



Subharti Medical College

Recognized by Govt. of India, Ministry of Health & Family Welfare, Govt. Letter No. U.12012/69/96-ME(P)
Website: medical.subharti.org, e-mail: medical@subharti.org, Ph.: 0121-3055000 (Extn: 2118), Telefax: 0121-2439127, 2439067
A constituent college of



SWAMI VIVEKANAND SUBHARTI UNIVERSITY

(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

Ref. No. SMC/G-M/2022/1350

Dated: 06.09.2022

To,

The Registrar
Swami Vivekanand Subharti University
Meerut.

Sub.: Agenda of Faculty Board of Subharti Medical College

Sir,

A Special faculty Board was conducted on 27/8/2022 in committee hall of SMC. The following agendas are submitted to you for your kind approval. Kindly consider the agenda which have also been send to you earlier.

Agenda 1. For Approval of revision in MBBS course curriculum in forensic medicine done by NMC dated 18 August 2022.

Agenda 2. For Approval of revision in MBBS course curriculum in psychiatry as per the circular notice of NMC dated 18 august 2022.

Agenda 3:- To pass feedback analysis report and ATR of students and other stakeholders on curriculum in Academic council

(Dr. Satyam Khare)
Vice Principal

Annexure:- Minutes of meeting of faculty board
Feedback analysis & ATR



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No: SMC/PG/2022/

Date: 05.09.2022

Minutes of Meeting Faculty Board held on 27-08-2022

Agenda item 1:- Approval of revision in course curriculum in forensic Medicine by NMC.

Agenda 1:- On Dated 18th Aug 2022 NMC has revised & updated the competencies in the curriculum of forensic Medicine in addition to existing ones.

Discussion:- As per the agenda and recommendation of BOS of Dept. of forensic medicine an elaborate discussion was done and HOD forensic informed the house that all 6 modified competencies added to the syllabus were much needed and must be implemented from the MBBS 2020 Batch. This was approved by the house.

Resolution:- Based on discussion it was considered & approved in principle and would be forwarded to forthcoming Academic Council for ratification

Agenda item 2:- Approval of revision in course curriculum in department of Psychiatry.

Agenda :- NMC issued a circular on 18th August 2022 which notified the inclusion of revised competencies in syllabus of Psychiatry. *MBBS 2019. Batch implementation*

Discussion:- The faculty Board analyzed the recommendation and approved of BOS of Department of Psychiatry & the add turn of new competencies in principal resolution the recommendatory for adder new competences should be sent to university for approval.

Agenda item(3) Discussion on the feedback taken from students.

Agenda 3:- A feedback was taken from the students on curriculum and was analyzed by feedback committee.

Discussion:- The feedback committee & QEWC committee informed the house that students gave feedback on curriculum and it was analyzed and the percentage responses were calculated. Vice Principal Dr. Satyam Khare instructed the various departments to take the feedback seriously and start implementing the suggestions from the current session.

Resolution:- The ATR is sent to Academic Council for Approval.

Agenda item(4) Discuss on the feedback by teacher on curriculum.

Agenda 4:- A feedback on curriculum was taken by teachers and it was analyzed by feedback committee.



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Discussion:- Vice Principal Sir informed the house that 100 teachers participated in giving their valuable feedback on curriculum. It was analyzed by feedback committee and concrete recommendations were generated by QEWC.

Resolution:- The feedback analyzed & ATR by QEWC should be considered seriously and should be forwarded to Academic Council for approval.

Agenda item (5) Discuss on the feedback taken from employs & alumni.

Agenda 5:- The feedbacks on curriculum taken from alumni & employees was analyzed by feedback committee.

Discussion:- A total of 51 alumni participated in feedback process. HOD pathology said that as alumni are our faces in the society as well as in various fields of expertise. Their feedback should be considered valuable. The QEWC committee on the basis of analysis done by feedback committee recommended the actions that should be taken for rectification. The ATR was also generated for employer's feedback on curriculum

Resolution:- The feedback report and the ATR is submitted to academic council for approval.

(Dr. Satyam Khare)
Vice Principal



SWAMI VIVEKANAND
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Approved by UGC *Where Education is a Passion...*



Annual Stakeholder's Feedback Report on Curriculum

**Academic Year
2021-2022**

Faculty of Medicine

Annual Stakeholder's Feedback Report On Curriculum

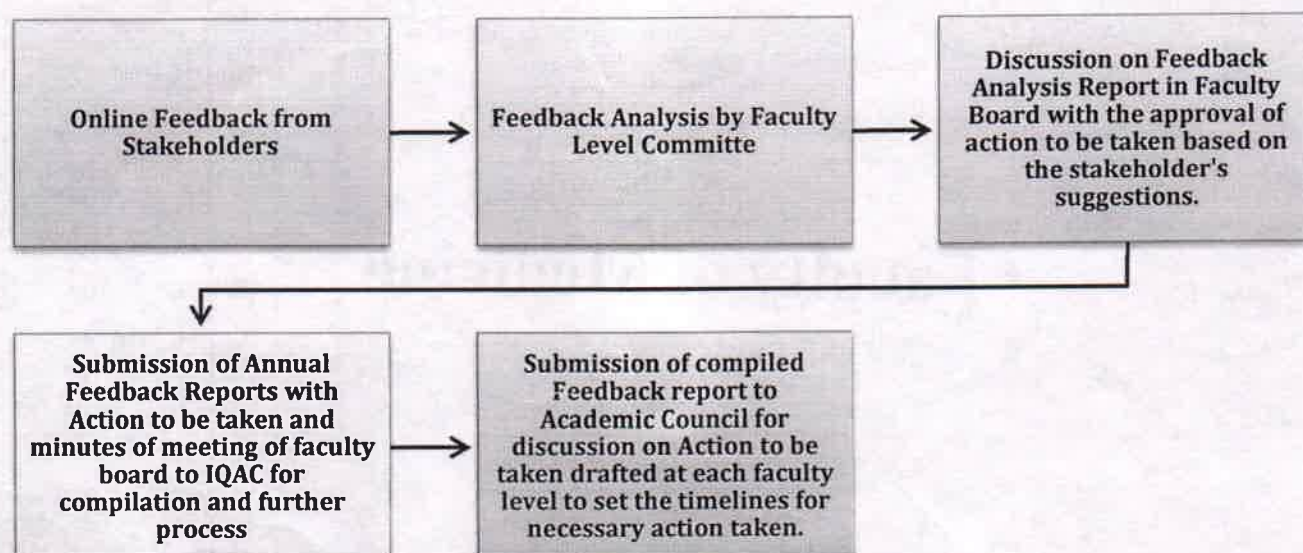
1. Introduction

Feedback is vital part of teaching and learning process. The collection and analysis of feedback from different stakeholders assist the institution to understand the need of society and what other stakeholders foresee form the institute. The feedbacks are collected from the all stakeholders (Students, Alumni, Teachers, Professionals, and Employers) on curriculum aspect and courses through online feedback system. After analysis of feedback it will be communicated to DQAC/BOS/FB/Examination and concerned faculty member for their improvements

2. Objectives:

- To ensure timely, efficient and progressive performance of academic, administrative and financial tasks.
- To maintain relevance and quality of academic and research programmes.
- Optimization and integration of modern methods of teaching and learning.
- To ensure credibility of evaluation procedures.
- To ensure the adequacy, maintenance and proper allocation of support structure and services.

3. Feedback process:



4. Feedback Analysis

a) **Students:-**Number of Responses: 484

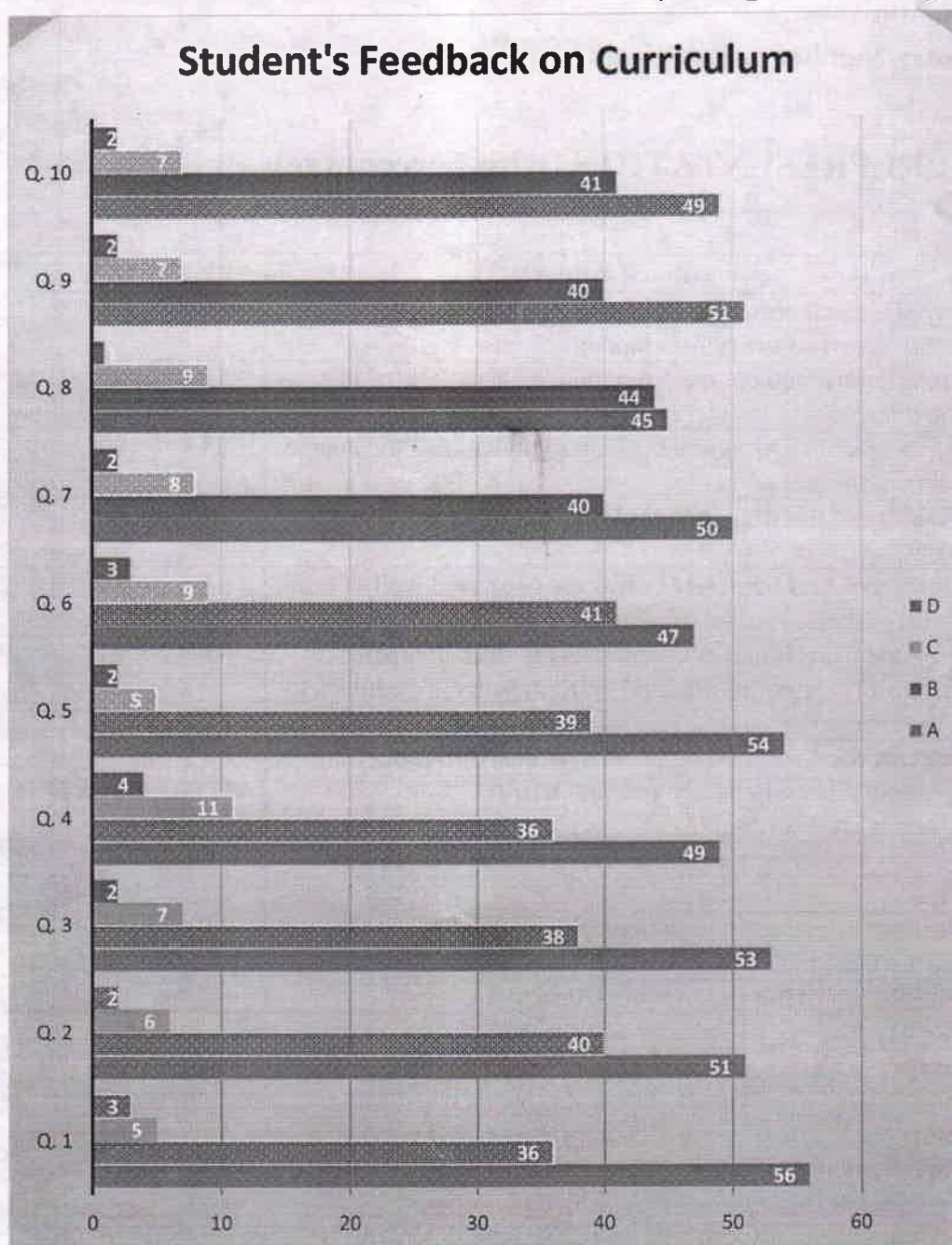
TABULAR REPRESENTATION (with percentage)

S. No.	Feedback Points	A%	B%	C%	D%
1	The syllabus and sequence of courses in different semesters/years of the programme is accurate.	56	36	5	3
2	The programme and course outcomes are well defined in Curriculum.	51	40	6	2
3	Lectures/Practical/Assignments help to understand the course contents is adequate.	53	38	7	2
4	Availability of the study material in Departmental/ Central Library	49	36	11	4
5	Sessional and End Semester exams are conducted well in time and with proper coverage of all units in the curriculum.	54	39	5	2
6	Programme Curriculum encompasses the skill, competence, employability, opportunities and entrepreneurship required to plan the career.	47	41	9	3
7	Student centric methods i.e. seminar/workshop/field visits/group discussions/ competence result into comprehensive learning.	50	40	8	2
8	The follow-ups of curriculum delivery outcome is well in place.	45	44	9	1
9	Curriculum effectively taught by teachers using ICT tools and online resource material.	51	40	7	2
10	Overall Rating of the Programme Curriculum.	49	41	7	2

- A. Excellent
- B. Good
- C. Satisfactory
- D. Need Improvement

https://subharti.org/site/feedback_forms/student-feedback-on-curriculum.php

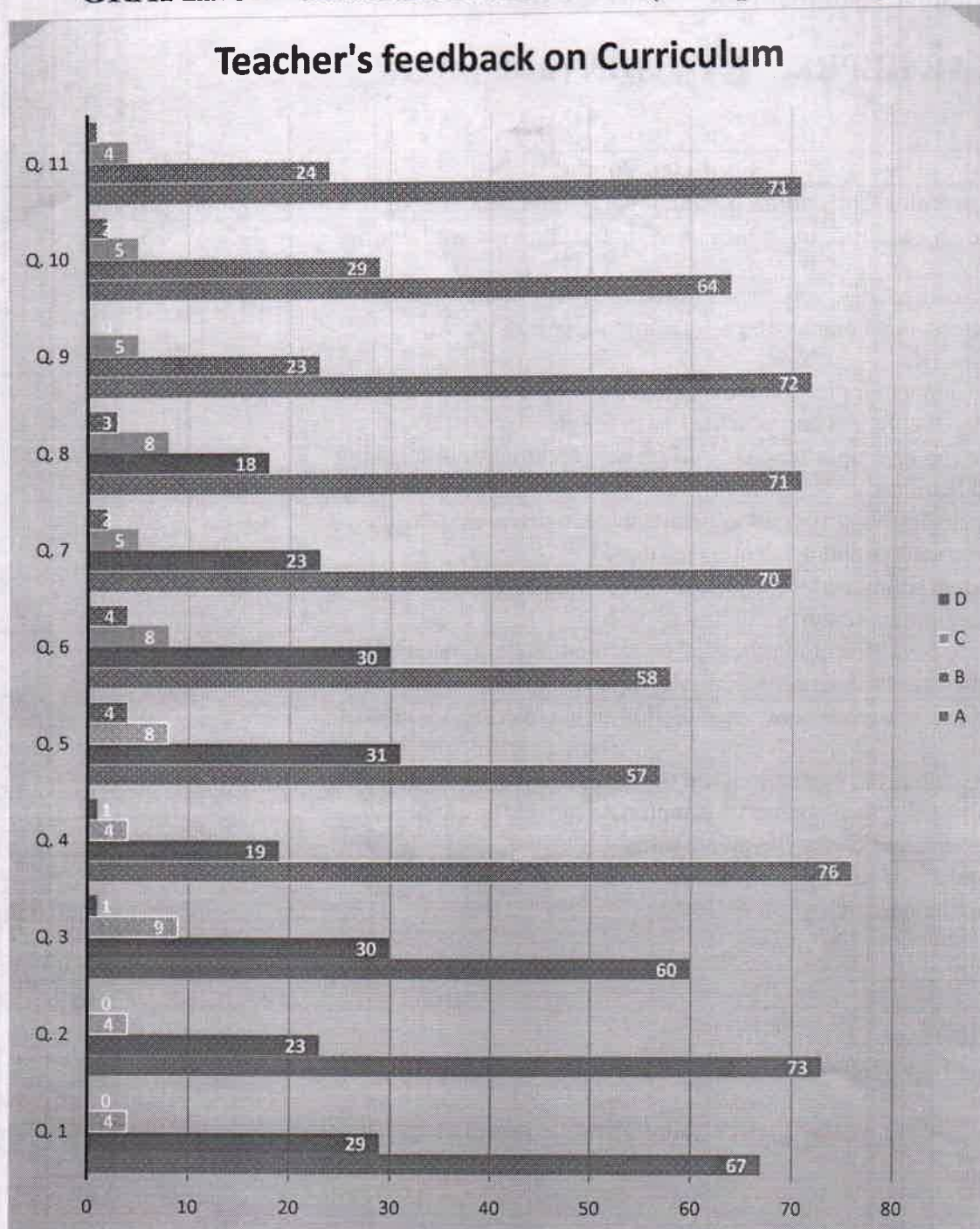
GRAPHICAL REPRESENTATION (with percentage)



RESPONSE ANALYSIS

The tabular representation clearly indicates that maximum no. of students have graded Excellent/Good in all the feedback questions. Two points, where a few (4%) students pointed out a need for improvement were regarding availability of study materials in department & central library. Some students also reported (3%) that syllabus & sequence of course was not accurate & programme curriculum fails to encompass skill, competence, employability & entrepreneurship for career growth.

GRAPHICAL REPRESENTATION (with percentage)



RESPONSE ANALYSIS

The feedback of teachers on curriculum specified issues regarding introduction of newer techniques in teaching and learning process is the need of the hour and such techniques should be added. They also stated that curriculum should bridge the gap between industry requirement and academic standards for better placement of the students.

b) Teachers:-Number of Responses: - 100**TABULAR REPRESENTATION (with percentage)**

S.No.	Feedback Points	A%	B%	C%	D%
1	Programme Curriculum is contemporary and need based.	67	29	4	0
2	The objectives & outcomes of the curriculum are well defined	73	23	4	0
3	The composition of courses in terms of core courses, electives courses, open electives, project, internship etc. are well balanced.	60	30	9	1
4	The curriculum is well balanced and giving equal importance to the theoretical and practical knowledge.	76	19	4	1
5	There is an ample scope to add on new techniques of teaching and learning.	57	31	8	4
6	Curriculum is sufficient to bridge the gap between industry requirements and academics standards.	58	30	8	4
7	System followed by the university for the design and development of curriculum is in place.	70	23	5	2
8	There is sufficient numbers of prescribed reading material in Departmental Library / Central Library.	71	18	8	3
9	Examinations are conducted well in time covering all units of curriculum.	72	23	5	0
10	The courses in curriculum are balanced to inculcate leadership skills/ team management/ entrepreneurship skills along with personal and career development.	64	29	5	2
11	Course exit survey and teaching feedback is well in place to map the outcome of programme.	71	24	4	1

- A. Excellent
- B. Good
- C. Satisfactory
- D. Need Improvement

https://subharti.org/site/feedback_forms/teacher-feedback-on-curriculum.php

c) Employer:-Number of Responses: - 20

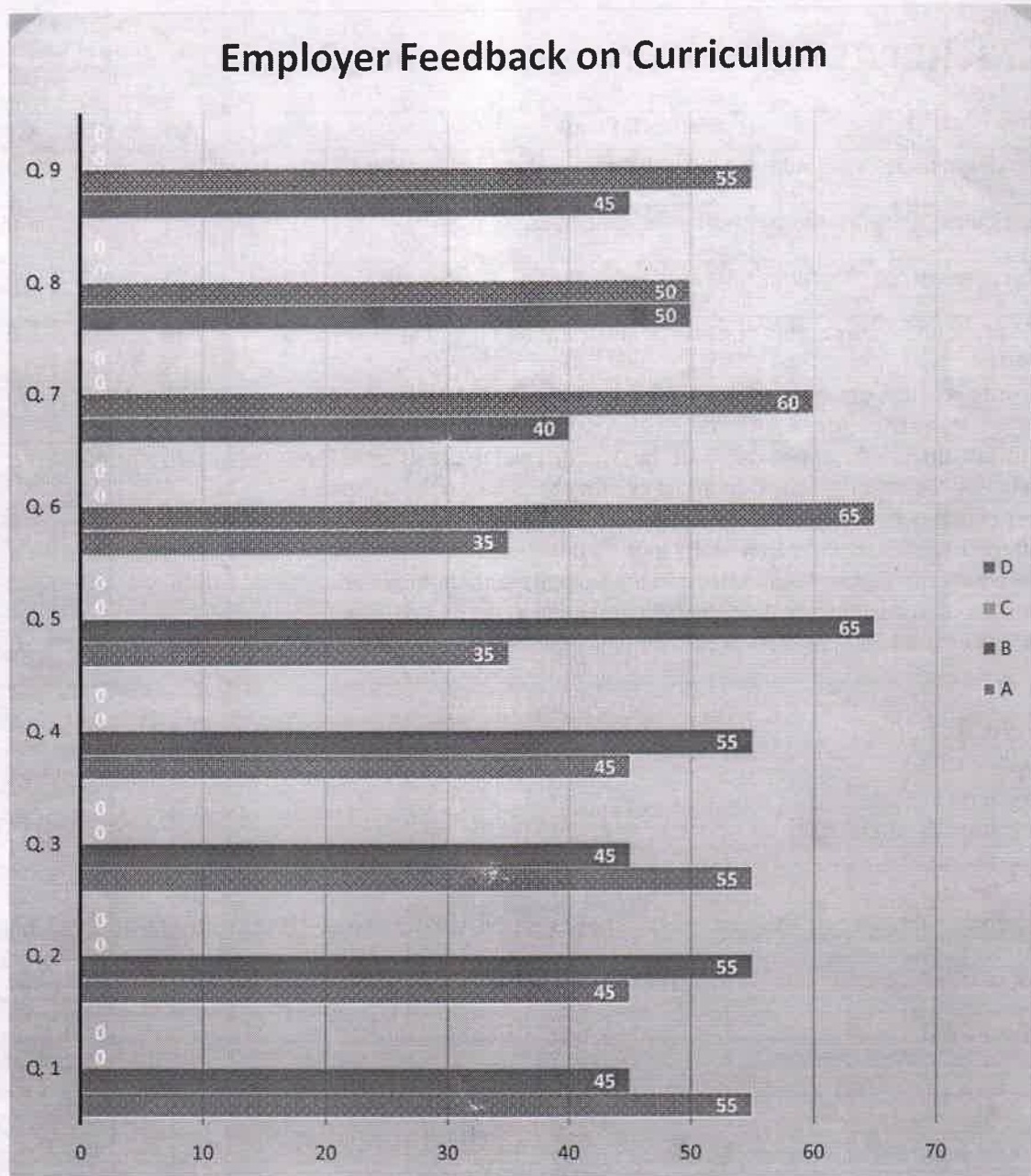
TABULAR REPRESENTATION (with percentage)

S.No.	Feedback Points	A%	B%	C%	D%
1.	The programme curriculum is well structured & dynamic in nature.	55	45	0	0
2.	Curriculum develops the competencies/ outcomes.	45	55	0	0
3.	Objectives of the Programme are well defined.	55	45	0	0
4.	The programme curriculum consist the sufficient number of skill specific courses.	45	55	0	0
5.	How do you rate the applicability of the domains and the tools used for designing the experiments in terms of existing practices in the Industry?	35	65	0	0
6.	How do you rate the applicability of the domains and the tools used for designing the experiments in terms of existing practices in the Industry?	35	65	0	0
7.	Curriculum consist the contents useful to provide employability, entrepreneurship, competency skills to the students.	40	60	0	0
8.	The courses in the curriculum provide the students with the required managerial/ leadership qualities and encourage work as part of team.	50	50	0	0
9.	The curriculum facilitates an overall holistic development of the student?	45	55	0	0

- A. Excellent
- B. Good
- C. Satisfactory
- D. Need Improvement

<https://subharti.org/feedback/report/pages/employer-feedback-on-curriculum-analysis.php>

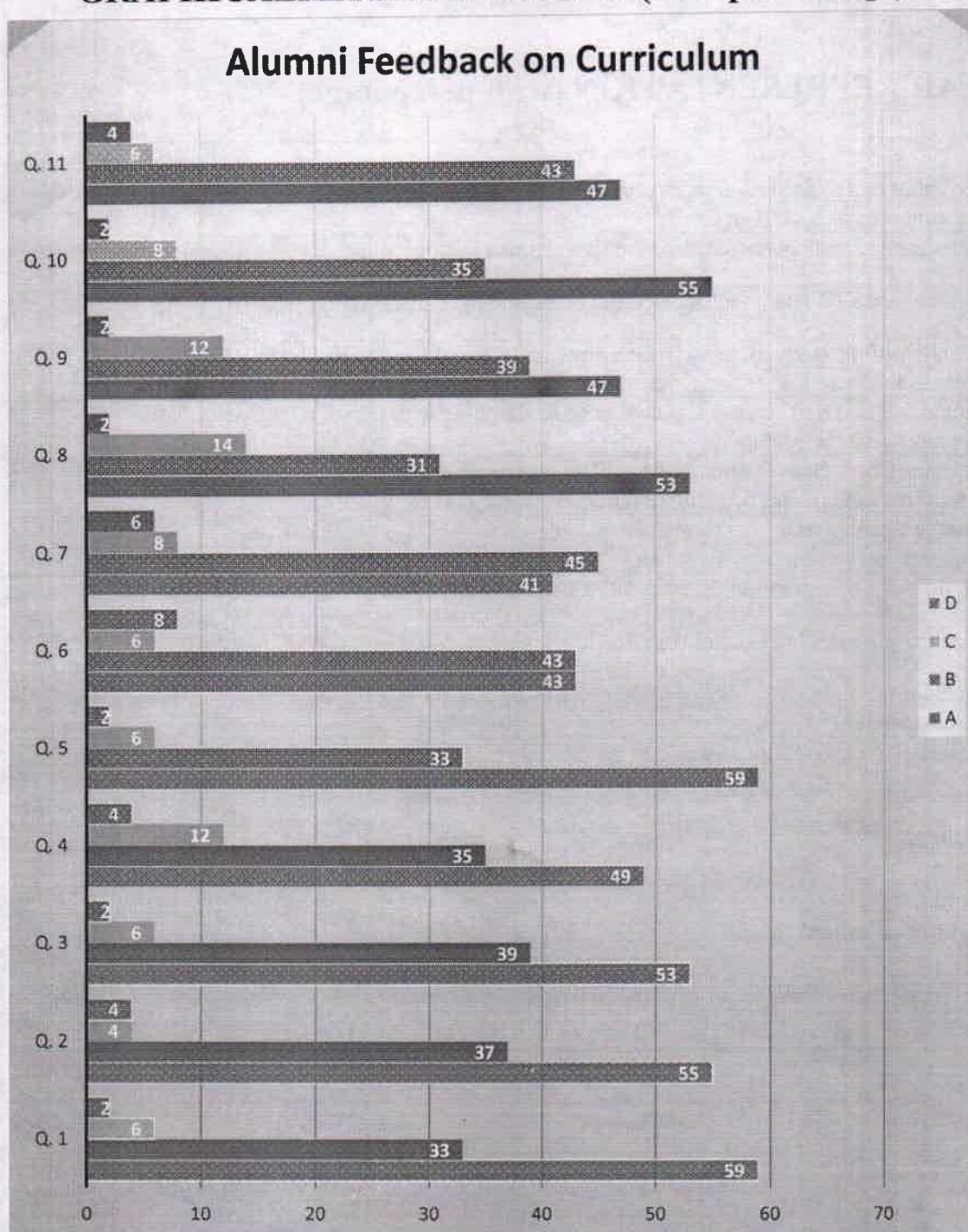
GRAPHICAL REPRESENTATION (with percentage)



RESPONSE ANALYSIS

Employer's feedback on curriculum is well balanced. So, no issue was identified.

GRAPHICAL REPRESENTATION (with percentage)



RESPONSE ANALYSIS

The points in feedback on curriculum by alumni worth noticing were that curriculum should focus more on inculcating skill, competence, employability and entrepreneurship enabling alumni to excel in the community. Furthermore, they pointed out that focusing over student-centric methods, interdisciplinary teaching and holistic education would be of great help.

d) Alumni:-Number of Responses: - 51

TABULAR REPRESENTATION (with percentage)


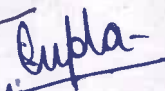



	Feedback Points	A%	B%	C%	D%
1.	The syllabus and sequence of courses in different semesters/years of the programme was well delivered.	59	33	6	2
2.	The programme and course outcome are well defined in Curriculum.	55	37	4	4
3.	Lectures/Practical/Assignments helped to understand the course contents.	53	39	6	2
4.	Availability of the study material in Departmental/ Central Library helped to increase multidisciplinary knowledge and was adequate.	49	35	12	4
5.	Sessional and End Semester exams conducted well in time with proper coverage of all units in the curriculum.	59	33	6	2
6.	Programme Curriculum facilitates the skill, competence, employability, opportunities and entrepreneurship required for career planning.	43	43	6	8
7.	Student centric methods i.e. seminars/ workshops/field visits/ group discussions/ competence etc. have been a great help.	41	45	8	6
8.	The follow-ups of curriculum delivery outcome was well in place.	53	31	14	2
9.	Curriculum provides interdisciplinary and holistic education.	47	39	12	2
10.	Curriculum was effectively taught by teachers using ICT tools and online resource material.	55	35	8	2
11.	Overall Rating of the Programme Curriculum	47	43	6	4

- A. Excellent
- B. Good
- C. Satisfactory
- D. Need Improvement

<https://subharti.org/feedback/report/pages/alumni-feedback-on-curriculum-analysis.php>

	Skill based teaching	1. Skill lab has been upgraded, including establishment of moderns ICUs and OTS and extensive posting simulated program of UGs has been implemented
	Motivation for research activities at UG & PG level	1. A UG research club and A PG scientific committee have been established. 2. The research consultancy are provided frequently and students are motivated to apply for grants from various funding agencies.
	Registration of various paramedical courses from UP state medical faculty, Lucknow.	1. NOC for course registration has been taken rest in process.
Teachers	More extra-curricular activities	1. According to NMC much space has already given for extra- curricular activities. 2. Activities like yoga sports are incorporated in the time- table of MBBS students
	More active interdisciplinary teaching approach	1. Special course have been started in various department. 2. PG certification courses are in the process of development
Employer	More clinical teaching and posting	1. Time tables according to CBME are functional And students are posted as per its guidelines
Alumni	College should help in placement	1. A placement cell with a placement officer is functional and helping the students.
	More guidance for PG research	1. A PG scientific committee is established which will not only help in research but also applying for grants, paper publication and presentation

Signature (Feedback Analysis Committee) :

1. Dr. Sanjiv Kumar 
2. Dr. Surabhi Gupta 
3. Dr. Ruchi Tyagi 
4. Dr. Abhishek Sangal 
5. Mrs. Hiba 


Signature & Stamp

Dean/HOI

Attachment:

Faculty Board Minutes of Meeting along with the action Plan as annexure reference to the feedback agenda.

5. ACTION PLAN BASED ON STAKEHOLDER'S SUGGESTIONS

The feedback from all the stakeholders-(students, faculties, alumni, employers & professionals) are scrutinized and the major areas of concern were identified along with the suggestions for which the action is taken to strengthen the curriculum. The details are illustrated below.

a. Students feedback & action taken

Stake holders	Suggestions	Action Plan
Students	Making lectures more interactive and teaching learning more innovative.	<ol style="list-style-type: none"> To convey all the mentors to motivate their students or mentees for active participation especially in SGD and clinical teaching. The focus should be more on difficult topics and time table which has been uploaded on NMC website should be strictly followed. FDP on teaching learning methodology is to be organized soon by MEU especially for your faculties / teachers
	To increase study materials	<ol style="list-style-type: none"> Adequate study materials is available in departmental and central library. It is also available on university website, they should be motivated to use the same by faculties
	To emphasize more on employability and entrepreneurship	<ol style="list-style-type: none"> Competency based education has made them more employable and entrepreneurship. An awareness drive will be done for students about the career counselling cell in the university
	Improvement in Infrastructure	<ol style="list-style-type: none"> All four LTs have been air conditioned and updation of software's for use of smart board and internet has been done. New ACs have been installed in library and new reading rooms have been constructed. New washrooms have also been constructed.
	Destress programs for students	<p>A refreshment corner is also started in central library</p> <ol style="list-style-type: none"> Wellness center has been established for students. A student welfare office has been deputed for hearing the grievance and stress of students. A robust MENTOR-Mentee students program is running for sorting out the stress of students.

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राष्ट्रीय आयुर्विज्ञान आयोग
National Medical Commission
(Undergraduate Medical Education Board)

No. U. 11029/49/2022-UGMEB

Dated 18th August, 2022

To,


1. The Principal/Dean,
All Medical Colleges/Medical Institutions of India
2. The Registrar,
All Medical Universities of India
3. The Director,
All Medical Education Boards of India

Subject: Recommendation of Expert Committee on issues related to LGBTQIA+

In pursuance to the order dated 31.08.2021 passed by the Hon'ble High Court of Madras in W.P.(c) No. 7284 of 2021 titled *Ms. S. Sushma & Anr. Vs The Commissioner of Police & Ors.*, an Expert Committee was formed by Undergraduate Medical Education Board to address the issues related to LGBTQIA+ Community. The Expert Committee, after detailed discussion and deliberation, recommended to make modifications in Competency Based Medical Education curriculum.

Further in compliance to the order dated 18.02.2022 passed by the Hon'ble High Court, copy of the said recommendations of the Expert Committee is attached herewith for your kind information and appropriate action at your end.

Encl :As above.


18/8/2022
(Sh. Shambhu Sharan Kumar)
Director, UGMEB

Dr. Shulpi/Dr. Sandeep
23/8/22

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राष्ट्रीय आयुर्विज्ञान आयोग
National Medical Commission
(Undergraduate Medical Education Board)

In view of the court orders in W.P.(c) No. 7284 of 2021 titled Ms. S. Sushma & Anr. Vs The Commissioner of Police & Ors., the expert committee formed by Undergraduate Medical Education Board recommended modifications in the competencies (CBME) of Forensic Medicine subject Nos. **FM 3.16, FM 3.13, FM 3.17, FM 3.18** and competencies of psychiatric subject Nos. **PS 13.1 to 13.7**) as follows:

Sr	Existing competency	Modified Competency
Forensic Medicine Competency		
1.	FM3.16 Describe and discuss adultery and unnatural sexual offences- sodomy, incest, lesbianism, buccal coitus, bestiality, indecent assault and preparation of report, framing the opinion and preservation and despatch of trace evidences in such cases.	FM 3.16: Describe and discuss informed consent in sexual intercourse. Describe and discuss histories of gender and sexuality-based (sexual orientation) identities and rights in India. Describe history of decriminalisation of 'adultery' and consensual adult homosexual sexual behaviour. Describe sexual offences with its medicolegal significance— <ul style="list-style-type: none">- forced/non-consensual penetrative anal sex- forced/non-consensual oral sex- sexual acts with animals/ bestiality/ zoophilia- forced/non-consensual insertion of fingers or objects- forced/non-consensual touching or groping or disrobing ('indecent assault').

Sr	Existing competency	Modified Competency
2.	<p>FM3.13: Describe different types of sexual offences. Describe various sections of IPC regarding rape including definition of rape (Section 375 IPC), Punishment for Rape (Section 376 IPC) and recent amendments notified till date</p>	<p>FM3.13: Describe various sections of IPC & CrPC related to definition of rape and sexual assault, medical examination of rape victim and accused of rape, police information by the doctors and medical care with recent amendments notified till date (i.e., Section 375 IPC, 166 B IPC, 357 C & 164 A, 53 A of CrPC).</p> <p>Describe the relevant provisions of POCSO act related to medical examination, emergency medical care and police information.</p>
3.	<p>FM3.17: Describe and discuss the sexual perversions fetishism, transvestism, voyeurism, sadism, necrophagia, masochism, exhibitionism, frotteurism, Necrophilia.</p>	<p>FM3.17. Describe the difference between Paraphilia and Paraphilic disorder. Describe paraphilic disorder as per as per the latest guidelines of DSM & ICD and describe medico-legal implications of paraphilic disorder by referring scientific literature and legal justification (if any).</p> <p>Describe and discuss the various paraphilias in the context of informed consent during any sexual interaction.</p>
4.	<p>FM3.18 Describe anatomy of male and female genitalia, hymen and its types. Discuss the medico-legal importance of hymen. Define virginity, defloration, legitimacy and its medicolegal importance.</p>	<p>FM3.18 Describe legitimacy and its medicolegal importance.</p> <p>Describe and discuss how 'signs' of virginity (so called 'virginity test', including finger tests on female genitalia) are unscientific, inhuman and discriminatory.</p> <p>Describe and discuss how to appraise the courts about unscientific basis of these tests if court orders it.</p>

Sr	Existing competency	Modified Competency
5.	FM14.14: To examine & prepare report of an alleged accused in rape/unnatural sexual offence in a simulated/ supervised environment	<p>FM14.14: To examine and prepare report on an alleged accused person in cases of various sexual offences in a simulated/ supervised environment.</p> <p>Demonstrate an understanding of framing the opinion, preservation and despatch of trace evidences in such cases.</p> <p>Describe and discuss personal opinions and their impact on such examinations and the need for objectivity/neutrality to avoid prejudice influencing the case.</p>
6.	FM14.15 To examine & prepare medico-legal report of a victim of sexual Offence /unnatural sexual offence in a simulated/ supervised environment.	<p>FM 14.15 To examine and prepare medico-legal report on an alleged victim of various sexual offences in a simulated/ supervised environment. (Guidelines and Protocols of Medico Legal Care for Survivors Victims of Sexual Violence. Ministry of Health & Family Welfare, GOI- with latest modifications if any).</p> <p>Demonstrate an understanding of framing the opinion and preservation and despatch of trace evidences in such cases.</p> <p>Describe and discuss sympathetic/ empathetic examination and interview of victims of sexual assault, including presence of trusted adult figure in cases of minor victims.</p>
Psychiatry Competency:		
7.	Topic Name: Psychosexual and gender identity disorders (Vol II Page 210)	<p>Topic Name:</p> <p>Human sexuality;</p> <p>Gender incongruence or Gender dysphoria;</p> <p>Gender non-conformity;</p>

Sr	Existing competency	Modified Competency
		Differences of sex development (DSD) or Intersex; Paraphilia and Paraphilic disorders; Sexual dysfunctions.
8.	<p>PS 13.1: Enumerate and describe the magnitude and etiology of psychosexual and gender identity disorders.</p> <p>PS13.2 Enumerate, elicit, describe and document clinical features in patients with magnitude and etiology of psychosexual and gender identity disorders.</p> <p>PS13.3 Enumerate and describe the indications and interpret laboratory and other tests used in psychosexual and gender identity disorders</p> <p>PS 13.4 Describe the treatment of psychosexual and gender identity disorders including behavioural, psychosocial and pharmacologic therapy.</p> <p>PS13.5 Demonstrate family education in a patient with psychosexual and gender identity disorders in a simulated environment.</p>	<p>PS13.1:</p> <p>Demonstrate an understanding of difference between sex and gender/ biological and social construction of personhood;</p> <p>Demonstrate an understanding of gender identity;</p> <p>Demonstrate an understanding of transgender, gender non-conformity, and other gender diverse identities.</p> <p>Demonstrate an understanding of sexual/sexuality identity, sexual orientation, sexual desire;</p> <p>Demonstrate an understanding of the wide variety of sexual orientations and desires;</p> <p>Describe and demonstrate an understanding of the differences in sex development in individuals who don't fit into the biological binary of male or female.</p> <p>Demonstrate an understanding of common myths and misconceptions about LGBTQIA + identities like Hijra, Intersex.</p> <p>Demonstrate an attitude of openness and respect for all genders and sexualities.</p> <p>Demonstrate an understanding of common psychosocial stressors faced by members of LGBTQIA+ communities in India.</p> <p>Demonstrate Knowledge about basic tenets of LGBTQIA+ affirmative counselling.</p>

Sr	Existing competency	Modified Competency
	<p data-bbox="343 454 726 678">PS13.6 Enumerate and describe the pharmacologic basis and side effects of drugs used in psychosexual and gender identity disorders.</p> <p data-bbox="343 741 726 831">PS13.7 Enumerate the appropriate conditions for specialist referral</p>	<p data-bbox="758 421 853 454">PS13.2:</p> <p data-bbox="758 472 1252 651">Demonstrate the ability to assess the gender identity of an individual and distress caused (if any) due to the individual's own gender identity in a simulated environment.</p> <p data-bbox="758 663 853 696">PS13.3:</p> <p data-bbox="758 714 1252 938">Describe and understand how to discuss sexual orientation, sexuality identity, gender identity, as well as intersex identity (differences in sex development) as part of routine history taking.</p> <p data-bbox="758 949 853 983">PS13.4:</p> <p data-bbox="758 1001 1252 1270">Demonstrate in simulated environment the ability to educate and counsel individuals or family members about intersex variations, sexual orientations, sexuality identities, gender incongruence, gender dysphoria, and gender identities.</p> <p data-bbox="758 1281 1252 1460">Demonstrate knowledge that conversion therapy practices for sexual orientation or gender identity or on people with intersex variations are unethical.</p> <p data-bbox="758 1471 853 1505">PS13.5:</p> <p data-bbox="758 1523 1252 1590">Describe differences between Gender Incongruence and Gender Dysphoria.</p> <p data-bbox="758 1608 1252 1832">Describe and demonstrate an understanding of the biological and gender binaries, rejection of gender binary, gender non-conforming, gender non-binary, androgynous, and other identities.</p> <p data-bbox="758 1843 853 1877">PS13.6:</p> <p data-bbox="758 1895 1252 1928">Describe and discuss Gender Dysphoria.</p>

Sr	Existing competency	Modified Competency
		<p>Enumerate criteria to diagnose Gender Dysphoria according to the latest psychiatric classifications (refer to WPATH guidelines) and when to refer an individual to a mental health professional.</p> <p>PS13.7</p> <p>Demonstrate in the simulated environment the ability to educate an individual and family members that Gender Incongruence by itself is not a disorder and does not require clinical intervention.</p> <p>Discuss situations where there is a role for mental health support in Gender Dysphoria i.e., discussing with family, deciding on hormonal treatments or Sex Reassignment Surgery (Gender Affirming Care or Gender Affirmative Therapies or Gender Confirmation Surgery).</p> <p>Demonstrate in simulated environment the ability to educate and counsel individual and family members about various types of sexual orientation being normal.</p> <p>PS13.8</p> <p>Demonstrate in simulated environment the ability to educate an individual and family members that the gender of an individual can be different than the sex assigned at birth and also educate about the difference between sex and gender of an individual.</p> <p>Demonstrate the ability to assess gender incongruence in an individual with intersex variations due to their gender identity.</p>

Sr	Existing competency	Modified Competency
		<p>Demonstrate knowledge and ability to educate family members that unnecessary medical interventions on individuals with intersex variations are unethical.</p> <p>PS13.9: Describe the difference between Paraphilia and Paraphilic disorder. Describe different paraphilias. Describe and discuss the importance of informed consent during any sexual interaction. Describe and discuss impact of personal opinions on working with people who express paraphilias.</p> <p>PS13.10: Describe the prevalence & etiology of paraphilic disorders.</p> <p>PS13.11: Enumerate criteria for the diagnosis (diagnostic criteria) of paraphilic disorders according to the latest psychiatric classification.</p> <p>PS13.12: Demonstrate in the simulated environment the ability to educate the individual/family members that paraphilia in itself is not a disease and may not require clinical intervention.</p> <p>PS13.13: Enumerate the reasons for specialist referrals for any of the cases.</p> <p>PS13.14:</p>

Sr	Existing competency	Modified Competency
		<p data-bbox="753 286 1216 362">Describe the stages and differences in the human sexual cycle.</p> <p data-bbox="753 380 858 412">PS13.15:</p> <p data-bbox="753 430 1241 555">Enumerate the diagnostic criteria of various sexual dysfunctions corresponding to the stages of the human sexual cycle.</p> <p data-bbox="753 667 858 698">PS13.16:</p> <p data-bbox="753 716 1225 882">Describe the management (till the level of MBBS graduate domain) and reasons for specialist referral in cases of sexual dysfunction.</p>
