

पत्रांक:- 255 / 23

प्रेषक,

प्राचार्य,  
श्री कृष्ण चिकित्सा महाविद्यालय,  
मुजफ्फरपुर ।

सेवा में,

सभी विभागाध्यक्ष,  
प्री- क्लिनिकल / पैरा-क्लीनिकल / क्लीनिकल,  
श्री कृष्ण चिकित्सा महाविद्यालय,  
मुजफ्फरपुर ।

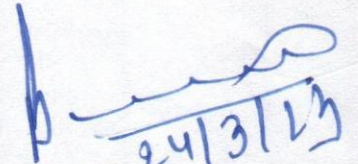
मुज0, दिनांक:- 24/03/23

**विषय:- Elective एवं Mentor की सूची के संबंध में ।**

महाशय,

उपरोक्त विषय के आलोक में आप सभी अपने-अपने विभाग के Elective के टॉपिक (NMC के मानक के अनुसार) Mentor के नाम की सूची पत्र निर्गत की तिथि से तीन दिन के अंदर मेडिकल एजुकेशन युनिट कार्यालय में उपलब्ध कराने की कृपा करेंगे एवं यह भी अवगत कराये कि, प्रत्येक विभाग एक समय में कितने छात्र/छात्राओं को Mentor हेतु अपने विभाग में सम्मिलित कर सकते हैं ।

संलग्नक:- Template की सूची

  
प्राचार्य,

श्री कृष्ण चिकित्सा महाविद्यालय,  
मुजफ्फरपुर ।



पत्रांक:—...../

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संलग्नक:— Template की सूची

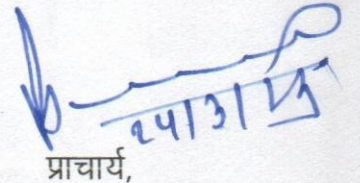
ह0/—  
प्राचार्य,

ज्ञापांक:—255 / 23,

दिनांक:— 24/03/23

प्रतिलिपि:—

1. कोऑर्डिनेटर, एम0ई0यू0, श्री कृष्ण चिकित्सा महाविद्यालय, मुजफ्फरपुर को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित ।

  
प्राचार्य,

श्री कृष्ण चिकित्सा महाविद्यालय,  
मुजफ्फरपुर ।



**Dr. Vinod K. Paul**

MD, Ph.D, FASc, FNASc, FAMS, FNA

**Chairman**

**Board of Governors in Super-session of  
Medical Council of India**

Sector-8, Pocket-14,

Dwarka, New Delhi-110 077

Ph: +91-11-25367039

Fax: +91-11-25367031

Website: [www.mciindia.org](http://www.mciindia.org)



**डॉ विनोद कुमार पॉल**

एम.डी., पी.एच.डी., एफ.ए.एस., एफ.ए.एन.एस.,  
एफ.ए.एम.एस., एफ.एन.ए.

**अध्यक्ष**

**भारतीय आयुर्विज्ञान परिषद के**

**अधिक्रमण में शासी बोर्ड**

**सेक्टर-8, पॉकेट-14,**

**द्वारका, नई दिल्ली-110 077**

**फोन: +91-11-25367039**

**फैक्स: +91-11-25367031**

**वेबसाइट: [www.mciindia.org](http://www.mciindia.org)**

## **Foreword ELECTIVES**

Students who join medicine come in with many professional and personal aspirations. While meeting the needs of the profession and nation, the MBBS program is also designed to create time and opportunity for students to explore future interests. Allowing students time to experience a specialty or project of their choice is thus key to helping student interest bloom.

Creating a diversity of choices within a specified framework that will allow students to be part of a laboratory, participate in research, be part of a super-specialty care team or interact with patients in a community care setting is a mandate of the new regulations notified by the Government of India. Electives allow students to get a taste of a future career; they also allow them to pursue academic interests, do projects and work in diverse environments. These experiences outside the traditional boundaries of the core program allow students to reflect, plan and grow their careers. They also allow students to begin the process of professional networking early.

Institutions must give sufficient importance to the planning and execution of electives. Besides creating diverse opportunities, thought must be given to providing a safe and enabling environment for students to learn. Identifying and orienting preceptors for this purpose, developing portfolio and log book events and continuous program evaluation are key to the success of the program. I urge all institutions to look beyond traditional boundaries to create areas of opportunity for students. Strategic collaborations with centers of excellence will increase value for students while building bridges of collaborative work among institutions.

This booklet is designed to help institutions plan and execute elective rotations. The Expert Group has elucidated a balanced approach that can be followed by all institutions. As always we are keen to learn and share any best practices that institutions develop. I am grateful to the Academic Cell of MCI and the Expert Group as well as the nodal and regional centers of the MCI for their continued contribution in supporting institutions and teachers in implementing the forward looking changes in the new competency based UG curriculum.

**Chairman  
Board of Governors**



- 9.3.6 It is preferable that the list of elective choices are made available to the learners in the beginning of the academic year.
- 9.3.7 The learner must submit a learning log book based on both blocks of the elective.
- 9.3.8 75% attendance in the electives and submission of log book maintained during elective postings is required for eligibility to appear in the final MBBS examination.
- 9.3.9 Institutions may use part of this time for strengthening basic skill certification.

## Description of Curricular program

Two choices of electives are offered to medical students before the commencement of III MBBS part 2. For the purpose of this document these shall be called Block 1 and Block 2. The salient features of each block and their differences are summarised in Table 1.

Table 1: Salient features of Electives in Block 1 and Block 2

	Block 1	Block 2
<b>When</b>	Before commencement of III <sup>rd</sup> MBBS part 2	Before commencement of III <sup>rd</sup> MBBS part 2
<b>Duration</b>	4 weeks	4 weeks
<b>Focus of electives</b>	Pre-/para - clinical disciplines or in other basic sciences laboratory or join ongoing research programs	Clinical specialties or community clinics (rural or urban)
<b>Nature of learning</b>	Supervised Experiential Immersive Self-directed	Supervised Experiential Immersive Self-directed
<b>Regular clinical postings</b>	Will continue	Will not be offered
<b>Attendance</b>	Mandatorily 75% attendance is required as prerequisite to be allowed	Mandatorily 75% attendance is required as prerequisite to be allowed



	to take Part 2 summative examination	to take Part 2 summative examination
<b>Assessment</b>	Formative Record of activities in log book and portfolio (or annexure to log book) to be submitted as prerequisite to be allowed to take Part 2 summative exam	Formative Record of activities in log book and portfolio (or annexure to log book) to be submitted as prerequisite to be allowed to take Part 2 summative exam
<b>Out of institution experience</b>	Allowed (note clinical postings allowed to continue)*	Allowed within the city*
<b>Out of city or state experience</b>	Continuation of clinical postings makes this difficult	Allowed with due approval*

\* See caveat in text

The primary purpose of block 1 is to provide the learner with research experience in basic sciences OR laboratory sciences OR in clinical sciences. The purpose of block 2 is to provide the learner an explorative experience with guided patient care in a specialty of choice.

Electives in both blocks will require planning and coordination by the institution, various departments involved and preceptors who will directly supervise and guide students. Coordination will also be required with external institutions, community clinics and preceptors as may be required for the conduct of electives.

## 1. Planning the learning experience

The first step in the process is to plan the learning experience. Given the diversity of blocks there will be some variation in the content style and degree of learning; however, each elective should have the following:

- a. defined learning objectives,
- b. an identified preceptor responsible for guiding the student,



- c. a pre-published timetable of activities identified for the learner during the elective,
- d. list of learning resources for the learner to be used during the elective,
- e. provision to be part of the team to obtain an immersive learning experience,
- f. prerequisites, if any, to be completed before joining the elective,
- g. defined formative assessments with appropriate requirements for portfolio and log book entry, and
- h. program evaluation by the stakeholders.

A template for planning learning experiences is provided in Table 2.

Examples of several kinds of learning experiences are found in annexure 1.

Table 2: Template for planning learning experiences in electives

Name of Block	
Name of Elective	
Location of hospital lab or research facility	
Name of internal preceptor(s)	
Name of external preceptor (if any)	
Learning objectives of the elective	
Number of students that can be accommodated in this elective	
Prerequisites for the elective	
Learning resources for students	
List of activities in which the student will participate	
Portfolio entries required	
Log book entry required	
Assessment	
Other comments	



## 2. Identifying learning experiences

To ensure that there is an immersive learning experience and greater attention to the learner, each preceptor identified must be tagged with only a minimum number of students. Therefore, it is important to identify a sufficient number of preceptors, laboratory positions, and existing research projects (for block 1) and specialties and community clinics, for block 2. Input from both faculty and students can be sourced to identify electives that are feasible and desired.

If required and feasible, collaboration with external resources including central and private research institutes and laboratories, hospitals and clinics can be done ensuring that the quality and principles outlined in section 1 are maintained. Student-initiated external rotations may be permitted as long as they do not violate institutional rules and conform with the broad principles outlined. Rotations outside the city will require prior permission from the Medical Council of India. Examples (neither exhaustive nor comprehensive) of block 1 and block 2 electives are provided in Table 3.

Table 3: Examples of Block 1 and Block 2 learning experiences

Block 1	Block 2
<b>Laboratory Experience:</b>	<b>Clinical Specialty Experience:</b>
Pathology	Emergency room
Microbiology, Virology	Intensive Care unit
Biochemistry	Psychiatry
Genetics	Adolescent Reproductive Health issues
Molecular biology	Neonatology
Immunology	Dermatology
Pharmaco-vigilance and clinical pharmacology	Health care quality and safety



Infection Control	Rehabilitation and palliative care
<b>Community outreach experience</b>	Sports medicine
Assisted living	Clinical Ethics
Hospice care	<b>Super-specialty experience</b>
School Health programs	Hematology
Community outreach for National Health Programs	Oncology
Maternal and child health outreach	Rheumatology
<b>Research</b>	Endocrinology and Diabetes
Student initiated research	Nephrology
Participation in faculty research	Neurosurgery
Community and epidemiologic surveys	Cardiology / Cardiac Surgery
<b>Others</b>	GI surgery
Bioinformatics / Tissue engineering	Organ Transplant Anesthesia
Computers and artificial intelligence in health care	<b>Urban or Rural community experience</b>
	Rural Community Health Center
	Primary Health Center
	Corporation health clinic
	Selected private primary care clinic

### 3. Student counseling and allocation of electives

The list of available learning experiences for each block and the names of preceptors for each should be available to students on the institutional notice board at least three months before the commencement of the electives. A process for submitting applications for both blocks with choices should be made available to