Anatomy



<u>Dashboard</u> / <u>Courses</u> / <u>Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs</u> / <u>Anatomy</u>

Turn editing on





Mark as done



Mark as done



Mark as done

Internal Assessment examination pattern

Mark as done

AETCOM 1.1 What does it mean to be a Doctor

Mark as done

AETCOM 1.5 The Cadaver as our first teacher

Mark as done

Thorax



Mark as done



Mark as done



Mark as done

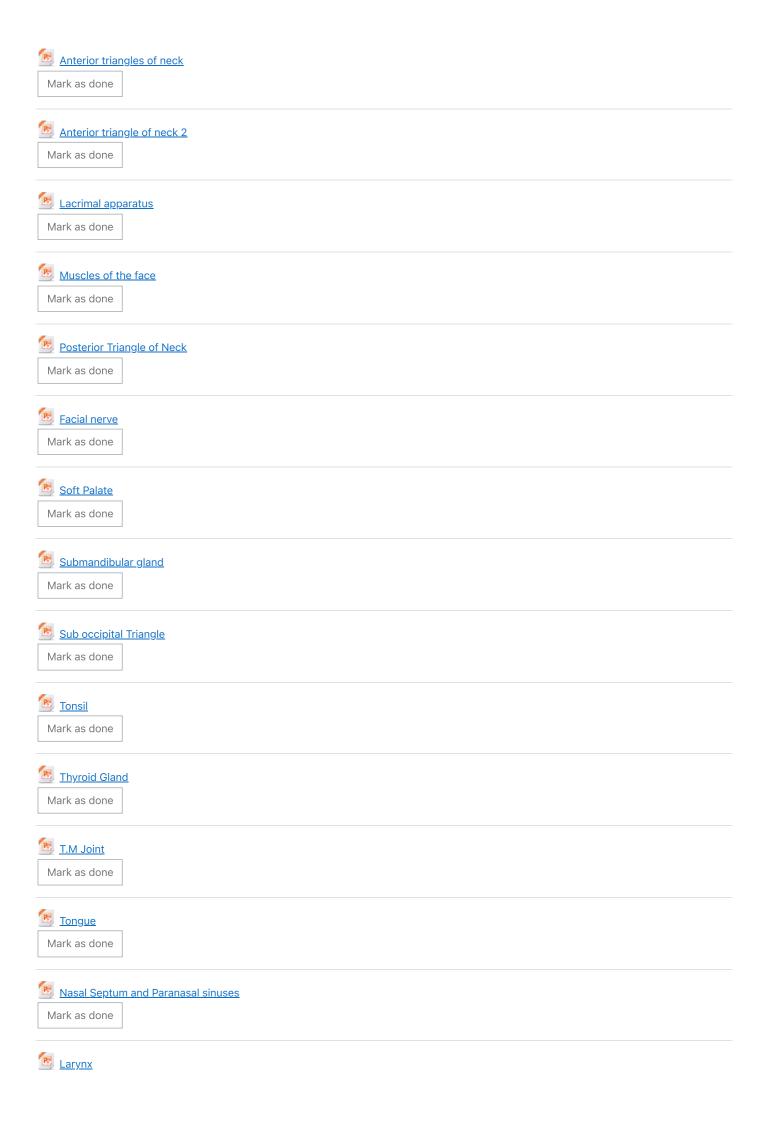
Blood supply of the Heart



Mark as done
Arch of Aorta Mark as done
Bronchopulmonary segments of lungs Mark as done
Thoracic duct and Azygos vein Mark as done
Intercostal muscles and nerves Mark as done
<u>Upper Limb</u>
Mark as done Mark as done
Brachial plexus Mark as done
Axillary artery Mark as done
Radial nerve Mark as done
Median Nerve Mark as done
Ulnar Nerve Mark as done
Intrinsic Muscles of the hand Mark as done
Palmar spaces of Hand Mark as done
Head, Neck and Face

Deep cervical fascia

Mark as done



Mark as done
Middle ear Mark as done
Lateral wall of nose Mark as done
Dural fold and Dural venous sinuse Mark as done
Extra ocular Muscles Mark as done
<u>Neuroanatomy</u>
Gyri and Sulci of Cerebrum Mark as done
Functional areas of Brain Mark as done
Blood supply of Brain Mark as done
Corpus Callosum Mark as done
Internal Capsule Mark as done
Cerebellum Mark as done
Fourth Ventricle Mark as done
Spinal cord Mark as done
Mark as done
Pons Pons

Mark as done			
Medulla			

Meninges and CSF

Mark as done

Thalamus

Mark as done

Basal nuclei

Mark as done

Help and documentation

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Physiology



<u>Dashboard</u> / My courses / <u>Physiology</u>

Turn editing on



Discussion on "Cardiac Output Regulation

Mark as done



Body Fluid

Mark as done

In the "old days," intravenous solutions did not come "prepack- aged" and had to be mixed at the hospital. Maureen wasn't very good at arithmetic and misplaced her decimal point when calculating how much glucose to add to the intravenous solution for her patient. Instead of making a 0.9 percent saline solution, she made a 9.0 percent saline solution. Using your knowledge of osmosis, predict what would happen to her patient's blood cells if she injected this solution into her patient's bloodstream.



Determinants of Cardiac Output

Mark as done



SHORT EXERCISE FILES

Mark as done



Question Answers on CVS and CNS

Mark as done



PHYSIOLOGY QUESTION BANK

Mark as done



GUYTON'S TEXTBOOK OF PHYSIOLOGY

Mark as done



GANONG'S REVIEW OF PHYSIOLOGY

Mark as done



Human Physiology: From Cells to Systems- SHERWOOD

Mark as done



Cell, intercellular communication

Mark as done



Body fluids

abc

UG CURRICULUM



Undergraduate MBBS curriculum as per NMC norms





Physiology syllabus paper-wise

Mark as done



E-Journal

Mark as done

Teaching schedule for Physiology- Academic year 2021-22



Physiology master time table 2021-22

Mark as done

General Physiolgy



HOMEOSTASIS

Mark as done



CELL AND IT'S FUNCTIONS

Mark as done



INTER-CELLULAR COMMUNICATION

Mark as done



TRANSPORT ACROSS CELL MEMBRANE

Mark as done



BODY FLUID COMPARTMENTS

Mark as done



RESTING MEMBRANE POTENTIAL

Mark as done



Cardiovascular System

Opened: Sunday, 7 August 2022, 12:00 AM Due: Sunday, 14 August 2022, 12:00 AM

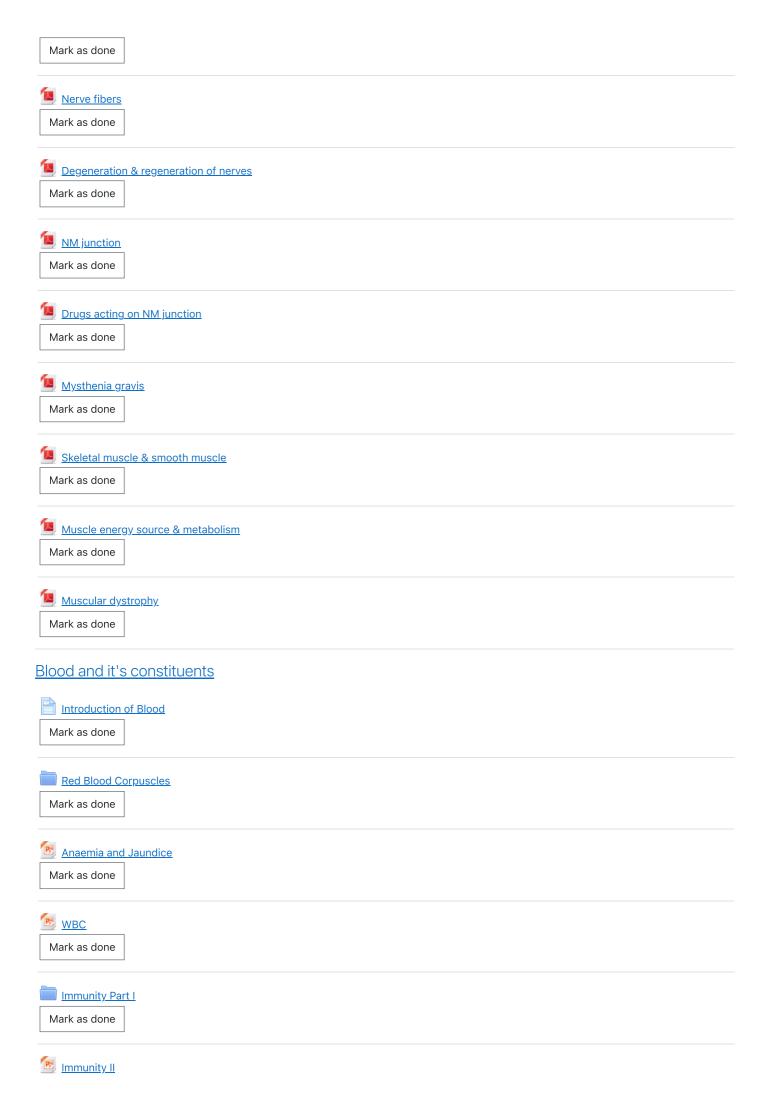
Mark as done



Cell, intercellular physiology

Mark as done Homeostasis Mark as done Apoptosis Mark as done Transport mechanisms Mark as done Body fluid compartment & composition Mark as done Regulation of blood pH Mark as done RMP & action potential Mark as done Cellular functions in research purpose Mark as done Nerve and muscle physiology Structure & function of nerves Mark as done Neuromuscular junction & excitation contraction coupling Mark as done Skeletal muscle: structure, contraction & relaxation Mark as done Smooth muscle: structure, contraction & relaxation Mark as done clinical cases N M Physiology Mark as done Nerve Muscle MCQs Mark as done

Neurons, neuroglia & nerve growth factor



Mark as done
Platelets & Blood Coagulation Mark as done
Blood Groups Mark as done
Blood Transfusion Mark as done
Blood composition, plasma proteins Mark as done
Hb, RBCs Mark as done
WBCs Mark as done
Platelets, blood coagulation Mark as done
Blood groups, blood transfusion Mark as done
Immunity Mark as done
<u>Cardiovascular physiology</u>
Cardiac Mechanics Mark as done
Cardiac Cycle Mark as done
ECG Mark as done
ECG-Interpretation Mark as done
Cardiac Cycle

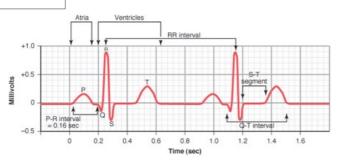


Cardiac Output

Mark as done



Mark as done



Using the Above Image please give your response. According to Einthoven's Law, if the QRS voltage in lead III is 0.4 mV, what is the QRS voltage in lead I?



Hemodynamics

Mark as done



Blood Pressure Regulation

Mark as done



BP Regulation

Opened: Sunday, 10 July 2022, 6:27 PM Closed: Sunday, 10 July 2022, 6:33 PM

Mark as done

The pulmonary vascular system is different from the systemic circulation with respect to pressure, blood flow rate, and compliance. Which of the following set of characteristics best describes in the <u>pulmonary circulation</u> system?



Pressure Volume diagram

Opened: Sunday, 10 July 2022, 6:50 PM Closed: Sunday, 10 July 2022, 6:50 PM

Mark as done



blood Pressure Regulation

Mark as done

What will happed to mean arterial blood pressure regulation under following conditions on Effect on HR, Effect on MBP., Sympathetic discharge Parasympathetic discharge and on renal filtration rate?

- 1. Right Vagus cut
- 2. left Vagus cut
- 3. Carotid massage
- 4. Carotid Clamping
- 5. low blood volume



Opened: Wednesday, 10 August 2022, 12:00 AM Due: Wednesday, 17 August 2022, 12:00 AM

Mark as done

Answer few questions two lines

- 1. If patient has blood volume 5 liter and volume of systemic circulation 10 litre, do you think he might be in a state of shock.
- 2. A patient has massive pericardial effusion, can he be in state shock
- 3. A patient has 5 L CO, Volume of systemic ciculation is also 5L but part of left of hear ventricular muscle ischemic will he in shock.

Read carefully and answer pl

Respiratory physiology



FUNCTIONAL ANATOMY OF RESPIRATORY SYSTEM

Mark as done



MECHANICS OF BREATHING

Mark as done



Lung volumes and capacities

Mark as done



Diffusion of gases

Mark as done



Pulmonary circulation

Mark as done



Transport of gases

Mark as done



Regulation of respiration

Mark as done



Applied aspects of respiration

Mark as done

Gastrointestinal physiology

FUNCTIONAL ORGANISATION OF GIT Mark as done
SALIVARY SECRETIONS Mark as done
STOMACH Mark as done
BILE SECRETION Mark as done
PANCREATIC SECRETIONS Mark as done
SMALL INTESTINE Mark as done
LARGE INTESTINE Mark as done
DIGESTION OF CARBOHYDRATE Mark as done
DIGESTION OF FATS Mark as done
DIGESTION OF PROTEIN Mark as done
Renal physiology
Structure & function of kidneys Mark as done
Glomerular functions Mark as done
Micturition Mark as done
Tubular functions Mark as done

Countercurrent Mechanism, urine concentration & dilution Mark as done
Endocrine physiology
Pituitary Gland Mark as done
Posterior Pituitary gland Mark as done
Thyroid Gland Mark as done
Parathyroid Gland Mark as done
Adrenal Cortex Mark as done
Adrenal Medulla Mark as done
Reproductive physiology
SEX DETERMINATION AND DIFFERENTIATION Mark as done
MALE REPRODUCTIVE SYSTEM Mark as done
FEMALE REPRODUCTIVE SYSTEM Mark as done
FERTILIZATION AND PREGNANCY Mark as done
PARTURITION AND LACTATION Mark as done
CONTRACEPTION Mark as done

Learning Outcomes of Lectures on "Synaptic Transmission" and "Sensory Physiology" in Central Nervous System

At the end of learning session, student would be able to:

Explain the following terms: sensory receptor, sensory transduction, Receptor potential, receptive field. Adaptation, Motor unit, dermatomes.

Differentiate between sensation and perception

Classify sensory receptor and mention characteristics and example of each.

List the properties of Sensory Receptor and explain the mechanism of transduction, coding of sensory information for the intensity of a stimulus and Muller's doctrine of specific nerve energies and mechanism of sensory receptor adaptation.

Explain the law of projection with a suitable example

Describe general and sensory classification of $\ \underline{\text{nerve fibers}}$ with suitable examples.

Describe classification, types and functional structure of synapse

Explain sequence of events during transmission of action potential through synapse.

Explain mechanism of action of neurotransmitter on postsynaptic membrane

Describe EPSP and IPSP and its ionic basis.

Lists the difference between post-synaptic potentials and action potentials

Describe properties of synapse with suitable examples in CNS neuronal circuitry.



Questions on Sensory and Motor System

Opened: Friday, 30 September 2022, 12:00 AM

Due: Friday, 7 October 2022, 12:00 AM

Mark as done

Special senses



Physiology of Vision

Mark as done



Physiology of Vision

Mark as done



Physiology of Hearing

Mark as done



Mechanism of Hearing

Mark as done



Physiology of Taste & Smell

Mark as done

Integrated physiology



Temperature Regulation

Mark as done



🖲 <u>Brain death & Organ Donation</u>

Mark as done



Exercise Physiology

MUHS Question papers- Physiology



MUHS Question Papers OLD Syllabus Patteren

Mark as done

AETCOM Module



Ethical issue

Mark as done

• Help and documentation

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Biochemistry



<u>Dashboard</u> / <u>Courses</u> / <u>Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs</u> / <u>Biochemistry</u>

Turn editing on

General



regarding new TL Programme



SYLLABUS

Mark as done



1.4 AETCOM book-

Mark as done



Internal Assessment

Mark as done



FORMAT OF QUESTION PAPER

Mark as done



BOOKS RECOMMENDED

Mark as done



Specific Learning Objectives (SLOs)

Mark as done

Specific Learning Objectives (SLOs)

Carbohydrate Chemistry

Vitamins



Vitamin A

Mark as done



🔼 <u>Vitamin - D PPT</u>

Mark as done

Free radicals and Antioxidants



Free radicals and Antioxidants

Mark as done
<u>Enzymes</u>
Enzymes Lect-1 Mark as done
Enzyme Lect 2 Mark as done
Enzyme Lect 3 Mark as done
Enzyme Lect-4 Mark as done
<u>Lipid Chemistry</u>
Lipid Chemistry Lect -1 Mark as done
Lipid Chemistry Lect-2 Mark as done
Lipid Chemistry Lect-3 Mark as done
Lipid Chemistry Lect -4 Mark as done
Lipid Chemistry Lect-5 Mark as done
<u>Lipid Metabolism</u>
Lipid Metabolism Mark as done
Lipid Metabolism Mark as done



Lipid Metabolism

Mark as done

Mark as done
Lipid Metabolism Mark as done
Lipid metabolism Mark as done
Lipid Metabolism Mark as done
Topic 7
SGT for Colorimeter Mark as done
<u>carbohydrate Metabolism</u>
<u>Minerals</u>
Iron metabolism Mark as done
Molecular Biology
Gene Expression Mark as done
Cell Cycle Mark as done
Opened: Friday, 2 December 2022, 12:00 AM Due: Friday, 9 December 2022, 12:00 AM Mark as done
Genetic Code PPT Mark as done
Water & Electrolytes Balance



Water & Electrolytes Balance





FEB PRACTICAL TIME TABLE 1ST MBBS

Mark as done



Help and documentation

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Pathology



<u>Dashboard</u> / <u>Courses</u> / <u>Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs</u> / <u>Pathology</u>

Turn editing on



<u>Syllabus</u>



Syllabus

Mark as done



Syllabus Copy

Mark as done

Practicals Clinical Pathology



Practical -1 Microscopy

Mark as done



Practical -2 Blood Collection & Hemoglobin

Mark as done



Pract no-3 A Hemopoiesis & CBC

Mark as done

Topic 3



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Obstetrics & Gynaecology



<u>Dashboard</u> / <u>Courses</u> / <u>Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs</u> / <u>Obstetrics & Gynaecology</u>

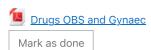
Turn editing on



Syllabus



Drugs OBS and Gynaec



Fetal Development



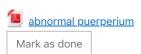
Gynecological Disorders in Pregnancy



Labour Management



abnormal puerperium



Anteneatal Assessment



4

Basic obstetric care Basic obstetric care Mark as done PID PID Mark as done preclampsia preeclampsia Mark as done tumor markers tumor markers Mark as done **Screening** Screening Mark as done Labour Management Labour Management Mark as done Injectable Contraceptives Injectable Contraceptives Mark as done **CPD** CPD Mark as done

Biochemical Markers of Prenatal Diagnosis



Benign Ovarian Tumors



BREASTFEEDING



BREASTFEEDING

Mark as done

Ceaserean Section



Ceaserean Section

Mark as done

Cervical Biopsy



Cervical Biopsy

Mark as done

Disseminated_Intravascular_Coagulation



B Disseminated Intravascular Coagulation

Mark as done

DYSMENORRHOEA



DYSMENORRHOEA

Mark as done

Emergency_Contraception



Emergency_Contraception

Mark as done

HORMONES-GYNEC



HORMONES-GYNEC

Mark as done

HYSTERO SALPHINGOGRAPHY



HYSTERO SALPHINGOGRAPHY

Mark as done

maternal and child health

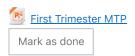


Maternal and child health

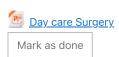
partogram partogram Mark as done shock in obstretics shock in obstretics Mark as done post-meno-bleeding **post-meno-bleeding** Mark as done Menopause Lecture Menopause Lecture Mark as done Jaundice in pregnancy Jaundice in pregnancy



First Trimester MTP



Day care Surgery



Assessment of Gestational Age



Malaria in pregnancy



TORCH infections in pregnancy



Liver disorders in pregnancy



Liver disorders in pregnancy

Mark as done

HIV in Pregnancy



HIV in Pregnancy

Mark as done

Respiratory diseases in pregnancy



Respiratory diseases in pregnancy

Mark as done

Placenta previa



Placenta previa

Mark as done

Antenatal care



<u>antenal care</u>

Mark as done

<u>Tetrology</u>



tetrology tetrology

Mark as done

Vaccination in pregnancy



Vaccination in pregnancy

Mark as done

mechanism of labour



Mark as done

Abortion



Abortion

Recurrent abortion



Recurrent abortion

Mark as done

Physiology of lactation



Physiology of laceration

Mark as done

Prolonged Pregnancy



Prolonged Pregnancy

Mark as done

Prolonged Pregnancy ppt

Premature rupture of membrane



Premature rupture of membrane

Mark as done

Multiple Gestation



Multiple gestation

Mark as done

Thyroid disorders in pregnancy



Thyroid disorders in pregnancy

Mark as done

Liver disorders in pregnancy



Liver disorders in pregnancy

Mark as done



OBGY Curriculum

Mark as done

• Help and documentation

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General Surgery



<u>Dashboard</u> / <u>Courses</u> / <u>Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs</u> / <u>General Surgery</u>

Turn editing on



Mark as done



Mark as done



Mark as done



Mark as done



Mark as done

Allergy Mind Map

Mark as done

amputation

Mark as done

antibities abuse

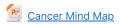
Mark as done



Mark as done



Mark as done



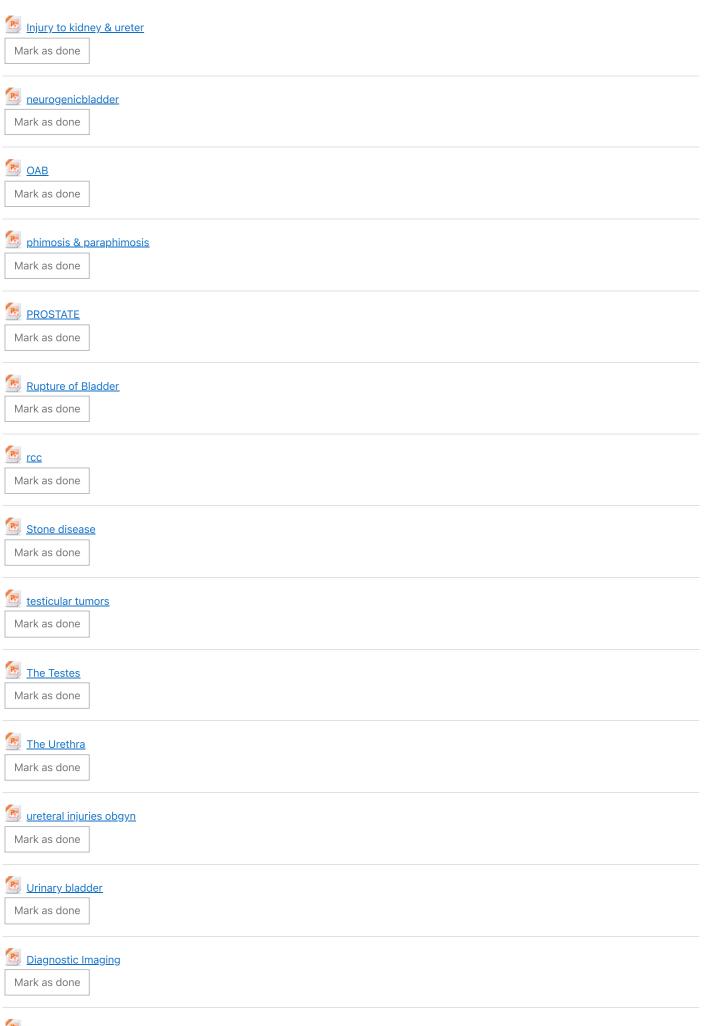




Mark as done Chest trauma-bluntppt Mark as done Complications of Laproscopic Surgery Mark as done Damage Control Surgery Mark as done Damage Control Surgery Mark as done **Woundhealing** Mark as done **MOUND INFECTIONS** Mark as done Wound Closure Workshop Mark as done Wound Classification Mark as done ANATOMY,PHYSIOLOGY &INVESTIGATI Mark as done **CONGEGENITAL ANAMOLIES OF THE KIDEY** Mark as done CONGENITAL UROGENITAL ANAMOLY Mark as done 🥵 <u>hematuria & anuria</u> Mark as done <u>hydronephrosis</u> Mark as done Infection of the kidney & ureter

Mark as done

1



Mark as done 🖲 evidence based medicine -final Mark as done evidence -based medicine Mark as done future RTA Mark as done Gangrene Mark as done gcs & nurology Mark as done glasgowcomascale Mark as done Haemorrhage & BT Mark as done Head Injurires Mark as done History of Hernia Mark as done Hospital Acquired Mark as done Hypertrophic scar & keloid Mark as done Ideal operation theatre Mark as done Intro to Radiology Mark as done Urinary incontinence -Urogyhaec

Mark as done

1





Mark as done



Mark as done



Mark as done

<u>Syllabus</u>

Acute Surgical Infection



Topic 3

Topic 4

Help and documentation

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Radio-Diagnosis



<u>Dashboard</u> / <u>Courses</u> / <u>Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs</u> / <u>Radio- Diagnosis</u>

Turn editing on





<u>radiology and diagnostic imaging</u>

Mark as done



UG Syllabus- New

Mark as done



E-Journal

Mark as done



Answer the question

Mark as done

X-ray



<u>x-ray</u>

Mark as done

USG



CHAPTER-1

Mark as done

<u>MRI</u>

CT SCAN

Intro to Radiology ppt



<u>radiology</u>

Mark as done

Topic 6



MD Radiology syllabus



Mark as done	
<u>Topic 7</u>	
Topic 8	
Topic 9	
Topic 10	
Topic 11	
Topic 12	

Help and documentation

Topic 13

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Orthopedics



Dashboard / Courses / Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs / Orthopedics

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Announcements



E-Journal

l	
Acta Orthonocdica	
<u>Acta Orthopaedica</u>	Acts Orthopoldics at Traumatalogics
2.	Acta Orthopaedica et Traumatologica Turcica
3.	Acta Ortopédica Brasileira
4.	Advances in Orthopedics
5.	Archives of Bone and Joint Surgery
6.	
	Arthroplasty
7.	Arthropasty Today
8.	Arthroscopy Techniques
9.	Asian Journal of Orthopaedic Research
10.	BMC Musculoskeletal Disorders
11.	Bone & Joint Open
12.	Bulletin of the Hospital for Joint Diseases
13.	Canadian Prosthetics & Orthotics Journal
14.	Case Reports in Orthopedic Research
15.	Case Reports in Orthopedics
16.	Clinical Research on Foot & Ankle
17.	Clinics in Orthopedic Surgery
18.	Clinics in Shoulder and Elbow
19.	Duke Orthopedic Journal
20.	East African Orthopaedic Journal
21.	Foot & Ankle Orthopaedics
22.	Foot and Ankle Online Journal
23.	Geriatric Orthopaedic Surgery & Rehabilitation
24.	Global Journal of Orthopedics research
25.	Hip & Pelvis
26.	Integrative Journal of Orthopaedics and Traumatology
27.	International Journal of Advanced Joint Reconstruction
28.	International Journal of Orthopaedics
29.	International Journal of Orthopaedics
29.	<u>Sciences</u>
30.	International Journal of Orthopedics and
	Rehabilitation
31.	International Journal of Research in
00	<u>Orthopaedics</u>
32.	JBJS Open Access

33.	Joint Diseases & Related Surgery
34.	Journal of Cartilage & Joint Preservation
35.	Journal of Children's Orthopaedics
	Journal of Clinical & Experimental
36.	Orthopaedics
37.	Journal of Experimental Orthopaedics
38.	Journal of Foot and Ankle Research
39.	Journal of Foot and Ankle Surgery
40	Journal of Karnataka Orthopaedic
40.	<u>Association</u>
41.	Journal of Limb Lengthening &
41.	Reconstruction
42.	Journal of Orthopaedic Case Reports
43.	Journal of Orthopaedic Diseases and
	<u>Traumatology</u>
44.	Journal of Orthopaedic Surgery
45.	Journal of Orthopaedic Surgery and
	Research
46.	Journal of Orthopaedic Translation
47.	Journal of Orthopaedics & Bone Disorders
48.	Journal of Orthopaedics and Spine
49.	Journal of Orthopaedics and Sports
	Medicine Translation of Translation
50.	Journal of Orthopaedics and Traumatology
51.	Journal of Orthopaedics Trauma Surgery and Related Research
	Journal of Orthopaedics, Trauma and
52.	Rehabilitation
53.	Journal of Orthopedic Oncology
54.	Journal of Orthopedic Surgery and
34.	<u>Techniques</u>
55.	Journal of Research and Practice on the
	<u>Musculoskeletal System</u>
56.	Journal of Shoulder and Elbow Arthroplasty
57.	Journal of the Foot & Ankle
58.	Knee Surgery & Related Research
59.	Malaysian Orthopaedic Journal
60.	National Journal of Clinical Orthopaedics
61.	North American Spine Society Journal
62.	Open Journal of Orthopedics
63.	Open Orthopaedics Journal
64.	Orthopaedic Surgery
65.	Orthopaedics and Physiotherapy
66.	Orthopedic & Muscular System: Current Research
67.	Orthopedic Research and Reviews
68.	Orthopedic Reviews
69.	Orthopedics and Rheumatology
70.	Orthopedics and Sports Medicine
71.	Orthoplastic Surgery
72.	Ortho-tips
73.	OTA International
74.	Podiatry Management
75	Romanian Journal of Orthopaedic Surgery
75.	and Traumatology
76.	SA Orthopaedic Journal
77.	SICOT-J

78.	Strategies in Trauma and Limb Reconstruction
79.	Therapeutic Advances in Musculoskeletal <u>Disease</u>
80.	World Journal of Orthopedics

<u>Syllabus</u>



Syllabus M.S. Orthopedics

Mark as done

Fracture



CLINICAL ORTHOPEDIC EXAMINATION

Mark as done

Topic 3



SUPRACONDYLAR FRATURE OF THE HUMERUS

Mark as done

Topic 4



FRACTURE SHAFT OF THE HUMERUS

Mark as done

Topic 5



FRACTURE AND DISLOCATION AROUND ELBOW

Mark as done

Topic 6



TIBIAL CONDYLE FRACTUE

Mark as done

Topic 7



FRACTURE SHAFT OF TIBIA

Mark as done

Topic 8



• Help and documentation

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General Medicine



<u>Dashboard</u> / <u>Courses</u> / <u>Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs</u> / <u>General Medicine</u>

Turn editing on



<u>Oedem</u>a



oedema presentation

Mark as done

<u>Pallor</u>



Pallor presentation

Mark as done

Dyspnea



Dyspnea presentation

Mark as done

Hypokalemia



Hypokalemia

Mark as done

Hepatic encephalopathy



Hepatic encephalopathy

Mark as done

Felty syndrome



Felty syndrome

Mark as done

• Help and documentation

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Data retention summary

Ophthalmology



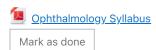
<u>Dashboard</u> / <u>Courses</u> / <u>Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs</u> / <u>Ophthalmology</u>

Turn editing on





Syllabus



LESION OF CONJUCTIVA



anatomy of retina



ANATOMY OF VITEROUS



ANATOMY OF CONJUCTIVA



TRACHOMA



ANATOMY OF 3RD CN





SCLERITIS



scleritis and episcleritis

Mark as done

SKILL MODULES



SKILL MODULES IN OPHTHALMOLOGY

Mark as done

Optics



optics optics

Mark as done

tracoma



tracoma

Mark as done

<u>uvea</u>



Mark as done

uvieitis



uveitis <u>uveitis</u>

Mark as done

allergic conjuctivitis



allergic conjunctivitis

Mark as done

anatomy of retina



Anatomy of retina

Mark as done

Topic 16



anatomy of vitreous

Mark as done

• Help and documentation

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Data retention summary Get the mobile app

ENT



<u>Dashboard</u> / <u>Courses</u> / <u>Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs</u> / <u>ENT</u>

Turn editing on





Theory Teaching Schedule & Clinical Posting Teaching Schedule

Mark as done

Syllabus



Syllabus

Mark as done

Acoustic Neuroma



Acoustic Neuroma

Mark as done

Acute Epiglottitis



Acute Epiglottitis

Mark as done

Acute Laryngo-Tracheo-Bronchitis



Acute Laryngo-Tracheo-Bronchitis

Mark as done

Acute Mastoiditis



Acute Mastoiditis

Mark as done

Acute Suppurative Otitis Media



Acute Suppurative Otitis Media

Mark as done

Acute tonsillitis



Acute tonsillitis





Adenoids



Adenoids

Mark as done

Aero _Otitis media _Otitic Barotrauma



🖲 <u>Aero Otitis media Otitic Barotrauma</u>

Mark as done

Allergic Rhinitis



Allergic Rhinitis

Mark as done



Anatomy and Physiology of Ear

Mark as done

Anatomy and Physiology of Oesophagus



Anatomy and Physiology of Oesophagus

Mark as done

Anatomy of Larynx



Anatomy of Larynx

Mark as done

Anatomy&PhysiologyOfNose



Anatomy&PhysiologyOfNose

Mark as done

Topic 14



Anatomy, Physiology and Diseases

Mark as done

Atrophic Rhinitis (Ozaena)



Atrophic Rhinitis (Ozaena)

Mark as done

Audiology, Acoustics, Audiometry



Audiology, Acoustics, Audiometry

Benign Strictures of Oesophagus



Benign Strictures of Oesophagus

Mark as done

Benign Tumours of Larynx



Benign Tumours of Larynx

Mark as done

Bronchoscopy



Bronchoscopy

Mark as done

CaLarynx



CaLarynx

Mark as done

Caloric Test



Caloric Test

Mark as done

Carcinoma of oesophagus



Carcinoma of oesophagus

Mark as done

Cardiac Achalasia-Oesophagiectasia-Cardiospasm



Cardiac Achalasia-Oesophagiectasia-Cardiospasm

Mark as done

Case Presentation (Ear)



Case Presentation (Ear)

Mark as done

Case Presentation (Nose, Paranasal Sinuses and Nasopharynx)



Case Presentation (Nose, Paranasal Sinuses and Nasopharynx)

Mark as done

<u>CasePresentation(Throat)</u>



CasePresentation(Throat)

Mark as done

Cholesteatoma



Cholesteatoma

Mark as done

Chronic Suppurative otitis media

<u>Neuroma</u>



Neuroma Neuroma

Mark as done

• Help and documentation

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Microbiology



Dashboard / Courses / Inter departmental and inter disciplinary courses of MBBS/MD/MS Programs / Microbiology

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OLD Syllabus



Mark as done

NEW CBME Syllabus



Gastrointestinal (GI) Infections

Food Poisoning



🏂 Food Poisoning due to S. aureus, B. cereus, Cl. botulinum, Chemicals and Mycotic food poisoning

Mark as done

Learning objectives

At the end of the session, the students will be able to understand:

- Microbial agents and lab diagnosis of food poisoning.
- ■Botulism
- **-**Mycotoxicosis
- Chemical causes of food poisoning

Gastrointestinal Infections



Gastrointestinal Infections

Mark as done

Learning objectives -

At the end of the session, the students will be able to understand:

¡Types of diarrhoeal diseases.

¡Infections agents of acute diarrhea and the underlying mechanism.

ildentification features/ detection methods of common organisms causing acute diarrhea or dysentery and their pathogenic mechanisms

Viral Gastroentritis



Viral Gastroentritis

Learning objectives

At the end of the session, the students will be able to understand:

Morphology, classification, pathogenesis, lab diagnosis and treatment of rotavirus diarrhea.

Different agents causing Gastroentritis

Vibrio



Vibrio

Mark as done

Learning objectives

At the end of the session, the students will be able to understand:

द्धClassification, pathogenesis, clinical manifestations, lab diagnosis and treatment of Vibrio cholerae द्वHalophilic vibrios

GI Infections due to Enterbacteriaceae



GI Infections due to Enterbacteriaceae

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Family characteristics of Enterobacteriaceae
- ■E.coli infections including Diarrheagenic E. coli
- ■Pathogenesis, lab diagnosis and treatment of shigellosis.
- ■Salmonellosis, yersiniosis.

Courtesy - Jaypee Publication

Intestinal Protozoal Infection



Intestinal Protozoal Infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Intestinal amoebiasis
- ■Amoebae resembling E.histolytica
- Opportunistic intestinal coccidian parasitic infections
- ■Giardiasis, balantidiasis, Microsporidiosis

Courtesy - Jaypee Publication



Intestinal Helminthic infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

Morphology, life cycle, pathogenesis, clinical features, laboratory diagnosis and treatment of various types of intestinal cestode, trematode and nematode infections.

Miscellaneous GI Infections



Miscellaneous GI Infections

Mark as done

CNS Infections



Bacterial Meningitis

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Agents of bacterial meningitis.
- -Pathogenesis, clinical manifestations, lab diagnosis, treatment of acute and chronic bacterial meningitis and its differences.
- -Agents of pyogenic meningitis.

Courtesy - Jaypee Publication



<u>Tetanus</u>

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- -Pathogenesis, mode of transmission, clinical manifestations, epidemiology, lab diagnosis, treatment, prevention of tetanus.
- ■Prevention of Neonatal Tetanus

Courtesy - Jaypee Publication



Viral Meningitis

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Etiology, epidemiology, clinical manifestations, lab diagnosis and treatment of viral meningitis.
- Agents of viral meningitis.
- Morphology, antigenic types, pathogenesis, clinical manifestations, lab diagnosis, vaccine and eradication of poliomyelitis.

Courtesy - Jaypee Publication



Viral Encephalitis

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- -Agents, clinical manifestations of viral encephalitis and encephalopathy.
- ■HSV and arboviral encephalitis.
- Morphology, pathogenesis, clinical manifestations, lab diagnosis, treatment and prevention of rabies.
- -Slow viruses, prion diseases and borna disease.

Courtesy - Jaypee Publication



Parasitic & Fungal CNS Infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Free living amoeba infections lifecycle, morphology, pathogenesis, lab diagnosis and treatment.
- ■Toxoplasma encephalitis, Cerebral malaria, African sleeping sickness
- ■Neurocycticercosis, Cryptococcal meningitis

Courtesy - Jaypee Publication

<u>Urogenital Infections</u>



Infective syndromes of Urinary tract

Mark as done

Learning Objectives -

At the end of the session, the students will be able to understand:

Urinary Tract Infection (UTI) and etiological Agents of UTI

Identification, pathogenesis, clinical manifestations, lab diagnosis and treatment of bacterial, viral, parasitic and fungal infections causing UTI

Courtesy - Jaypee Publication



Infective syndromes of Genital Tract

Mark as done

Learning Objectives -

At the end of the session, the students will be able to understand:

- Types and causative agents of STI, their clinical manifestations, lab diagnosis and treatment.
- -Clinical manifestations, lab diagnosis and treatment of gonococcal and NGU.
- Chlamydia trachomatis infections.
- Genital tract infections of males and females.

Courtesy - Jaypee Publication

Miscellaneous Infections



Eye and Ear Infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Examples, clinical manifestations and treatment of ocular bacterial, viral, parasitic and fungal infections.
- Etiology, clinical features and treatment of otitis externa, otitis media and CSOM.

Courtesy - Jaypee Publication



Congenital Infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

■ Transmission, clinical manifestations, lab diagnosis and treatment of Congenital Toxoplasmosis, Congenital Rubella Syndrome (CRS), Congenital Cytomegalovirus Infection, Neonatal Herpes, Congenital syphilis

Courtesy - Jaypee Publication



Oncogenic Infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Human oncogenic viruses and associated malignancies
- Examples of DNA and RNA oncogenic viruses and their mechanism of oncogenesis.
- ■Examples of non-viral Oncogenic Organisms

Courtesy- Jaypee Publication



Zoonotic Infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Common zoonotic infections
- -Epidemiology, virulence factors, clinical types, lab diagnosis, treatment and prevention of plaque and tularemia.
- ■Bite wound infections and agents causing the infections

Courtesy - Jaypee Publication

Heapatobilliary Infections



Infective Syndromes of hepatobilliary system

Mark as done

Learning Objectives -

At the end of the session, the students will be able to understand:

- ■Infectious causes of Hepatitis
- ■Liver abscess
- Cholangitis and cholecystitis
- Infections of peritoneum and pancreas

Courtesy - Jaypee Publication



Viral Hepatitis

Mark as done

Learning Objectives -

At the end of the session, the students will be able to understand:

- Features of different hepatitis viruses and their epidemiology, clinical manifestations, lab diagnosis and treatment.
- ■Hepatitis G virus
- Clinical manifestations, lab diagnosis and treatment of yellow fever and yellow fever vaccine

Courtesy - Jaypee Publication



Parasitic infections of Hepatobiliary system

Mark as done

Learning Objectives -

At the end of the session, the students will be able to understand:

Parasites causing hepatobiliary system infections - their pathogenesis, clinical manifestations, lab diagnosis and treatment of amoebic liver abscess, human echinococcosis, fascioliasis, clonorchiasis, opisthorchiasis, toxocariasis

Courtesy - Jaypee Publication

Hospital Infections



Learning Objectives

At the end of the session, the students will be able to understand:

- Healthcare-associated Infections
- ■Major HAI Types
- ■Prevention of HAIs

Hospital Infection Control Committee

Courtesy - Jaypee Publication



Major types of HAI

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Catheter-associated Urinary Tract Infection (CAUTI)
- ■Catheter-related Blood Stream Infection (CRBSI)
- ■Ventilator Associated Pneumonia (VAP)
- -Surgical Site Infection (SSI)
- ■Prevention of Device-associated Infections
- <u>►HAI</u> Surveillance

Courtesy - Jaypee Publication



Sterilisation and Disinfection

Mark as done

Learning Objectives -

At the end of the session, the students will be able to understand:

- →What is sterilant, high-level disinfectant, intermediate-level disinfectant, low-level disinfectant
- ■Types of Cleaning Agent and Environmental Cleaning
- ■Methods to Test Efficacy of Sterilant/ Disinfecant

Courtesy - Jaypee Publication



Biomedical Waste Management

Mark as done

Learning Objectives -

At the end of the session, the students will be able to understand:

- ■What is sterilant, high-level disinfectant, intermediate-level disinfectant, low-level disinfectant
- ■Types of Cleaning Agent and Environmental Cleaning
- ■Methods to Test Efficacy of Sterilant/ Disinfecant

Courtesy - Jaypee Publication



Needle stick injury

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Prevention of Needle Stick Injury
- ■Post-exposure Management

Courtesy - Jaypee Publication



Antimicrobial stewardship Programme

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Implementation of Antimicrobial Stewardship Program
- ■Monitoring the Compliance to Antimicrobial Stewardship Program
- ■Rational Use of Antimicrobial Agents
- ■Hospital Antibiogram

Courtesy - Jaypee Publications

Skin and Soft tissue Infections



Infective syndromes of Skin & Soft tissue

Mark as done



Staphylococcal Infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Virulence factors, pathogenesis, clinical manifestations, lab diagnosis and treatment of S.aureus infections.
- ■Drug resistance in S.aureus.
- Coagulase negative staphylococcal infections

Courtesy - Jaypee Publications



Beta Hemolytic Streptococcal infections

Mark as done

Learning objectives

At the end of the session, the students will be able to understand:

- ■Classification of Streptococci
- ▼Virulence factors, pathogenesis, clinical manifestations, lab diagnosis and treatment of S.pyogenes and S.agalactiae infections.
- ■Differences between S. pyogenes and S. agalactiae.
- ■Enterococcus and Other Streptococci

Courtesy - Jaypee Publications



Gas gangrene

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- -Clinical presentation, lab diagnosis and treatment of anaerobic infections and gas gangrene.
- ■Virulence factors of C.perfringens.
- Examples of non-sporing anaerobes and infections caused.

Courtesy - Jaypee Publication



Leprosy

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Clinical manifestations, classification, complications, lab diagnosis and treatment of M.leprae.
- -Differences between lepromatous leprosy and tuberculoid leprosy.
- ■Prevention of leprosy

Courtesy - Jaypee Publication



Miscllaneous bacterial infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Virulence factors , clinical manifestations, lab diagnosis and treatment of anthrax.
- ■Types of Actinomyces infections.

Infections caused by non-venereal treponemes.

Courtesy - Jaypee Publication



Parasitic Infections of Skin & Soft tissue

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

Life cycle, pathogenesis, clinical features, lab diagnosis, treatment and prevention of cutaneous leishmaniasis, cutaneous filariasis, Dracunculiasis, trichinellosis, cutaneous larva migrans.

Courtesy - Jaypee Publication



Viral Infections of Skin & Soft tissue

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- General properties and classification of herpes viruses.
- Pathogenesis, clinical manifestations, complications, lab diagnosis, treatment and prevention of herpes simplex virus, VZV, Parvo virus, HPV, Pox virus, measles, rubella, hand-foot-and-mouth disease.

Courtesy - Jaypee Publication



Fungal infection of Skin & Soft tissue

Mark as done

At the end of the session, the students will be able to understand:

- Examples of organisms causing superficial, subcutaneous and opportunistic mycoses.
- ■Pathogenesis, clinical manifestations, lab diagnosis and treatment of superficial mycoses, subcutaneous mycoses, opportunistic mycoses of skin and soft tissue.

Courtesy - Jaypee Publication

Blood & CVS infections



Infective endocarditis & Acute rheumatic fever

Mark as done



Learning Objectives

At the end of the session, the students will be able to understand:

- ■Infective Endocarditis
- ■Other Infections of CVS
- ■Acute Rheumatic Fever

Courtesy - Jaypee Publication



🔼 <u>PUO</u>

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- **≠**Etiological Agents of BSI
- ■Types of Bloodstream Infections
- Clinical Manifestations and laboratory Diagnosis
- Fever of Unknown Origin (FUO)

Courtesy - Jaypee Publication



Enteric Fever

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Classification and Nomenclature
- ■Antigenic Structure
- ■Typhoidal Salmonella
- ■Non-Typhoidal Salmonella

Courtesy - Jaypee Publication



Rickettsial Infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Rickettsia Infections
- ■Scrub Typhus (Orientia)
- **∠**Ehrlichiosis
- ■Q Fever (Coxiella burnetii)
- ■Bartonellosis

Courtesy - Jaypee Publication



Miscellaneous bacterial BSI

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- **-**Brucellosis
- Leptospirosis
- **-**Borreliosis

Courtesy - Jaypee Publication



Learning Objectives

At the end of the session, the students will be able to understand:

- ■Morphology and Pathogenesis
- Clinical Diagnosis
- Epidemiology
- Laboratory Diagnosis
- ■Post-exposure Prophylaxis

Courtesy - Jaypee Publication



Viral Hemorrhagic fever

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- General properties of Arboviruses
- -Properties, Epidemiology, Laboratory diagnosis and treatment of Dengue, Chikungunya, KFD, Ebola and Marbung virus infections.

Courtesy - Jaypee Publication



Malaria

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- -History, causative agent, life cycle, pathogenesis, complications, laboratory diagnosis, treatment and prophylaxis of malaria.
- ■Differentiation of four malarial parasites
- ■Babesiosis

Courtesy - Jaypee publication



Leishmania & Trypanosoma

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

■ Epidemiology, life cycle, pathogenesis, clinical manifestations, laboratory diagnosis and treatment of Visceral Leishmaniasis, Chagas' Disease and African Sleeping Sickness

Courtesy - Jaypee Publication



Lymphatic Filariasis

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ► Epidemiology, life cycle, pathogenesis, clinical manifestations, laboratory diagnosis and treatment of Wuchereria bancrofti, Brugia malayi and B. timori.
- Differences between various filarial nematodes causing lymphatic filariasis

Courtesy - Jaypee Publication



Systemic Candidiasis & Mycosis

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

■ Pathogenesis, epidemiology, clinical manifestations, laboratory diagnosis and treatment of candidiasis, histoplasmosis, blastomycosis, coccidioidomycosis, paracoccidioidomycosis.

Courtesy - Jaypee Publication

Respiratory Tract Infections



Infective syndromes of Respiratory Tract

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- -Agents causing URTI, LRTI, infections of the oral cavity.
- ■Infections classified under upper respiratory tract, lower respiratory tract and infections of the oral cavity their clinical manifestations, diagnosis and treatment.

Courtesy - Jaypee Publication



Bacterial Pharyngitis

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Clinical manifestations, lab diagnosis and treatment of streptococcal pharyngitis.
- ■Virulence factors, pathogenicity, clinical manifestations, lab diagnosis and treatment and vaccination of diphtheria.
- ■Examples of rare causes of bacterial pharyngitis.

Courtesy - Jaypee Publication



Bacterial Lobar Pneumonia

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Examples of bacterial agents causing lobar and interstitial pneumonia.
- ▼Virulence factors, clinical manifestations, risk factors, lab diagnosis, treatment and vaccines of pneumococcal pneumonia and H.influenzae.

Staphylococcal pneumonia and agents of gram-negative bacilli pneumonia.

Courtesy - Jaypee Publication



Bacterial Atypical Pneumonia

Mark as done



TB & NTM

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Classification of mycobacteria.
- -Antigenic structure, pathogenesis, clinical manifestations, lab diagnosis, treatment, drug resistance and prophylaxis of TB.
- Newer ATT drugs and global and national TB programs.

Classification, lab diagnosis and treatment of NTM.

Courtesy - Jaypee Publication



Learning Objectives

At the end of the session, the students will be able to understand:

■ Virulence factors, pathogenesis, clinical manifestations, complications, lab diagnosis, treatment and prevention of pertussis.

Courtesy -

At the end of the session, the students will be able to understand:

 Virulence factors, pathogenesis, clinical manifestations, complications, lab diagnosis, treatment and prevention of pertussis.

Courtesy - Jaypee Publication



<u>Infections due to Non fermenters</u>

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

► Virulence factors, pathogenesis, clinical manifestations, lab diagnosis, treatment and prevention of infections by non fermenting GNB like Pseudomonas, Burkholderia, Acinetobacter, Stenotrophomonas and Elizabethkingia.

Courtesy - Jaypee Publication



Myxovirus

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Families under myxovirus.
- Morphology, antigenic types, pathogenesis, <u>immune response</u>, clinical manifestations, history, lab diagnosis, treatment and vaccination of influenza, parainfluenza, mumps and RSV.

Courtesy - Jaypee Publication



Coronavirus

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Morphology and classification of human coronaviruses.
- Epidemiology, source, transmission, pathogenesis, clinical manifestations, lab diagnosis, treatment and infection control and prevention measures of SARS, MERS, COVID -19.

Courtesy - Jaypee Publication



Miscellanous Viral RTI

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Examples of viral infections of respiratory tract.
- Morphology, pathogenesis, clinical manifestations, lab diagnosis and treatment of infectious mononucleosis, adenovirus infections, rhinovirus infections.



Parasitic & Fungal RTI

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Examples of parasites and fungi that cause infections of respiratory tract.
- -Epidemiology, pathogenesis, clinical manifestations, lab diagnosis and treatment of Paragonimiasis, TPE, Pneumocyctis pneumonia, Zygomycoses, Aspergillosis, Penicilliosis.

Courtesy - Jaypee Publication

General Microbiology



Introduction & History

Mark as done



Microscopy

Mark as done

Learning Objectives

At the end of the session, the students will be able to know:

- ■Types and properties of microscope
- → Principle and uses of light microscope, dark field microscope, phase contrast microscope, fluorescence microscope and electron microscope

Courtesy - Jaypee Publication



Morphology & Physiology of Bacteria

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Classification of bacteria depending on their morphology and Gram staining property
- ■Bacterial cell wall and cell wall appendages
- Physiology of bacteria

Courtesy - Jaypee Publication



Lab diagnosis of Bacterial infection

Mark as done

Learning Objective

At the end of the session, the students will be able to understand:

- **-**Specimen Collection
- **-**Direct Detection, Staining Techniques
- -Culture, Identification and AST
- Serology
- ■Molecular Methods

Courtesy - Jaypee Publication



Genetics

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■The principles of bacterial genetics
- -Concept of transformation, transduction, lysogenic conversion, conjugation and transposition
- ■Gene transfer

Courtesy - Jaypee Publication



Antimicrobial Resistance

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Classification of antimicrobial agents
- Intrinsic and acquired antimicrobial resistance

Courtesy - Jaypee Publication



Pathogenesis of Bacterial infection

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Mechanism of microbial pathogenicity
- ■Differences between endotoxins and exotoxins

Courtesy - Jaypee Publication



Overview of bacterial Infection

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Gram-positive and Gram-negative cocci Infections
- ■Gram-positive and Gram-negative bacilli Infections
- ■Anaerobic Bacterial Infections



General Virology & Overview of Viral Infection

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Morphology and nomenclature of the viruses
- Laboratory diagnosis
- ■Treatment
- Immunoprophylaxis

Overview of viral infections

Courtesy - Jaypee Publication



General Parasitology & overview of parasitic infection

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Life Cycle of Parasites
- -Laboratory Diagnosis and treatment of Parasitic Diseases
- Overview of parasitic diseases

Courtesy - Jaypee Publication



General Virology & Overview of parasitic infections

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Classify fungi and fungal infections
- Describe clinical presentation of common fungal infections
- Describe laboratory diagnosis of fungal infections
- Describe treatment of fungal infections

Courtesy - Jaypee Publication



Epidemiology of Infectious diseases

Mark as done

Learning Objectives -

At the end of the session, the students will be able to understand:

- ■Infection and Related-terminologies
- ■Epidemiological Patterns and indicators
- ■Eradication and Elimination
- ■Epidemiological determinants of disease causation

Courtesy - Jaypee Publication

<u>Immunology</u>



Learning Objectives

At the end of the session, the students will be able to understand:

- ■Innate Immunity
- ■Acquired or Adaptive Immunity
- ■Bridges Between Innate and Acquired Immunity
- **-**Local (or Mucosal) Immunity, Herd Immunity , Adoptive Immunity
- ■Cells involved in innate and acquired immunity

Courtesy - Jaypee Publication



Antigen

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- **-**Definition of Antigen and Hapten
- Factors Influencing Immunogenicity
- ■Biological Classes of Antigens
- ■Superantigens

Courtesy - Jaypee Publication



Antibody

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Structure of antibody
- ■Immunoglobulin classes
- Antigenic determinants of immunoglobulins
- ■Monoclonal Antibody
- Antibody Diversity

Courtesy -

At the end of the session, the students will be able to understand:

- Structure of antibody
- ■Immunoglobulin classes
- Antigenic determinants of immunoglobulins
- Monoclonal Antibody
- Antibody Diversity

Courtesy - Jaypee Publication



Antigen & Antibody reaction

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■General properties of <u>antigen antibody</u> reactions
- ■Types of <u>antigen</u> <u>antibody</u> reactions
- Conventional immunoassays



■Newer techniques

Courtesy - Jaypee Publication



Complement

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Definitions
- ■Classical, alternate and lectin pathway
- ■Role of complement
- ■Complement deficiencies

Courtesy - Jaypee Publication



Components of immune system

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- -Central and peripheral lymphoid organs
- ■Cells of immune system
- ■Major Histocompatibility Complex
- Cytokines and diseases caused by them

Courtesy - Jaypee Publication



Immune response

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- **<u>■**Antigen</u> Presentation
- ■Cell-mediated Immune Response
- ■Humoral/<u>Antibody</u>-mediated Immune Response

Courtesy - Jaypee Publication



Hypersensitivity

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Definition and classification of hypersensitivity
- ■Mechanism of Type I IV hypersensitivity reactions

Courtesy - Jaypee Publication





Learning Objectives

At the end of the session, the students will be able to understand:

- ■Immunological Tolerance central and peripheral
- Mechanisms of Autoimmunity
- ■Autoimmune Diseases

Courtesy - Jaypee Publication



Immunodeficiency disorders

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- ■Definition and Classification of immunodeficiency
- ■Primary immunodeficiency diseases and
- Secondary immunodeficiencies.

Courtesy - Jaypee Publication



Transplant & Cancer immunity

Mark as done

Learning Objectives

At the end of the session, the students will be able to understand:

- Classification of transplants
- Histocompatibility antigens
- ■Types and mechanisms of graft rejection
- ■Prevention of graft rejection
- ■Graft versus host reaction

Cancer immunology

Courtesy - Jaypee Publication



Immunoprophylaxis

Mark as done



Quiz on HIV

Opened: Thursday, 1 December 2022, 12:00 PM Closed: Friday, 2 December 2022, 1:00 PM

Mark as done

On occasion of World AIDS Day, a Quiz session is arranged. Every student has to attempt this quiz



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Community Medicine



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Community Medicine Ist MBBS Time Table

Mark as done

Epidemiology



History-Subject

Mark as done



Section-2 Definitions and purposes

Mark as done

MOC

Schedule of Clinical Posting



Mark as done

lecture



Schedule of Clinical Posting for II/I term

Mark as done

Student first report to Department at 9.00 am

Biostatistics

Primary Health Care Practices

Clinical posting III/I Time table



<u>community Medicine</u>

Mark as done

Community medicine Syllabus



Community Medicine Syllabus

Mark as done

AIDS CONTROL PROGRAM



AIDS CONTROL PROGRAM

Mark as done

RCH National program

Clinical posting TT III/I D Batch



Clinical posting TT III/I D batch

Mark as done

clinical social review gastroenteritis, Malaria in children

organization of community based maternal health services and health educational activities for mother

Clinical Posting TT C Batch III/I



clinical posting TT C batch III/I

Mark as done



breast feeding week celebration August 2022

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Course categories: Value Added Course

This is to enhance knowledge, skill and competencies of Medical Students, faculty and paramedical staff

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Advanced and Basic Life support Course

BLS course is developed for training of MBBS, MD/MS, other students pursuing allied health sciences course, community leaders, social activist, public employee and college students to impart knowledge and life saving to the participants to promptly recognize several life-threatening emergencies, give high-quality chest compressions, deliver appropriate ventilations and provide early use of an AED. Reflects science and education as per guidelines from the American Heart Association Guidelines Update for CPR and Emergency Cardiovascular Care (ECC)

Basic Epidemiology concept

Students will gain understanding of the fundamental concepts of epidemiology and its role in public health research and investigation. Students will become familiar with epidemiologic terminologies, outcome measures, and study designs in an effort to apply epidemiologic methods to other related fields and programs of study.

Bio medical waste Management Course

The Course has been developed to conceptualise a four-week online training programme on ^aBiomedical Waste Management in Medical Laboratories and Hospital, with the objective of providing a better understanding of the key aspects of managing this waste, the legal concerns that govern it, and best practices. The mode of training will be online (self-paced) with a mix of interactive sessions, imparted through on-demand literature, virtual presentations and case studies. Assessment exercises and group discussions on the modules provided/facilitated to help in self-assessment of the participants.

Basic Suturing Skills

Teacher: Dr Kailash Gindodia

Course is aimed for medical students pursuing medicine & surgical subjects during their MBBS course, Internee, and postgraduate students in surgical allied branches. During the course participants are expected to acquire osce skill scheme and to perform a range of basic surgical skills required for family physician. These skills are designed to teach the essential basic

technical skills required of a general physician & surgeon, instilling good practice at the early stages of training. Participants will be introduced to the principles underpinning the various techniques being taught and practice these techniques individually under the expert supervision of consultant surgeons. Participants will be assessed throughout the course and issued with a certificate upon successful completion.

Basic Laboratory skill, Embalming, Electrophysiology and Quality Control

The Course is developed to enlightened the First MBBS Students to enhanced their knowledge and skills, about Lab skills refer to carry out practical exercises in a lab setting. The lab skills includes variety of skills depending on course e.g. record keeping, pipetting, measuring, lab safety, and the ability to sterilize equipment. The course modules comprises of 5 hours didactic lecture and 15 hours practical demonstration.

Communication skills in Doctor patient Dyad

Teacher: Dr RC Sharma

The course is developed to trained in Questioning skills, Listening Skills, Answering Skills and Clinical dyad between physician and patients as well as with community

Hospital infection and control Practices

This course is a short term course of 20 hours for imparting the broad principles and practices of infection Control that are essential for the prevention and management of infection.

Dissection skill of Head and Nek

Teacher: Gopal Bagal

The Course is designed for students of MBBS and postgraduate students [mainly of Surgical Discipline] to provide hands on skill learning training on human cadavers. The course contents primarily focuses on skill training as interactive sessions spreads over 4 weeks on Saturday/Sunday to provide flexibility of learning to the students. The whole module of this course completes in 25 hours.

Basic Laboratory skill in Clinical Pathology

This Course aims to provide value addition to the knowledge and skill of MBBS and MD/MS students to enhanced their skill competencies.

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Soft Skill training Module

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Soft Skill Training Module

Introduction: The soft skill training programme module is 30 hours module for 2 credits developed by the faculty and recommended by curriculum committee of the ACPM Medical College and approved by college council and Board of management with aim to trained medical students of all programme including faculty to meet the health care challenges during their professional life, workplace and community health care.

Objective of the Training: The participants at end of this program would be able to:

- 1. Explain Soft Skills?
- 2. Use application of soft skills in the day to day life
- 3. Acquire ability to face the challenges of day to day life with confidence
- 4. Resolve the unpleasant situations and people with ease
- 5. Attain competencies to showcase ones skills in a creative manner
- 6. Acquire ability to identify the leadership skills dealing with people management
- 7. The ability to become an outstanding personality in the social and work environment by skillfully maneuvering individual emotions

Courses contents

- a. Introduction and Definition of Soft Skills,
- b. Importance of Soft Skills: Soft skills training promote innate personal development by enhancing the ability to; Negotiate, community Network, Resolve Conflicts and Develop Cohesiveness etc. Soft Skills are personal attributes, personality traits, inherent social cues, and communication abilities needed for success of the profession. Soft skills characterize how a person interacts in his or her relationships with others. Soft Skills include adaptability, attitude, communication, creative thinking, work ethic, teamwork, networking, decision making, positivity, time management, motivation, flexibility, problem-solving, critical thinking, and conflict resolution Soft Skills. Soft Skills training gives benefits for Empowerment, Mastery & Purpose ability to communicate effectively with co-workers, employers, patients, community besides friends and family members etc. In the introductory course, participants are subjected to several important soft skills that are vital to overcome challenges in life, discuss the importance of soft skills with the participants. Arrange their ideas in an orderly manner. Then, discuss and emphasize its importance in a stepwise manner.
- c. Understanding oneself: This is one of the major issues that a person faces when reaching his/her life goals is, not having understood who he/she is. This lack of understanding is the cause behind the inability to solve problems efficiently or to logically reach a conclusion after assessing the pros and cons of a problem. Therefore this topic will create an opportunity to identify a person's skills, aspirations, qualities and personality traits. The course is taught on a interactive manner as group activity. All the participants are required to undertake one of the group activity and identify their strengths by paying more attention to activity to find out the positive impressions others may have of for other participant while other finding out the negative impressions for previous and others and can find out weaknesses of previous participant. At the end the participant strive to turn these weaknesses into strengths. [The trainers plans the group task with consultation to ensure expected results before beginning of session]
- d. Innovative thinking: In this module, the participants learn that it is easier to face challenges if creative ways of thinking are sought instead of staying inside the traditional thinking framework. The trainer discuss with the participants if they faced difficulty while trying to solve the puzzle. But allow them understand that the difficulty was due to the reluctance. The participants should be instructed to attempt this puzzle on their separate sheets of paper and once they have finished the puzzle the sheet of paper should be kept face down on the

table. This activity will require about 8 minutes. In order to successfully overcome life's challenges and obstacles, one should be encouraged to remain from the traditional ways of thinking and adopt a new and creative way of thinking. Employing such novel methods would help a person to reach ones goals in a unique manner with minimum effort. To enhance creativity while departing from traditional thinking, some activities can be done. [The trainers plans the group task with consultation to ensure expected results before beginning of session]

- e. Problem management: this course deals with Facing problems are part and parcel of our daily life. But there are instances where people have attempted suicide due to their inability to handle problems successfully. Therefore it has become vital to learn the skill of problem management as a soft skill. The group activity includes seven-fold way in the given task, which can be utilized to solve the day to day challenges and problems too. Inculcate positive instruments in the trainees to help them practice this method regularly.
- f. Stress and emotional management: Stress can grow to a state where there is increased conflict, seemingly less solutions for problems, lack of creativity, isolation due to weakened interpersonal relationships as well as various mental health issues.

However there's also a positive outlook on stress called "required stress". An example is the stress induced by fear of an exam which could motivate a person to study. Management of emotions such as anger, sorrow, and happiness has a direct relationship with the management of stress. Relaxed and free mind will distance you from anger. Managing ones emotions to prevent harmfully affecting oneself or others is a quality of a great personality. Management of emotions is not the same as not expressing the emotions. There should be freedom to cry when sad, to smile or laugh when on is happy. The point here is that emotions should not negatively affect one or any others. It is also necessary to do away with the social misconception that men should not cry. Explain this to the participants. This course trained the participants to think of the difficulty and the effort needed to solve a problem when attempting the first individual activity and the second group activity. Has the participants adequately developed their skill? Let the participants understand that the proposed mechanism can be used to easily deal with the everyday problems.

Leadership: A leader can be identified as a person who motivates and guides the people who are striving to achieve a common goal in the family, society or workplace. The unfortunate situation of today is that most people are waiting for a person to guide them because they have failed to identify the leadership qualities within him/ her. Even if one gets the leadership opportunity it is more challenging to maintain it? Therefore leadership is a soft skill that needs to be developed.

Team building approach for consensus discussion

Even though we make decisions upon discussion in our daily lives, that experience may not be sufficient to enter into fruitful agreements. The reason for that is the skills needed for that are not fully developed by us. Therefore to enter into fruitful agreements we must develop the necessary skills required for conflict resolution.

- 1. Create a Partnership Atmosphere An atmosphere should be created which would show that all parties of the conflict are partners in solving the dispute. This is a very important step in the process of conflict resolution. Parties could arrive at a mutual agreement if a suitable atmosphere can be created considering all factors. In approaching the process of conflict resolution whilst creating an effective atmosphere and preparing yourself; the time and place of the meeting and the words you first use to address them will all impact in creating a correct impression?
- 2. Clarify Perceptions The views of all parties of the conflict should be clarified. Without knowing the views of the problem at hand with certainty, you cannot resolve the conflict. Moreover you must not pay attention to the consistency of only one party but instead listen accurately to the facts they disclose. Correctly identify the needs of the parties and respect those even if everyone does not agree upon them. Pay attention with sensitivity to the situation they have faced. Especially if there is a misconception that has arisen in the process of discussions, clear all of it in advance.
- 3. Focus on Individual and Shared Needs Disperse the needs that are mutually shared by you and other parties. Understand that to effectively solve the dispute the help of everyone is required. Eventually with time you will realize and agree that at most times needs should be commonly shared.
- 4. Build Shared Positive Power Rather than trying to showcase self-power, focus on partner and shared power. Inducing such a perception within parties to the conflict, would encourage them to use the shared power. This positive power seeks to promote the constructive capabilities in solving the disputes of all parties involved in a conflict.
- 5. Look to the Future, Then Learn from the Past Do not dwell on the unpleasant and negative views of the past. If we allow ourselves to be defined by the past, it will not be possible to practically deal with different parties in the future. Attempt to understand and then ignore the incidents that took place in the past. Refrain from repeating the same mistake or wrongdoing.
- 6. Generate Alternatives Be cautious when providing answers based on preconceived notions. Ensure that you follow a common policy that affects all parties involved in the conflict. Keep aside factors that cannot be agreed with and promote alternatives that can be put into action with ease. Following this process would avoid the unnecessary complication of the problem.
- 8. Make Mutual-Benefit Agreements Agreements that result mutual benefits are considered sustainable resolutions to resolve special conflicts. Moreover such agreements are fruitful ones. This also signifies a beginning on accomplishing agreements relating to working on differences between parties involved in the conflict in a practical manner and relationships that are developed each day.

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Soft Skill training Module

Soft Skill learning

Non-domain based training session to enrich students with soft skill aspect

Human Values

Students are provided non-domain based learning experiences in worksop mode to sensitize them towards human value and significance in professional career.

Health Determinants

Health indicators identification, survey, method of collection of data evaluation aligning with national health deserved to understand by medical graduates and postgraduate beside their CBME curriculum. The JMF'S ACPM emphases to impart such knowledge through small group workshops and seminar

Gender Equity

The main aim of Gender Equity is that medical students, teaching and paramedical staff must attain the basic understand and exchange views on basic rights of women and men. People should be stimulated to express their feelings on a specific topic freely. The sessions are not meant to provide a lot of 'theoretical' background information but to start discussions about the topic and let people think about the issues on their own terms with a view to create more respect for the work women do and their fundamental rights as human beings and as workers.

Professional Ethics

Professional Ethics though it has been included in CBME curriculum. The College desires to enhance this competency manner by organizing small group interaction, scenario based group task, trained patients workshops

Expand all

facilitate beneficiaries for patient care, safety and reduce the duration of manifestation and cure of disease.

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Learning Management System, [JMFACPM, Dhule]

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12 July 2021, 3:04 PM	Pankaj Gautam	- <u>System</u>		System	Config log created	The user with id '2' changed the config setting 'gradingduedate' for component 'assign' from 'Not set' to '1209600'.	Origin web	IP address 122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	<u>System</u>	System	Config log created	The user with id '2' changed the config setting 'cutoffdate_adv' for component 'assign' from 'Not set' to ''.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'cutoffdate_enabled' for component 'assign' from 'Not set' to ''.	web	122.173.184.136
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12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'duedate' for component 'assign' from 'Not set' to '604800'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'allowsubmissionsfromdate_adv' for component 'assign' from 'Not set' to ''.	web	122.173.184.136
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12 July 2021, 3:04 PM	Pankaj Gautam	-	System	System	Config log created	The user with id '2' changed the config setting 'alwaysshowdescription_adv' for component 'assign' from 'Not set' to ''.	web	122.173.184.136
12 July 2021, 3:04 PM	Pankaj Gautam	-	System	System	Config log created	The user with id '2' changed the config setting 'alwaysshowdescription' for component 'assign' from 'Not set' to '1'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'maxperpage' for component 'assign' from 'Not set' to '-1'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'submissionstatementteamsubmissionallsubmit' for component 'assign' from 'Not set' to 'This submission is my own work as a group member, except where I have acknowledged the use of the works of other people.'.		122.173.184.136
12 July 2021, 3:04 PM	Pankaj Gautam	-	System	System	Config log created	The user with id '2' changed the config setting 'submissionstatementteamsubmission' for component 'assign' from 'Not set' to 'This submission is the work of my group, except where we have acknowledged the use of the works of other people.'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'submissionstatement' for component 'assign' from 'Not set' to 'This submission is my own work, except where I have acknowledged the use of the works of other people.'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'submissionreceipts' for component 'assign' from 'Not set' to '1'.		122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'showrecentsubmissions' for component 'assign' from 'Not set' to '0'.		122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'feedback_plugin_for_gradebook' for component 'assign' from 'Not set' to 'assignfeedback_comments'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'airnotifieraccesskey' for component 'core' from 'Not set' to ''.	web	122.173.184.136

Time -	User full	Affected		Commercial	Event	Description	Onlaste	ID oddress
12 July 2021, 3:04 PM	Pankaj Gautam	-	System	System	Config log created	The user with id '2' changed the config setting 'airnotifierappname' for component 'core' from 'Not set' to 'commoodlemoodlemobile'.	web	IP address 122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'airnotifiermobileappname' for component 'core' from 'Not set' to 'com.moodle.moodlemobile'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'airnotifierport' for component 'core' from 'Not set' to '443'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'airnotifierurl' for component 'core' from 'Not set' to 'https://messages.moodle.net'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'jabberport' for component 'core' from 'Not set' to '5222'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'jabberpassword' for component 'core' from 'Not set' to ''.	web	122.173.184.136
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12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'jabberserver' for component 'core' from 'Not set' to ''.	web	122.173.184.136
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12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'h5plibraryhandler' for component 'core' from 'Not set' to 'h5plib_v124'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'logstore' for component 'analytics' from 'Not set' to 'logstore_standard'.	web	122.173.184.136

Time	User full name	Affected user		Component	Event name	Description	Origin	IP address
12 July 2021, 3:04 PM	Pankaj Gautam	-	System		Config log created	The user with id '2' changed the config setting 'gradebookroles' for component 'core' from 'Not set' to '5'.	web	122.173.184.136
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12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	<u>System</u>	System	Config log created	The user with id '2' changed the config setting 'exportlog' for component 'tool_log' from 'Not set' to '1'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	<u>System</u>	System	Config log created	The user with id '2' changed the config setting 'showdataretentionsummary' for component 'tool_dataprivacy' from 'Not set' to '1'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'requireallenddatesforuserdeletion' for component 'tool_dataprivacy' from 'Not set' to '1'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'privacyrequestexpiry' for component 'tool_dataprivacy' from 'Not set' to '604800'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'automaticdeletionrequests' for component 'tool_dataprivacy' from 'Not set' to '1'.	web	122.173.184.136
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12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'automaticdataexportapproval' for component 'tool_dataprivacy' from 'Not set' to '0'.	web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	<u>System</u>	System	Config log created	The user with id '2' changed the config setting 'contactdataprotectionofficer' for component 'tool_dataprivacy' from 'Not set' to '0'.	web	<u>122.173.184.136</u>
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Config log created	The user with id '2' changed the config setting 'restorernewroleid' for component 'core' from 'Not set' to '3'.	web	122.173.184.136

Time	User full name	Affected user		Componen	Eve t nan		Desc	cription					Origin	IP address
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	· · · · · · · · · · · · · · · · · · ·						web	122.173.184.136		
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Cor log crea	<u>nfig</u> ated	'defa	The user with id '2' changed the config setting 'defaultuserroleid' for component 'core' from 'Not set' to '7'.						122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Cor log crea	<u>nfig</u> ated		The user with id '2' changed the config setting 'guestroleid' for component 'core' from 'Not set' to '6'.						122.173.184.136
12 July 2021, 3:04 PM	Pankaj Gautam	-	System	System	Cor log crea	nfig ated	'notlo	The user with id '2' changed the config setting 'notloggedinroleid' for component 'core' from 'Not set' to '6'.					web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System	Cor log crea	<u>nfig</u> ated	'enab	The user with id '2' changed the config setting 'enableaccessibilitytools' for component 'core' from 'Not set' to '1'.					web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	<u>Pankaj</u> <u>Gautam</u>	<u>User:</u> <u>Pankaj</u> <u>Gautam</u>	System	<u>Use</u> <u>upd</u>	er lated		The user with id '2' updated the profile for the user with id '2'.					web	122.173.184.136
12 July 2021, 3:04 PM	<u>Pankaj</u> <u>Gautam</u>	<u>Pankaj</u> <u>Gautam</u>	<u>User:</u> <u>Pankaj</u> <u>Gautam</u>	System		er sword lated		The user with id '2' changed their password.					web	122.173.184.136
12 July 2021, 3:02 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System		er has ged in		The user with id '2' has logged in.						117.247.236.144
12 July 2021, 3:01 PM	<u>Pankaj</u> <u>Gautam</u>	-	System	System		er has ged in		user with io	l '2' has l	ogged in			web	117.247.236.144
Downl	oad table	data as	Comma s	eparated val	ues (.c	csv)		Download						
				<u>«</u>	1		<u>3934</u>	3935	<u>3936</u>	3937				

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