

**Bharati Vidyapeeth (DTU)**  
**Medical College, Pune**  
**Report- Foundation Course**  
**January 2021**

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## **1.Preamble Foundation Course Report**

The new competency Based Curriculum was implemented under MCI directives from August 2019. The objective of implementing the Foundation Course of one-month duration at the beginning of the MBBS course was to sensitise the fresh medical students with essential knowledge and skills necessary to lay a sound foundation for their pursuit of learning across the subjects in MBBS course and later on to succeed in their ‘career in medicine’

The new CBME curriculum emphasizes achievement of clinical competencies by the Indian Medical Graduate, rather than just knowledge. Towards this objective, it also purports to address, in addition to the medical knowledge, the so far ‘hidden’ curriculum components of ‘Attitude, Ethics and Communication skills’, all of which are essential for being an effective clinician. In view of coping up with stresses faced in medical practice creating awareness of the importance of healthy hobbies, be it sports or cultural activities is also included in foundation course.

To achieve this, various components to be addressed have been elaborated by NMC (MCI) in the Module 1 document of Foundation course. Due to COVID 19 pandemic, the entire Foundation Course across the month of January 2021 was planned online.

The online program was executed as per plan starting from 2<sup>nd</sup> January to 23<sup>rd</sup> January 2021. The online mode of course was completed by using Microsoft teams. Only few sessions were conducted on Zoom platform. (**Annexure 1** – Foundation Course Program.)

Due to online mode of the module, there were some restrictions while taking sessions. This year we could not plan hospital and field visits to get hands on experience in various activities such as basic life support (BLS), first aid and community orientation. The students enrolled before 1<sup>st</sup> January were given bharativedyapeeth.edu mail id to access Microsoft teams. Students who joined subsequently from 20<sup>th</sup> January onwards were given e mail id to attend various sessions. Sequence of sessions in the report does not necessarily follow the date wise program in Annexure I.

Credit for successful implementation of the Foundation Course goes to the faculty, coordinators across all the departments of the college and digital library experts. (**Annexure 2**), who enthusiastically contributed from planning through execution, to submission of the reports of the individual sessions they were responsible for.

## **2. Principal’s Address and Parents’ Meeting**

The program began on 2<sup>nd</sup> January 2021 with the Principal (Brig) Dr N. S. Mani’s online address on Microsoft Teams. Parents were specially invited for the address and Parents meeting. Principal Dr. N. S. Mani briefly introduced the historical development of the institute, nurtured by the visionary Founder – Chancellor Late Dr. Patangraoji Kadam. He elaborated the vision and mission of the institute and the current expanse, state of the art facilities and learning opportunities available. He also focused on the institutes’ curriculum. This was followed by ‘Open House’ question answer session, satisfying the queries from the parents. Students were interested about reopening of college. Principal sir told that college will reopen and offline teaching-learning will begin from 1<sup>st</sup> February 2021.

## **3. Ice breaking – Student Introduction**

### **Objective:**

- a. To help the students get to know each other with their hobbies and accomplishments.
- b. Help identify student talent and extracurricular interests.

**How implemented:**

This session was conducted online on Thursday, 4<sup>th</sup> January 2021. Each student introduced himself/ herself by name, the place from which they came, and their hobbies and extracurricular achievements.

This session was conducted by the foundation course coordinator Dr Mrs Joshi Anuradha, and sports committee chairperson Dr Padalkar Pradnya with cultural and sports committee members and student representatives. Student representatives of the Sports and Cultural Committees noted down the interests and achievements, of students, as useful base for planning the sports and cultural components throughout the year as well as further development of hobby clubs which would be an ongoing activity.

**Outcome:**

Students were excited to see each other (on screen) and very happy to convey their achievements. Apart from academic excellence, many students already had many sports and cultural achievements under their belt, some students participated in various activities even in the academically crucial years of 11<sup>th</sup> and 12<sup>th</sup> standards.

The institute already has very active Sports and Cultural Committees which organize annual events like Freshers, 'Elixir' – the publication of college magazine amidst cultural performances, 'Lock-horns' – the intra-institute sports event for staff and students. They also encourage and organize the student participation in inter-collegiate and inter-university sports and cultural events. Various Hobby clubs exist in college and students were interested in participating in various extracurricular activities.

**4. Motivational letter to self**

**Session conducted:** Dr. Ranjana Sahasrabudhe

**Objectives:**

To help students to reflect and recollect the resolves with which they have opted for this course, concretize them by actually putting them into words in a format which makes it a personal treasure. Referring this letter from time to time would serve as a booster to keep up the motivation and resolve and help to keep them on track.

**How implemented:**

**Venue:** Online session from Digital library in the medical college

**Assessment:** Students were introduced to the concept of writing a letter to a very close friend, around six months after he / she has joined his / her cherished course. After students finished writing the letter, debriefing brought out what the activity meant to them.

A few answers which indicate that essence of the activity had been achieved:

“writing the letter clarified my own perceptions”

“putting it into words strengthened my motivation”

“it was like making a commitment to my self”

“writing this letter at this point reinforced my resolve”

**Analysis of session:**

a. Students satisfaction with the session: Yes, as it appears from the verbal feedback during debriefing. Structured feedback was not taken.

b. What was learnt, the take home message: As expressed above

- c. Relevance to curriculum: Yes, as expressed above  
d. Mode of teaching: Interactive session, no PowerPoint presentation.

This has been a component of Freshers' Orientation since many years and is appreciated by students. Students who do write to themselves usually do so when they feel down in the dumps. Writing at this point when they are virtually on 'Cloud 9' is always appreciated by them with reactions mentioned above.

## Module 1. Foundation course

<b>5.</b>	<b>1</b>	<b>Orientation Module</b>
	<b>1A</b>	<b>Introduction to institution / campus / facilities</b>
		<b>Introduction to Student Welfare Committees</b>
	<b>1B</b>	<b>Role of doctors in the society</b>
	<b>1C</b>	<b>History of Medicine and alternate systems</b>
		<b>History of alternate systems</b>
	<b>1D</b>	<b>Dr. Avinash Bhondwe IMG roles / overview MBBS curriculum various career pathways</b>
	<b>1E</b>	<b>Principles of family practice</b>

### **A. Introduction to institution / campus / facilities**

#### **Session coordinated by :**

Dr Anuradha Joshi-Professor and HOD Physiology department  
Dr Bhot- Professor and HOD Emergency medicine  
Dr. Aarati Pokale - Associate Professor, Dept. of Community Medicine

#### **Objective:**

To familiarize the newly joined students with the college campus, hostels and hospital.

#### **How implemented:**

Keeping in mind the mode of conduct we prepared in house videos in advance. The college building, libraries (main, digital, post graduate library) and the Institutional Museum were shown on 4<sup>th</sup> January, at the very beginning (on the first day) of the Foundation course. The videos were shown by Dr Arati Pokale.

Complete building of Bharat hospital with all departments was very well elaborated on video by Dr Bhot, Professor and HOD, Department of Emergency medicine.

The entire campus including the sport ground, the Physical Education College and Gymnasium and the indoor sport facility, Ayurveda, Dental, Homeopathy, Engineering colleges and hotels were very well captured by drone and was explained by Dr Anuradha Joshi.

#### **Outcome:**

The students were impressed by the videos which helped them to appreciate the vision and journey of our founder Dr. Patangraoji Kadam and were very happy to see beautiful campus, Medical college and the state of the art Bharati hospital and research centre of this Deemed to be University.

They were impressed by the spacious library building with large number of books and the quiet studious atmosphere of the reading halls. Getting to know the layout of the college building with the location of lecture halls and different departments.

### **Introduction of Student Welfare Committees**

#### **Session coordinated by :**

Dr. Aarati Pokale - Associate Professor, Dept. of Community Medicine & MEU member

#### **Objectives:**

- a. To brief the students and their parents about various welfare committees in the college like anti ragging, grievance redressal, counselling, student health etc. keeping in mind their safety and wellbeing during the entire medical course.
- b. To introduce students to committees with student representation like cultural, sports, magazine, student council etc.

#### **How implemented:**

This session was conducted online on Thursday, 2<sup>nd</sup> January 2021. Since the session was online it was proposed by the faculty coordinator to give a brief overview of all 13 student welfare committees instead of getting all chairpersons and members to speak as is the usual mode of conduction. Objectives, functioning of committee and contact details of all members was sought from the respective chairpersons. Each committee was introduced to the students and their parents, its purpose explained and mobile numbers and email ids of all members shared with them. The parents were reassured of the welfare and safety of their wards when in campus and committees like anti ragging, anti-sexual harassment, counselling, Grievances redressal cell.

#### **Outcome:**

The student and their parents also felt reassured that adequate measures were in place for their wellbeing and safety. Students were enthused to know about the various extracurricular activities occurring in the collage.

### **B. Role of doctors in the society**

#### **The medical Profession & Physician's Role in the society – Student's reflections**

Session conducted by Dr. Ranjana Sahasrabudhe

#### **Objectives:**

To help students to reflect on Physician's Role in the society from different perspectives based on their collective experiences and knowledge. The issue was addressed from different perspectives:

#### **How implemented:**

**Venue:** Online session from Digital library in the medical college

#### **What was done:**

The issue was addressed from different perspectives. The students were asked to reflect and share their own perceptions based on their own interaction with the physicians as 1. a Patient / patient's relative, 2. Physician's relative / friend, or 3. Interaction with eminent personalities in the field 4. Through any information what so ever. After they shared their perceptions based on these

inputs, they were given suggestion to read about stalwarts in the profession like Dr. Abhijit Vaidya, Dr. Abhay Bang & Dr. Himmatrao Bawaskar, who are contributing immensely to the society in many ways apart from their clinical expertise. The discussion helped them to identify the important desirable attributes of a competent physician.

**Assessment:**

Students are expected to write their reflections on this session in their log book after reporting to college. They have also been asked to write an elaborate essay collating the different aspects unveiled in the session as well throughout the foundation course and otherwise, and submit it as a manuscript, with the incentive of an opportunity to publish in the college magazine Elixir. Written structured feedback using google form was not taken.

**Analysis of session:**

- a. Students Satisfaction: Yes, as it appeared from the verbal feedback.
- b. What was learnt, the take home message: They realized the various roles and fields of contribution expected from a physician, the physician's image in the eyes of their patients and their families and the qualities they must imbibe in order to become an efficient compassionate physician.
- c. Relevance to curriculum: Yes, as expressed above.
- d. Mode of teaching: Interactive session with a brief PowerPoint presentation.

**Feedback of faculty involved:**

- a. This session does not need any elaborate planning and logistics.
- b. Faculty perception: It was interesting session as the students contributed enthusiastically, enabling collation of their collective inputs to help them appreciate as a whole the varied aspects of a Physician's roles in the society.
- c. Recommendations for improvement for subsequent batches: Ensuring participation of each and every student was the limitation of the online mode. Hopefully will be obviated next year.

**C.History of Medicine-**

**Session was conducted by:**

Dr. Dr. J. S. Gothankar. – Professor and HOD, Dept. of Community Medicine

**Objectives:**

- a. History of medicine world wide
- b. Medical specialist in history
- c. History of medicine, India
- d. Phases of evolution of medicine

**How implemented:**

Online platform on MS teams along with screening of three YouTube videos was conducted. First video was by John Snow showing transmission of cholera by polluted water, second video was on discovery of small pox vaccine by Edward Jenner and third video was on James Lind who conducted first human experiment for prevention of scurvy. All the videos were of about 7-8 minutes.

**Outcome:**

The students were enthused to know about the history of medicine.



### **C.Alternative Systems of Medicine (Ayurveda and Homoeopathy)**

#### **Session was conducted by:**

Dr Asmita Wele- Professor Pharmacology department College of Ayurveda

Dr Anita Patil- Professor College of Homeopathy

#### **Objectives:**

- a. To create awareness about existence and principles of alternative systems of medicine
- b. To create an open mindset favorable for holistic patient care by Complementary Medicine
- c. To understand the difference between Modern Medicine and Complementary and Alternative Medicine (CAM)

#### **How implemented:**

Our institute has the advantage of having the Ayurveda and Homoeopathy colleges in the same campus as ours. Invited speakers from these colleges enlightened the students about their own sciences of medicine.

Dr. Asmita Wele , Professor, Department of Pharmacology, BVDU college of Ayurveda, elaborated on the principles of Ayurveda system of Medicine.

She elaborated how Ayurveda has effective treatments for chronic conditions and can also be used as supportive treatment to helps the healing process.

Dr. Anita Patil, Dean BV (DTBU) Homoeopathy medical colleges, enlightened the students about the principles of Homoeopathy, importantly the principle of “Similia Similibus Curantur” meaning “Like Cures Like”. That is, substances that cause symptoms in healthy people can be used in extreme dilution to treat illnesses that cause the same symptoms. She elaborated how Homoeopathy has effective cures for many chronic conditions and can also be used as supportive treatment to helps the healing process after surgery and avoid adverse effects of chemotherapy. Both speakers very nicely introduced the system of alternative medicine, which is need of an hour. Acceptance that each system of medicine has some strengths and some limitations and knowledge across the ‘pathies’ will help us to achieve holistic cure for our patients.



### **D.IMG roles, Overview MBBS curriculum various career pathways**

#### **Interaction with Physicians:**

2 eminent clinicians, renowned in their own fields, interacted with the students.

1. Dr. Sameer Bhate

## 2. Dr Vishwas Yevale

They inspired the students with their own life stories. Which also brought out the various facets of what it meant to be a doctor.

### **Outcomes:**

Discussions and reflections of these sessions primed the students to understand the various roles of an IMG as defined by MCI. Penning down their reflections also helped to clarify their concepts and helped to define how they would go about achieving their goals. Interaction with stalwarts widened their horizons as to what a Medical Graduate can do and become.

## **1.Dr. Sameer Bhate**

### **Session coordinated by**

**Dr. Aarati Pokale** - Associate Professor, Dept. of Community Medicine & MEU member

### **Objectives:**

Interaction with Icon, a renowned medical professional – an alumnus.

### **How implemented:**

#### **Session:**

Alumnus batch of 1989, renowned cardiac surgeon, Dr. Sameer Bhate interacted online with the students. He recounted memories of his undergraduate days, the academic ambience, the struggles as a postgraduate student, and his fellowship and specialisation experiences. He motivated students to set a definite goal in sight and work towards achieving it. Students freely interacted with asking advice on pursuing post-graduation courses, balancing work and hobbies, dealing with relatives, doctor patient communication and lots more. It was an excellent session – informative and inspiring, and we had to cut short students questions as we were overshooting our schedule. The Icon – Dr. Sameer Bhate too enjoyed interacting with the students and expressed his willingness for future sessions as well.



## **2. Dr Vishwas Yevale**

Name of the lecture- Enrichment of life of a Medical professional with hobbies and contribution to society

### **Objectives**

To know how the students can cultivate good habits and contribute to the society by some form.

### **How implemented?**

Session was taken 'online' with the help of ppt

1. Co-ordinator- Dr Medha Puranik

2. Overview of session-

Dr Yevale explained his projects of Jaladindi, Jalakumbh. Shared his experiences and explained the need of Maintenance of clean and unpolluted water.

He also emphasis on maintenance of health by performing Yoga and Suryanamaskar.

### **Outcome-**

This session was really a motivating session. From diverse experiences of Dr Yevale the students will be inspired to do the things for society and they will look the word beyond self.



## **E.Principals of family practice and holistic approach**

### **Objectives**

- Demonstrate understanding of the role of doctors in the society and their impact
- Discuss the principles of family practice

### **How implemented?**

Session was taken 'online' with the help of ppt

Co-ordinator- Dr Medha Puranik

Points which were covered-

- keeping What is a General practice? Characteristics of General practice
- Role of family physician in GP -Competencies of family physician
- Concept of primary, secondary and tertiary care physician
- Roles and duties of physician in todays world
- Effective doctor-patient relationship
- Working principals and ethics
- Access and availability
- Record

### **Students feedback**

All students were very much satisfied with the lecture

Time allotted was enough

Topic was absolutely relevant

### **Outcome**

Students wear made aware that-

Communication is an extremely important aspect of a doctor patient relationship.

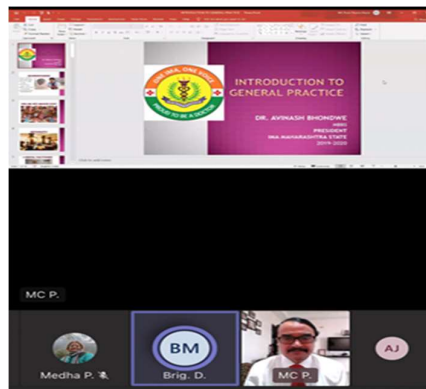
How to be A better doctor in future

The importance and duties of general physicians and their contributions to the society. Also, the ethics and rules to be followed by any medical practitioner and their advantages to the society.

The role of a General Physician/ Family Doctor is instrumental in primary care,

Role of a good practitioner and dos and don'ts to be a good doctor

Family physician becomes a family member of a family.



<b>6.</b>	<b>2</b>	<b>Skills Module</b>
	<b>2A</b>	<b>First Aid</b>
	<b>2B</b>	<b>BLS</b>
	<b>2C</b>	<b>Universal precautions</b>
	<b>2D</b>	<b>Waste management</b>
	<b>2E</b>	<b>Immunization</b>
	<b>2F</b>	<b>Documentation</b>

### **A. First Aid**

**Session was conducted by:**

Dr. Kavita Srivastava, Prof. Dept of Pediatrics

**Objectives:**

- To educate the students regarding common medical and surgical emergencies
- To teach the first aid measures to be taken as first responders for the same

### **How implemented -**

Didactic/ Interactive talks mixed with video demonstrations were included. Each session was of 45 minutes. All sessions were Meticulously planned and presented by faculty from different departments one after the other. Sessions were conducted by faculty from Pediatrics ( Dr. Bhakti Sarangi), Medicine ( Dr. Sukanya Das Gupta), Surgery ( Dr. Suhas Tarlekar) and Orthopedics ( Dr. Amit Mahajan). All faculty included 2-3 MCQ based on the topics covered, at the end of their talks.

**Outcome-**

Students learnt regarding common medical and surgical emergencies and the first aid measures- e.g. unconscious, convulsing, bleeding child/ adult etc.

**Assessment-****Student feedback was taken:**

Students were asked to write Reflection on the session in their notebooks and given a task of teaching first aid for 5 common scenarios to 5 non medico people in their family/ neighbourhood. These was noted in their notebooks and will be analysed after joining.

**Recommendation**

Best to have a hands on demonstration of the topics covered, which will be done during early clinical exposure.

**B.Basic life support (BLS)****Session was conducted by:**

Dr. Shiva Iyer, Prof.and HOD Critical care . Dr G. R. Godbole Associate Professor, Physiology

**Objectives:**

- a. To train the learner to provide basic life support
- b.To know Chain of survival & Updated BLS algorithm
- c.Immediate recognition of cardiac and respiratory arrest
- d.To demonstrate chest compressions and ventilation
- e.To know how to use of AED

**How implemented -**

Basic life support is an emergency management skill that every student must practice to save life The activity was well planned. Videos regarding CPR were prepared in advance. It was an interactive session.

**Outcome-**

Students learnt about cardiopulmonary resuscitation in unresponsive patient.

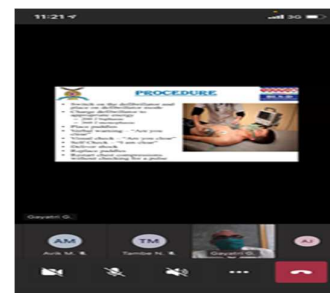
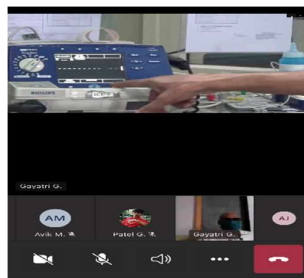
**Assessment-**

Pretest and post test conducted.

**Recommendation**

Hands on training is must.

To dedicate one day to BLS skills. Half day session is not sufficient.



## **C, D -Biosafety & HICC (universal precautions, waste management)**

### **Session was conducted by:**

Dr Anuradha Tolpadi, Dr Abhijeet Mane- Department of Microbiology

### **Objectives-**

- To highlight the importance of Biosafety and HICC
- To understand the Essential components of universal safety precautions
- To understand and learn 6 steps and 5 moments of hand hygiene.
- To learn wearing of personal protective equipment
- To understand segregation of biomedical waste and know the flow of biomedical waste from segregation to final disposal
- To learn post exposure prophylaxis to needle stick injury.
- To understand how to prevent needle stick injury and importance of hepatitis B vaccination
- To know basics of isolation protocols
- To understand basic disinfection process

### **How implemented**

The sessions were conducted Virtually, on MS Teams

### **The programme was as follows:**

Pre-test, Introduction to Infection Control, Universal Safety Precautions – Lecture, Hand Hygiene awareness video, Hand Hygiene - Lecture, Hand Hygiene Demonstration video Personal Protective Equipment – Lecture Personal Protective Equipment – Demonstration video Biomedical Waste segregation and management Biomedical waste flow – video Needle stick injury educational video Post Exposure Prophylaxis – Lecture Post-test And Discussion Feedback

### **Outcome-**

Basic concept of biosafety and HIC sessions were relevant for the curriculum. Standard precautions were learnt by students during the 2 days session. Students liked the initiative to introduce infection control early on in medical education. These practices will help them to prevent spread of infection. Become a good clinician.

They were attentive throughout and tried to gain maximum knowledge from faculty

### **Assessment-**

a. Pre-test and Post-test were conducted (Google forms) for students to assess how much the students had understood the topic. Answers and scores of same were released at the end of the course.

b. Assessment results: Performance of all the students was better in post-test. An average score increase of 28% was noted in post-test.

### **Feedback of faculty involved**

#### **a. Planning and conducting the overall activity-**

#### **Experience of planning & conducting the activity**

- It was pleasure to conduct such activity at this stage

- Students were receptive and showed lot of enthusiasm

#### **a. Faculty perception:**

##### **Relevance & importance to new joiners:**

- Ideal time to take these kinds of activities at the entry to medical profession.

##### **How it was perceived by the new joiners:**

- They enjoyed the training. They also understood the importance of the topic

Pre and post test was conducted



## **E. Immunisation**

#### **Session was conducted by:**

Dr. Amruta Walimbe and Dr Disha Padalkar from Department of Pediatrics

#### **Objectives:**

To give an overview of Immunisation

**How implemented** -conducted online on Microsoft Teams from the Digital Library.

The Topics covered were as follows

- 1.Basics of Immunology & Types of Vaccines
- 2.History of Vaccination
- 3.Cold chain & Vaccine storage
- 4.National Immunisation Schedule
- 5.Adolescent Vaccination
- 6.Practical Aspects of Immunisation
- 7.Vaccination Myths & Facts

The session on Practical Aspects of Immunisation was very interactive.

#### **Outcome-**

students were convinced that immunisation is very important for disease control and were also convinced about the importance of cold chain. Students asked many questions and got all their misconceptions cleared. The session was well appreciated by 97% students. 80% of the students showed willingness to participate in conducting Immunisation Session in best possible ways.

#### **Assessment-**

Feedback was taken from the students in form of Google forms.

Majority of the students [99%] were happy with the content included.

## **F. Documentation in Medical Practice**

### **Session was conducted by:**

(Brig) Dr Verma , Mrs Kawade

### **Objectives:**

Create awareness about the importance of documentation and records in medical practice.

### **How implemented:**

The faculty from department of Quality Assurance of Bharati Hospital enlightened the students about the importance of maintaining proper Medical Records in patient care, to facilitate good patient care and also as a requirement of protocol and associate legalities. They explained how defined protocols exist for all documentation, and the need to adhere to these protocols, especially in view of the Accreditation processes for hospitals (NABH) in place today

### **Outcome:**

Student appreciated the importance of methodical documentation with reference to Quality Assurance as well as legal aspect.

<b>7.</b>	<b>3</b>	<b>Community Orientation Module</b>
	<b>3A</b>	<b>National Health goals and policies/ health Care systems community health</b>
	<b>3B</b>	<b>Interactions with patients and families, Communities</b>

## **A., B. Community Health, Health Care systems & its delivery and Interactions with patients and families, Communities**

**Session was conducted by:** Dr. Prasad Pore, Dr. APS Narula, Dr. Varsha Vaidya

### **Objectives-**

- To describe the basic principles of community health and its impact on Health and disease
- To discuss the health care systems in India with reference to primary, secondary and tertiary level care
- To differentiate between primary, secondary and tertiary health care.
- Observe the structure and functioning of the Primary health Center, community health center along with UHTC & RHTC.
- Interactions with patients and families, Communities
- Reflect on the observation.

### **Competencies addressed**

- FC 3.3 Demonstrate understanding of the health care systems in India with reference to primary, secondary and tertiary level care.
- FC 3.4 Discuss the basic principles of community health and its impact on health and disease.
- FC 3.5 Demonstrate understanding of the structure and functioning of the community health center.
- FC 3.6 Demonstrate ability to obtain patient experiences through patient and family interactions and relate these experiences to impact of environment and diseases.

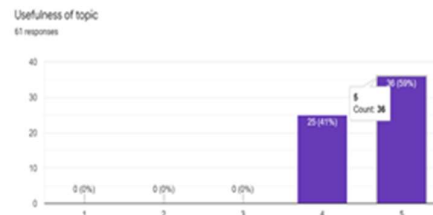
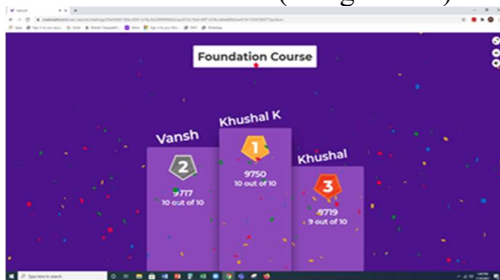


## How implemented

The session was conducted on MS teams. Faculty tried to overcome the limitation of online teaching by doing virtual tour by using photos and videos to PHC, UHTC and RHTC.

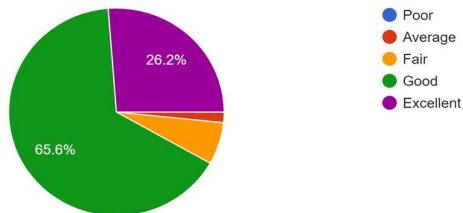
## Assessment-

- Kahoot Quiz was conducted to revise the important points.
- Feedback form (Google form) was circulated to all students at the end of the module

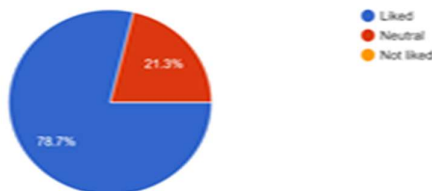


## Feedback of students:

Understanding of the topic  
61 responses



Use of Kahoot quiz  
61 responses



## Outcome-

Importance of community health and the working of rural and public health centres  
Functioning of primary health centres and urban health centres and also about Bharati medical college's urban and rural health centres  
the various programmes conducted by the students from Bharati college were seen  
The importance of community medicine  
Suggestion- It would have been better offline

<b>8.</b>	<b>4</b>	<b>Professional Development and Ethics Module (P&amp;E)</b>
	<b>4A</b>	<b>Concept of Professionalism and Ethics</b>
	<b>4B</b>	<b>White coat Ceremony</b>
	<b>4C</b>	<b>Professional behaviour and altruistic behaviour</b>
	<b>4D</b>	<b>Working in a health care team</b>
	<b>4E</b>	<b>Disability competencies</b>
	<b>4F</b>	<b>Cultural competence</b>
	<b>4G</b>	<b>Stress management</b>
	<b>4H</b>	<b>Time management</b>
	<b>4I</b>	<b>Interpersonal relationship</b>
	<b>4J</b>	<b>Learning</b>

## **A. Professionalism & Ethics**

**Session conducted by** Brig. (Dr.) Ravi Rautji- Professor & Head, FMT

### **Objectives:**

- To create awareness about ethical aspects associated with clinical practice
- To create awareness and help develop good values, attitudes, compassion and empathy
- Highlight importance of these attributes in interpersonal relations with the team members, peers, teachers and patients as a medical professional.
  - To orient the students to the new profession and professionalism.
  - To sensitize the students regarding medical ethics and attitude.

### **Implementation:**

session was conducted online on Microsoft Teams. It was Interactive session with power-point presentation. Students got oriented to basic ethical principles, role of a doctor- in emergency, in society, etc. and various guidelines which will help them throughout their professional life.

### **Assessment of students:**

- Feedback form
- It was a google form shared with them after the session.
- Attendance was good. 125/130.

### **Analysis of session based on feedback forms:**

- Relevant to curriculum- Yes
- What was learnt and comments on take home message:
- Students enjoyed the interactive mode of teaching and expressed their interest to learn more on this topic.
- The detailed explanation given with equal enthusiasm by the teacher was well appreciated by the students.

### **Self-assessment:**

- Well within the stipulated timing.
- Comprehensive, well-structured presentation.
- Conducted by an expert faculty member.
- There was continuous support from the organizing team before and during the session.
- Areas to improve for subsequent batches-

- i. Inclusion of videos / role play.
- ii. Number of hours can be increased.

## **B. White Coat ceremony**

### **Objectives:**

To understand that compassion, altruism, integrity, duty, responsibility and trust are the core values that define the nature of the physician's work.

The White Coat Ceremony is a rite of passage, welcoming the new medical students into the medical profession. As medical students, they are bound by the same professional commitments that bind all physicians. This ceremony will join the symbol of the white coat with the virtues of altruism, responsibility, duty, honour, respect, and compassion. Creating awareness of the solemn responsibility which comes with choosing the medical profession as the career.

### **How Implemented:**

The session was organized for newly admitted students on 4<sup>th</sup> February 2021. The only session from foundation course was conducted offline in auditorium with proper social distancing.

It started with a brief introduction of the origins of the white coat ceremony and its purpose. The significance of the white coat in the life of a medical student and its lifelong association with the profession were touched upon. A motivational video was then shown, chronicling the journey from joining as a fresher to becoming a medical practitioner. The video depicting this journey was prepared in-house, incorporating photographs of our own students and alumni Dr Arati Pokale.

After this instruction to the concept and purpose of the white Coat Ceremony was given by Brig Dr N. S. Mani. Students had their own aprons in order to maintain social distancing and they were administered a pledge by Principal Brig..Dr. N.S. Mani. Principal and various heads of the departments were present for the ceremony.

On the occasion of National youth day an essay writing and poster presentation competition was announced in foundation course. 25 students submitted write up and posters. Winners of these two competitions were announced and prizes were given to them in this session.



### **Outcome:**

The white coat ceremony made the students aware of their professional duties, as prescribed by Hippocrates, to lead their lives and practice their art in uprightness and honour.

## **C. Professional behaviour and Altruism**

### **Session conducted by:**

Dr(Brig)N S Mani Principal and Dr Jyoti Shetty Prof & Head Dept. of Psychiatry

### **Objectives:**

To understand that compassion, altruism, integrity duty, responsibility and trust are the core values that defines the nature of the Physician's work.

### **How Implemented**

The concepts of Professionalism, accountability and integrity was discussed initially. Brig Dr N.S. Mani brought in some aspects of ethics and professionalism especial beneficence. He discussed development of Altruism, its implication in healthcare, need for and problems with altruism in healthcare.

Dr Jyoti Shetty then discussed some cases to illustrate principles of Professionalism and Altruism in Healthcare

**Outcome:** Students understood altruism as an important professional virtue of a physician.

## **D. Working in a Health care Team**

### **Session conducted by:**

Dr.Firdaus Bhot (Professor and Head , Dept of Critical care medicine) and Dr. Shubhada Aphale (Professor, Dept of Anaesthesiology)

### **Objectives:**

- a.To make students aware about concept & dynamics of team.
- b.To create awareness about application of team work in health care setup.
- c.To know about benefits and short comings of team work

### **How implemented:**

The session was conducted online so had limitations in explaining and demonstrating in groups. The students were given idea of functioning of the Multidisciplinary teams, such as the emergency OPD, or OT or labour room.

**Outcomes:** They understood important aspects of working in a team such as a. Shared goals b. Communication c. Leadership d. Role clarity e. Trust / respect

**Assessment:** Students' understanding was tested by informal interaction and Q&As during session

Analysis of Session:

- a) Students satisfied with the session: yes, positive interactions
- b) What was learnt and comments on take home message: learning objectives understood
- c) Relevant to curriculum: Yes.
- d) Mode of teaching TL method: online meet

### **1) Feedback of faculty involved:**

- a) Planning and conducting the overall activity: coordinated efforts and team work involving 2 faculties along with foundation course coordinators help and support. IT support appreciated.

- b) Faculty perception: Interesting session for preparation and delivery
- c) Recommendations for improvement for subsequent batches:  
Actually conducting the session in the class  
Role plays.

Students understood the significance of working in a health care team and the role of honesty, respect and trust



### **E.Disability Competencies**

**Session conducted by:** Dr Gururaj Joshi. Prof and Head Department of Orthopedics

#### **Objectives:**

To sensitize the students regarding

- a. Different types of disabilities, problems faced by patients with disabilities
- b. The need for empathy rather than sympathy while dealing with such patients.
- c.

#### **How implemented:**

This large group session focused on above objectives. The student were also told about the medical and social connotation of disability and conditions included in the revised RPwD Act2016. Students were informed about laws in existence for safeguarding interests of the disabled, like the Rights of persons with Disabilities Act (RPDA) 2016, which mandates inducting disability content in all professional courses including Medical Curriculum. The need to develop competency to provide quality medical care and avoid discrimination against these patients was emphasized.

**Outcome:** Students understood that how An Indian Medical Graduate is expected to have disability competence which is the skills and attributes essential to provide quality health care to patients with disabilities.

### **F. Cultural competence**

#### **Session conducted by:**

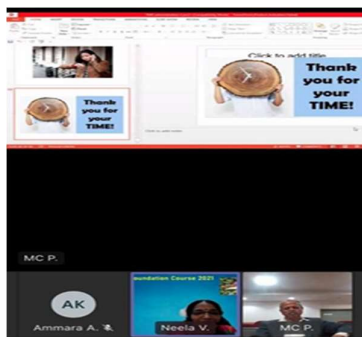
Dr Jyoti Shetty Professor & Head Dept of Psychiatry.

**Objectives:** To demonstrate the Components of cultural competence

#### **How implemented:**

Initially the definition of Culture and Ethnicity was explained and the need to understand the same with respect to healthcare was elaborated. The importance of concept of Diversity and Inclusion and need to study the same in medical education was also discussed using examples

**Outcome:** Students understood the meaning of Cultural competence and need to include it in medical education.



## **G. Stress management**

### **Session conducted by:**

Dr.Manjiri Datar Professor Department of Psychiatry

### **Objectives:**

- To discuss the significance and methods of stress management and risk taking behaviour.

### **How implemented:**

An interactive lecture on stress management was students about symptoms of stress and how to acknowledge stress. She spoke on the psychological rationale of appraisal of stress with reflections from students. Students were taught and encouraged to adopt various adaptive and rational coping techniques. Encouragement of positive coping strategies was done through practical examples. Methods to reduce negative coping were informed.

The students were encouraged to take help from mental health professionals and student counselling committee members in Bharati medical college and hospital in case they were facing any psychological and stress related problems.

A short briefing and demonstration of Relaxation techniques was done.

### **Outcome-**

Students understood how to deal in stressful situations such, academic stress, examination stress, peer pressure, family pressure, gender issues, discrimination, dealing with emotions.

## **H.Time management**

### **Session coordinated by :**

Dr. Neela vaidya - Associate Professor, Dept. of Biochemistry & MEU member

Session conducted by: **Guest speaker Dr Ajit Sonatakke** Professor and HOD,Biochemistry  
Krishn Medical Institute Karad.

### **Objectives:**

- To brief the students about importance of time management during the entire medical course.
- To enable students to manage the time ,prioritise available time and utilise the extra time for developing hobbies sports and cultural activities to reduce the stress.

### **How implemented?**

Online through Microsoft teams  
Guest speaker Dr Ajit Sonatakke  
Pointes elaborated by ppt presentation-

- Time to time completion of the job assigned or stipulated work must be finished off to get rid of stress.
- Prioritization of the work in to 4D formula of Eisenhower method is essential
- Do it, decide when, delegate the work, Drop the idea to do it

**Assessment -Feedback form:**

More than 90 percent Students were satisfied with the session

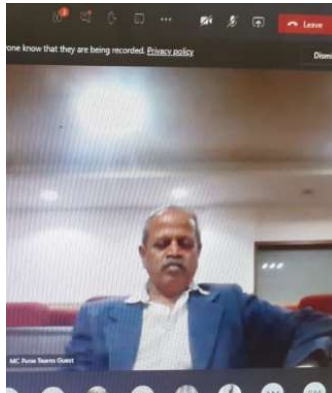
More than 93 percent think it very much relevant during their student life also.

**Outcome-**

Time management is important in professional life in planning of the day to activities.

**Feedback of faculty involved**

- a. Planning and conducting the overall activity- Well appreciated
- c. Recommendations for improvement for subsequent batches—More of offline sessions



**I,J -Interpersonal relationship and Learning –  
Group dynamics, Group learning Components of learning, Self-directed learning &  
Collaborative learning.**

**Session conducted by:**

Dr. Asmita Phadke,(Professor, Dept of Physiology) Dr. Ranjana Sahasrabudhe (Associate professor Dept of Pharmacology & Mrs. Sulochana Jadhawar Associate Professor Dept of Microbiology.

**Objectives –**

- a. Demonstrates understanding of the process of interpersonal relationship, group learning & group dynamics.
- b. Comprehend the learning pedagogy & its role in learning skills.
- c. Demonstrates understanding of different methods of self-directed learning.
- d. Understanding collaborative learning.

### How implemented -

Two online sessions were conducted.

- On 15<sup>th</sup> January 2021 first session was conducted from 1.30 pm to 3.45 pm.

It began with Mrs. Jadhawar elaborating on the Phenomenon of learning, how it occurs and what favours or hinders learning.

- Dr. Sahasrabuddhe then extended the thread to Study Skills, highlighting the importance of self discipline, using favourite past times as incentives for completing self defined tasks. She also emphasized the importance of gathering like minded friends in this new environment, who would help them to stay on track, and definitely not entice them into deviation from their primary goals.

- Second session was conducted on 18<sup>th</sup> January 2021 from 1.30 pm to 3.30pm. It had two sub-sessions. First session was taken by Dr. Phadke from 1.30 to 2.15 pm on self directed learning. During this session, she discussed the phenomenon of self-directed learning & its various modalities. She also enlightened the students about various free online avenues for self-directed learning.

- This was followed by a session on Collaborative Learning by Dr. Sahasrabudhe. She emphasized the importance of informal group discussions in mastering the vast content of the Medical Curriculum and the impact of group commitment to help adhere to the planned study schedule. She also reiterated the importance choice of 'right' friends and how teaching was the best way of learning and clarifying own concepts.

### Assessment -

Students were asked to write Reflection at the end of the module. It will be assessed subsequently by phase I teachers.

### Feedback of faculty involved

- Planning and conducting the overall activity - smooth
- Faculty perception – students were interested in the sessions & actively participated.
- Recommendations for improvement for subsequent batches— NIL

<b>9.</b>	<b>5</b>	<b>Enhancement of Language and Computer Skills Module</b>
	<b>5A</b>	<b>Communication</b>
	<b>5B</b>	<b>Local Language training</b>
	<b>5C</b>	<b>English Language training</b>
	<b>5D</b>	<b>Computer Skills training</b>

### A. Enhancement skills : Communication

Session coordinated by : Dr.Neela Vaidya, Dept of Biochemistry& MEU member

**Objectives: at the end of the session phase I student able to know how to**

- a.Demonstrate ability to communicate with patient and families,
- b.be aware of barriers in communication and to know appropriate ways to respond patient and relatives



**How implemented:** Online by Microsoft teams

Session conducted by :Dr Jyoti Shetty Professor and HOD Dept of Psychiatry& MEU member  
Dr.Neela VaidyaAsso Professor, Dept of Biochemistry& MEU member

Since the session was online it was conducted by using power point presentation and videos in interactive mode

**Session Outcome:**

- Assessment- Students Satisfied with the session – yes, more than 90 percent
- Take home message:  
Communication is core component in professionalism while treating with patients.  
-barriers of communications must be overcome to achieve effective communication.  
-during course of IMG , communication with peers, teams, colleagues, higher authorities communication plays important role.  
More than 93 percent think it very much relevant during their day to day life also.
- Dr Mrs Shetty conducted live online session with power point and one to one discussion  
.Dr Mrs.Neela Vaidya conducted live online session with videos on patient doctor relation, empathy and conducted one to one discussion. Students were happy to discuss how to improve communication skill with empathetic behaviour.
- Feedback of faculty involved  
Planning and conducting the overall activity- Well appreciated



**B, C. Language module**

Session coordinated by Dr Medha Purabnik Professor Dept of Anatomy

**Objectives-**

- a. To demonstrate ability to communicate with patient and families, be aware of barriers to communication and appropriate ways to respond
- b. To demonstrate use of local language in patient and peer interactions
- c. To demonstrate ability to communicate and learn in English

**How implemented**

Total 3 sessions were conducted by four teachers on 11<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> January online, on Microsoft teams

**Session 1-** Session was conducted by Dr Medha Puranik and Dr Aparna Joshi

Dr Medha Puranik introduced the objectives of sessions of language.

Dr Aparna Joshi conducted session by projecting PPT of all body parts of Head, Face, Neck regions and their Marathi names.

This session was made interesting by maximum interactivity

Students were taught construction of simple sentences in Marathi which included the body parts of Head, Face, Neck regions

Students who could understand Marathi were given Puzzle in Marathi and were asked to solve that simultaneously.

**Session 2-** Session was conducted by Dr Medha Puranik and Dr Lalna Takle

Dr Medha Puranik introduced the objectives of the second session of language.

Dr Lalna Takle conducted remaining session by projecting PPT of all body parts of Thorax, Abdomen, limbs and their Marathi names.

Session was made interesting by maximum interactivity

Students were taught construction of simple sentences in Marathi which included the body parts of Thorax, Abdomen, limbs

Students who could understand Marathi were given Puzzle in Marathi and were asked to solve that simultaneously. There was a very good response from the students. All could solve the puzzle fully or partially

**Session 3-**

Session was conducted by Dr Medha Puranik and Dr Madhuvanti Karandikar

Dr Medha Puranik introduced the objectives of the third session of language.

Dr Madhuvanti Karandikar conducted session by projecting PPT of different symptoms of all body parts and their Marathi names

Students were taught construction of simple sentences which included the symptoms of the body parts

Session was made interactive by asking them to repeat the symptoms in Marathi again and revising again and again

**Assessment-** Feedback was taken on last day

**Outcome-**

Students not knowing Marathi could name different parts of body. Students knowing Marathi, got to learn a few new words in Marathi, and also brushed up on the terminologies for various body parts and symptoms

Students understood the purpose of knowing local language and became confident about basic communication with the patients as well as with others.

## **D. Computer Skills**

**Sessions was conducted by :**

**Dr. Aarati Pokale** - Associate Professor, Dept. of Community Medicine & MEU member

**Objectives:**

- a) Introduction to college social media accounts, student software and website
- b) Demonstration of Microsoft word, excel, PowerPoint, select designing tools.
- c) To orient students with online academic learning resources.

**How implemented:**

The entire course plan was divided into 3 modules of 1 hour session. Since the sessions were conducted online, demonstrations of preparing power point presentations, Microsoft excel workbooks, google forms, eposter etc. were conducted. Students were briefed on correlation of the modules for medical academic purpose eg. – powerpoint for preparing seminars, eposters, excel for data entry and analysis. Online academic resources and their subject specific relevance was explained.

**Assessment :** Online feedback was sought from the students at the end of the third session. Following was the response -

- a) 78% students rated all three sessions as excellent,
- b) Interaction with students : 93 % rated as excellent
- c) Ensuring understanding : 85 % rated as excellent
- d) Explanation on utility of the sessions: 66 % rated as excellent
- e) **Students provided following common positive feedback about the sessions –**
  - Highly Interactive
  - Good content
  - Perfect explanation
  - Knowledge of speaker
  - The teaching pattern was excellent
  - Nice ppt and enthusiasm
  - Many online academic resources were discussed which are surely going to be very helpful in the upcoming years
- f) **Some suggestions regarding sessions:**
  - Improved internet connectivity
  - Duration of sessions should be increased so that excel and google forms can be demonstrated in detail
  - Hands-on practice for google forms, powerpoint and excel
  - More time for use of online resources for literature search.

**Analysis of the session:** Overall students were extremely satisfied with the sessions.

**Feedback of faculty involved:**

- 1) Online survey taken and assignments can be given prior to session to judge expertise of students in computer skills so as to avoid basics orientation
- 2) Offline hands on training can be organized for interested students as when time permits once they join college.
- 3) More time to be allotted for computer sessions for hands on training

10	6	Sports and extracurricular activities
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**Sport sessions- sports committee members**

Session coordinated by Dr Pradnya Padalkar Sports committee chairman, Associate Professor  
Dept of Biochemistry

**Objectives-**

- To encourage students for their active participation for healthy physical activities according to their interest and abilities
- To enhance mindfulness and concentration through yoga.
- To increase positive thinking about exercises amongst student to reduce their stress

**How implemented:**

**Venue: Online mode (Microsoft Team)**

**Sessions:**

All students attended various sport activities planned by committee. We had total five activities for conduction of sport components during this pandemic through online mode, these were:

- 1) Hobby club/ Talent identification of student
- 2) Lecture on Importance of sport for medical students
- 3) Experimental learning
- 4) Sport Journey videos
- 5) Induction on Yoga from

**Assessment of outcome:**

Students were not assessed for sport activities by judging their skill this year as all activities conducted through online mode but feedback was taken and mentioned in report

**Analysis of sessions by Student feedback:**

Experience in brief:

Students feel all activities have been planned, implemented and executed well and in proper way, students found very enjoyable and energized after activity especially yoga.

- a) Students satisfied with the sessions- Yes thoroughly enjoyed
- b) What was learnt and comment on take home message- Enjoyed and learnt lot of things from every session especially from yoga  
Take home message by students perception was Yoga session helped them to understand balance between academics and co-curricular activities.
- c) Relevant to curriculum- students found scheduled program was adequately relevant for them
- d) Mode of T\_L methods- online mode through MS team

**Student Responses**

- Implementation was best, adequately time framed, well planned and executed

**Students liked most was Yoga Induction and found them over enthusiastic for treks**

Suggestions by students:

**About Yoga-** Yoga induction conducted by Art of Living foundation was more appreciated and enjoyed by students and were helped those for reducing stress

And their suggestions are:

- 1) Add more sessions
- 2) Include in curriculum
- 3) Should be on regular basis in campus

**6. Feedback of faculty involved:**

- a) Planning and conducting the overall activity:  
It was new and good learning experience for planning conduction of sport activities for foundation program through online mode
- b) Faculty Perception:
  - Sport and fitness activities are more relevant for students if conducted by offline mode because fitness is a state of our mind.
  - Yoga sessions were found highly responded
- c) Recommendations for improvement for subsequent batches
  - Due to online mode all planned sport activities conducted properly but more faculties required for offline conduction to make more structured.
  - Need to sensitize students also for better attendance.



### **Cultural orientation event- Cultural committee members**

Session coordinated by Dr Anuradha Joshi Cultural committee chairperson, Professor and Head Dept of Physiology

#### **Objectives-**

- To encourage students for their active participation in extracurricular activities according to their interest and abilities
- To identify individual students interests in various activities.
- Enable fostering these interests to help to reduce stress in professional life

#### **How implemented:**

Online mode (Microsoft Team)

#### **Sessions:**

A cultural event was conducted as a part of foundation course by the cultural committee members.

The event began with an introductory session of the cultural committee and various events conducted in the college by the cultural incharges. The faculty members of the cultural committee also joined in for a short duration to encourage the students to participate in various cultural events while balancing their academics. After this, the magazine incharges gave a brief presentation about Elixir magazine. This was followed by followed by a Q&A round. A quiz activity was conducted thereafter for 15 mins which received a decent response.

To give the students an opportunity to display their unique talents and skills, a talent show was then conducted in 2 sessions of 8 performances each. All the performances were voluntary and included some energetic dances, and melodious songs. Some performers also showcased their skills in playing instruments while others displayed their art work and photography skills.

A major highlight of the event was the debate where all the students participated. The entire batch was divided into 12 groups and topics were allocated to them, couple days prior to the event. The debates encased various topics of science, literature, culture and current affairs. The students participated in it with great zeal and enthusiasm and presented some great points.

A fun event of scavenger hunt was also conducted between the events to keep the students energised and the winners were declared. The event went off smoothly and received a great response from the students. A feedback form was circulated later. The feedback was also positive and the students are highly enthusiastic about the future events. Overall, the event was a success.





Recommendations for improvement for subsequent batches: Classification about the faculty is supposed to give any home ware at all

## **12.Orientation –Ward Teacher Programme (Student Mentorship Programme)**

### **Objectives:**

- To explain what is mentorship.
- To explain benefits of mentorship to students, faculty and organization.
- To explain responsibilities of Mentor and Mentee
- To explain out line of the Ward teacher program
- To distribute the wards to their teacher mentors
- 

### **How implemented:**

Online mode

### **Time frame and actual programme details.**

- The session of orientation of **Ward Teacher Programme**. started at 9:00 am, by Dr.Varsha Vaidya in charge, Ward teacher Committee. (Student Mentorship committee)
- Principal Brig Dr. Mani sir introduced the concept of Ward- Teacher program to all the students and encouraged them to participate whole heartedly in this program. He told about mentor and mentee's relationship and asked them to open up about their issues related to academics personal and social life.
- Dr. Saloni (Intern) and Dr. Sunom Sada (Intern) shared their experiences as a medical student. They explained about the different activities that and programs take place in the college and encouraged them to participate in these events. They told the students about certain DO's and DONT'S in the college.
- Dr. Omkar Deshpande (Intern) highlighted the heritage of Pune city and the current developments occurring in the city, in the field of education and IT sector.
- Dr. Varsha Vaidya addressed the students about mentor and mentee relationship and how it is beneficial. She also introduced them to the Ward-Teacher program which will keep the track record of students. This will be confidential between mentor and mentee.
- At 11:00 am the session was handed over to Dr. Medha Puranik. Incharge, First year ward teacher Committee. All HODs of preclinical departments were introduced by Dr Anuradha Joshi madam. Dr Medha Puranik projected a ppt and told the students about distribution of the students. Each teacher (except HOD) was allotted 6 students as wards. Names of students and mobile no and name of the teacher was projected on the slide. Students were asked to message their roll nos and names to their respective teachers. Teachers were asked to make a whatsapp group and interact with them personally in the afternoon.
- All teachers interacted with their wards in the afternoon on the same day ( 22Jan 2021)

### **Number of students, student distribution amongst different sub components:**

All students and all preclinical teachers participated in the meeting.

**Student feedback:** All the students liked the idea of this support system of TEACHERS AS MENTORS!

### **Feedback of faculty involved:**

a. Good experience of meeting the wards online,

**7. Name/s (with designation and Department) of faculty involved: Team lead, team members.**

Sr. No.	Designation	Name	Role
1	Professor	Dr. V. M. Vaidya	Ward teacher Incharge, Coordinator.
2	Professor	Dr Medha Puranik	Ward teacher Incharge, Coordinator- Preclinical
3	All teachers of preclinical departments		

**13.Interaction with Senior Students**

**Session was coordinated by :**

Dr. Aarati Pokale - Associate Professor, Dept. of Community Medicine & MEU member

**Objectives:**

- Interact with selected senior students for informal guidance, academic or otherwise
- Establishing rapport with seniors

**How implemented:**

Keeping in mind primary objective of the session to enhance informal interaction with seniors the senior students had been selected by their academic, co- curricular, and extra-curricular achievements. Since the session perforce of the pandemic situation had to be online, only 04 senior students selected to interact with the freshers to keep the discussion controlled. A day prior the freshers were asked to discuss amongst themselves and enlist questions they would put to their seniors. The coordinator sorted these questions into various categories like academics, co-curricular & extra-curricular activities, hostel, code of conduct in campus, to preparing for postgraduate entrance examinations etc. and briefed the selected senior students about them.

The session is completely informal and to give the students opportunity to interact with their seniors and openly air their queries and concerns no faculty attended this interaction. The coordinator explained the objective of the session and introduced the senior students and then left the meeting.

**Outcome:**

The fresher's reported having a wonderful icebreaking session with the seniors and declared it the best session of the foundation course. Most of the issues or queries, which they may not have had time or platform to resolve were sorted through this interaction. There was an instant rapport with the seniors and all felt at ease while interacting with them. Their only complaint was short duration for the session though we extended it by a good 15 minutes. The seniors were delighted and honoured to be selected to interact with and guide the juniors. Since 3 of the four were final year students it was nostalgic and poignant experience for them. They recalled their own moments of interaction with their seniors at the time of joining the college.



Faculty involved said that this type of informal interaction is very essential for newly admitted students and should be allotted at least 3 hours to give ample hours for ice breaking and query resolving for most students.

#### **14.Sensitization to research- Research attitude in Medical practice**

**Session conducted by-** Central Research Publication Unit

##### **Objectives:**

- a. Introduce the concept of research and its application in medical field.
- b. Provide overview of avenues for research available during UG curriculum
- c. Importance of research aptitude in current scenario for becoming a good physician

##### **How implemented:**

By online mode on MS teams. The group activity was done to facilitate the interactivity. Various avenues were told to UG students so that they can undertake research projects during UG curriculum

##### **Outcome:**

90% students showed the interest to do research in first year only. They had idea how to apply for ICMR projects.

## **Module 7. Pandemic management**

### **15.Foundation course Module F.1**

#### **Handling a Pandemic**

**Session conducted by** Dr. S. K. Lalwani, Medical director Bharati hospital and Professor, Department of Pediatrics

##### **Objectives-**

1. To make the students aware of the ground realities and practical aspects of handling the recent Covid Pandemic.
2. To educate the students regarding the challenges faced while implementing the various tasks related to the pandemic.

##### **How implemented**

- **Venue-** Virtual, On MS TEAMS, conducted from Lalwani Sir's chamber

Students were encouraged to write their reflections on the session, in their notebooks.

##### **Analysis of session**

Students Satisfied with the session – Very much

- b. What was learnt and comments on take home message: Challenges in handling the pandemic in terms of infrastructure, equipment, manpower and changing guidelines Extempore talk given by Prof. Sanjay Lalwani, Medical Director and Vice Principal. This was followed by a short documentary made by the students regarding the activities at ground zero.

**Feedback of faculty involved**

- a. Planning and conducting the overall activity- The activity was planned well in advance, and the points made by the speaker were re-iterated beautifully by the documentary.
- b. Faculty perception- Good session, well received by the students.
- c. Recommendations for improvement for subsequent batches— The students can be shown a virtual video of donning and doffing, to give them a real feel of the challenges faced by the duty doctors.

**History of Pandemic****Session was conducted by:**

Dr. Dr. J. S. Gothankar. – Professor and HOD, Dept. of Community Medicine

**Objectives:**

- a. To explain key strategy that were adopted in prevention and control of pandemics
- b. To discuss the role of WHO and ICMR in handling Pandemic

**How implemented -**

It was important for the students to understand how modern day medicine evolved. How scientist in the past worked hard towards new discoveries. So lecture began with a video on various pandemics that occurred in the history

**Outcome-**

The students appreciated the difference between the role of WHO and ICMR, some responded that the Pandemics cannot be predicted but they can be controlled and monitored which is crucial in order to ensure minimum deaths etc.

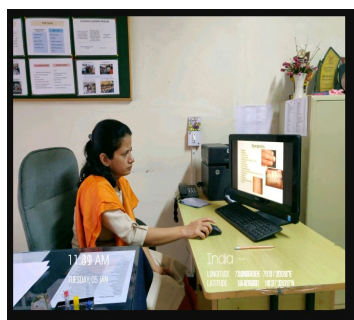
**Assessment-**

Student feedback was taken:

They were very satisfied with the session. They reported that this was very informative in current pandemic situation. They understood the history and how pandemics occurred and they also came to know the role of WHO and ICMR

Some of the feedbacks about their perception are-

-The key message was the knowledge of origin of medicine and the specialist who helped it achieve since the historical times to the present. Some important discoveries which led to major evolution in medical sciences were also reminded.



## 16. Student Feedback Overall Foundation Course

The following are the student responses to online feedback for foundation course as a whole.

### 1) How satisfied were you with the foundation course as a whole ?

- 56 % rated extremely satisfied, and 36 % rated as satisfied

### 2) How relevant & useful do you think foundation course will be for your MBBS career?

- 65 % rated as extremely useful & relevant and 28 % rated as very useful & relevant

### 3) Rate overall Interaction with faculty during Foundation Course

- 58 % rated faculty interaction as excellent and 34 % rated very good

### 4) Additional comments on faculty interaction –

- Students have acknowledged all faculty members individually

### 5) Rate the following sessions overall

**(1 = Poor, 2- Average, 3- Satisfactory, 4-Good 5 = Excellent)**

1. Interaction with senior students - 96 students rated it as excellent, 33 found it good.
2. Stress & Time Management - 82 students rated it as excellent, 37 found it good.
3. Language - 72 students rated it as excellent, 45 found it good.
4. Sensitisation to Research - 87 students rated it as excellent, 35 found it good.
5. AYUSH Orientation - 59 students rated it as excellent, 47 found it good.
6. Professionalism & Ethics - 83 students rated it as excellent, 41 found it good.
7. Computer Skills - 87 students rated it as excellent, 31 found it good.
8. Cultural Activities - 92 students rated it as excellent, 33 found it good.
9. Sports Activities - 91 students rated it as excellent, 33 found it good.
10. First Aid & BLS - 98 students rated it as excellent, 19 found it good.
11. Mentoring & ward teacher - 105 students rated it as excellent, 23 found it good

### 6) Additional comments/suggestions on any of the above sessions

- The sessions were good. All sessions were well planned and nicely presented. All of them were amazing sessions. The lecture and activity sessions could be mixed as in instead of having all activity sessions and lectures together it could have been alternate.
- More guest lectures would have been beneficial. The guest lectures should've been confined to 1 hour, because attention span is just 45 mins.
- Cultural - there could be some music activity like singing and instruments.
- The Aetcom sessions were extremely engaging and intriguing. The AETCOM, Professionalism and Ethics sessions were the most important sessions. the first session of AETCOM was amazing but the rest were okay.
- Should have added more hospital visits
- Sensitization to research was very early, it could have been better if we were introduced before 2nd year. Sensitization to research was done very effectively, but few more sessions would've been better dealing with in depth research methodologies. sensitization to research could be done in later years
- BLS sessions are very good. First aid and BLS proved very beneficial
- The RHTC and PHC visit very helpful in understanding the stratification in Indian Medical System. More time could've been allocated, taking up each section of the PHC on a separate day for better understanding and better student presentations.

- Documentation shouldn't be taught now wasn't able to understand properly and in rhtc there was no interaction with patients

#### **7) Which sessions did you find most relevant as a fresher medical student ?**

1. **Guest Lectures** – 85 students rated them as very relevant
2. **Interaction with Icons** - 89 students rated them as very relevant
3. **Computer** - 48 students rated it as very relevant
4. **Language** - 71 students rated as very relevant
5. **Professionalism & Ethics** - 89 students rated them as very relevant
6. **Stress & Time Management** - 55 students rated the sessions as very relevant
7. **AETCOM** - 73 rated as very relevant
8. **Sensitization to Research** - 78 students rated them as very relevant
9. **Interaction with seniors** - 101 students rated them as very relevant

#### **8) Your suggestions for improving any of the sessions or Foundation course as a whole?**

- Reduce overall duration & timings. Foundation course should be integrated with the whole curriculum and not just at the beginning. Particularly, some topics like hospital documentation, research, general practice, medical administration could be taken later instead of at the very beginning.
- Please reconsider whether Ayurved and Homoeopathy lectures should be included.
- AETCOM should be more interactive and a little more abridged.
- More Guest lectures from stalwarts would be inspiring, but some should have been shorter & to the point
- More hospital oriented activities would be interesting.
- Sports could be optional.
- The language session was very difficult for Non Marathi students. Basic grammar and day to day interaction should be taught before going into medical terms.
- The computer classes were too easy, we could have been taught things in a bit more detailed manner.

#### **17. Faculty feedback overall Foundation Course**

Due to Pandemic all the sessions were conducted online on Microsoft teams. All the faculty had to plan the activity well in advance. Preparing videos, arranging virtual tours preparing pre-tests and post tests for few topics was a big task.

100 percent dedication was given by all the faculty members and they were satisfied by their preparation done for online mode of conducting foundation module. Students were active and sessions were enthusiastic and interactive.

Support by IT department was incredible.

Limitations-

Participation of each and every student was the imitation of the online mode.

For few sessions like visit to PHC, UHTC ,RHTC and Basic life support which needs hands on training will be arranged when students will report to college.