structures – Formal and Informal Organization	8
3	<b>Perception Process</b> - Nature & Importance - Perceptual Selectivity - Perceptual Organization - Social Perception - Impression Management	6
4	<b>Learning</b> - Process of Learning - Principles of Learning - Organizational Reward Systems – Behavioral Management	6
5	<b>Motivation</b> - Motives - Characteristics - Classification of motives - Primary Motives - Secondary motives - Morale - Definition and relationship with productivity – Morale Indicators	6

6	Leadership - Definition - Importance - Leadership Styles - Models and Theories of Leadership Styles	7
7	Conflict Management - Traditional vis-a-vis Modern view of conflict - Constructive and Destructive conflict - Conflict Process - Strategies for encouraging constructive conflict - Strategies for resolving destructive conflict	6
<b>Total</b>		<b>45 hrs</b>

**Books:**

1. Organizational Behavior, 9th Ed. - Stephen Robbins
2. Human Behavior at work - Davis and Newstorm
3. Organizational Behavior - Uma Sekaran
4. Organizational Behavior - Fred Luthans
5. Organizational Behavior - K.Aswathappa
6. Human Behavior at Work - Keith Davis
7. Organizational Behavior - Jit S.Chandran
8. Human Relations & Organizational Behaviour - R.S.Dwivedi
9. Organizational Behavior - McShane

**SECOND YEAR**  
**B.Sc. Perfusion Technology**

**SEMESTER-IV**

Code No.	Core Subjects
<b>Theory</b>	
BPT 116 L	Applied Physiology and Biochemistry
BPT 117 L	Introduction of Perfusion Technology
BPT 118 CP	PT Directed Clinical Education-IV
<b>Practical</b>	
BPT 116 P	Applied Physiology and Biochemistry
BPT 117 P	Introduction of Perfusion Technology
<b>Ability Enhancement Elective Course</b>	
AEC 003 L	Computer and Applications
AEC 004 L	Biostatistics and Research Methodology

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Applied Physiology and Biochemistry</b>
<b>Course Code</b>	<b>BPT 116 L</b>

<b>Teaching Objective</b>	In this semester students will be guided about the investigations and tests performed to diagnose the patient and pre operative assessment
<b>Learning Outcomes</b>	At the end of this semester students will be able to evaluate, diagnose and help in treating the patients and differentiate patients eligible for taking for surgery or to be given meditational treatment

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>PHYSIOLOGY OF CVS:</b> mechanism of cardiac contraction, cardiac cycle, stroke volume & cardiac output, Regulatory mechanism of CO, Normal pressures in all chambers of heart & great vessels, methods of measurement, description of wave forces of pressure tracings. Physiology of coronary circulation and its auto-regulation. CVS responses to exercise, posture and valsalva maneuver, conduction system of heart	10
2	<b>PHYSIOLOGY OF RESPIRATORY SYSTEM:</b> upper respiratory tract, mechanism of breathing, alveolar gas exchange, regulation of respiration, PFT and their interpretation, Arterial blood gas analysis, brief concepts of artificial ventilation	8
3	<b>HEMATOLOGY:</b> Blood components, normal value and their functions, Blood groups, Physiology of coagulation	3
4	<b>RENAL SYSTEM:</b> Introduction to renal physiology, renal circulation and glomerular filtration, tubular function	5
5	<b>NERVOUS SYSTEM:</b> physiological basis of consciousness and sleep, ANS, auto regulation of cerebral circulation, functions of brain and spinal cord	4
6	<b>BIOCHEMISTRY RELATED INVESTIGATIONS</b> and its theory : Principles and Estimation blood gas analysis and pH , principles and estimation of Electrolytes collection of samples for lab investigations ( blood , urine , and other body fluids)	10
7	Cardiac Profile – Biochemical markers , basic principles and evaluation	5

	Blood Lipid Profile and its Interpretation Blood Sugar Profile and its Interpretation	
<b>Total</b>		<b>45 hrs</b>

**REFERENCES**

- (1) Textbook of physiology , A K Jain
- (2) Textbook of physiology , Sembulingam
- (3) Textbook of medical physiology , Guyton and Hall
- (4) Textbook of biochemistry, Pankaja Naik
- (5) Textbook of biochemistry, Ranjana Chawla

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Applied Physiology and Biochemistry</b>
<b>Course Code</b>	<b>BPT 116 P</b>

<b>Teaching Objective</b>	In this semester students will be guided about the investigations and tests performed to diagnose the patient and pre-operative assessment
<b>Learning Outcomes</b>	At the end of this semester students will be able to evaluate, diagnose and help in treating the patients and differentiate patients eligible for taking for surgery or to be given meditational treatment

<b>Sr. No</b>	<b>TOPIC</b>	<b>No. of Hours</b>
1	<b>COMPONENTS OF BLOOD</b> - their normal values and function <b>BLOOD GROUPS</b> and briefly procedures involved in blood transfusion , blood grouping and cross matching , Bleeding time, clotting time, Erythrocyte sedimentation rate	25
2	<b>PULMONARY FUNCTION TEST</b> (including the use of spirometer) Brief Coagulation factors and Coagulation cascade Renal Physiology Renal function tests <b>PHYSICS OF VENTILATION</b> - principles of elasticity compliance and airway resistance.	10
3	<b>ROUTINE BIOCHEMICAL INVESTIGATIONS :</b> <b>CARDIAC PROFILES</b> – Biochemical Markers of myocardial infarction, basic principles, evaluation and application  <b>BLOOD GAS ANALYSIS</b> : Principles and Estimation and pH Basic principles and estimation of electrolytes and their normal values Liver function test , Renal function tests, Thyroid Profile	25
	<b>Total</b>	<b>60 hrs</b>

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Introduction of Perfusion Techniques</b>
<b>Course Code</b>	<b>BPT 117 L</b>

<b>Teaching Objective</b>	Students will be taught to access the patients pre-operatively and understand the significance of pre existing factors which modify the changes with the selection of equipments and medicines used during cardiopulmonary bypass
<b>Learning Outcomes</b>	Students will be able to collect the data before and at the time of surgery for equipment evaluation

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>PHYSICS OF CARDIOPULMONARY BYPASS:</b> a. Hemodynamics of (arterial flow, venous drainage, cardioplegia delivery, suction effect and venting b. Connection of the vascular system with extra corporeal circulation (ECC) : Cannulation techniques (selection of cannulae sizes, oxygenator selection), Calculation of BSA, BFR and other advanced formula c. Hazards of ECC: Oxygenator leakage, electricity cut off, Etc and its management during ECC	10
2	<b>MONITORING DURING CARDIOPULMONARY BYPASS:</b> Hemodynamic and hemostatic monitoring during CPB	10
3	<b>CONDUCTION AND TERMINATION OF CARDIOPULMONARY BYPASS:</b> Principles and Methodology  <b>MYOCARDIAL PRESERVATION:</b> Hypothermia, Deep Hypothermic Circulatory Arrest, cardioplegia	10
4	Drugs used during CPB, Handling of Blood and Blood Products, Physiology of ECC Pulsatile and Non-pulsatile pumps, Physics of medical gases (oxygen, carbon dioxide)	15
<b>Total</b>		<b>45 hrs</b>



**Recommended Learning Resources:**

**Text Books:**

- (1) Manual of Clinical Perfusion, Byrian Lichh
- (2) Cardio-pulmonary bypass: Surgical and Clinical orientation
- (3) Handbook of Extra Corporeal Circulation
- (4) Handbook of IV fluids and administration, S. Pandya
- (5) The ABC's of Heart Diseases, William Herring
- (6) Guide to Good Practise in Clinical Perfusion

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Introduction of Perfusion Techniques</b>
<b>Course Code</b>	<b>BPT 117 P</b>

<b>Teaching Objective</b>	Teaching diagnosis and corrective methods of biochemistry investigations To know about blood transfusion and transfusion related problems Selection of equipment related of cardiopulmonary bypass
<b>Learning Outcomes</b>	Students will be aware of the hematologic derangements and the pharmacological application respectively Selection of the equipment and instrumentation related to cardiopulmonary bypass

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1.	<b>Blood Gas Management</b> (pH , partial pressures of oxygen and carbon dioxide, base excess , sodium and chloride, potassium , meta – hemoglobin , alpha- hemoglobin, saturation, bicarbonate –intracellular and extracellular , total hemoglobin, ) Glucose management	20
2.	<b>Blood transfusion</b> ( blood grouping, cross-matching, blood grouping system, components of blood transfusion conditionally) Transfusion related problems	20
3.	<b>Calculation of</b> – Body Surface Area , blood volume calculation , priming volume , Circulating Haematocrit and haemoglobin on bypass Selection of cannula and other equipment related to the surgery , normal values	20
<b>Total</b>		<b>60 hrs</b>

**Reference Books:****Text Books:**

- (1) Manual of Clinical Perfusion
- (2) Cardiopulmonary bypass, Glenn Gravlee

**Course code- BPT 118 CP: PT Directed Clinical Education – IV**

Students will gain additional skills in medical equipment and radiation safety techniques. Students apply knowledge from previous clinical learning experience under the supervision of a senior technologist. Students are tested on intermediate technical skills.

**(Total- 450hrs)**

**ABILITY ENHANCEMENT ELECTIVE COURSE**

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Computers and Applications</b>
<b>Course Code</b>	<b>AEC 003 L</b>

<b>Teaching Objective</b>	<p>Learn IT applications in medicine and allied health care field. Introduction to health informatics.</p> <p>Understand the theories and practices adopted in Hospital Information Systems in the light of medical standards, medical data formats and recent trends in Hospital Information Systems.</p>
<b>Learning Outcomes</b>	<p>Discuss about health informatics and different IT applications in allied health care.</p> <p>Explain the function of Hospital Information Systems</p> <p>Analyze medical standards</p>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Introduction to computer:</b> Introduction, characteristics of computer, block diagram of computer, generations of computer, computer languages.	1
2	<b>Input output devices:</b> Input devices(keyboard, point and draw devices, data scanning devices, digitizer, electronic card reader, voice recognition devices, vision-input devices), output devices(monitors, pointers, plotters, screen image projector, voice response systems).	3
3	<b>Processor and memory:</b> The Central Processing Unit (CPU), main memory.	4
4	<b>Storage Devices:</b> Sequential and direct access devices, magnetic tape, magnetic disk, optical disk, mass storage devices.	3
5	<b>Introduction of windows:</b> History, features, desktop, taskbar, icons on the desktop, operation with folder, creating shortcuts, operation with windows (opening, closing, moving, resizing, minimizing and maximizing, etc.).	5
6	<b>Introduction to MS-Word:</b> introduction, components of a word window, creating, opening and inserting files, editing a document file, page setting and formatting the text, saving the document, spell checking, printing the document file, creating and editing of table, mail merge.	5
7	<b>Introduction to Excel:</b> introduction, about worksheet, entering information, saving workbooks and formatting, printing the worksheet, creating graphs.	5

8	Introduction to power-point: introduction, creating and manipulating presentation, views, formatting and enhancing text, slide with graphs.	5
9	Introduction of Operating System: introduction, operating system concepts, types of operating system.	4
10	Computer networks: introduction, types of network (LAN, MAN, WAN, Internet, Intranet), network topologies (star, ring, bus, mesh, tree, hybrid), components of network	5
11	Internet and its Applications: definition, brief history, basic services (E-Mail, File Transfer Protocol, telnet, the World Wide Web (WWW)), www browsers, use of the internet.	4
12	Application of Computers in clinical settings.	1
<b>Total</b>		<b>45 hrs</b>

**Text books:**

- (1) Mausner & Bahn : Epidemiology-An Introductory text, 2<sup>nd</sup> Ed., W.B.Saunders Co.
- (2) Richard f. Morton & j. Richard Hebd : A study guide to Epidemiology and Biostatistics, 2<sup>nd</sup> Ed., University Park Press, Baltimore.
- (3) Sylvia W Smoller, J Smoller, Biostatistics & Epidemiology A Primer for health and Biomedical professionals, 4<sup>th</sup> edition, Springs, 2015

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Biostatistics and Research Methodology</b>
<b>Course Code</b>	<b>AEC 004 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>• To enable students to present, analyze and interpret data.</li> <li>• To enable students to use concepts of probability in business situations.</li> <li>• To enable students to make inferences from samples drawn from large datasets.</li> <li>• To enable students to apply univariate and multivariate statistical techniques.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• To understand the importance &amp; Methodology for research</li> <li>• To learn in detail about sampling, probability and sampling distribution, significance tests correlation and regression, sample size determination, study design and multivariate analysis.</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	Introduction to research methods	5
2	Identifying research problem	5
3	Ethical issues in research	5
4	Research design	5
5	Basic Concepts of Biostatistics	5
6	Types of Data	5
7	Research tools and Data collection methods	5
8	Sampling methods	5
9	Developing a research proposal	5
<b>Total</b>		<b>45 hrs</b>

**Text books:**

- (1) Mausner & Bahn : Epidemiology-An Introductory text, 2<sup>nd</sup> Ed., W. B .Saunders Co.
- (2) Richard f. Morton & j. Richard Hebd : A study guide to Epidemiology and Biostatistics, 2<sup>nd</sup> Ed., University Park Press, Baltimore.
- (3) Sylvia W Smoller, J Smoller, Biostatistics & Epidemiology A Primer for health and Biomedical professionals, 4<sup>th</sup> edition, Springs, 2015

**THIRD YEAR**  
**(B.Sc. Perfusion Technology)**

**SEMESTER-V**

<b>Code No.</b>	<b>Core Subjects</b>
<b>Theory</b>	
BPT 119 L	Perfusion Technology: Clinical
BPT 120 L	Perfusion Technology: Applied
BPT 121 CP	PT Directed Clinical Education-V
<b>Practical</b>	
BPT 119 P	Perfusion Technology: Clinical
BPT 120 P	Perfusion Technology: Applied
<b>Core Elective Course</b>	
CEC 005 L	Basics of Clinical Skills Learning
CEC 006 L	Hospital Operation Management

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Perfusion Technology: Clinical</b>
<b>Course Code</b>	<b>BPT 119 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>To understand the use of various drugs and intravenous fluids used during cardiopulmonary bypass</li> <li>Understanding hematologic effects and physics of cardiopulmonary bypass</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To learn the pharmacokinetics and pharmacodynamics during cardiopulmonary bypass</li> <li>Dealing with conduction and termination of cardiopulmonary bypass and problems associated with it</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>CPB:</b> Conduct and monitoring of Cardiopulmonary bypass	10
<u>2</u>	<b>Adequacy of perfusion</b> – General considerations, specific aspects of perfusion, Monitoring, other concomitants which may affect its adequacy	6
<u>3</u>	<b>Pulsatile perfusion</b> – Introduction, theory & physiology of pulsatile flow, Hemodynamic, metabolic effects, Clinical use, hematological effects	6
4	Hemodynamic, metabolic effects, Clinical use, hematological effects, Cannulation techniques during cardiopulmonary bypass	7
5	<b>Termination of cardiopulmonary bypass</b> – principles and methodology	8
6	<b>Myocardial protection and cardioplegia-</b> pretreatment of the Myocardium, cardioplegia, hypothermia, controlled reperfusion, myocardial protection for specific clinical problems, Complications of cardioplegia. Non cardioplegic methods during cardiac surgery on cardiopulmonary bypass	8
7	<b>Oxygenation</b> – general consideration, bubble & membrane (including assessment and comparison of oxygenator function)	6
8	<b>Heat exchangers-</b> principles function of heat exchangers & their assessment. Complications related to heat exchange and their management	4
9	Priming fluids and hemodilution	5
<b>Total</b>		<b>60 hrs</b>



**Recommended Text Books:**

- (1) Manual of Clinical Perfusion, Byrian Lichh
- (2) Cardio-pulmonary bypass: Surgical and Clinical orientation
- (3) Handbook of Extra Corporeal Circulation
- (4) Handbook of IV fluids and administration, S. Pandya
- (5) The ABC's of Heart Diseases, William Herring
- (6) Guide to Good Practise in Clinical Perfusion

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Perfusion Technology: Clinical</b>
<b>Course Code</b>	<b>BPT 119 P</b>

<b>Teaching Objective</b>	To understand the use of various drugs and intravenous fluids used during cardiopulmonary bypass Understanding hematologic effects of cardiopulmonary bypass
<b>Learning Outcomes</b>	To learn the pharmacokinetics and pharmacodynamics during cardiopulmonary bypass Dealing with conduction and termination of cardiopulmonary bypass Selection of appropriate equipments and instruments

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Oxygenators</b> – selection of oxygenators, difference between oxygenators, adult and pediatric and neonatal setup, oxygenator accidents, change of oxygenator in the ongoing surgery <b>Custom tubing pack</b> – selection with regards to oxygenator, quality determination demonstration, difference between disposable and reusable equipments and its clinical use	20
2	<b>Use of hemotherm</b> (heater cooler unit) and its connection with the extra corporeal circulation <b>Hypothermia methods</b> in case of failure of the hemotherm	20
3	<b>Myocardial Preservation techniques</b> – pre treatment of the myocardium Cardioplegia delivery techniques and hypothermia techniques Complications during delivery of cardioplegia and management of the same	20
<b>Total</b>		<b>60 hrs</b>

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Perfusion Technology: Applied</b>
<b>Course Code</b>	<b>BPT 120 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>To know the intracellular and extracellular effects during cardiopulmonary bypass and cardiac surgery</li> <li>To understand the effects of the surgical procedure and also the drawbacks of the inflammatory response</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Techniques that can minimise the ill effects of the machinery and to improve patient outcome and the activated systemic inflammatory response system</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Blood cell trauma</b> – analysis of forces of fluid motion, effects of physical forces on Blood cell, clinical effect. Complications of blood transfusion	10
2	<b>Anticoagulation on bypass</b> , its monitoring, its reversal and complications. Heparin less Bypass. Platelet aggregation and platelet dysfunction. Coagulopathies due to Cardiopulmonary bypass and its management.	6
3	<b>Inflammatory response to cardiopulmonary bypass &amp; its clinical effects.</b> Methods to minimize the same. Immune response, neuroendocrine, renal, metabolic splanchnic response, pulmonary response and electrolyte response to cardiopulmonary bypass	6
4	<b>Blood conservation hemofiltration &amp; dialysis</b> during cardiopulmonary bypass including modified ultrafiltration , reverse autologous priming and other methods	6
5	<b>Micro emboli-</b> gaseous and particulate, filters used in cardiopulmonary bypass circuit	6
6	Micro pore filtration during cardiopulmonary bypass	6
7	Counter pulsation techniques and assist devices	5
<b>Total</b>		<b>45 hrs</b>

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Perfusion Technology: Applied</b>
<b>Course Code</b>	<b>BPT 120 L</b>

<b>Teaching Objective</b>	<p>To know the intracellular and extracellular effects during cardiopulmonary bypass and cardiac surgery</p> <p>To understand the effects of the surgical procedure and also the drawbacks of the inflammatory response</p>
<b>Learning Outcomes</b>	Techniques that can minimise the ill effects of the machinery and to improve patient outcome and the activated systemic inflammatory response system

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<ul style="list-style-type: none"> <li>• anti-coagulation during cardiopulmonary bypass and its reversal</li> <li>• Management of coagulopathies, platelet aggregation and platelet dysfunction</li> </ul>	20
2	<ul style="list-style-type: none"> <li>• Use of the Intra Aortic Balloon Pump (IABP) – normal, complications of IABP, Management</li> <li>• Demonstration of the use of centrifugal pumps, right ventricular assist devices, left ventricular assist devices and biventricular assist devices.</li> <li>• Use of equipments in organ transplantation and drugs</li> </ul>	20
3	<ul style="list-style-type: none"> <li>• Blood conservation techniques – use of equipment , hemo concentrators, leukocyte filters, other blood filters, miniaturized circuit, banked-blood filters, screen filters, depth filters,</li> <li>• cell salvaging machine</li> <li>• Modified ultrafiltration , conventional ultrafiltration, zero-balanced ultrafiltration, pre bypass ultrafiltration</li> </ul>	20
<b>Total</b>		<b>60 hrs</b>

## **Reference**

### **Text Books:**

1. Cardiopulmonary bypass, Glenn Gravlee
2. Handbook of clinical perfusion, ISECT CON BOOK – 2017 & latest editions
3. Manual of Clinical Perfusion, Byrian Lichh
4. Cardio-pulmonary bypass: Surgical and Clinical orientation
5. Handbook of Extra Corporeal Circulation
6. Handbook of IV fluids and administration, S. Pandya
7. The ABC's of Heart Diseases, William Herring
8. Guide to Good Practise in Clinical Perfusion

### **Course code- BPT 121 CP: PT Directed Clinical Education – V**

Students will gain additional skills in interventional procedures, cardiac pharmacology and recent advancements. Students apply knowledge from previous clinical learning experience under the supervision of a senior technologist. Students are tested on intermediate pharmacological and invasive techniques.

**(Total- 450 hrs)**

**CORE ELECTIVE COURSES**

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Basics of Clinical Skill Learning</b>
<b>Course Code</b>	<b>CEC 005 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>•To Understand the basic ideas on how to check for Vital Signs of the Patient</li> <li>• This course the Student will learn how to handle the patients and their positioning</li> <li>•They will also learn on the Basics of Nasal-Gastric Tube</li> <li>•The Students will learn on Administration of IV, IV and Medication</li> <li>•Also they will know about Cleanliness in the Asepsis</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>•After successful accomplishment of the course, the students would be able to Measure Vital Signs, do basic physical Examination of the patients, NG tube basics, Administration of Medicines</li> <li>•The students will learn about Asepsis, and the Cleanliness related to asepsis and on mobility of the patients</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>MEASURING VITAL SIGNS:</b> Temperature: Axillaries Temperature, Pulse: Sites of pulse, Measurement, Respiratory, Blood Pressure, Pain: Pain Scale	5
2	<b>PHYSICAL EXAMINATION:</b> Observation, Auscultation (Chest), Palpation, Percussion, History Taking	10
3	<b>FEEDING: ENTRAL FEEDING, NG TUBE:</b> Measurement, Procedure, Care, Removal of Nasal-Gastric Tube, Nasal-Gastric Tube Feeding, and Parenteral Nutrition.	10
4	<b>ADMINISTRATIONS:</b> Oral, Intravenous, Intramuscular, Subcutaneous, Recapping of Syringe, Loading of Drugs, Calculation of Drugs, Venipuncture, IV Infusion, Cannula, Attachment of IV infusion Set, Fluid Collection, Heparin Lock, Maintenance of IV set, Performing Nebulizer Therapy, Inhaler, Oxygen Therapy (Nasal, prongs, nasal Catheter, Venturi Mask, face mask)	10
5	<b>ASEPSIS:</b> Hand wash Techniques, (Medical, Surgical) Universal Precaution, Protecting Equipment's: Using Sterile Gloves, Opening a Sterile package and Establishing a Sterile Field, Sterile Dressing Changes, Surgical Attire, Wound Dressing, Suture Removal, Cleaning and Application of Sterile Dressing, Wearing and Removal of personal protective Equipment	5
6	<b>MOBILITY AND SUPPORT:</b> Moving and Positioning, range of Motion exercises (Active & Passive) Assisting for Transfer, Application of Restraints	5
<b>Total</b>		<b>45 hrs</b>

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Hospital Operation Management</b>
<b>Course Code</b>	<b>CEC 006 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>•To promote scientific management of hospital and advancement of health care systems so as to make it rational, responsive and cost efficient</li> <li>•To promote the development of high quality of hospital care in the community and the country.</li> <li>•It has to provide a satisfactory environment to the patient and also to the doctors for clinical research.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>•Understand and apply resource management concepts (personnel, finance, and material resources) and the processes and strategies needed in specific hospital sectors</li> <li>•Communicate effectively and develop their leadership and teambuilding abilities</li> <li>•Apply modern change management and innovation management concepts to optimize structures</li> <li>•Analyze existing hospital service policies and enhance their alignment within the local and national context</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>MEDICO-LEGAL CASES:</b> Introduction: Laws associated with Medico-Legal Cases, Three Core Contents in Medico-legal cases w.r.t Doctors, Patient & Profession,	5
2	<b>CONSIDERATIONS OF ETHICS:</b> Consent, Confidentiality, Mental Health, End of life and Organ Transportation, Research & Clinical Trials	10
3	<b>HOSPITAL INFORMATION SYSTEM(HIS):</b> Hospital Information System Management, software applications in registration, billing, investigations, reporting, medical records management, Security and ethical challenges	10
4	<b>EQUIPMENT OPERATIONS MANAGEMENT:</b> Hospital equipment repair and maintenance, types of maintenance, job orders, equipment maintenance log books, AMCS	10
5	<b>ROLE OF MEDICAL RECORDS IN HEALTH CARE MANAGEMENT:</b> Computers for Medical records, Developments of computerized medical record information processing system (EMR's), Computer stored (Vs) Manual hand written record, Advantages of EMR (Vs) Manual	10
<b>Total</b>		<b>45hrs</b>

**THIRD YEAR**  
**(B.Sc. Perfusion Technology)**

**SEMESTER-VI**

<b>Code No.</b>	<b>Core Subjects</b>
<b>Theory</b>	
BPT 122 L	Perfusion Technology : Advanced
BPT 123 L	Recent advances in Cardiopulmonary bypass & Perfusion
BPT 124 CP	PT Directed Clinical Education-VI
<b>Practical</b>	
BPT 122 P	Perfusion Technology: Advanced



<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Perfusion Technology : Advanced</b>
<b>Course Code</b>	<b>BPT 122 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>• Knowledge of the use of various equipments in cardiac surgery operations</li> <li>• Advancement in extra corporeal life support for cardiac and pulmonary patients</li> <li>• Different complications related to pediatric surgical intervention</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Use of machinery and amenities during emergency cases and conditions</li> <li>• Management of complications related to bypass and advanced extra corporeal life support</li> <li>• Team management of perfusion accidents and management</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	Cannulations techniques during cardiac surgery – arterial cannulation , venous cannulations , root venting and the cardiac chamber venting cannulations, selection of cannulae , position and securing of the cannula	15
2	Conduction of cardiopulmonary bypass and its monitoring – preparation for conduction , ABG and VBG analysis , ACT analysis , theory and clinically done test for anti-coagulation (ApTT, PT, INR, heparin monitoring, Etc)	10
3	Heat exchangers – principle , function and its assessment Complications related to heat exchangers and its management	10
4	Termination of cardiopulmonary bypass – principle and methodology including the beginning of the pulmonary ventilation and anaesthesia , inotropic and dromotropic support, Analysis of blood parameters	15
5	Blood conservation , hemofiltration and dialysis during CPB including the concept of modified ultrafiltration , conventional ultrafiltration, zero balanced ultrafiltration  Reverse autologous priming and other new methods Filters used during CPB – arterial filters , bubble traps , gas filter , screen filter , depth filter , combination filter, banked blood filters , ultrafilters, cardiotomy filters and others Micro –emboli and gaseous particulate	10
<b>Total</b>		<b>60 hrs</b>

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Perfusion Technology: Advanced</b>
<b>Course Code</b>	<b>BPT 122 P</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>• Advancement in extra corporeal life support for cardiac and pulmonary patients</li> <li>• Different complications related to pediatric surgical intervention</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Management of complications related to bypass and advanced extra corporeal life support</li> <li>• Team management of perfusion accidents and management</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	ECMO- special perfusion techniques for special cardiac surgeries and medical conditions (including thoracic aortic surgeries deep hypothermia and circulatory arrest). Perfusion for non- cardiac surgery, invasive cardiology and outside the operation suite.  Peripheral bypass - femoral-femoral bypass , cannulations for peripheral bypass, vaccumm assisted venous drainage , kinetic augmented venous drainage , suction bypass	30
2	Perfusion techniques for Pediatric cardiac surgery  Complications and safety during cardiopulmonary bypass – bypass safety , organizational aspects, accidents, coagulopathies, mechanical and electrical failures, perfusion management, perfusion systems, safety for the perfusionist and surgical  Team management of perfusion accidents.	30
<b>Total</b>		<b>60 hrs</b>

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Recent advances in Cardiopulmonary bypass &amp; Perfusion</b>
<b>Course Code</b>	<b>BPT 123 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>•To provide the critical information to students when beginning with uptake of the cardiopulmonary bypass</li> <li>•To provide an extension of techniques and methods described for diagnostic catheterization and specially related techniques.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>•The students will gain knowledge about chances of a successful procedure.</li> <li>•To enable students, understand about benefit/risk to the patient if the procedure is successful/ unsuccessful</li> <li>•The occurrence and management of various complications.</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	Perfusion techniques for Pediatric cardiac surgery	6
2	ECMO- special perfusion techniques for special cardiac surgeries and medical conditions (including thoracic aortic surgeries deep hypothermia and circulatory arrest). Perfusion for non- cardiac surgery, invasive cardiology and outside the Operation suite.	6
3	Perfusion as a method of cardiopulmonary bypass	6
4	Complications and safety during cardiopulmonary bypass – bypass safety, organizational aspects, accidents, coagulopathies, mechanical and electrical failures, perfusion management, perfusion systems, safety for the perfusionist and surgical team management of perfusion accidents.	8
5	Minimally invasive surgery and the perfusionist	8
6	Recent advances in perfusion techniques	6
7	Experimental perfusion	5
<b>Total</b>		<b>45 hrs</b>

**Recommended Text Books :**

- (1) Manual of Clinical Perfusion, Byrian Lichh
- (2) Cardio-pulmonary bypass: Surgical and Clinical orientation
- (3) Handbook of Extra Corporeal Circulation
- (4) Handbook of IV fluids and administration, S. Pandya
- (5) The ABC's of Heart Diseases, William Herring
- (6) Guide to Good Practise in Clinical Perfusion

**Course code- BPT 124 CP: PT Directed Clinical Education – VI**

Students will gain additional skills in diagnosis in pediatric cases and pediatric interventional procedures. Students apply knowledge from previous clinical learning experience under the supervision of a senior technologist. Students are tested on intermediate clinical diagnostic and therapeutic skills.  
**(Total – 450 hrs)**

## **INTERNSHIP**

### **Guidelines:**

1. The internship shall commence after the student has completed and passed all subjects up to VI semesters.
2. The internship is compulsory.
3. The duration of the internship shall be one year.
4. The degree of Bachelor in Allied Health Sciences shall be awarded after the satisfactory completion of the internship.

### **Evaluation of Internees:**

#### **Formative Evaluation:**

Day to day assessment of the internees during their internship postings should be done by the Head of the Department/Faculty assigned. The objective is that all the interns must acquire necessary minimum skills required for carrying out day to day professional work competently. This can be achieved by maintaining Records /Log Book by all internees. This will not only provide a demonstrable evidence of the processes of training but more importantly of the internee's own acquisition of competence as related to performance.

#### **Summative Evaluation:**

It shall be based on the observation of the Sr. Technical staff / Faculty of the department concerned and Record / Log book maintained by the interns. Based on these two evaluations, the Head of the Department shall issue certificate of satisfactory completion of training, following which the university shall award the degree or declare him/her eligible for it.

To implement the project work uniformly for all the specialties in view of the curriculum and training to be acceptable internationally and the students to get opportunity for higher studies and employment.

### **Internship Programme:**

- 05 days for orientation programme
- 300 days in CVTS Department
- 30 days in Cardiac ICU
- 15 days for Record Keeping/CSSD department
- 15 days for Casualty/Visit to other hospitals

**Checklist - I****Continuous Evaluation of Directed Clinical Education (Clinical Posting) by Faculty in charge**

Name of the student: \_\_\_\_\_ Date: \_\_\_\_\_

Semester: \_\_\_\_\_ Name of the faculty/Observer: \_\_\_\_\_

Core Competencies	Grade
Students will begin to develop critical thinking abilities utilizing the allied health personnel roles of communicator and caregiver. Students will learn principles of professional allied health personnel practice and provide direct care to individuals within a medical surgical setting while recognizing the diverse uniqueness of individuals with health alterations.	Write a grade 1-4 in the boxes below
<b>I. Clinical Teaching</b>	
a. Demonstrate beginning competency in technical skills.	
<b>II. Independent Work by Student guided by faculty</b>	
a. Develop effective communication skills (verbally and through charting) with patients, team members, and family	
b. Identify relevant data for communication in pre and post conferences	
c. Identify intra and inter-professional team member roles and scopes of practice. Establish appropriate relationships with team members.	
d. Identify need for help when appropriate to situation. Delegates level specific skills to appropriate team member.	
<b>III. Hands on practical work by students</b>	
a. Navigate and document clear and concise responses to care in the electronic health record for patient, where appropriate for clinical setting	
b. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner	
<b>IV. Independent work by student</b>	
a. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner. Accept constructive feedback and develop plan of action for improvement.	
b. Demonstrate expected behaviours and complete tasks in a timely manner. Arrive to clinical experiences at assigned times. Maintain professional behaviour and appearance.	
c. Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions. Engage in self evaluation & assumes responsibility for learning.	

**\*Clinical evaluation tool guidelines for full descriptions of grades 1-4.****4-exceeds expectations (range of marks –40-50 marks)****3-meets expectations (range of marks –30-40 marks)****2-below expectations (range of marks –25-30 marks)****1-does not meet expectations (range of marks –no marks)**

**Resolution No. 4.5.1 of BOM-53/2018:**

It was accepted to keep 50% as the passing marks for all the elective and core subjects for UG courses under School of Biomedical Sciences.

**Resolution No. 4.13 of BOM-55/2018: Resolved as follows:-**

- (i) Slow learners must be re-designated as potential learners.
- (ii) Students scoring less than 35% marks in a particular subjects/course in the 1<sup>st</sup> formative exam are to be listed as potential learners. These learners must be constantly encouraged to perform better with the help of various remedial measures.
- (iii) Students scoring more than 75% marks in a particular subjects/course in the 1<sup>st</sup> formative exam are to be listed as advanced learners. These learners must be constantly encouraged to participate in various scholarly activities.



**Resolution No. 3.1.4.2 of BOM-57/2019:**

- i.** Resolved to include “Gender Sensitization” into UG (from new batch 2019-2020) and PG (from existing batches) curricula. [**Annexure-21**]
- ii.** Resolved to align the module of “Gender Sensitization” with MCI CBME pattern for MBBS students.
- iii.** Resolved that Dr. Swati Shiradkar, Prof., Dept. of OBGY., MGM Medical College, Aurangabad will coordinate this activity at both campuses.

## **Annexure - 21**

**Gender sensitization for UG (2<sup>nd</sup> , 3<sup>rd</sup> , 8<sup>th</sup> semesters) and PG (3 hours)**

### **INCLUSION OF “ GENDER SENSATIZATION” IN CURRICULUM**

#### **Introduction :**

The health care provider should have a healthy gender attitude, so that discrimination, stigmatization, bias while providing health care will be avoided. The health care provider should also be aware of certain medico legal issues related with sex & gender.

Society particularly youth & adolescents need medically accurate, culturally & agewise appropriate knowledge about sex, gender & sexuality. So we can train the trainers for the same. It is need of the hour to prevent sexual harassment & abuse .

To fulfill these objectives, some suggestions are there for approval of BOS.

#### **Outline**

- 1)For undergraduates :- Three sessions of two hours each, one in 2<sup>nd</sup> term, one in 3<sup>rd</sup> term & one in 8<sup>th</sup> term.
- 2)For Faculties and postgraduates :- One session of two hrs .
- 3)For those want to be trainers or interested for their ownself, value added course, which is optional about sex, gender, sexuality & related issues.

### **Responsibility**

ICC of MGM, MCHA , with necessary support from IQAC & respective departments.

### **Details of undergraduate sessions**

#### **1)First session in 2<sup>nd</sup> term**

**Aim** – To make Students aware about the concept of sexuality & gender.

To check accuracy of knowledge they have,

To make them comfortable with their own gender identify & related issues.

To make them aware about ICC & it is functioning.

**Mode** – Brain storming , Interactive power point presentation experience sharing.

**Duration** – Around two hours

**Evaluation** – Feedback from participants.

#### **2)Second session in 3<sup>rd</sup> / 4<sup>th</sup> term**

**Aim** – To ensure healthy gender attitude in these students as now they start interacting with patients.

To ensure that the maintain dignity privacy while interacting with patients and relatives, particularly gender related.

To make them aware about importance of confidentiality related with gender issues.

To encourage them to note gender related issues affecting health care & seek solutions.

Mode – focused group discussions on case studies, Role plays & discussion.

--3--

Duration – Around two hours.

Evaluation – Feedback from participants.

Third session in 8<sup>th</sup> term.

**Aim** – To understand effect of gender attitudes on health care in various subjects.

To develop healthy gender attitude while dealing with these issues.

**Mode** – Suggested PBL by departments individually. ( In collaboration with ICC till faculty sensitization is complete)

**Evaluation** – Feedback

\*\*\*\*

**FOR POSTGRADUATES**

Session of 2-3 hrs preferably in induction program.

**Aim** – To introduce medically accurate concept of gender, sex, gender role & sex role.

To ensure healthy gender attitude at workplace.

To understand gender associated concepts on health related issues & avoid such bias while providing health care.

To make them aware about ICC & its functioning.

**Mode** – Interactive PPT

Role plays & discussion

**Duration** – 2 to 3 hrs

**Evaluation** – Feedback.

**FOR FACULTIES**

Session of 2 hours may be during combined activities.

**Aim** – To ensure clarity of concept about gender & sex.

To discuss effect of these concepts on health-related issues.

To identify such gender & sex-related issues in individual subject specialties.

To discuss methodology like PBL for undergraduate students when they are in 7<sup>th</sup>-8<sup>th</sup> semester.

**Mode** – Role play

    Focused group discussion

    Case studies

**Evaluation** – Feedback.

\*\*\*\*\*

Sdp-Pimple/joshi-obgy

**Resolution No.3.2.3.8 of BOM-59/2019:** Resolved to approve the list of books for B.Sc. Allied program for subject Microbiology. [Annexure-24]



**Department of Microbiology**

**List of Books for BSc- Allied Sciences ( Annexure I)**

**1st Year BSc**

1. Textbook of Microbiology for Nurses by Ananthnarayan & Paniker- 2<sup>nd</sup> Edition, University Press  
ISBN 978-81-7371-997-4
2. Practical & Applied Microbiology by Anuradha De- 5<sup>th</sup> Edition, National Publication, ISBN 978-93-80206-35-6

**2<sup>nd</sup> & 3<sup>rd</sup> Year BSc**

1. Microbiology for MLT Students by Arora , 2018, ISBN 9789386827579
2. Textbook of Medical Microbiology and Parasitology by Praful Godkar ISBN 9789381496336
3. Practical & Applied Microbiology by Anuradha De- 5<sup>th</sup> Edition, National Publication, ISBN 978-93-80206-35-6

Dr. S. Samant

Member, BOS ( Biomedical sciences)

Co-ordinator, MSc Medical courses

Dr. A. D. Urhekar  
Professor & HOD  
Dept. of Microbiology

**Resolution No.3.2.3.8 of BOM-59/2019:** Resolved to approve the list of books for B.Sc. Allied program for subject Microbiology. [Annexure-24]

**Department of Microbiology**

**List of Books for BSc- Allied Sciences ( Annexure I)**

**1st Year BSc**

1. Textbook of Microbiology for Nurses by Ananthnarayan & Paniker- 2<sup>nd</sup> Edition, University Press  
ISBN 978-81-7371-997-4
2. Practical & Applied Microbiology by Anuradha De- 5<sup>th</sup> Edition, National Publication, ISBN 978-93-80206-35-6

**2<sup>nd</sup> & 3<sup>rd</sup> Year BSc**

1. Microbiology for MLT Students by Arora , 2018, ISBN 9789386827579
2. Textbook of Medical Microbiology and Parasitology by Praful Godkar ISBN 9789381496336
3. Practical & Applied Microbiology by Anuradha De- 5<sup>th</sup> Edition, National Publication, ISBN 978-93-80206-35-6

Dr. S. Samant

Member, BOS ( Biomedical sciences)

Co-ordinator, MSc Medical courses

Dr. A. D. Urhekar  
Professor & HOD  
Dept. of Microbiology

**Resolution No. 4.3.1.2 of BOM-63/2021:** Resolved to include topics related to COVID 19 in UG {B.Sc. AT & OT (BOTAT 108L), B.Sc. MLT( BMLT 108 L), B.Sc. MRIT (BMRIT 108L), B.Sc. MDT-(BMDT 108L), B.Sc. CCT (BCCT 108L), B.Sc.PT (BPT 108L), B.Optomety (BOPTOM 108L) Programs for Batch AY 2020-21 (Semester II)} & B.Sc. Medical Laboratory Technology SEMESTER-VI in subject of Medical Microbiology-II (BMLT 125 L) & Medical Microbiology-II (BMLT 125 P) for Batch AY 2020-21. **[Annexure-7]**  
Further Dr. N.N. Kadam, Hon'ble Pro Vice Chancellor suggested to add topics under "Newer Infectious Diseases" as the main topic.

**Annexure-07 of BOM-63/2021 dt 17.02.2021**

To include Covid-19 topics in health professional curriculum as per the BOM Resolution No. 3.7 of BOM-62/2020

- a) **B.Sc. Allied (in 2<sup>nd</sup> semester) common for all UG Programs (B.Sc. AT&OT, B.Sc. MLT, B.Sc. MRIT, B.Sc. MDT, B.Sc. CCT, B.Sc. PT, B.Optomety):**

Approved syllabus	Name of the subject	Existing content	Proposed changes
<b>Common Syllabus for First year B.Sc. Allied Health Sciences - (B.Sc. AT&amp;OT, B.Sc. MLT, B.Sc. MRIT, B.Sc. MDT, B.Sc. CCT, B.Sc. PT, B.Optomety) (Sem 2)</b>	<b>General Microbiology (BOPTOM 108L BOTAT 108L BMLT 108 L BMDT 108L BMRIT 108L BPT 108L BCCT 108L)</b>	<b>Sr. no. 8 Virology - Common Viral infection of eye, Introduction, General Properties, outline of lab diagnosis&amp; Classification, HIV Virus, Hepatitis -B Virus.</b>	<b>Sr. no. 8 Introduction to Virology- Common Viral infection of eye, Introduction, General Properties, outline of lab diagnosis&amp; Classification, HIV Virus, Hepatitis -B Virus, COVID 19- Morphology, Mode of Transmission, Collection and Transport of Specimens, Different Diagnostic Tests, Precautions to be taken by HCW,</b>

**Resolution No. 4.3.1.3 of BOM-63/2021:** Accorded post facto approval for changes in the index of UG (B.Sc. AT & OT, B.Sc. MLT, B.Sc. MRIT, B.Sc. MDT, B.Sc. CCT, B.Sc.PT, B. Optometry) and PG 2 year (M.Sc. Medical Biotechnology, M.Sc. Medical Genetics, M.Sc. Biostatistics, M.Sc. Molecular Biology, M.Sc. MRIT, M.Sc. CCT, M.Sc. Clinical Nutrition, M.Sc. Clinical Embryology, Master in Hospital Administration, Master of Public Health, and M.Optomety). **[Annexure-8A, 8B]**

<b>OUTLINE OF COURSE CURRICULUM</b>												
<b>B.Sc. Perfusion Technology</b>												
<b>Semester I</b>												
Code No.	Core Subjects	Credits/Week				Hrs/Semester				Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Total (hrs.)	Internal Assement (IA)	University Semester Exam (UEX)/ Internal Semester Exam (INT)	Total
<b>Theory</b>												
BPT 101 L	Human Anatomy Part I	3	-	-	3	45	-	-	45	20	80 (UEX)	100
BPT 102 L	Human Physiology Part I	3	-	-	3	45	-	-	45	20	80 (UEX)	100
BPT 103 L	General Biochemistry Nutrition	3	1	-	4	45	15	-	60	20	80 (UEX)	100
BPT 104 L	Introduction to National Health Care System (Multidisciplinary/ Interdisciplinary)	3	-	-	3	45	-	-	45	20	80 (UEX)	100
<b>Practical</b>												
BPT 101 P	Human Anatomy Part I	-	-	4		-	-	60	60	-	-	-
BPT 102 P	Human Physiology Part I	-	-	4		-	-	60	60	-	-	-
BPT 103 P	General Biochemistry	-	-	4		-	-	60	60	-	-	-
BPT 105 P	Community Orientation & Clinical Visit (Including related practicals to the Parent course)	-	-	8		-	-	120	120	-	-	-
<b>Ability Enhancement Elective Course</b>												
AEC 001 L	English & Communication Skills	3	-	-	3	45	-	-	45	-	100 (INT)	100
AEC 002 L	Envioronmental Sciences											
<b>Total</b>		<b>15</b>	<b>1</b>	<b>20</b>	<b>16</b>	<b>225</b>	<b>15</b>	<b>300</b>	<b>540</b>	<b>80</b>	<b>420</b>	<b>500</b>

OUTLINE OF COURSE CURRICULUM												
B.Sc. Perfusion Technology												
Semester II												
Code No.	Core Subjects	Credits/Week				Hrs/Semester				Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Total (hrs.)	Internal Assement (IA)	University Semester Exam (UEX)/ Internal Semester Exam (INT)	Total
<b>Theory</b>												
BPT 106 L	Human Anatomy Part II	2	-	-	2	30	-	-	30	10	40 (UEX)	50
BPT 107 L	Human Physiology Part II	2	-	-	2	30	-	-	30	10	40 (UEX)	50
BPT 108 L	General Microbiology	3	-	-	3	45	-	-	45	20	80 (UEX)	100
BPT 109 L	Basic Pathology & Hematology	3	1	-	4	45	15	-	60	20	80 (UEX)	100
BPT 110 L	Introduction to Quality and Patient safety (Multidisciplinary/Interdisciplinary)	3	-	-	3	45	-	-	45	20	80 (UEX)	100
<b>Practical</b>												
BPT 106 P	Human Anatomy Part II	-	-	4		-	-	60	60	-	-	-
BPT 107 P	Human Physiology Part II	-	-	2		-	-	30	30	-	-	-
BPT 108 P	General Microbiology	-	-	4		-	-	60	60	-	-	-
BPT 109 P	Basic Pathology & Hematology	-	-	4		-	-	60	60	-	-	-
BPT 111 P	Community Orientation & Clinical Visit (Including related practicals to the parent course)	-	-	8		-	-	120	120	-	-	-
<b>Skill Enhancement Elective Course</b>												
SEC 001 L	Medical Bioethics & IPR	3	-	-	3	45	-	-	45	-	100 (INT)	100
SEC 002 L	Human Rights & Professional Values											
<b>Total</b>		<b>16</b>	<b>1</b>	<b>22</b>	<b>17</b>	<b>240</b>	<b>15</b>	<b>330</b>	<b>585</b>	<b>80</b>	<b>420</b>	<b>500</b>

OUTLINE OF COURSE CURRICULUM														
B.Sc. Perfusion Technology														
Semester III														
Code No.	Core Subjects	Credits/Week					Hrs/Semester					Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/ Rotation (CP)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/ Rotation (CP)	Total (hrs.)	Internal Assement (IA)	University Semester Exam (UEX)/ Internal Semester Exam (INT)	Total
<b>Theory</b>														
BPT 112 L	Applied Pharmacology	3	1	-	-	4	45	15	-	-	60	20	80 (UEX)	100
BPT 113 L	Applied Anatomy and Physiology of Cardiovascular system related to PT	3	1	-	-	4	45	15	-	-	60	20	80 (UEX)	100
BPT 114 L	Basics of Perfusion Technology	2	1	-	-	3	30	15	-	-	45	20	80 (UEX)	100
BPT 115 CP	PT Directed Clinical Education-III	-	-	-	24	8	-	-	-	360	360	-	50 (INT)	50
<b>Practicals</b>														
BPT 113 P	Applied Anatomy and Physiology of Cardiovascular system related to PT	-	-	4	-	2	-	-	60	-	60	10	40 (UEX)	50
BPT 114 P	Basics of Perfusion Technology	-	-	4	-	2	-	-	60	-	60	10	40 (UEX)	50
<b>Generic Elective Course</b>														
GEC 001 L	Pursuit of Inner Self Excellence (POIS)	3	-	-	-	3	45	-	-	-	45	-	100 (INT)	100
GEC 002 L	Organisational Behaviour													
<b>Total</b>		<b>11</b>	<b>3</b>	<b>8</b>	<b>24</b>	<b>26</b>	<b>165</b>	<b>45</b>	<b>120</b>	<b>360</b>	<b>690</b>	<b>80</b>	<b>470</b>	<b>550</b>

OUTLINE OF COURSE CURRICULUM														
B.Sc. Perfusion Technology														
Semester IV														
Code No.	Core Subjects	Credits/Week					Hrs/Semester					Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation (CP)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation (CP)	Total (hrs.)	Internal Assessment (IA)	University Semester Exam (UEX)/ Internal Semester Exam (INT)	Total
<b>Theory</b>														
BPT 116 L	Applied Physiology and Biochemistry	2	1	-	-	3	30	15	-	-	45	20	80 (UEX)	100
BPT 117 L	Introduction of Perfusion Techniques	2	1	-	-	3	30	15	-	-	45	20	80 (UEX)	100
BPT 118 CP	PT Directed Clinical Education-IV	-	-	-	30	10	-	-	-	450	450	-	50 (INT)	50
<b>Practicals</b>														
BPT 116 P	Applied Physiology and Biochemistry	-	-	4	-	2	-	-	60	-	60	10	40 (UEX)	50
BPT 117 P	Introduction of Perfusion Techniques	-	-	4	-	2	-	-	60	-	60	10	40 (UEX)	50
<b>Ability Enhancement Elective Course</b>														
AEC 003 L	Computer and Applications	3	-	-	-	3	45	-	-	-	45	-	100 (INT)	100
AEC 004 L	Biostatistics and Research Methodology													
<b>Total</b>		<b>7</b>	<b>2</b>	<b>8</b>	<b>30</b>	<b>23</b>	<b>105</b>	<b>30</b>	<b>120</b>	<b>450</b>	<b>705</b>	<b>60</b>	<b>390</b>	<b>450</b>

OUTLINE OF COURSE CURRICULUM														
B.Sc. Perfusion Technology														
Semester V														
Code No.	Core Subjects	Credits/Week					Hrs/Semester					Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation (CP)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation (CP)	Total (hrs.)	Internal Assessment (IA)	University Semester Exam (UEX)/ Internal Semester Exam (INT)	Total
<b>Theory</b>														
BPT 119 L	Perfusion Technology: Clinical	3	1	-	-	4	45	15	-	-	60	20	80 (UEX)	100
BPT 120 L	Perfusion Technology: Applied	3	-	-	-	3	45	-	-	-	45	20	80 (UEX)	100
BPT 121 CP	PT Directed Clinical Education-V	-	-	-	30	10	-	-	-	450	100	-	50 (INT)	50
<b>Practicals</b>														
BPT 119 P	Perfusion Technology: Clinical	-	-	4	-	2	-	-	60	-	60	10	40 (UEX)	50
BPT 120 P	Perfusion Technology: Applied	-	-	4	-	2	-	-	60	-	60	10	40 (UEX)	50
<b>Core Elective Course</b>														
CEC 005 L	Basics of Clinical Skills Learning	3	-	-	-	3	45	-	-	-	45	-	100 (INT)	100
CEC 006 L	Hospital Operation Management													
<b>Total</b>		<b>9</b>	<b>1</b>	<b>8</b>	<b>30</b>	<b>24</b>	<b>135</b>	<b>15</b>	<b>120</b>	<b>450</b>	<b>370</b>	<b>60</b>	<b>390</b>	<b>450</b>

OUTLINE OF COURSE CURRICULUM														
B.Sc. Perfusion Technology														
Semester VI														
Code No.	Core Subjects	Credits/Week					Hrs/Semester					Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation (CP)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation (CP)	Total (hrs.)	Internal Assessment (IA)	University Semester Exam (UEX)/ Internal Semester Exam (INT)	Total
<b>Theory</b>														
BPT 122 L	Perfusion technology: Advanced	3	1	-	-	4	45	15	-	-	60	20	80 (UEX)	100
BPT 123 L	Recent advances in Cardiopulmonary bypass & Perfusion	2	1	-	-	3	30	15	-	-	45	20	80 (UEX)	100
BPT 124 CP	PT Directed Clinical Education-VI	-	-	-	30	10	-	-	-	450	450	-	50 (INT)	50
<b>Practicals</b>														
BPT 122 P	Perfusion technology: Advanced			4	-	2	-	-	60	-	60	10	40 (UEX)	50
<b>Total</b>		<b>5</b>	<b>2</b>	<b>4</b>	<b>30</b>	<b>19</b>	<b>75</b>	<b>30</b>	<b>60</b>	<b>450</b>	<b>615</b>	<b>50</b>	<b>250</b>	<b>300</b>

OUTLINE OF COURSE CURRICULUM											
B.Sc. Perfusion Technology											
Semester VII & Semester VIII											
Code No.	Core Subjects	Credits/Week					Hrs/Semester				
		Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation (CP)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Clinical Posing/Rotation (CP)	Total hrs.
	PT Internship	-	-	-	96	32	-	-	-	1440	1440
<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>96</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1440</b>	<b>1440</b>



<p>12.1 : Minutes of CBCS meeting held on 3.02.2021</p> <p>I. Courses titled as elective, seminar, clinical posting etc. will be evaluated at university level, only:</p>	<p><b>Decision taken by CBCS Committee:</b></p> <p>Members agreed that all courses (core, elective, seminar, clinical posting etc) in all programs with CBCS curriculum under MGM School of Biomedical Sciences (MGMSBS-UG &amp; PG), MSc Medical Programme under MGM Medical College and MGM School of Physiotherapy (MGMSOP) (BPT &amp; MPT) will be evaluated at the level of the University at the end during semester examination. (Detailed included as 1, 2,3,4 points)</p>
<p>1. Courses which were evaluated at constituent units titled as elective, seminar, clinical posting etc. will be evaluated at university level for UG &amp; PG of MGMSBS, Navi Mumbai:</p>	<p>MGM School of Biomedical Sciences (MGMSBS-UG) :First year B.Sc. (Semester I &amp; Semester II) (core-1.1 &amp; 1.2) and (elective-1.3) common for all seven programs (<b>B.Sc. DT, B.Sc. AT &amp; OT, B.Sc. CCT, B.Optomtry, B.Sc. PT, B.Sc. MRIT, B.Sc. MLT</b>) which were having 100 marks previously will be changed to 50 marks (40 marks university Semester End Exam-(SEE) and 10 marks Internal Assessment – (IA) as per below format - 1.4) w.e.f AY 20-21. (<a href="#">Annexure 1</a>)</p> <p>Clinical Directed posting allotted 50 marks will be assessed as university end semester exam w.e.f AY 20-21. (<a href="#">Annexure 1.1</a>)</p> <p><b>(request to add</b></p> <p style="padding-left: 20px;"><b>a) evaluation pattern of seminar - 50 marks– BSc Dialysis- sem IV</b></p> <p style="padding-left: 20px;"><b>b) Boptometrysem III – course : geometrical optics and visual optics I/II</b></p> <p style="padding-left: 20px;"><b>sem IV – optometric instrumentation</b></p> <p><b>10 IA + 40 SEE – format submitted )</b></p>
	<p><b>2.1</b> Courses which were evaluated at constituent units titled as elective, seminar, clinical posting etc. will be evaluated at university level.</p> <p>Members agreed that all courses (core, elective, seminar, clinical posting etc) in all programs with CBCS curriculum under MGM School of Biomedical Sciences (MGMSBS- PG), will be evaluated at the level of the University end semester examination w.e.f. AY 2020-21.</p> <p>* For PG program (M.Sc. 2 year including allied program, MHA, MPH) having courses like seminar/education tour &amp; Industrial visit which were allotted <b>50 marks</b> will be assessed as university end semester exam.</p> <p>a. Amended 10 marks in seminar (<a href="#">Annexure-2.1A</a>)</p> <p>b. Amended 20 marks for Educational Tour/Field Work/Hospital Visit/ Industrial Visit (<a href="#">Annexure-2.1B</a>)</p> <p>c. 50 marks for Clinical Directed Posting (no change) (<a href="#">Annexure-2.1C</a>)</p> <p><b>(request to add the evaluation pattern for MPH – sem I,II, III )</b></p> <p><b>MOptomtry – Sem I – evaluation pattern to be added)</b></p> <p><b>2.2</b> PG Courses which were evaluated at constituent units titled as elective carrying 100 marks as only similar to that of core courses, will be evaluated at university level. Similar pattern which is being followed for core Subjects (IA - 20 Marks + university exam - 80 marks) will be followed.(<a href="#">Annexure-2.2</a>)</p>

**Resolution No. 4.1 of Academic Council (AC-42/2022):** Resolved to accord post facto approval to have English & Communication Skill (AEC 001 L) & Environmental Sciences (AEC 002 L) as compulsory course and will have 4 credits each (60 hours) which needs to be reflected in the University marksheet of 1st semester B.Sc. Allied Health Sciences programs w.e.f. Academic Year 2022-23 onwards. There will be no changes in the content of the syllabus. Act in accordance with CBCS rules and regulation.

Further resolved to approve amended index & number of hours (without any change in the content of the syllabus) from batch 2022-23 onwards for English & Communication Skill (AEC 001 L) & Environmental Sciences (AEC 002 L) for B.Sc. Cardiac Care Technology, B.Sc. Medical Dialysis Technology, B.Sc. Operation Theater & Anesthesia Technology, B.Sc. Perfusion Technology, B.Sc. Medical Laboratory Technology, B.Sc. Medical Radiology & Imaging Technology, B. Optometry. [ANNEXURE-42]

**OUTLINE OF COURSE CURRICULUM**  
**B.Sc. Perfusion Technology**

<b>Semester I</b>												
Code No.	Core Course	Credits/Week				Hrs/Semester				Marks		
		Lecture (L)	Tutorial (T)	Practical (P)	Total Credits (C)	Lecture (L)	Tutorial (T)	Practical (P)	Total (hrs.)	Internal Assement (IA)	Semester End Exam (SEE)	Total
<b>Theory</b>												
BPT 101 L	Human Anatomy Part I	3	-	-	3	45	-	-	45	10	40	50
BPT 102 L	Human Physiology Part I	3	-	-	3	45	-	-	45	10	40	50
BPT 103 L	General Biochemistry Nutrition	3	1	-	4	45	15	-	60	10	40	50
BPT 104 L	Introduction to National Health Care System (Multidisciplinary/ Interdisciplinary)	3	-	-	3	45	-	-	45	10	40	50
<b>Practical</b>												
BPT 101 P	Human Anatomy Part I	-	-	4		-	-	60	60	-	-	-
BPT 102 P	Human Physiology Part I	-	-	4		-	-	60	60	-	-	-
BPT 103 P	General Biochemistry Nutrition	-	-	4		-	-	60	60	-	-	-
BPT 105 P	Community Orientation & Clinical Visit (Including related practicals to the Parent course)	-	-	8		-	-	120	120	-	-	-
<b>Ability Enhancement Compulsory Course</b>												
AEC 001 L	English & Communication skills	4	-	-	4	60	-	-	60	10	40	50
AEC 002 L	Enviornmental Sciences	4	-	-	4	60	-	-	60	10	40	50
<b>Total</b>		<b>20</b>	<b>1</b>	<b>20</b>	<b>21</b>	<b>300</b>	<b>15</b>	<b>300</b>	<b>615</b>	<b>60</b>	<b>240</b>	<b>300</b>

**ABILITY ENHANCEMENT COMPULSORY COURSE**

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>English and Communication Skills</b>
<b>Course Code</b>	<b>AEC 001 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>This course deals with essential functional English aspects of the of communication skills essential for the health care professionals.</li> <li>To train the students in oral presentations, expository writing, logical organization and Structural support.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Able to express better.</li> <li>Grow personally and professionally and Develop confidence in every field</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Basics of Grammar</b> - Vocabulary, Synonyms, Antonyms, Prefix and Suffix, Homonyms, Analogies and Portmanteau words	10
2	<b>Basics of Grammar – Part II</b> - Active, Passive, Direct and Indirect speech, Prepositions, Conjunctions and Euphemisms	10
3	<b>Writing Skills</b> - Letter Writing, Email, Essay, Articles, Memos, one word substitutes, note making and Comprehension	5
4	Writing and Reading, Summary writing, Creative writing, news paper reading	5
5	Practical Exercise, Formal speech, Phonetics, semantics and pronunciation	5
6	<b>Introduction</b> to communication skills - Communication process, Elements of communication, Barriers of communication and how to overcome them, Nuances for communicating with patients and their attenders in hospitals	6
7	<b>Speaking</b> - Importance of speaking efficiently, Voice culture, Preparation of speech. Secrets of good delivery, Audience psychology, handling , Presentation skills, Individual feedback for each student, Conference/Interview technique	5
8	<b>Listening</b> - Importance of listening , Self assessment, Action plan execution, Barriers in listening, Good and persuasive listening	5
9	<b>Reading</b> - What is efficient and fast reading , Awareness of existing reading habits, Tested techniques for improving speed, Improving concentration and comprehension through systematic study	5
10	<b>Non Verbal Communication</b> - Basics of non-verbal communication, Rapport building skills using neuro- linguistic programming (NLP), Communication in Optometry practice	4
<b>Total</b>		<b>60 hrs</b>

**Text books:**

1. Graham Lock, Functional English Grammar: Introduction to second Language Teachers. Cambridge University Press, New York, 1996.
2. Gwen Van Servellen. Communication for Health care professionals: Concepts, practice and evidence, Jones & Bartlett Publications, USA, 2009

<b>Name of the Programme</b>	<b>B.Sc. Perfusion Technology</b>
<b>Name of the Course</b>	<b>Environmental Sciences</b>
<b>Course Code</b>	<b>AEC 002 L</b>

<b>Teaching Objective</b>	<ul style="list-style-type: none"> <li>To understand and define terminology commonly used in environmental science</li> <li>To teach students to list common and adverse human impacts on biotic communities, soil, water, and air Quality.</li> <li>To understand the processes that govern the interactions of organisms with the biotic and abiotic.</li> <li>Understand the relationship between people and the environment; Differentiate between key ecological terms and concepts</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Current environmental issues and highlight the importance of adopting an interdisciplinary approach.</li> <li>Sample an ecosystem to determine population density and distribution.</li> <li>Create food webs and analyse possible disruption of feeding relationships.</li> </ul>

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Hrs.</b>
1	<b>Components of Environment</b> – Hydrosphere, lithosphere, atmosphere and biosphere – definitions with examples; Interaction of man and environment;	8
2	<b>Ecosystem</b> : Basic concepts, components of ecosystem, Tropic levels, food chains and food webs, Ecological pyramids, ecosystem functions, Energy flow in ecological systems, Characteristics of terrestrial fresh water and marine ecosystems,	8
3	<b>Global Environmental Problems</b> – Green House Effect, Acid rain, El Nino, Ozone depletion, deforestation, desertification, salination, biodiversity loss; chemical and radiation hazards.	8
4	<b>Environmental pollution and degradation</b> – Pollution of air, water and land with reference to their causes, nature of pollutions, impact and control strategies; perspectives of pollution in urban, industrial and rural areas. Habitat Pollution by Chlorinated Hydrocarbons (DDT, PCBs, Dioxin etc, Endocrine disrupting chemicals, Nutrient pollution.	8
5	<b>Environmental Management</b> – Concept of health and sanitation, environmental diseases – infectious (water and air borne) and pollution related, spread and control of these diseases, health hazards due to pesticide and metal pollution, waste treatment, solid waste management, environmental standards and quality monitoring.	10
6	<b>Environmental Protection Act</b> – Environmental Laws, national movements, environmental ethics – holistic approach of environmental protection and conservation, IUCN – role in environmental protection. Concept with reference to UN – declaration, aim and objectives of human right policies with reference to India, recent north-south debate on the priorities of implementation, Environmental Protection Agency (EPA)	10
7	<b>Bioremediation</b> – Oil spills, Wastewater treatment, chemical degradation, heavy Metals.	8
<b>Total</b>		<b>60 hrs</b>

**Books:**

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press

**Resolution No. 10.4 i of Academic Council (AC-42/2022):**

- i) “Resolved to accept “50% eligibility in internal assessment” pattern for all the CBCS programs (UG & PG) running under the constituent units of MGMIHS.(MGM School of Biomedical Sciences, MGM School of Physiotherapy, MGM Medical College (M.Sc. Medical 3 year courses).

This will be applicable to all existing batches (for remaining regular examinations) and forthcoming batches from June 2022 onwards”



**Resolution No. 10.4 ii of Academic Council (AC-42/2022)**

- ii) Resolved to accept the amendment in the existing internal assessment eligibility criteria which will include CIA w.e.f Academic Year 2022-23 onwards for CBCS pattern 1st year (SEM I & II) of UG programs under MGMSBS.

**Proposed :**

Internal Examination Pattern (Theory) B.Sc. First Year (AY 2022-23) onwards :

20 marks

Question type	No. of questions	Questions to be answered	Question X marks	Total marks
Short answers	5	4	4 x 3 marks each	12 marks
CIA	1. Seminar / poster (4 marks) 2. Assignments/open book test (4 marks)			8 marks
<b>Total</b>				<b>20 marks</b>

Note: 20 marks to be converted to 10 marks weightage for submission to the university.

**Resolution No.6.10 of Academic Council (AC-48/2023):** Resolved to grant Post-facto approval for correction in the index for UG programme (B.Sc. Medical Laboratory Technology, B.Sc. Medical Radiology & Imaging Technology, B.Sc. Operation Theatre & Anaesthesia Technology, B.Sc. Cardiac Care Technology, B.Sc. Perfusion Technology, B. Optometry, B.Sc. Medical Dialysis Technology, B.Sc. Physician Assistant in Emergency & Trauma Care) for Batch admitted in Academic Year 2020-21 Semester VII & VIII onwards [Annexure-53A, 53B, 53C, 53D, 53E, 53F, 53G & 53H].

### OUTLINE OF COURSE CURRICULUM

#### B.Sc. Perfusion Technology

#### Semester VII & VIII

Code No.	Core Course	Credits		Marks		
		Clinical Posting/ Rotation (CP)	Total Credits (C)	Internal Assement (IA)	Semester End Exam (SEE)	Total
BPT 125	B.Sc.PT Internship (Semester VII)	20	20	20	80	100
BPT 126	B.Sc.PT Internship (Semester VIII)	20	20	20	80	100

Internship is for 12 months (July-December; January-June) after deducting for national holidays/Sick Holidays/ sundays + Examination), (6 days/ week ;8 Hours/day). Minimum of 21 weeks/semester. Students are encouraged to involve in community outreach activities as part of their clinical postings without absenting himself/herself for the other regular classes. During Internship a candidate must have 100% attendance before the award of the degree. NOC from the Dean/Director, MGMSBS to be made mandatory while applying for Convocation Degree.

Internal Assessment Exam Pattern (IA) for Semester VII & VIII (Internship Program)		Scheme of University Semester End Examination (SEE) for Semester VII & VIII (Internship Program)			Attendance (10 marks ) of the student. It was decided that weightage be given to attendance as per following scheme	
Internal exam pattern: Total 20 marks with following breakup		Practical exam pattern: Total 80 marks with following breakup			Attendance Percentage	Marks
Description	Marks	Exercise	Description	Marks		
Internal exam (at department)	10 marks	Q No 1	Case Study	2 x15=30 M	< 75	Zero
Viva	5 marks	Q No 2	Station exercise	3 x 5=15 M	75	5
Log Book	5 marks	Q No 3	VIVA	15 M	76-80	6
<b>Total = 20 Marks</b>		QNo 4	Log Book	10 M	81-85	7
		QNo 5	Attendance	10 M	86-90	8
		<b>Total = 80 Marks</b>			91-95	9
					96-100	10



Vice Chancellor <vc@mgsuhs.com>

Annexure-49 of AC-48/2023

## Revised Post facto approval for amending the ATKT rules.

1 message

SBS Navi Mumbai <sbsnm@mgsuhs.com>

Wed, Jul 19, 2023 at 10:20 AM

To: Vice Chancellor <vc@mgsuhs.com>

Cc: Registrar MGMIHS <registrar@mgsuhs.com>, Controller of Exam MGMIHS <coe@mgsuhs.com>

Respected Sir,

Please find attached herewith the request letter for Post facto approval for amending the ATKT rules.


Kindly do the needful.

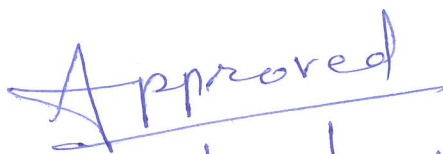
Thanking you,

Director  
MGM School of Biomedical Sciences  
(Deemed University u/s 3 of UGC Act, 1956) Grade 'A++' Accredited by NAAC  
MGMIHS, Kamothe  
Navi Mumbai  
022 27437631 / 32

Letter to VC Post facto approval for amending the atkt rules 19.07.2023.pdf  
4143K

① As based on the NEP Policy. Bsc. III<sup>rd</sup> + 1<sup>st</sup> yr of Inter ship become 4 year of Progr <sup>so now</sup> we had made it upto I to VIII Sem. So request to approved post facto approval for ATKT Rule for sem VII & VIII. So that candidate will be allowed for II, VII sem exam and <sup>not</sup> allowed to appear in the final Sem examination (sem VIII) unless the candidate has cleared all the previous sem examination (I to VII).

  
19/7/23.

Approved  
  
19/7/23.



# MGM SCHOOL OF BIOMEDICAL SCIENCES, NAVI MUMBAI

(A constituent unit of MGM INSTITUTE OF HEALTH SCIENCES)

(Deemed University u/s 3 of UGC Act 1956)

Grade "A" Accredited by NAAC

Sector 1, Kamothe, Navi Mumbai-410209, Tel.No.022-27437631, 27432890

Email: [sbsnm@mgmuhs.com](mailto:sbsnm@mgmuhs.com) Website: [www.mgmsbsnm.edu.in](http://www.mgmsbsnm.edu.in)

Ref: MGMSBS/23/07/1709

Date:18-07-2023

To,  
Hon'ble Vice Chancellor  
MGMIHS,  
Kamothe, Navi Mumbai

Through – proper channel

Sub: Post facto approval for amending the ATKT rules.

Respected Sir,

As per National Education Policy (NEP) 2020, we have accordingly changed our credit & semester pattern where students will have to appear for VII & VIII Semester exams as approved vide resolution no. 6.7 of AC - 46/2023 for batch AY 2020-21 onwards.

We request post-facto approval to amend our ATKT rules (Resolution No. 3.2.1.d of BOM 57/2019 dated 26.04.2019) for batch AY 2020-21 onwards as per below:

Carryover Pattern (ATKT Rules):

- A student will be allowed to keep term for Semester II irrespective of number of heads of failure in the Semester I.
- A student will be allowed to keep term for Semester III if he/she passes each Semester I & II **OR** fails in not more than two courses each in Semester I & II.
- Student will be allowed to keep term for Semester IV irrespective of number of heads of failure in Semester III. However, the student shall pass each course of Semester I and Semester II in order to appear for Semester IV.
- Student shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester, III and Semester IV. **OR** shall pass Semester I and Semester II and fails in not more than two courses each in Semester III and Semester IV.
- Student shall be allowed to keep term for Semester VI irrespective of number of heads of failure in Semester V. However, he/she has passes Semester I, Semester II, Semester, III and Semester IV.
- A student will be allowed to keep term for Semester VII if he/she passes each Semester V & VI **OR** fails in not more than two courses each in Semester V & VI.
- A Candidate shall not be allowed to appear in the final semester examination (Semester VIII) unless the candidate has cleared all the previous semester examinations (I to VII).

Request postfacto approval as regular Semester VI exams are due on 3<sup>rd</sup> Week of August 2023.

Thanking you,

MGM School of Biomedical Sciences

Kamothe, Navi Mumbai

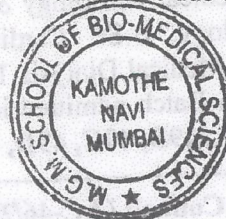
Director

MGM School of Biomedical Science

Kamothe, Navi Mumbai

cc to: Controller of Examination, MGMIHS

Registrar, MGMIHS



**Resolution No. 3.10 of Academic Council (AC-50/2024):** Resolved to approve the amended Grace marks rule for CBCS Allied programme (Biomedical) for UG Allied Health Sciences programmes under MGM SBS:

1. A Candidate shall be eligible for grace marks only in UG courses.
2. Maximum Grace Marks up to 5 marks may be allowed in case of failure in one or more heads of passing a subject/s or examination in to (Theory/Practical)



# MGM INSTITUTE OF HEALTH SCIENCES

(Deemed to be University u/s 3 of UGC Act, 1956)

Grade 'A' Accredited by NAAC

Sector-01, Kamothe, Navi Mumbai - 410209

Tel 022-27432471, 022-27432994, Fax 022-27431094

E-mail- [registrar@mghmuhs.com](mailto:registrar@mghmuhs.com) Website : [www.mghmuhs.com](http://www.mghmuhs.com)

