

COURSE CURRICULUM FOR THIRD PROFESSIONAL B.U.M.S.
(PRESCRIBED BY NCISM)

AMRAZE ATFAL WA NAUMAULOOD
(Paediatrics and Neonatology)

(SUBJECT CODE : UNIUG-AAN)

(Applicable from 2021-22 batch, from the academic year 2024-25 onwards for 5 batches or until further notification by NCISM, whichever is earlier)



॥ आयुषे सर्वलोकानाम् ॥

BOARD OF UNANI, SIDHA AND SOWA-RIGPA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110026



III Professional Kamil-e-Tib-o-Jarahat
(Bachelor of Unani Medicine and Surgery(B.U.M.S.))

Subject Code : UNIUG-AAN

Amraze Atfal wa Naumaulood
(Paediatrics and Neonatology)

Summary

Total number of Teaching hours: 210			
Lecture (LH) - Theory		70	70(LH)
Paper I	70		
Non-Lecture (NLHT)		40	140(NLH)
Paper I	40		
Non-Lecture (NLHP)		100	
Paper I	100		

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100	100	30	-	20
Sub-Total	100	150			
Total marks	250				

Important Note:- The User Manual III BUMS is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual III before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic. In case of difficulty and questions regarding curriculum write to syllabus24uni@ncismindia.org

Preface

The field of Amraze Jild wa Tazeeniyat (Dermatology and Cosmetology) in Unani Medicine has witnessed remarkable advancements integrated with contemporary dermato-cosmetological insights. This synergy provides an exceptional learning opportunity for final-year Bachelor of Unani Medicine and Surgery (BUMS) students to develop a comprehensive understanding of Unani dermato-cosmetological approaches along with evidence-based skin and cosmetological care.

This competency-based curriculum and syllabus framework has meticulously been designed to equip the students with evidence-based theoretical knowledge and hands-on expertise on diagnostics, therapeutics, and procedures. To fulfil the same, this curriculum has systematically been framed to cover fundamentals and applied aspects of the subject including skin anatomy, physiology, pathology, diagnosis, treatment planning, and management with special focus on common dermatological conditions. Additionally, it incorporates modern diagnostic and cosmetological procedures based on Unani principles.

The key emphasis of this curriculum is clinical exposure and acquiring thorough skills in hands-on training of diagnostic and dermato-cosmetological procedures under the mentorship of experienced professionals with due diligence to medical ethics and dedicated patient care which will be fulfilled with innovative teaching methods and simulation exercises, bridging theoretical gaps with real-world applications and patient management. Moreover, this curriculum provides early exposure to research and innovation so that BUMS graduates may positively contribute to the field of Unani Dermatology and Cosmetology with respect to patient care, community service, and entrepreneurship.

Furthermore, the curriculum upholds the highest standards of ethical practice, fostering trust in the physician-patient relationship and promoting responsible clinical conduct. With this competency-based curriculum, Unani graduates will be able to treat and manage dermatological conditions with Unani therapeutics with contemporary dermato-cosmetological advancements. We are confident that this competency-based curriculum and syllabus will serve as an invaluable resource for students in becoming skilled, ethical, and patient-centered Unani dermatologists and cosmetologists.

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Course Code and Name of Course

Course code	Name of Course
UNIUG-AAN	Amraze Atfal wa Naumaulood

Table 1 : Course learning outcomes and mapped PO

SR1	A1	B1
CO No	Course learning Outcomes (CO) UNIUG-AAN At the end of the course UNIUG-AAN, the students should be able to	Course learning Outcomes mapped with program learning outcomes.
CO1	Demonstrate newborn care, growth & development, normal child & anticipated physiological variations, disease prevention and National Health Programs.	PO1,PO2,PO3,PO7
CO2	Explain etiology, pathogenesis, clinical features, differential diagnosis, and complications of diseases in pediatric population based on Unani Medicine and recent contemporary knowledge.	PO1,PO2
CO3	Develop skills in history-taking, clinical examination and diagnosis in children in light of clinical analysis and investigations.	PO1,PO2,PO4,PO5,PO8
CO4	Devise management plan for diseases, special children and emergencies with their complications in accordance with the Principles of Unani Medicine and contemporary knowledge.	PO2,PO4
CO5	Practice communication skills and exhibit professional and behavioural ethics while addressing the needs of patients and their families.	PO5,PO7
CO6	Exhibit competencies in problem-solving, critical and creative thinking, self-directed learning, clinical research, further studies, and Unani entrepreneurship.	PO3,PO4,PO6,PO8

Table 2 : Contents of Course

Paper 1 (AMRAZ-E-ATFAL WA NAUMAULOOD (PEDIATRICS AND NEONATOLOGY))						
Sr.No	A2 List of Topics	B2 Term	C2 Marks	D2 Lecture hours	E2 NonLecture hours Theory	F2 NonLecture hours Practica I
1	1 علم الاطفال اور اس کی اہمیت (Ilmul Atfal aur is ki Ahmiyat) Pediatrics & it's Importance 1.1 Importance of Pediatrics & Pediatric Care	1	24	1	1	0
2	2 علم الاطفال میں حصول روداد اور سریریاتی امتحان (Ilmul Atfal mein Husool-e-Rudad aur Sareeryati imtehan) History Taking & Clinical Examination in Pediatrics 2.1 حصول روداد Husool-e-Rudad History Taking 2.2 سریریاتی امتحان Sareeryati imtehan Clinical Examination	1		0	0	6
3	3 علم المولود (Ilmul al-Mawlūd) Neonatology 3.1 عسر تنفس ولادتی <i>Usr-e-Tanaffus Wiladhati</i> Birth Asphyxia 3.2 بحالی حیات مولود <i>Bahali-e-Hayat Mawlūd</i> Neonatal Resuscitation 3.3 ضربات ولادت <i>Dharbat-e-Wiladhat</i> Birth Injuries	1		5	2	8

	<p>3.4 خلقى عوارض <i>Khilqī Awaridh</i> Congenital Anomalies</p> <p>3.5 یرقان اصغر مولود <i>Yarqān Aşfar Mawlūd</i> Neonatal Jaundice</p> <p>3.6 مولود ناقص الوزن <i>Mawlūd Naqis-ul-Wazn</i> Low Birth Weight Babies</p>					
4	<p>4 رضاعت اور غذا (Raḍā-at aur Ghidha-e-Afal) Breast Feeding and Diet of Children</p> <p>4.1 رضاعت اور فطام <i>Raḍā-at aur Fitam</i> Breastfeeding and Weaning</p> <p>4.2 غذا اور عمل رضاعت کا تجزیہ <i>Ghidha aur Amal-e- Raḍā-at ka Tajziya</i> Assessment of Diet and Feeding Practices</p>	1		2	2	4
5	<p>5 تغذیہ اور غذائی عوارض (Taghdhiya aur Ghidhai Awaridh) Nutrition & Nutritional Disorders</p> <p>5.1 سمن مفرط <i>Siman Mufrit</i> Obesity</p> <p>5.2 نقص حیاتین و کساح <i>Nuqs-e-Hayateen wa Kusaah</i> Vitamin Deficiency & Rickets</p> <p>5.3 نقص تغزیہ بوجہ لحمیہ <i>Nuqs-e-Taghdhiya bawajah Lahmiya</i> Protein Energy Malnutrition</p>	1		4	3	2

	5.3.1 Kwashiorkor				
	5.3.2 Marasmus				
6	6 تنميه و تنوير (Tanmiya Wa Tatweer) Growth & Development	1	6	2	6
	6.1 تنميه <i>Tanmiya</i> Growth				
	6.2 تنوير <i>Tatweer</i> Development				
	6.3 Assessment of normal child and physiological variations in normal child				
	6.4 عدم نمو <i>Adham Numu</i> Failure To Thrive				
	6.5 عوارض تنوير <i>Awaridh-e-Tatweer</i> Developmental Disorders				
	6.6 طرز عمل کے عوارض <i>Tarz-e-Amal Ke Awariz</i> Behavioral Disorders				
	6.7 جدول نمو <i>Jadhwal-e-Numu</i> Growth Charts				
	6.8 پيمائش بدن <i>Paimaish-e-Badan</i> Anthropometry				

	<p>6.9 Body Mass Index (BMI)</p> <p>6.10 مراحل تنویر <i>Marahil-e-Tatweer</i> Developmental Milestones</p>					
7	<p>7 بلوغت، مراهقت اور اس کے امراض (Balughat, Murahqat aur is k Amradh) Puberty, Adolescence and Related Disorders</p> <p>7.1 Puberty, Adolescence and Related Disorders</p>	1	6	2	2	0
8	<p>8 بچوں کی صحت سے متعلق قومی صحتی منصوبے، ممانعت اور اصول تمنیج (Bachhon Ki Sehat Se Mutalliq Qaumi Sehti Mansoobe, Mana-at aur Usool-e-Tamneea) National Health Program for Child Health, Immunity and Principles of Immunization</p> <p>8.1 متعدد قومی صحتی منصوبوں کے مقاصد <i>Muta-ad-did Qaumi Sehti Mansoobon k Maqasid</i> Aims And Objectives of Various National Health Programs</p> <p>8.2 ممانعت مولود و اطفال <i>Mana-at-e- Mawlūd wa Atfal</i> Immunity in New-Born & Children</p> <p>8.3 قومی ممانعتی منصوبے <i>Qaumi Mana-ati Mansoobe</i> National Immunization Program</p> <p>8.4 جدرینہ کی اقسام <i>Judreena Ki Aqsam</i> Types Of Vaccines</p>	1		1	0	4

	<p>8.5 جدیرینہ کی مدت استعمال اور ذخیرہ اندوزی <i>Judreena ki Muddat-e-Istemat aur Dhakheera Andhozi</i> Storage and Shelf Life of Vaccine</p> <p>8.6 مناعتی خاکہ و تفصیل استعمال <i>Mana-ati Khakah wa Tafseel-e-Istemat</i> Vaccination Schedule and Dosages</p> <p>8.7 طب یونانی میں معدرات مناعت ادویہ <i>Tib-e-Unani me Mu-addi-lat Mana-at Advia</i> Immunomodulators in Unani System of Medicine</p>					
9	<p>9 بچوں میں ادویہ اور ادویہ کی تفصیلات استعمال، درون عضلہ، درون ورید، تحت الجلد، درون 9 (Bachhon me Advia Aur Advia Ki Tafseelat-e-Istemat, Daroon-e-Azhla, Daroon-e-Vareed, Tahtul-Jild, Daroon-e-Jild Injection Ki Maharat) Drugs & Drug Dosages in Children and IM/IV/ SC/ ID Injection Techniques</p> <p>9.1 جدید ادویہ کی تفصیل استعمال <i>Jadeed Advia Ki Tafseel-e-Istemat</i> Modern Drug Dosages</p> <p>9.2 یونانی ادویہ کی تفصیل استعمال <i>Unani Advia Ki Tafseel-e-Istemat</i> Unani Drug Dosages</p> <p>9.3 مواقع و موانع استعمالات ادویہ <i>Mawaqe wa Mawane Istemat-e-Advia</i> Indications & Contra Indications of Drugs</p> <p>9.4 انجکشن تکنیک Injection Techniques</p>	2	19	1	2	6

10	<p>10 متعلق اہم ہدایات (Moalaja Atfal se Mutalliq aham Hidayat) Advices and Instruction for Pediatrics Treatment</p> <p>10.1 معالجہ اطفال سے متعلق اہم ہدایات <i>Moalaja Atfal se mutalliq Aham Hidayat</i> Important Advices for pediatric treatment</p>	2		0	0	4
11	<p>11 عمومی احتیاط اور اعمال ضبط تعدیہ (Umoomi Ehtiyat aur Aamal-e-Dhabt-e-Tadhiya) Universal Precautions and Infection Control Practices</p> <p>11.1 معیاری احتیاطی تدابیر <i>Me-aari Ehtiyati Tadabeer</i> Standard Precautions</p> <p>11.2 حفظان دست <i>Hifzan-e-Dast</i> Hand Hygiene</p> <p>11.3 احتیاط برائے مختلف ذرائع تعدیہ <i>Ehtiyat barae mukhtalif Zaraye Tadhiya</i> Precautions Regarding Different Modes of Infections</p>	2		0	0	3
12	<p>12 تفتیشات برائے امراض اطفال (Taf-shee-shat barae Amrād-i-Atfal) Investigations in Paediatrics</p> <p>12.1 Interpretation of Hematological, Pathological, Biochemical and Radiological investigation reports</p>	2		0	0	4
13	<p>13 عملی طریقہ علاج کے لئے اطلاع رضامندی نامہ (Amali Treeqa-e-Ilaj k liye Ittelayi Radha-mandi namah) Informed Consent for Practical Procedures</p>	2		0	0	2

	<p>اطلاعی رضامندی نامہ کے مشمولات 13.1</p> <p><i>Ittelayi Radha-mandi namah k Mashmulat</i></p> <p>Elements Of Informed Consent</p>				
14	<p>14 امراض متعدیہ (Amrāḍ-i-Muta-addiya) Infectious Diseases</p> <p>14.1 حمیقہ <i>Humayqa</i> Chicken Pox</p> <p>14.2 حصبہ <i>Hasba</i> Measles</p> <p>14.3 ورم اصل الاذن <i>Waram Aṣl Al-Udhun</i> Parotitis/ Mumps</p> <p>14.4 حمی درنج <i>Humma Danj</i> Dengue Fever</p> <p>14.5 حمی اجامیہ <i>Humma Ajamiyya</i> Malarial Fever</p> <p>14.6 شہیقہ <i>Shahiqa</i> Pertusis</p> <p>14.7 حمی معویہ <i>Humma Mi'wiyya</i> Enteric Fever</p>	2	10	8	6

	<p>14.8 سل <i>Sill</i> Tuberculosis</p> <p>14.9 خناق <i>Khunāq</i> Diphtheria</p> <p>14.10 كزاز اطفال <i>Kuzāz-E-Atfal</i> Tetanus</p> <p>14.11 فالج اطفال <i>Fālij -E-Atfal</i> Poliomyelitis</p> <p>14.12 داء الكلب <i>Daa-ul-Kalb</i> Rabies</p> <p>14.13 هيضة <i>Hayda</i> Cholera</p>					
15	<p>15 امراض العين (Amrāḍ-i-Ain) Diseases of Eyes</p> <p>15.1 رد <i>Ramad</i> Conjunctivitis</p> <p>15.2 شعيبره <i>ShaĪra</i> Stye</p>	2	21	2	0	0

	<p>15.3 سلاق <i>Sulāq</i> Blepharitis</p> <p>15.4 جرب العين <i>Jarab al-'Ayn</i> Trachoma</p> <p>15.5 برده <i>Barada</i> Chalazion</p>					
16	<p>16 امراض الاذن (Amraz-al-Udhun) Diseases of Ear</p> <p>16.1 التهاب الاذن <i>Illithab al-Udhun</i> Otitis</p> <p>16.2 سيلان الاذن <i>Sayaān Al-Udhun</i> Otorrhoea</p> <p>16.3 قزف الاذن <i>Qadhā Al-Udhun</i> Foreign Body of Ear</p>	2		2	0	1
17	<p>17 امراض الانف (Amraz-al-Anaf) Diseases of Nose</p> <p>17.1 رعانف <i>Ru'Āf</i> Epistaxis</p> <p>17.2 قزف الانف <i>Qadha al-Anf</i> Foreign Body in nasal cavity</p>	2		1	0	2

	<p>17.3 درم تجاویف الأنف Waram Tajaweef-ul-Anaf Sinusitis</p>					
18	<p>18 (Amraz-al-Dam) Hematological Disorders أمراض الدم</p> <p>18.1 فقر الدم <i>Faqr al-Dam</i> Anemia</p> <p>18.2 تھیلیمیا Thalassemia</p> <p>18.3 ہیوفیلیا Hemophilia</p> <p>18.4 سکل سیل انیمیا Sickle Cell Anemia</p>	2		4	3	4
19	<p>19 (Amrād-i- Ghudud La-Qanatiya) Endocrinological Disorders أمراض غددالاتیہ</p> <p>19.1 امراض درقیہ <i>Amrād-i-Darqiyah</i> Thyroid Diseases</p> <p>19.2 قلت درقیہ <i>Qillat-e-Darqiyat</i> Hypothyroidism</p> <p>19.3 کثرت درقیہ <i>Kasrat-e-Darqiyat</i> Hyperthyroidism</p> <p>19.4 ذیابیطس <i>Dhayabitus</i> Diabetes</p>	2		3	0	2

20	<p>20 (Amrāḍ-i-Dimagh wa Aasab) امراض دماغ و اعصاب Diseases of Brain and Nerves</p> <p>20.1 امتحان دماغ و اعصاب <i>Imtehan-e-Dimagh wa Aasab</i> Examination of Brain and Nerves</p> <p>20.2 ماء الراس <i>Mā' Al-Ra's</i> Hydrocephalus</p> <p>20.3 ورم اغشيه دماغ اسرام <i>Warame Aghshiyae Dimagh/ Sarsām</i> Meningitis</p> <p>20.4 تشنج الطفال <i>Tashannuje Atfal</i> Convulsions</p> <p>20.5 تشنجات حميه <i>Tashannujat-e-Hummiā</i> Febrile Convulsions</p> <p>20.6 ام الصبيان اصرع <i>Sara / Ummus-Sibyan</i> Epilepsy</p> <p>20.7 لقوه <i>Laqwa</i> Facial Palsy</p> <p>20.8 لقوه دماغى <i>Laqwa Dimaghi / Falij Dimaghi</i> Cerebral Palsy</p>	2	5	3	6
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	<p>20.9 حمق Humuq Intellectual disability</p>					
21	<p>21 امراض حلق (Amrād-i-Halaq) Diseases of Throat</p> <p>21.1 ورم لوزتين <i>Waram-i-Lawzatayn</i> Tonsillitis</p> <p>21.2 ورم حلق <i>Waram-i-Halaq</i> Pharyngitis</p>	3	30	1	0	1
22	<p>22 امراض نظام تنفس (Amrād-i-Nizām-i-Tanaffus) Diseases of Respiratory System</p> <p>22.1 امتحان نظام تنفس <i>Imtihan-i-Nizām-i-Tanaffus</i> Examination of Respiratory System</p> <p>22.2 سعال <i>Su'āl</i> Cough</p> <p>22.3 التهاب الشعب <i>Illithab al-Shu'ab</i> Bronchitis</p> <p>22.4 ربو ضيق النفس ادمه <i>Rabw / Ziq al-Nafas / Dama</i> Bronchial Asthma</p> <p>22.5 ذات الرية <i>Dhāt Al-Ri'a</i> Pneumonia</p>	3		4	2	4

	<p>22.6 ذات الجنب <i>Dhāt Al-Janb</i> Pleurisy</p> <p>22.7 Respiratory Distress Syndrome</p> <p>22.8 آکسیجن تھیراپی اعلانی نسیمی <i>Ilaj-e-Naseemi</i> Oxygen Therapy</p>				
23	<p>23 (Amrāḍ-i-Qalb) Diseases of Heart</p> <p>23.1 امتحان نظام قلب <i>Imtihan-i-Nizam-i-Qalb</i> Examination of Cardiac System</p> <p>23.2 امراض قلب خلقی <i>Amrāḍ-i-Qalb Khilqī</i> Congenital Heart Diseases (Atrial Septal Defect, Ventricular Defect, Patent Ductus Arteriosus, Fallot's Tetralogy</p> <p>23.3 امراض قلب حداری <i>Amraze Qalb Hudāri.</i> Rheumatic Heart Diseases</p> <p>23.4 لتهاب درون قلب تعفنی <i>Ilthab Darun-i-Qalb Taaffuni</i> Infective Endocarditis</p> <p>23.5 قلبی ریوی بحالی حیات <i>Qalbi-Revi Bahaliye Hayat</i> Cardio Pulmonary Resuscitation</p>	3	3	2	4
24	24 (Amrāḍ-i-Dahan) Diseases of Mouth	3	2	0	1

	<p>24.1 قلع</p> <p><i>Qulā</i></p> <p>Stomatitis/ Thrush/ Mouth ulcers</p> <p>24.2 تاكل الاسنان</p> <p><i>Ta'akkul Al-Asnān</i></p> <p>Dental Carries</p> <p>24.3 لثه داميه</p> <p>Litha Dāmiya</p> <p>Bleeding Gum</p> <p>24.4 تفح لثه</p> <p>Taqay-yuh Litha</p> <p>Pyorrhoea</p>					
25	<p>25 امراض معدة وجگر (Amrāḍ-i-Meda wa Jigar) Diseases of Stomach & Liver</p> <p>25.1 امتحان بطن</p> <p><i>Imtehan-e-Batan</i></p> <p>Examination of Abdomen</p> <p>25.2 قئ</p> <p><i>Qai</i></p> <p>Vomiting</p> <p>25.3 بطلان اشتها/ نقصان اشتها</p> <p><i>Nuqsan e Ishteha</i></p> <p>Anorexia</p> <p>25.4 تشنج المعدة</p> <p><i>Tashannuj al-Mi'da</i></p> <p>Abdominal colic</p>	3		4	2	4

	<p>25.5 ورم معدہ <i>Waram Mi'da</i> Gastritis</p> <p>25.6 التخمير <i>Al-Tukhma</i> Indigestion</p> <p>25.7 نفخ معدہ <i>Nafkh-i-Mi'da</i> Flatulence</p> <p>25.8 ورم کبد <i>Waram al-Kabid</i> Hepatitis</p> <p>25.9 یرقان اصفر <i>Yarqān Aṣfar</i> Jaundice</p> <p>25.10 ادخال انبوب انفی معدی <i>Amboob Anfi-Mi'di ka Idkhal</i> Nasogastric Tube Insertion</p>					
26	<p>26 امراض امعاء و مقعد (Amrād-i-Amaa wa Maq-ad) Diseases of Intestine & Rectum</p> <p>26.1 قبحض <i>Qabdh</i> Constipation</p> <p>26.2 اسهال اور قلت مائی <i>Ishal aur Qillat-e-Maee</i> Diarrheal Disorders and Dehydration</p>	3		4	2	5

	<p>26.3 زهرا پچيش <i>Zahir / Pechish</i> Dysentery</p> <p>26.4 ديدان الامعاء <i>Didan al-Am'a'</i> Intestinal Worms</p> <p>26.5 حكة المقعد <i>Hikka al-Maq'ad</i> Pruritus Ani</p> <p>26.6 Fluid & Electrolyte Therapy</p>					
27	<p>27 امراض نظام تناسل (Amrād-i-Nizām-i-Tānāsul) Diseases of Genital System</p> <p>27.1 ضيق الغلفه <i>Zeequl Ghalfah</i> Phimosiis</p> <p>27.2 قيله مائيه <i>Qila Ma'iyya</i> Hydrocele</p> <p>27.3 فتق <i>Fatq</i> Hernia</p> <p>27.4 ورم خصيه <i>Waram al-Khusya</i> Orchitiis</p> <p>27.5 خصيه مخفي <i>Khusiya Makhfi</i> Cryptorchidism</p>	3		1	0	1

28	<p>28 (Amrāḍ-i- Nizam-e-Bawliya) Disease of Urinary System</p> <p>28.1 ورم کلیہ حاد <i>Waram al-Kulya Had</i> Acute Glomerulonephritis</p> <p>28.2 تعدیہ مجری بول <i>Taadiya Majrae Baul</i> Urinary Tract Infection (UTI)</p> <p>28.3 نفروٹک سندروم Nephrotic Syndrome</p> <p>28.4 بول فی الفریش <i>Bawl fi'l Farash</i> Nocturnal Enuresis</p> <p>28.5 تجویل بالقائطیر <i>Tabwil Bi'l Qathatir</i> Catheterization</p>	3		2	2	4
29	<p>29 (Jeeniyati khalal) Genetic Disorders</p> <p>29.1 Approach To Genetic Disorders</p> <p>29.1.1 Down Syndrome</p> <p>29.1.2 Turner Syndrome</p> <p>29.1.3 Klinefelter Syndrome</p>	3		0	0	2
30	<p>30 (Sal'at) Malignancies</p> <p>30.1 Knowledge of Malignancies in pediatrics</p>	3		0	0	1
31	<p>31 (Mutafarraquat) Miscellaneous</p> <p>31.1 حمی نامعلوم <i>Humma na Maloom</i> Pyrexia Of Unknown Origin</p>	3		0	2	2

	<p>31.2 جلدی مسائل <i>Jildi Masael</i> Common Skin Ailments</p> <ul style="list-style-type: none"> • Diaper Rash • Drug Eruptions • Scabies • Impetigo <p>31.3 حصہ <i>Hasafa</i> Miliaria Rubra /Heat Rash</p>					
32	<p>32 بچوں کے مسائل کے لیے مشاورت (Bachhon ke masa-el ke liye Mashawrat) Counselling For Child Problems</p> <p>32.1 Counselling Techniques</p> <p>32.2 Preparation Of Child Specific Education Material</p>	3		0	0	1
	Total		100	70	40	100
	Grand Total		100	70	40	100

Table 3 : Learning objectives of Course

Paper 1 (AMRAZ-E-ATFAL WA NAUMAULOOD (PEDIATRICS AND NEONATOLOGY))										
A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/sub	D3 MK / DK / NK	E3 Level	F3 T-L method	G3 Assessment	H3 Assessment Type	I3 Term	J3 Integration	K3 Type
Topic 1 علم الاطفال اور اس کی اہمیت (Ilmul Atfal aur is ki Ahmiyat) Pediatrics & it's Importance (LH : 1, NLHT: 1, NLHP: 0 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1	Summarize pediatrics and pediatric care	CC	MK	K	L&GD, L, DIS, FC, L&PPT	P-VIVA	F	1	-	LH
CO1, CO2	Describe history of child healthcare in Unani System of medicine	CK	NK	K	FC, DIS, L&GD, BL	P-VIVA, QZ , PRN	F&S	1	-	LH
CO1, CO3	Differentiate between adult and pediatric treatment approaches.	CAN	MK	KH	L&GD, SDL, FC	PRN, DEB, P-VIVA	F&S	1	-	NLHT1.1
CO1, CO6	Identify the potential of Unani System of Medicine in national health programs & pediatric care	PSY-MEC	MK	K	LS, L&GD, PrBL, DIS	M-MOD, DEB, PRN, M-CHT, P- VIVA	F	1	-	NLHT1.2

CO6	Illustrate critical thinking and problem-solving skills in managing complex pediatrics cases	CE	MK	KH	BL, PSM, KL, L&GD	DEB, INT, QZ , CR- RED, CR-W	F	1	-	NLHT1.3
Non Lecture Hour Theory										
S.No	Name	Description of Theory Activity								
NLHT1.1	Adult & Pediatric treatment approaches (15 Minutes)	<p>Group Discussion</p> <p>Give students case studies to discuss in small groups and ask them to find important points about treating children differently from adults. Let them share their ideas and compare them with others in the class.</p>								
NLHT1.2	Potentials of Unani Medicine in National Health Programs (30 Minutes)	<p>Project Based Learning</p> <p>In groups, have students research and present how Unani principles (such as preventive care, Unani drugs, etc.) align with objectives in various national health programs, like those for immunization, lifestyle diseases, or maternal health. Students can make use of Classical texts and published Unani articles</p> <p>AND / OR</p> <p>Group Discussion</p> <p>Divide students into small groups and ask them to discuss how the Unani System of Medicine can contribute to national health programs and pediatric care. Encourage them to share examples of Unani practices that align with these programs and suggest ways to integrate them effectively.</p>								

NLHT1.3	Management of complex pediatric cases (15 Minutes)	<p>Problem-Solving Exercises</p> <p>Design exercises where students must solve hypothetical complex pediatric cases step by step. Include diagnostic challenges, treatment dilemmas, and ethical considerations to enhance their problem-solving skills.</p> <p>AND / OR</p> <p>Designing an Awareness Campaign</p> <p>Have students design a campaign to raise awareness about pediatric health issues in India. This could include creating posters, social media content, or community outreach.</p>
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Non Lecture Hour Practical

S.No	Name	Description of Practical Activity								
<p>Topic 2 علم الاطفال میں حصول روداد اور سریریاتی امتحان (Ilmul Atfal mein Husool-e-Rudad aur Sareeryati imtehan) History Taking & Clinical Examination in Pediatrics (LH : 0, NLHT: 0, NLHP: 6 hours)</p>										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO3	Report complete and detailed pediatric history	CAP	MK	SH	CD, D-BED, CBL	Mini-CEX, P-CASE, CWS	F&S	1	-	NLHP2.1
CO6	Demonstrate abilities to make enteries on log book	PSY-MEC	MK	D	IBL, TBL, SDL	RK, Log book,	F	1	-	NLHP2.2

						Portfolios, COM				
CO3	Create a suitable child-friendly environment for conducting clinical examination	AFT-SET	NK	SH	RP, EDU, BL, DIS, D	P-RP, P- EN, Mini- CEX	F	1	-	NLHP2.3
CO1, CO3	Categorize level of sensorium, signs of respiratory distress, Intelligence Quotient Level, deformity, dysmorphism, built, abnormal cry, and abnormal posture	CAN	MK	KH	L&PPT , L_VC, CBL	P-VIVA	F&S	1	-	NLHP2.4
CO1, CO3	Record temperature (all sites), pulse/ heart rate, respiratory rate and measure weight, height, weight for height, head circumference, chest circumference, mid-upper arm circumference, and skin fold thickness.	PSY-MEC	MK	SH	SIM, CBL, D- M, KL, D- BED	SP, DOPS, Mini-CEX, CWS , P- PRF	F&S	1	-	NLHP2.5
CO1, CO3	Estimate BMI and growth velocity, and assess malnutrition	CE	MK	SH	RP, CBL, SIM, D- BED, D- M	DOPS, P- PRF, SP, DOPS, CWS	F&S	1	-	NLHP2.6
CO3	Identify any abnormal pigmentation, birthmarks, and other congenital abnormalities of the skin and differentiate skin lesions such as macules, papules, pustules, petechiae, purpura, and ecchymosis.	CAN	MK	KH	CBL, L&PPT , D-BED	M-CHT, QZ , DOPS, M- MOD, Mini- CEX	F&S	1	-	NLHP2.7
CO3	Assess skin turgor	CE	MK	SH	PL, SIM, RP, CBL, D-BED	Mini-CEX, DOPS, DOPS, SP, CWS	F&S	1	-	NLHP2.8

CO1, CO3	Examine limbs and feet, lymph nodes, head, face, eye, ear, and nose, mouth, tongue, teeth, tonsils, adenoids, and throat for any abnormality and perform neurological examinations and assess neonatal reflexes	PSY-MEC	MK	SH	L&PPT , KL, CBL, SIM, RP	P-PRF, DOPS, Mini-CEX, P-CASE, DOPS	F&S	1	-	NLHP2.9
Non Lecture Hour Theory										
S.No	Name	Description of Theory Activity								
Non Lecture Hour Practical										
S.No	Name	Description of Practical Activity								
NLHP2.1	Assessment of pediatric patient (30 Minutes)	<p>Case-Based Learning</p> <p>Provide students with detailed case scenarios of pediatric patients and ask them to identify the key elements required for a complete history. Guide them to practice formulating questions to extract relevant information about the child's medical, family, and social history.</p> <p>AND / OR</p> <p>Early Clinical Exposure</p> <p>Take students to pediatric OPDs or wards where they can observe real-life patient interactions. Assign them to interact with caregivers under supervision and practice taking pediatric history step by step.</p> <p>AND / OR</p>								

		<p>Bedside Demonstration</p> <p>Demonstrate how to take a detailed pediatric history at the patient's bedside, explaining the rationale behind each question. Allow students to practice under guidance, focusing on building rapport with the child and caregiver.</p>
NLHP2.2	Reflection of practical learnings on logbook (30 Minutes)	<p>Daily Reflection Entries</p> <p>Assign students to make daily logbook entries reflecting on their learning experiences, cases seen, and skills practiced during clinical rotations. Encourage them to categorize their entries logically (e.g., by date, patient type, or skills).</p>
NLHP2.3	preparation for pediatric examination (30 Minutes)	<p>Role-Playing Scenarios</p> <p>Organize role-playing exercises where students practice conducting pediatric examinations with peers acting as children and caregivers. Encourage the use of child-friendly language, toys, and props.</p> <p>AND / OR</p> <p>Edutainment</p> <p>Use toys, colorful charts, or games to create a friendly and welcoming environment for children during clinical examinations. Show students how to use these tools to make children feel comfortable and cooperative while interacting with them.</p>

NLHP2.4	Overall Appearance (1 Hour)	<p>Case-Based Learning</p> <p>Provide students with patient case scenarios and ask them to categorize the level of sensorium, respiratory distress signs, and other physical and behavioral observations. Guide them to analyze the cases step by step, discussing how to identify and interpret each finding accurately.</p>
NLHP2.5	Growth Assessment (1 Hour)	<p>Demonstration</p> <p>Demonstrate how to accurately record vital signs like temperature (from all sites), pulse, and respiratory rate, and how to measure weight, height, and other body parameters. Show students the proper techniques for using measurement tools and emphasize the importance of accuracy.</p> <p>AND / OR</p> <p>Kinaesthetic Learning</p> <p>Set up stations for recording vitals and measuring weight, height, head circumference, chest circumference, mid-upper arm circumference, and skin fold thickness. Students can practice taking these measurements on peers or standardized patients.</p>
NLHP2.6	Anthropometric Assessment (1 Hour)	<p>Demonstration</p> <p>Show students how to calculate BMI and growth velocity using real or simulated patient data, and explain the steps to assess malnutrition based</p>

		<p>on these measurements. Highlight the key indicators to look for and how to interpret the results.</p> <p>AND / OR</p> <p>Simulation</p> <p>Provide students with case scenarios or use mannequins to simulate real-life situations where they can practice estimating BMI, growth velocity, and assessing malnutrition. Guide them through the process and encourage them to evaluate their findings with a critical eye.</p> <p>AND / OR</p> <p>Case Based Learning</p> <p>Provide students with hypothetical growth data and have them calculate BMI and growth velocity based on the measurements. Discuss the implications of their findings related to malnutrition.</p>
NLHP2.7	evaluaton of abnormal skin lesions (30 Minutes)	<p>Early Clinical Exposure</p> <p>Take students to pediatric dermatology clinics or wards where they can observe and identify abnormal pigmentation, birthmarks, and congenital skin abnormalities in real patients. Allow them to practice recognizing different types of skin lesions under supervision.</p> <p>AND / OR</p>

		<p>Demonstration</p> <p>Demonstrate how to examine the skin for abnormal pigmentation, birthmarks, and various types of skin lesions. Explain the distinguishing features of each lesion type and guide students in identifying them on patients or models.</p> <p>AND / OR</p> <p>Case-Based Learning</p> <p>Present case studies with detailed descriptions and images of skin abnormalities and lesions. Ask students to differentiate between different skin conditions, based on their characteristics and clinical presentation.</p>
NLHP2.8	Skin Assessment (30 Minutes)	<p>Demonstration</p> <p>Demonstrate the correct technique to assess skin turgor. Explain the clinical significance of delayed skin turgor in diagnosing dehydration or other conditions.</p> <p>AND / OR</p> <p>Peer Review of Skin Assessment Skills</p> <p>Organize peer assessment sessions where students observe and evaluate each other's skin assessment techniques and provide constructive feedback.</p>

NLHP2.9	Head to Toe Evaluation (30 Minutes)	<p>Hands-on Training</p> <p>Organize sessions where students learn to examine the head for size, shape, sutures, fontanelles, bulging, and signs of dehydration. Include practice in assessing facial symmetry and identifying malformations like cleft palate. Provide training on otoscopic examination of the ear and ocular assessments. Use models and standardized patients to practice identifying abnormal discharges, foreign bodies, and congenital defects. Have students practice examining the mouth, tongue, teeth, tonsils, adenoids, and throat for abnormalities. Use anatomical models or peer assessments to enhance learning.</p>								
<p>Topic 3 علم الولود (Ilmul al-Mawlūd) Neonatology (LH : 5, NLHT: 2, NLHP: 8 hours)</p>										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1	Define neonates as per gestational age and birth weight.	CK	MK	KH	L, L&GD, L&PPT	P-VIVA, QZ, T-CS	F	1	-	LH
CO1, CO3	Enlist equipment, medications, and personnel required for preparation before the birth of a baby.	CAP	MK	KH	FV, W, FC, L_VC, KL	CHK, QZ, PUZ, P-ID	F&S	1	-	NLHT3.1
CO1, CO3	Identify Red flags and congenital anomalies and rule out major malformations and birth injuries	PSY-GUD	MK	KH	CBL, L&PPT, D-M, L_VC, EDU	P-EXAM, P-CASE	F&S	1	-	NLHT3.2

CO1, CO3, CO4	Perform newborn assessment and manage emergencies of the newborn like hypothermia, respiratory distress, meconium aspiration, etc., while deciding to either shift to a higher center or discharge	PSY-GUD	MK	SH	CBL, L, SIM, RP, L_VC	P-CASE, P-PRF, P-PS	F&S	1	-	NLHT3.3
CO1, CO5	Motivate new parents about home care of a newborn baby like handling, bonding, soothing, massage, swaddling, diapering, bathing, circumcision, umbilical cord care, feeding & burping, sleeping, rooming in, eye-ear-nose care, immunization & vaccination, and routine medications.	AFT-CHR	MK	SH	FC, BL, SDL	SP, P-EN, P-RP	F	1	-	NLHT3.4
CO1	State neonatal resuscitation program	CK	MK	K	L&PPT, L	P-EXAM, INT	F	1	-	LH
CO2, CO3	Recognize causes, clinical features, and indications for resuscitation	CK	MK	K	L&PPT, L	INT, SP	F&S	1	-	LH
CO4	Identify and enlist the equipment necessary for neonatal resuscitation	CK	MK	K	KL, FV, D	P-ID, M-POS, M-CHT, M-MOD	F&S	1	-	NLHP3.1
CO4	Display steps of neonatal resuscitation on mannequin or simulated environment	PSY-COR	MK	SH	SIM, L&PPT, RP, L_VC, D-M	P-PRF, SP, P-RP, P-EN	F&S	1	-	NLHP3.2

CO3, CO4	Assess birth asphyxia with the help of APGAR Score	CE	MK	KH	D-M, D, L&PPT , L_VC	PM, SP, P- PRF, Mini- CEX, P-RP	F&S	1	-	NLHP3.3
CO3, CO4	Perform neonatal examination and resuscitation to manage birth asphyxia	PSY-GUD	MK	SH	KL, D, SIM, FV, TUT	PA, PM, SP, P-RP, P-PRF	F&S	1	-	NLHP3.4
CO1, CO3, CO6	Estimate hypothermia, and neonatal jaundice and relate the need to shift to a higher center for major complications	CE	MK	KH	D, SIM, RP	OSCE, SP, DOPS, DOPS, P- PRF	F&S	1	-	NLHP3.5
CO4	Describe the indications, contraindications, precautions, and methods of phototherapy	CK	MK	KH	D, CBL, L_VC	M-POS, M- CHT, P- VIVA, M- MOD	F&S	1	-	NLHP3.6
CO4	Identify instruments and equipment for phototherapy	CK	MK	KH	PL, TBL, L_VC, L&PPT , D	P-ID	F&S	1	-	NLHP3.7
CO1, CO4	Demonstrate ability to handle the phototherapy unit	PSY-GUD	DK	KH	D, SIM, L_VC	P-PRF, DOPS, DOPS	F	1	-	NLHP3.8

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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NLHT3.1	Checklist for preparation of Labor (30 Minutes)	<p>Workshop & Training</p> <p>Organize a hands-on training where students can explore and familiarize themselves with the equipment commonly used during labor and delivery, such as delivery beds, fetal monitors, resuscitation equipment, sterile supplies, etc.</p> <p>AND / OR</p> <p>Checklists Creation</p> <p>Have students work in groups to create comprehensive checklists outlining all necessary equipment, medications, and personnel for preparing childbirth. Each group can present their checklist to the class.</p>
NLHT3.2	Identification of Red Flags (30 Minutes)	<p>Group Discussions</p> <p>Facilitate group discussions where students share their findings and insights on red flags, major malformations, and birth injuries. Discuss the implications for management and referral to specialists.</p> <p>AND / OR</p> <p>Edutainment (Scavenger Hunt)</p> <p>Organize a scavenger hunt in which students must identify different types of common malformations and birth injuries using provided materials, such as images or descriptions.</p>

NLHT3.3	Newborn Assessment (30 Minutes)	<p>Simulation-Based Training on Newborn Emergencies</p> <p>Conduct simulation-based scenarios involving mannequins or computerized simulators that replicate newborn conditions like hypothermia, respiratory distress, and meconium aspiration.</p> <p>AND / OR</p> <p>Role-Playing Decision-Making in Emergencies</p> <p>Students can take turns role-playing the healthcare provider, caregiver, and supervisor in scenarios involving newborn emergencies. They can then assess the newborn's condition and discuss the factors to consider for continuing management on-site versus referring to a higher center. Explain the discharge criteria to a caregiver in cases where discharge is appropriate. Document the clinical justification for transfer or discharge.</p>
NLHT3.4	Parents Education (30 Minutes)	<p>Role-Playing Scenarios</p> <p>Use role-playing exercises where students practice educating new parents on various aspects of newborn care. Assign each student a specific topic (e.g., diapering, bathing, feeding) to explain to their peers acting as parents.</p> <p>AND / OR</p> <p>Creating Educational Materials</p>

		Have students create brochures, pamphlets, or handouts on home care topics, such as cord care, immunizations, and soothing techniques. These materials can be designed for distribution to new parents in clinical settings.
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP3.1	Neonatal Resuscitation (1 Hour)	<p>Demonstration</p> <p>Display all the equipment required for neonatal resuscitation, such as a resuscitation bag, mask, suction device, laryngoscope, endotracheal tubes, and oxygen supply. Explain the purpose of each item and demonstrate how to arrange and check the equipment before use.</p> <p>AND / OR</p> <p>Kinaesthetic Learning through Checklist Creation</p> <p>Have students work in groups to create a comprehensive checklist of all the equipment necessary for neonatal resuscitation, including their uses and any specific features. This checklist can be compiled into a digital format for future reference.</p>
NLHP3.2	Neonatal Resuscitation Demonstration (2 Hours & 30 Minutes)	<p>Guided Simulation Sessions</p> <p>Conduct guided simulation sessions where instructors lead students through the steps of neonatal resuscitation using high-fidelity</p>

		<p>mannequins. Instructors can pause to discuss critical decisions and techniques at each step.</p> <p>AND / OR</p> <p>Video Demonstration and Review</p> <p>Show instructional videos demonstrating the steps of neonatal resuscitation. After viewing, students can practice on mannequins and then review their performances on video, discussing areas for improvement.</p> <p>AND / OR</p> <p>Mock Resuscitation Scenarios</p> <p>Create mock scenarios where students must respond to a simulated neonatal emergency, demonstrating the complete steps of resuscitation. Scenarios can vary in complexity to challenge students at different levels.</p>
NLHP3.3	APGAR Scoring (1 Hour)	<p>APGAR Scoring Session</p> <p>Organize practical sessions where students practice conducting the APGAR assessment on newborn mannequins or during simulated scenarios. They should assess within the first minute and again at five minutes after birth.</p> <p>AND / OR</p>

		<p>Simulation-Based Learning</p> <p>Set up simulations that mimic real-life scenarios where students must diagnose birth asphyxia and assess the APGAR score. Simulations can include various presentations and complexities to challenge students' diagnostic skills.</p>
NLHP3.4	Noenatal Examination for assessment of Asphyxia (1 Hour)	<p>Interpretation of Monitoring Data</p> <p>Provide students with neonatal monitoring data, such as pulse oximetry readings and capillary blood gas results. Ask them to interpret the data and decide the next steps in resuscitation.</p> <p>AND / OR</p> <p>Simulation Sessions</p> <p>Conduct simulation sessions using high-fidelity mannequins or standardized patients. Students will perform comprehensive neonatal examinations, focusing on assessing vital signs, physical growth, and systemic evaluation.</p> <p>AND / OR</p> <p>Mock Emergency Drills</p> <p>Conduct mock emergency drills simulating birth asphyxia in a delivery room setup. Include scenarios like delayed cry at birth, meconium-stained</p>

		amniotic fluid, persistent bradycardia etc. Students may practice systematic assessment and intervention.
NLHP3.5	Evaluation of newborn (1 Hour)	<p>Demonstration</p> <p>Demonstrate how to estimate hypothermia in neonates, as well as assess neonatal jaundice. Explain how to identify major complications and when to recommend transferring the neonate to a higher center for advanced care.</p> <p>AND / OR</p> <p>Objective Structured Clinical Examination (OSCE)</p> <p>Set up OSCE stations focusing on assessing hypothermia and jaundice in newborns. Students will practice measuring body temperature and evaluating skin color and jaundice using models or simulated scenarios.</p>
NLHP3.6	General considerations of Phototherapy (30 Minutes)	<p>Case-Based Learning</p> <p>Provide students with case studies that detail different scenarios of neonatal jaundice. Students will assess the cases to determine when phototherapy is indicated, and contraindicated, and the precautions that should be taken.</p> <p>AND / OR</p> <p>Flowchart Creation Activity</p>

		<p>Students may design a flowchart outlining the decision-making process for starting, continuing, and stopping phototherapy based on bilirubin levels, gestational age, and other clinical factors.</p> <p>AND / OR</p> <p>Phototherapy Side Effects Chart</p> <p>Ask students to create a chart categorizing side effects of phototherapy into common (e.g., transient rash) and rare (e.g., bronze baby syndrome). Include preventive measures for each side effect.</p>
NLHP3.7	Identification of Phototherapy equipments (30 Minutes)	<p>Demonstration</p> <p>Organize a hands-on demonstration of different phototherapy equipment used in clinical settings. Discuss the specific methods of phototherapy and safety precautions that should be observed during treatment.</p> <p>AND / OR</p> <p>Equipment Demonstration and Hands-On Practice</p> <p>Provide a session where students learn to set up phototherapy units. Include adjusting light intensity and distance, positioning the baby appropriately, using eye patches and monitoring temperature etc.</p> <p>AND / OR</p> <p>Peer-Assisted Learning with Observation Checklists</p>

		Pair students to perform a mock phototherapy setup and monitoring session using a mannequin. The observer evaluates the performer using a checklist, focusing on correct setup and use of equipment, appropriate precautions (e.g., ensuring eye protection, monitoring hydration), and accurate assessment of when to initiate or discontinue therapy.								
NLHP3.8	Phototherapy demonstration (30 Minutes)	<p>Simulation of Monitoring During Phototherapy</p> <p>Set up a simulated NICU environment where students monitor a “baby” under phototherapy. Tasks include recording bilirubin levels pre- and post-therapy, monitoring temperature, hydration, and skin condition, and documenting observations systematically.</p> <p>AND / OR</p> <p>Live Demonstration</p> <p>If possible, arrange a field trip to a neonatal intensive care unit (NICU) where students can observe phototherapy in action. They should take notes on indications, equipment used, and precautions observed during treatment.</p>								
Topic 4 رضاعت اور غذا اطفال (Raḍā-at aur Ghidha-e-Atfal) Breast Feeding and Diet of Children (LH : 2, NLHT: 2, NLHP: 4 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1	Define breastfeeding and exclusive breastfeeding and enlist the benefits of exclusive breastfeeding	CK	MK	K	L&PPT , L, L&GD	QZ , CL- PR, P-VIVA	F&S	1	-	LH

CO1	Recall the composition of breastmilk and compare it with other animal's milk	CK	DK	K	DIS, L&PPT , L	PUZ, CR- W, QZ , DEB	F	1	-	LH
CO1	Define different types of milk, distinguish between colostrum and mature milk, Explain the benefits and importance of colostrum	CC	NK	KH	L&GD, DIS, BL	QZ , DEB, M-POS, M- CHT, INT	F	1	-	NLHT4.1
CO3	Demonstrate breastfeeding reflexes in a baby	CAP	DK	KH	L_VC, L&PPT , D-M, D	SP, P-RP, P-CASE, P- PRF	F&S	1	-	NLHT4.2
CO1, CO6	Define pre lacteal feed, top milk and bottle feeding and enumerate their drawbacks	CK	MK	K	L&GD, DIS	DEB, INT, QZ	F&S	1	-	NLHT4.3
CO1, CO4, CO5	Identify the physical and psychological barriers to breastfeeding, ineffective breastfeeding, and their management	AFT-VAL	MK	K	L, RP, L&GD, L&PPT , PBL	P-CASE, VV-Viva	F&S	1	-	NLHT4.4
CO4, CO6	Decide route/method of feeding in sick and healthy low birth weight babies	CAN	MK	K	CBL, DIS, L&GD	P-CASE, QZ , P-VIVA	F&S	1	-	NLHT4.5
CO4, CO6	Decide nutritional supplementation for the newborn according to weight and gestational age	CAP	MK	K	L_VC, FC, TBL, L&PPT , PL	VV-Viva, QZ , CBA, PA	F&S	1	-	NLHT4.6

CO1	Define weaning with its purpose, principles, and stages and describe qualities of weaning food and problems faced during weaning	CC	MK	K	L, L&PPT, PBL, FC, BL	P-POS, P-MOD, QZ, VV-Viva, P-PS	F&S	1	-	LH
CO1	Enlist foods recommended and contraindicated for different age groups in infancy	CK	DK	K	L&PPT, L	M-POS, M-CHT, VV-Viva	F&S	1	-	LH
CO1, CO5	Describe the additional nutritional requirements of a lactating mother, enumerate foods to be taken and to be avoided by the mother during lactation, explain General instructions to the lactating mother and enlist single and compound galactagogue drugs in USM	CC	MK	K	L&PPT, L, FC	DEB, CL-PR, VV-Viva	F&S	1	-	LH
CO4, CO5	Demonstrate how to breastfeed a baby including position and attachment	PSY-MEC	MK	SH	L_VC, D-M, SIM, BL, D	P-POS, OSPE, P-EXAM, P-CASE, P-MOD	F&S	1	-	NLHP4.1
CO4	Design a feeding care plan for a baby with jaw asymmetry or cleft lip/cleft palate	PSY-ORG	NK	KH	BL, DIS, D-M, SIM, CBL	DEB, P-POS, P-VIVA, QZ, P-PRF	F	1	-	NLHP4.2
CO5	Counsel mother for complementary feeding and requirement of nutrients in early childhood	AFT-RES	MK	KH	TBL, PSM,	OSPE, M-POS, M-	F	1	-	NLHP4.3

					CBL, FV, KL	CHT, P-RP, P-PRF				
CO5	Demonstrate need of weaning and weaning methods according to age	CC	NK	K	DIS, CBL	P-POS, M- POS, P-PS, M-CHT, SP	F	1	-	NLHP4.4

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT4.1	Types of milk (15 Minutes)	<p>Interactive Blended Learning</p> <p>Provide students with online resources, such as videos and articles, to understand the types of milk, the differences between colostrum and mature milk, and the benefits of colostrum. In the classroom, conduct an interactive session to discuss their learning, clarify doubts, and engage them in activities like quizzes or group discussions to reinforce the importance of colostrum in neonatal health.</p> <p>AND / OR</p> <p>Making of Charts</p> <p>Provide students with data on the composition of human breast milk and various animal milks (e.g., cow, goat, buffalo). Ask students to create comparison charts, highlighting key components such as proteins, fats, carbohydrates, vitamins, and minerals.</p>
NLHT4.2	Breastfeeding reflexes (15 Minutes)	Video Demonstration

		Demonstrate or show videos of breastfeeding reflexes. Discuss the importance of these reflexes in initiating and maintaining breastfeeding.
NLHT4.3	Bottle feeding versus breast feeding (20 Minutes)	<p>Group Discussion</p> <p>Divide students into small groups and ask them to define pre-lacteal feed, top milk, and bottle feeding. Facilitate a discussion where each group lists the drawbacks of these feeding practices, and shares their insights with the class.</p> <p>AND / OR</p> <p>Debate Session</p> <p>Organize a debate on bottle feeding versus breastfeeding, encouraging critical thinking about health, convenience, and cultural practices.</p>
NLHT4.4	Barriers to breastfeeding & their management (20 Minutes)	<p>Interactive Lectures</p> <p>Deliver a lecture using a PowerPoint presentation to explain the physical and psychological barriers to breastfeeding. Highlight strategies to manage ineffective breastfeeding, including proper positioning, lactation support, and counseling, using case examples to illustrate key points.</p> <p>AND / OR</p> <p>Brainstorming Sessions</p>

		<p>Divide students into small groups, assigning each a barrier to breastfeeding. Ask each group to brainstorm practical solutions, such as lactation support or counseling, and present them.</p>
NLHT4.5	Methods of feeding in low birth weight babies (30 Minutes)	<p>Case-Based Learning</p> <p>Present case studies of sick and healthy LBW infants. Ask students to determine the most suitable feeding method based on clinical conditions, gestational age, and weight.</p> <p>AND / OR</p> <p>Group Discussion on Feeding Protocols</p> <p>Assign groups to study and present feeding protocols for stable LBW babies who can breastfeed, babies requiring alternative feeding methods etc.</p>
NLHT4.6	Nutritional supplements for newborns (20 Minutes)	<p>Interactive Lecture</p> <p>Explain the importance of nutritional supplementation for newborns, focusing on how it varies based on weight and gestational age. Discuss common supplements such as vitamin D, iron, and calcium.</p> <p>AND / OR</p> <p>Peer-Assisted Learning: Nutritional Requirements</p>

		<p>Pair students to teach each other how to calculate daily nutrient needs and adjust supplementation for babies with conditions like IUGR or sepsis etc.</p> <p>AND / OR</p> <p>Quiz Session: Neonatal Nutrition</p> <p>Conduct a quiz covering Nutritional requirements based on gestational age and weight, Types and timing of micronutrient supplementation, and other relevant topics</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP4.1	Breast feeding and weaning demonstration (1 Hour)	<p>Practical Demonstration Using Breastfeeding Models</p> <p>Provide students with life-like breastfeeding models or dolls. Demonstrate correct breastfeeding positions, highlight the key aspects of good attachment, such as wide-open mouth, chin touching the breast, lower lip turned outward etc., and show how to help a mother achieve a pain-free latch.</p> <p>AND / OR</p> <p>Create a Counseling Guide for Mothers</p> <p>Ask students to develop a step-by-step guide for mothers, including preparing for breastfeeding (e.g., comfortable seating, baby's alignment),</p>

		<p>correct latch techniques, while answering common problems faced by new mothers.</p> <p>AND / OR</p> <p>Breastfeeding Position Poster Activity</p> <p>Ask students to design posters or infographics illustrating correct breastfeeding positions, steps for achieving proper attachment, and signs of effective feeding.</p> <p>AND / OR</p> <p>Mock OSCE: Breastfeeding Demonstration</p> <p>Set up an OSCE station where students demonstrate breastfeeding positions and attachment using dolls, explain the process to a simulated mother, and answer follow-up questions about troubleshooting issues like poor latch or engorgement.</p>
NLHP4.2	Development of feeding care plan (1 Hour)	<p>Video-Based Learning</p> <p>Show videos demonstrating proper feeding techniques for babies with cleft conditions, including breastfeeding, bottle feeding, and alternative methods. Follow up with group discussions on key takeaways and challenges.</p> <p>AND / OR</p>

		<p>Case Based Learning</p> <p>Provide students with case studies of infants with jaw asymmetry or cleft lip/palate. Ask them to develop a comprehensive feeding care plan, including feeding positions, tools, and techniques.</p> <p>AND / OR</p> <p>Hands-On Practice with Specialized Feeding Tools</p> <p>Arrange a session where students practice feeding techniques using specialized bottles, nipples, or alternative tools on mannequins or models. Emphasize the selection of appropriate tools based on the baby's condition.</p> <p>AND / OR</p> <p>OSCE Station for Feeding Plan Creation</p> <p>Create an OSCE station where students are presented with a simulated patient scenario. They must design and verbally explain a feeding care plan, including the rationale for selected tools, positions, and techniques.</p>
NLHP4.3	Counseling of mothers for nutrition in early childhood (1 Hour)	<p>Visual Aid Creation</p> <p>Have students design brochures or posters that provide information on complementary feeding, including recommended foods and nutrient requirements for young children</p>

		<p>AND / OR</p> <p>Quiz or Group Discussion on Nutrient Requirements</p> <p>Organize a quiz or group discussion on the daily nutrient requirements in children. Students will explain how complementary foods fulfill these needs.</p> <p>OSCE Station for Counseling Skills</p> <p>AND / OR</p> <p>Set up an OSCE station where students counsel a simulated mother about complementary feeding. Evaluate their ability to address common concerns, recommend foods, and explain the importance of good nutrition, etc.</p> <p>AND / OR</p> <p>Community Outreach Activity</p> <p>Arrange a field visit to a community health center where students can observe or participate in real-life counseling sessions for complementary feeding.</p>
NLHP4.4	Weaning methods (1 Hour)	<p>Case-Based Learning</p> <p>Provide scenarios of children at different ages transitioning to solid foods. Ask students to develop a weaning plan for each case.</p>

		<p>AND / OR</p> <p>Making Posters & Charts</p> <p>Have students create posters, charts, handouts, or infographics summarizing key points about weaning needs and methods by age, which can be shared with parents.</p>
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Topic 5 تغذیہ اور غذائی عوارض (Taghdhiya aur Ghidhai Awaridh) Nutrition & Nutritional Disorders (LH : 4, NLHT: 3, NLHP: 2 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Describe the etiological factors & clinical features of obesity along with its complications	CC	MK	K	L&PPT , L&GD, L	VV-Viva, QZ , T-CS	F&S	1	-	LH
CO4	Explain management of obesity	CAP	MK	KH	CBL, L&PPT , L	VV-Viva, CL-PR, M- CHT, Mini- CEX, M- POS	F&S	1	-	LH
CO3	Interpret laboratory markers commonly associated with obesity-related complications, including lipid profile and blood glucose levels	CC	MK	KH	TPW, CBL, PER, L&PPT , TBL	Mini-CEX, QZ , VV- Viva, P- EXAM, CL- PR	F&S	1	-	NLHP5.1
CO5	Counsel the families on lifestyle changes and preventive measures for managing and reducing obesity risk in children	AFT-RES	NK	KH	BL, FC, CBL, DIS	M-CHT, P- PRF, PM, SP, M-POS	F&S	1	-	NLHP5.2

CO1	Recall daily vitamin requirement in different periods of childhood	CK	MK	K	L, BL, FC, L&PPT	M-POS, CL-PR, M-CHT	F&S	1	V-TST	LH
CO2	Enlist the etiology and clinical features of deficiency of vitamin A, vitamin D (Rickets), vitamin E, vitamin K, vitamin B1 (Beriberi), vitamin B2, vitamin B3 (Pellagra), vitamin B6, vitamin B12, Folic acid, Biotin, Pantothenic acid, vitamin C (Scurvy), and hypervitaminosis A and D	CC	MK	K	KL, GBL, CBL, EDU, L&PPT	M-CHT, M-POS, VV-Viva	F&S	1	-	NLHT5.1
CO3, CO4	Explain the evaluation and management of deficiency of vitamin A, vitamin D (Rickets), vitamin E, vitamin K, vitamin B1 (Beriberi), vitamin B2, vitamin B3 (Pellagra), vitamin B6, vitamin B12, folic acid, Biotin, Pantothenic acid, vitamin C (Scurvy), and hypervitaminosis A and D	CC	MK	KH	FC, PrBL, L&GD	CWS, M-POS, M-CHT, VV-Viva	F&S	1	-	NLHT5.2
CO2	Define undernutrition, malnutrition, protein-energy malnutrition, differentiate between Marasmus and Kwashiorkor, and explain the causes and clinical features of Marasmus and Kwashiorkor	CC	MK	KH	DIS, L&GD, CBL	PM, M-POS, Mini-CEX, M-CHT, VV-Viva	F&S	1	-	NLHT5.3
CO4	Device a management plan for malnutrition	CS	MK	KH	L&GD, CBL, RP, SDL	QZ, M-POS, M-CHT, Mini-CEX, CL-PR	F&S	1	-	NLHP5.3

CO4	Develop a comprehensive diet plan for malnutrition, incorporating nutritional rehabilitation, supplementation, and follow-up strategies	CS	MK	KH	KL, CBL, TPW, PL, TBL	CWS , PA, M-POS, VV-Viva, M-CHT	F&S	1	-	NLHT5.4
CO1	Categorize effects of <i>Asbab-i Sitta Zarooriyah</i> on child health	CAN	DK	K	L&GD, L&PPT , FC, L, BL	CR-RED, M-CHT, QZ , DEB, CL-PR	F&S	1	-	LH

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT5.1	Vitamin deficiency diseases (1 Hour)	<p>Case-Based Problem Solving</p> <p>Provide case studies of patients with specific symptoms of a particular vitamin deficiency. Ask students to analyze the cases, determine the deficient or excess vitamin, and explain the underlying etiology and clinical features.</p> <p>AND / OR</p> <p>Vitamin Deficiency Chart Compilation</p> <p>Divide the class into small groups and assign each group a set of vitamins (e.g., fat-soluble or water-soluble). Have each group create a detailed chart that includes the etiology, clinical features, and any distinguishing characteristics of their assigned vitamins.</p>

		<p>AND / OR</p> <p>Clinical Feature Recognition Game</p> <p>Use flashcards or slides showing clinical scenarios, symptoms, or images related to specific vitamin deficiencies or hypervitaminosis (e.g., rickets in vitamin D deficiency, scurvy for vitamin C deficiency). Students must identify the associated vitamin and explain the etiology and clinical features.</p>
NLHT5.2	Evaluation & management of Vitamin deficiency (30 Minutes)	<p>Diagnostic Algorithm Design</p> <p>Ask the students to create diagnostic algorithms for each vitamin deficiency or hypervitaminosis. For example, they outline steps for evaluating vitamin D deficiency, including history-taking, clinical examination, and laboratory investigations.</p> <p>AND / OR</p> <p>Interactive Case Discussions</p> <p>Provide case scenarios where students must evaluate and manage patients with specific vitamin deficiencies. For example:</p> <ul style="list-style-type: none"> • A child with bowed legs and delayed milestones (rickets). • An adult with glossitis, cheilitis, and fatigue (riboflavin or vitamin B2 deficiency).

		<p>Then students may discuss diagnostic tests and propose management strategies, such as supplementation and dietary advices.</p> <p>AND / OR</p> <p>Clinical Guidelines Review and Presentation</p> <p>Assign groups of students to review clinical guidelines (e.g., WHO guidelines etc.) for managing common vitamin deficiencies. Each group may present their findings to the class.</p> <p>AND / OR</p> <p>Project Based learning</p> <p>Assign groups to focus on specific vitamins (e.g., A, D, B12 etc.) and create detailed reports on their deficiencies, evaluation methods, and management plans.</p>
NLHT5.3	General consideration of Malnutrition (30 Minutes)	<p>Group Discussion</p> <p>Divide students into groups to research Marasmus and Kwashiorkor, focusing on their causes, clinical features, and nutritional management. Each group can present their findings.</p> <p>AND / OR</p> <p>Making Posters and Charts</p>

		<p>Have students design posters for Marasmus and Kwashiorkor, including causes, symptoms, and dietary recommendations for prevention and management.</p>
<p>NLHT5.4</p>	<p>Malnutrition Management (1 hour)</p>	<p>Making Diet Charts</p> <p>Design a 4-week nutritional rehabilitation plan, including daily dietary charts that integrate protein, calories, and micronutrients. Present and peer-review each chart, discussing the rationale behind food choices and supplementation dosages.</p> <p>AND / OR</p> <p>Follow-up Strategy Planning Exercise</p> <p>Outline a follow-up schedule that includes monitoring growth parameters, behavioral changes, and dietary adherence. Create guidelines on when to adjust the diet plan and supplementation, based on clinical and anthropometric feedback</p> <p>AND / OR</p> <p>Mock Counseling Sessions</p> <p>Conduct a mock counseling session for community members, focusing on affordable and accessible nutrient-dense foods. Develop IEC (Information, Education, and Communication) material to support nutritional awareness, emphasizing the importance of sustained follow-up.</p>

Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP5.1	Investigations for Obesity (30 Minutes)	<p>Laboratory Report Evaluation Activity</p> <p>Provide anonymized real-life lab reports with lipid profile and glucose data. Students must identify abnormalities and explain their significance in the context of obesity-related complications.</p> <p>AND / OR</p> <p>Interactive Quiz on Lab Marker Ranges and Interpretation</p> <p>Conduct a quiz covering Normal vs. abnormal ranges of lipid profile components, Diagnostic criteria for prediabetes and diabetes based on FBG, PPBG, and HbA1c, Common patterns in obesity-related metabolic derangements etc.</p> <p>AND / OR</p> <p>Comparative Analysis of Laboratory Markers</p> <p>Assign groups to compare lab marker profiles of a healthy child vs. a child with obesity. They may present their findings in the form of charts, presentations etc.</p>
NLHP5.2	Obesity management & counseling (30 Minutes)	Case Based Learning

		<p>Provide students with reading materials, videos, or case studies on counseling families about lifestyle changes and preventive measures for managing obesity in children. In the classroom, facilitate discussions where students practice delivering advice to families, role-playing real-life scenarios and addressing challenges they may face.</p> <p>AND / OR</p> <p>Making of Posters and other Educational Materials</p> <p>Have students design brochures or posters that provide information on effective obesity management strategies, which can be shared with the community.</p>
NLHP5.3	Management of Malnutrition (1 Hour)	<p>Case-Based Learning</p> <p>Present students with malnutrition case scenarios. Ask them to design step-by-step management plans addressing:</p> <ul style="list-style-type: none"> • Nutritional rehabilitation (dietary modifications, calorie and protein requirements). • Micronutrient supplementation (e.g., iron, zinc, and vitamins). • Rehydration strategies if dehydration is present. • Follow-up schedules and criteria for discharge. <p>AND / OR</p> <p>Nutritional Rehabilitation Role Play</p>

		Simulate a counseling session between a healthcare provider (student) and a caregiver of a malnourished patient. The student explains dietary plans, supplementation regimens, and follow-up care in a simple, culturally sensitive manner.								
Topic 6 تنمیه و تنویر (Tanmiya Wa Tatweer) Growth & Development (LH : 6, NLHT: 2, NLHP: 6 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1	Define normal growth and development	CK	MK	K	L, L&PPT, L_VC, CBL	VV-Viva, T-OBT	F&S	1	-	LH
CO1	Describe changes in growth parameters in childhood	CC	MK	K	L&PPT, L, CBL, L_VC	M-CHT, QZ, VV-Viva, Mini-CEX	F&S	1	-	LH
CO1	Define different pediatric ages as per Classical Unani literature as well as conventional medicine	CK	DK	K	FC, L&PPT, L&GD, BL	M-CHT, M-POS, CL-PR, VV-Viva	F&S	1	-	LH
CO1	Explain various domains of development (age-wise milestones)	CC	MK	K	L&PPT, L&GD, DIS, KL	M-CHT, M-POS, VV-Viva, Portfolios, CL-PR	F&S	1	-	NLHT6.1
CO1	Discuss the physiological variations in a normal child with respect to <i>Mizaj & Tabiyat</i>	CAP	MK	K	L, L&PPT, CBL	PUZ, M-POS, CL-	F&S	1	-	LH

						PR, VV-Viva, QZ				
CO1, CO3	Investigate the pathological variations in a normal child	CAN	MK	K	CBL, L&GD	VV-Viva, C-INT, QZ, PUZ, INT	F&S	1	-	NLHT6.2
CO2	Enlist the causes and clinical features of failure to thrive	CC	MK	K	DIS, L&PPT, PER, L	QZ, VV-Viva	F&S	1	-	LH
CO3	Advise and interpret the diagnostic tests and investigations in a child with failure to thrive	CC	MK	KH	CBL, W, D-BED, L&GD, DIS	VV-Viva, P-PRF	F&S	1	-	NLHT6.3
CO4	Outline management of failure to thrive	CAP	MK	KH	PER, L&PPT, DIS, L, LS	P-PRF, CBA, VV-Viva	F&S	1	-	LH
CO1, CO2	Define developmental disorders autistic disorder, ADHD, Intellectual disability and enlist their causes and clinical features	CK	MK	K	DIS, L, PER, L&PPT	VV-Viva, INT, Mini-CEX, QZ	F&S	1	-	LH
CO3	Advise and interpret the diagnostic tests and investigations in a child with developmental disorders autistic disorder, ADHD, and intellectual disability	CC	MK	KH	DIS, L, L&PPT, PER	P-PRF, CL-PR, QZ, INT, VV-Viva	F&S	1	-	NLHT6.4

CO1, CO2	Outline behavioral disorders like Pica, food fussiness, temper tantrums, breath-holding spells and enlist their causes and clinical features	CK	NK	K	PER, L, DIS, L&PPT, LS	QZ, VV-Viva	F&S	1	-	LH
CO4	Device a management plan for behavioral disorders	CS	MK	KH	DIS, L, L&GD, L&PPT, PER	DEB, CL-PR, P-CASE	F&S	1	-	LH
CO1, CO3	Demonstrate the method of measuring height, weight, mid-upper arm circumference, head circumference, and abdominal circumference and calculating BMI.	PSY-SET	MK	D	L_VC, D-M, D-BED, W, KL	P-RP, SP, QZ, P-PRF	F&S	1	-	NLHP6.1
CO1, CO3	Evaluate developmental progress through activities exhibited by the child	PSY-GUD	DK	SH	KL, DIS, PER, BL, CBL	M-CHT, P-EXAM	F&S	1	-	NLHP6.2
CO1	Interpret growth chart (Boys & Girls) and enlist developmental milestone	CC	MK	D	KL, IBL, CBL, PER, EDU	SP, P-PRF, QZ, P-CASE, P-RP	F&S	1	-	NLHP6.3

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT6.1	Assessment of growth and development (1 Hour)	Practice Sessions

		<p>Have students practice using growth charts to track and interpret growth parameters, understanding percentiles and their implications.</p> <p>AND / OR</p> <p>Making Infographics</p> <p>Have students design infographics that illustrate the key changes in growth parameters throughout childhood, highlighting typical ranges for different ages.</p> <p>AND / OR</p> <p>Making of Charts</p> <p>Students can create a side-by-side chart comparing the age classifications in Classical Unani literature and modern classifications, including key characteristics of each stage.</p> <p>AND / OR</p> <p>Group Discussion</p> <p>Organize a classroom discussion where students debate the relevance of each classification in today's context, exploring cultural differences and the importance of understanding growth stages.</p>
NLHT6.2	Pathological variations in a normal child (15 Minutes)	Early Clinical Exposure

		<p>Observe pediatric consultations in the outpatient department (OPD) to note various pathological variations in children considered generally healthy, such as mild anemia or transient respiratory issues.</p> <p>AND / OR</p> <p>Group Discussion and Presentation</p> <p>In small groups, discuss various pathological variations observed in otherwise healthy children, prepare a brief presentation on findings, and discuss diagnostic approaches</p>
NLHT6.3	Failure to thrive- Investigations & Diagnosis (15 Minutes)	<p>Case Study Analysis</p> <p>Provide students with various case scenarios of pediatric patients exhibiting failure to thrive. Students will identify the specific causes and list the clinical features for each case, categorizing them into organic and non-organic causes.</p> <p>AND / OR</p> <p>Workshop</p> <p>Organize a workshop where students learn to recommend appropriate diagnostic tests for a child with failure to thrive. Present mock test results for interpretation in groups, facilitating discussions on how findings correlate with potential causes.</p>
NLHT6.4	Developmental disorders (30 Minutes)	<p>Group Presentations</p>

		<p>Divide students into small groups and assign each group to research autistic disorder or ADHD. Students will prepare a presentation that defines the disorder, outlines its characteristics, and includes relevant statistics or case studies to illustrate their findings.</p> <p>AND / OR</p> <p>Kinaesthetic Learning</p> <p>Provide students with a blank chart to fill in the causes and clinical features of autistic disorder and ADHD. Ask them to work in pairs to research and categorize the information, encouraging discussion on similarities and differences between the two disorders.</p> <p>AND / OR</p> <p>Role-Play</p> <p>Set up a role-playing scenario where one student acts as the pediatrician and another as the parent of a child suspected of having a developmental disorder. The “pediatrician” will advise on the appropriate diagnostic tests (e.g., behavioral assessments, questionnaires, and rating scales) and explain the significance of these tests in diagnosing autistic disorder or ADHD, interpreting mock test results together.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity

NLHP6.1	Growth and Developmental Assessment (2 Hours)	<p>Hands-on Training</p> <p>Organize a workshop where students practice measuring height, weight, mid-upper arm circumference, head circumference, and abdominal circumference on each other using appropriate tools (e.g., stadiometer, weighing scale, measuring tape). Provide step-by-step guidance on the correct technique for each measurement, ensuring students understand the importance of accuracy and standardization.</p> <p>AND / OR</p> <p>Kinaesthetic Learning</p> <p>After the measurement workshop, provide students with a worksheet that includes the height and weight they recorded during the hands-on session. Guide them through the formula for calculating BMI (weight in kg divided by height in meters squared) and have them calculate their own BMI and that of their peers, discussing the implications of different BMI values in a pediatric context.</p> <p>AND / OR</p> <p>Edutainment</p> <p>Organize a relay race where students have to measure and record different growth parameters (like height, weight, and head circumference) on dolls or stuffed animals. The team that accurately records the parameters first wins.</p>
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NLHP6.2	Assessment of child activities (2 Hours)	<p>Developmental Assessment</p> <p>Provide students with online resources, such as developmental milestone charts and videos showing children's activities at different ages. In the classroom, organize activities where students assess children's developmental progress through play or structured tasks, and encourage them to compare observed behaviors with expected milestones, discussing any concerns or delays.</p> <p>AND / OR</p> <p>Case Based Learning</p> <p>Assign students to create a plan for a developmentally appropriate activity for a specific age group (e.g., toddlers, preschoolers). Students should outline the objectives of the activity, how it promotes various areas of development (motor, cognitive, language, social), and how they would assess the child's engagement and development during the activity.</p>
NLHP6.3	Interpretation of Growth charts (2 Hours)	<p>Kinaesthetic Learning</p> <p>Divide students into small groups and assign each group a specific age range (e.g., 0-3 months, 4-6 months, 1 year, 2 years, 3 years). Each group will research and compile a list of key developmental milestones for their assigned age range, covering areas such as motor skills, language development, cognitive abilities, and social-emotional skills. Groups will present their findings to the class, creating a comprehensive timeline of developmental milestones from infancy to preschool age.</p>

		<p>AND / OR</p> <p>Case-Based Learning</p> <p>Provide students with case scenarios that include growth charts for boys and girls. Ask them to interpret the charts, identify any growth issues, and match the data with developmental milestones, encouraging critical thinking and discussion of how to address potential concerns.</p>								
<p>Topic 7 بلوغت، مراہقت اور اس کے امراض (Balughat, Murahqat aur is k Amradh) Puberty, Adolescence and Related Disorders (LH : 2, NLHT: 2, NLHP: 0 hours)</p>										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1, CO2	Discuss the medical problems during puberty and adolescence	CK	MK	KH	L, CBL, PER, L&GD, L&PPT	QZ, VV-Viva, T-CS	F&S	1	-	LH
CO2	Illustrate the causes of obesity, anemia, and hormone imbalance as well as dietary needs during puberty and adolescence	CK	MK	KH	L, L&PPT, FC, PER	VV-Viva, CL-PR, QZ, DEB	F&S	1	-	LH
CO1, CO2	Interpret the impact of hormones on youth health	CAP	NK	K	CBL, TPW, PrBL, RP, DIS	CR-W, DEB, QZ, CL-PR	F&S	1	-	NLHT7.1
CO2, CO3	Describe the genitourinary problems in puberty and adolescence	CK	NK	K	L, SY, FC, DIS, BL	T-OBT, VV-Viva, Mini-	F&S	1	-	LH

						CEX, CL-PR, M-CHT				
CO2, CO3	Define and diagnose the disorders of breast	CK	MK	K	CBL, SY, L&PPT, L	QZ, T-OBT, VV-Viva, CL-PR, M-CHT	F&S	1	H-QAN	LH
CO2, CO3	Outline psychosocial disorders	CK	NK	K	ML, DIS, W, LS	M-POS, CL-PR, INT, CR-RED, C-INT	F&S	1	-	LH
CO1, CO5	Participate in sex education including sexually transmitted diseases	AFT-VAL	NK	K	PBL, W, TBL, DIS, RP	DEB, M-POS, CL-PR, CR-RED, P-RP	F&S	1	-	NLHT7.2

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT7.1	Impact of hormones on youth health (1 Hour)	<p>Case-Based Analysis</p> <p>Present case scenarios, such as</p> <ul style="list-style-type: none"> • A teenager experiencing delayed puberty. • An adolescent with acne and mood swings. • A young adult with signs of stress-related cortisol imbalance.

Students may then analyze the role of hormones in each case and suggest possible interventions or management plans.

AND / OR

Group Debate

Organize a debate on topics such as:

- "Do hormonal changes primarily drive behavioral changes in youth?"
- "Are lifestyle factors equally influential as hormones on youth health?"

Other topics may also be taken up with the objective of promoting critical thinking and encouraging students to explore different perspectives.

AND / OR

Clinical Role Play

Set up a mock clinic where students, acting as healthcare providers, counsel "adolescents" (played by peers) presenting with hormone-related issues, such as PCOS, delayed growth, or mood swings.

AND / OR

Research and Presentation Activity

		Assign each student a specific hormone to research and present its role in youth health, common disorders associated with it, and preventive or corrective measures.
NLHT7.2	Community awareness on sexually transmitted diseases (1 Hour)	<p>Interactive Workshop</p> <p>Teachers can conduct an interactive workshop on STDs and Sexual Health Education led by them, where students actively participate in discussions on STDs, modes of transmission, preventive measures, and stigma reduction.</p> <p>AND / OR</p> <p>Role Play for STD Counseling</p> <p>Using standardized patient actors, students role-play as counselors and practice delivering sex education and STD prevention counseling in a culturally sensitive and compassionate manner.</p> <p>AND / OR</p> <p>Community Awareness Project</p> <p>Students can participate in designing and conducting a community outreach program tailored to the local population, focused on STD awareness and prevention.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity

Topic 8 **تعمیر اور اصول تمنیج (Bachhon Ki Sehat Se Mutalliq Qaumi Sehti Mansoobe, Mana-at aur Usool-e-Tamneea) National Health Program for Child Health, Immunity and Principles of Immunization** (LH : 1, NLHT: 0, NLHP: 4 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1	Explain the principles of immunization	CK	MK	KH	L&PPT , L	CL-PR, QZ , T-CS, M- CHT, M- MOD	F&S	1	-	LH
CO1, CO5	Define and advocate the national immunization programs	CC	MK	KH	L&GD, FC, CBL, L, BL	M-MOD, CL-PR, DEB, QZ , M-CHT	F	1	-	LH
CO1	Enlist and explain the components, plans, goals, strategies, and outcomes of the National Health Program on child health	CC	DK	KH	BL, FC, DIS, BS, W	QZ , M- POS, DEB, CL-PR, M- CHT	F&S	1	-	NLHP8.1
CO1	States/ explain vaccination and its classification, uses, dose, route, schedule, risks, benefits, side effects, indications, contraindications, storage methods, and shelf life.	CK	MK	SH	KL, PER, FC, EDU, DIS	CL-PR, M- POS, QZ , M-CHT, VV- Viva	F&S	1	-	NLHP8.2
CO4, CO6	Explain the role and mechanism of Unani immunomodulators	CC	DK	K	L, L&GD, BS, TBL, DIS	QZ , M- CHT, DEB, M-POS, T- OBT	F&S	1	-	LH

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP8.1	National Program for Child Health (2 Hours)	<p>Interactive Workshop</p> <p>Conduct a workshop where students learn about the components, plans, goals, strategies, and outcomes of the National Health Program on child health. Use interactive tools like group activities, brainstorming sessions, and case studies to ensure active participation and deeper understanding.</p> <p>AND / OR</p> <p>Advocacy Campaign</p> <p>Guide students in designing an advocacy campaign to raise awareness about the National Health Program on child health. Encourage them to create posters, flyers, and presentations highlighting its components, goals, and strategies to promote better child health outcomes.</p> <p>AND / OR</p> <p>Debate</p> <p>Organize a debate where students discuss the effectiveness of the strategies and outcomes of the National Health Program on child health. Assign them to argue for or against various approaches, fostering critical analysis and evaluation of the program's impact.</p>

NLHP8.2	Vaccination (2 Hours)	<p>Project-Based Learning</p> <p>Assign students to research specific vaccines (e.g., measles, mumps, rubella (MMR), HPV, etc.) and prepare detailed reports covering classification (live attenuated, inactivated, subunit, etc.), dosage, administration route (IM, SC, etc.), immunization schedule, risks, benefits, side effects, indications, and contraindications. Each student or group will present their findings in a format of their choice (poster, presentation, or brochure) to share with the class, encouraging peer-to-peer learning.</p> <p>AND / OR</p> <p>Kinaesthetic Learning</p> <p>Provide a practical session where students learn to perform IM, IV, SC, and ID injections on simulation models or use proper techniques on each other (with appropriate safety and consent measures). Students will practice the entire process, from preparation and site selection to injection and post-injection care, under the supervision of a qualified instructor.</p>
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Topic 9 **بچوں میں ادویہ اور ادویہ کی تفصیلات استعمال، درون عضلہ، درون ورید، تحت الجلد، درون جلد انجکشن کی مہارت** (Bachhon me Advia Aur Advia Ki Tafseelat-e-Istemaal, Daroon-e-Azhla, Daroon-e-Vareed, Tahtul-Jild, Daroon-e-Jild Injection Ki Maharat) **Drugs & Drug Dosages in Children and IM/ IV/ SC/ ID Injection Techniques** (LH : 1, NLHT: 2, NLHP: 6 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO3	Calculate drug doses in Pediatrics.	PSY-GUD	MK	SH	CBL, PBL	P-PS, PM, P-EXAM	F	2	V-IA	NLHP9.1

CO3, CO5	Classify safe and unsafe drugs as per the age of patients.	CAP	MK	KH	TBL, LS, PBL	QZ , CL- PR, VV- Viva	F&S	2	V-IA	NLHT9.1
CO3	Discuss Indications, contraindications, risks, complications and benefits of IM/ IV/ SC/ ID injections.	CC	MK	KH	L, L&PPT	M-CHT, VV- Viva, PRN	F&S	2	-	LH
CO3	Perform IM/ IV/ SC/ ID injections	PSY-MEC	MK	D	KL, SIM, D	P-PRF, DOPS, DOPS	F	2	-	NLHP9.2

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT9.1	Classification of drugs as safe and unsafe (2 Hours)	<p>Guided Literature Review</p> <p>Provide students with pharmacological resources, including drug compendiums and pediatric dosing guidelines. Assign a task to create a table of drugs classified as safe or unsafe for neonates, infants, children, and adolescents.</p> <p>AND / OR</p> <p>Assessment Task</p> <p>Provide a list of drugs and patient age groups. Ask students to classify the drugs as safe or unsafe and justify their choices in written or verbal format.</p>

Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
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NLHP9.1	Calculation of Drug Dosages (3 Hours)	<p>Practice Worksheets</p> <p>Distribute worksheets with patient profiles, including weight, height, age, and clinical conditions. Ask students to calculate drug doses for different medications using provided formulas (e.g., Clark’s Rule, Young’s Rule, and BSA formula).</p> <p>AND</p> <p>Patient Based Calculation</p> <p>Ask students individually in a OPD/IPD clinical setting to calculate drug dosages for individual pediatric patients.</p>
NLHP9.2	Injection Techniques (3 Hours)	<p>Demonstration Session</p> <p>Conduct a live demonstration of intramuscular (IM), intravenous (IV), subcutaneous (SC), and intradermal (ID) injection techniques on mannequins or simulation models. Explain the contraindications, and precautions for each type of injection.</p> <p>AND</p> <p>Hands-On Practice</p> <p>Organize supervised practice sessions where students administer injections with special focus on to training dummies. Also, include exercises to identify anatomical landmarks for safe administration of IM/SC/ID injections.</p>

Topic 10 معالجہ اطفال سے متعلق اہم ہدایات (Moalaja Afal se Mutalliq aham Hidayat) Advices and Instruction for Pediatrics Treatment (LH : 0, NLHT: 0, NLHP: 4 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO3	Explain general therapeutic advice for pediatric diseases	CC	MK	KH	W, D-BED, TBL	QZ, DOPS, M-POS, DOPS	F&S	2	-	NLHP10.1
CO5, CO6	Summarize general precautions in pediatric treatment	CC	MK	KH	W, D-BED, D	P-MOD, DOPS, P-PRF, DOPS	F&S	2	-	NLHP10.2
Non Lecture Hour Theory										
S.No	Name	Description of Theory Activity								
Non Lecture Hour Practical										
S.No	Name	Description of Practical Activity								
NLHP10.1	General therapeutic advice for illness in children (2 Hours)	<p>Poster Presentation Activity</p> <p>Assign students to create posters highlighting therapeutic advice for common pediatric illnesses. The posters could include illustrations and concise steps for managing illnesses at home or under medical supervision.</p> <p>AND / OR</p> <p>Workshop of Guidelines</p>								

		<p>Review national and international guidelines for managing common pediatric illnesses. Students will be asked to compare the therapeutic advice in these guidelines and present their findings.</p> <p>AND/OR</p> <p>Case Scenarios</p> <p>Demonstrate common illnesses in children (e.g., fever, diarrhea, respiratory infections) and the corresponding general therapeutic advice.</p>								
NLHP10.2	General precautions in pediatric treatment (2 Hours)	<p>Demonstration in IPD/OPD</p> <p>Demonstrate general precautions to be followed while handling a pediatric patient in OPD/IPD</p> <p>AND / OR</p> <p>Development of Parental Education Module</p> <p>Organise workshops where students will asked to design an educational pamphlet or presentation for parents, explaining the general precautions to be taken when treating children at home, such as medication storage, recognizing side effects, and when to seek medical attention</p>								
<p>Topic 11 عمومی احتیاط اور اعمال ضبط تہیہ (Umoomi Ehtiyat aur Aamal-e-Dhabt-e-Tadhiya) Universal Precautions and Infection Control Practices (LH : 0, NLHT: 0, NLHP: 3 hours)</p>										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO4	Sketch diagrams/ flowcharts OR prepare protocol of universal precautions for infection control	PSY-MEC	MK	KH	W, SIM, D-M	CHK, DOPS, M-	F&S	2	-	NLHP11.1

						CHT, P-PRF, DOPS				
CO4	Demonstrate steps involved in Universal precautions and Infection control practices.	PSY-GUD	MK	D	TBL, RLE, D, PL	DOPS, P-PRF, DOPS	F&S	2	-	NLHP11.2

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
NLHP11.1	Universal precautions for infection control (1 Hour & 30 Minutes)	<p>Flowchart Design and Diagram Sketching Activity</p> <p>Assign students to create a flowchart showing the sequence of universal precautions, such as Hand hygiene, Use of PPE (gloves, gowns, & masks), Safe injection practices, and Safe disposal of waste. Ask students to sketch diagrams demonstrating proper handwashing techniques (step-by-step), donning and doffing PPE, and Needle disposal methods etc.</p> <p>AND / OR</p> <p>Protocol Preparation Workshop</p> <p>Divide students into groups and assign each group to prepare a written protocol for a specific aspect of infection control. Each group must present their protocol to the class for discussion and feedback.</p>

		<p>AND / OR</p> <p>Simulated Infection Control Drill</p> <p>Conduct a mock scenario where students follow a protocol for infection control during a simulated patient care session. Evaluate their adherence to the protocol in real-time.</p>
NLHP11.2	Practice of Universal precautions for infection control (1 Hour & 30 Minutes)	<p>Live Demonstration by Instructor</p> <p>Perform a step-by-step demonstration of:</p> <ul style="list-style-type: none"> • Proper handwashing techniques using WHO's "5 Moments for Hand Hygiene." • Donning (putting on) and doffing (removing) PPE in a specific sequence to avoid contamination. • Proper disposal of sharps and biohazard waste. <p>AND / OR</p> <p>Hands-On Practice by Students</p> <p>Divide students into small groups and provide necessary equipment (soap, alcohol-based hand rub, gloves, masks, gowns, etc.). Assign tasks to each group:</p> <ul style="list-style-type: none"> • Group 1: Perform hand hygiene. • Group 2: Demonstrate PPE donning and doffing.

		<ul style="list-style-type: none"> Group 3: Handle a simulated sharp and demonstrate safe disposal. <p>AND / OR</p> <p>Checklist-Based Peer Evaluation</p> <p>Provide a checklist of steps for each activity. Students may observe and evaluate their peers during demonstrations to ensure all steps are followed correctly.</p>
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Topic 12 تفشیشات برائے امراض اطفال (Taf-shee-shat barae Amrāḍ-i-Atfal) Investigations in Paediatrics (LH : 0, NLHT: 0, NLHP: 4 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Analyse the results of Hematological, Pathological, Biochemical and Radiological investigation.	CAN	MK	SH	X-Ray, D-BED, LRI, CBL	P-EXAM, Mini-CEX	F&S	2	-	NLHP12.1

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
NLHP12.1	Interpretation of Investigations (4 Hours)	<p>Case Based learning</p> <p>Students will be guided under direct supervision to analyze and interpret the investigation results of real cases in OPD and IPD.</p>

		<p>AND / OR</p> <p>Peer Learning/Collaborative learning</p> <p>Few students who have grasped well the investigation results will be asked to demonstrate to their peers.</p> <p>AND</p> <p>X Ray Reading</p> <p>The students will be given X Ray photographs and will be guided to identify, anatomical structures, anomalies and possible medical conditions.</p>								
<p>Topic 13 عملی طریقہ علاج کے لئے اطلاعی رضامندی نامہ (Amali Treeqa-e-Ilaj k liye Ittelayi Radha-mandi namah) Informed Consent for Practical Procedures (LH : 0, NLHT: 0, NLHP: 2 hours)</p>										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO5	Summarize elements in an informed consent form	CC	MK	K	SDL, PER	QZ , M-POS	F&S	2	-	NLHP13.1
CO5	Prepare a suitable informed consent form	CAP	MK	SH	SDL, TBL	QZ	F&S	2	-	NLHP13.2
Non Lecture Hour Theory										
S.No	Name	Description of Theory Activity								
Non Lecture Hour Practical										
S.No	Name	Description of Practical Activity								
NLHP13.1	Elements of informed consent (1 Hour)	Poster Presentation								

		<p>Students may be guided to prepare posters depicting importance of essential components of an informed consent form, such as:</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 1. Description of procedures. 2. Potential risks and benefits. 3. Confidentiality measures. 4. Contact information for questions. 5. Signature and date section. 								
NLHP13.2	Preparation of informed consent (1 Hour)	<p>Template Analysis</p> <p>Share sample informed consent forms with students. Assign them to review and critique the forms, identifying missing elements, unclear phrasing, or potential ethical issues.</p> <p>AND/OR</p> <p>Group Activity – Create an Informed Consent Form</p> <p>Divide students into small groups and assign each group a hypothetical clinical study scenario (e.g., a pediatric clinical trial, a community survey, or a treatment protocol). Ask each group to prepare an informed consent form tailored to their scenario, ensuring it includes all required components.</p>								
<p>Topic 14 امراض متعدية (Amrāḍ-i-Muta-addiya) Infectious Diseases (LH : 10, NLHT: 8, NLHP: 6 hours)</p>										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3

CO2	Describe the etiopathogenesis of exanthematous febrile illnesses Chicken pox, Measles and Mumps.	CC	MK	K	L, L&PPT	PRN, QZ , VV-Viva	F&S	2	-	LH
CO2	Discuss the clinical features in a child with exanthematous febrile illnesses Chicken pox, Measles and Mumps.	CAP	MK	KH	L&PPT , CBL, L	VV-Viva, P- CASE, C- VC	F&S	2	-	LH
CO2, CO3	Advice & Interpret the investigation reports, make a provisional/differential diagnosis and identify complications in a child with exanthematous febrile illnesses Chicken pox, Measles and Mumps.	CE	MK	KH	CD, LRI, PER	SP, VV- Viva, CBA, Mini-CEX	F	2	-	NLHT14.1
CO4	Write a treatment plan for a child with exanthematous febrile illnesses Chicken pox, Measles and Mumps.	CS	MK	KH	D-BED, CBL	PM, P- EXAM, P- VIVA	F&S	2	-	NLHP14.1
CO2	Describe the etiopathogenesis of vector borne febrile illnesses Dengue and Malaria.	CC	MK	K	L&PPT , L, L_VC	QZ , VV- Viva, PRN	F&S	2	-	LH
CO2	Discuss the clinical features in a child with vector borne febrile illnesses Dengue and Malaria.	CAP	MK	KH	L, L&PPT , CBL	P-CASE, C- VC, VV- Viva	F&S	2	-	LH
CO2, CO3	Advice & Interpret the investigation reports, make a provisional/differential diagnosis and identify complications in a child with vector borne febrile illnesses Dengue and Malaria.	CE	MK	KH	LRI, PER, CD	Mini-CEX, SP, CBA, VV-Viva	F&S	2	-	NLHT14.2
CO4	Write a treatment plan for a child with vector borne febrile illnesses Dengue and Malaria.	CS	MK	KH	D-BED, CBL	P-VIVA, P- EXAM, PM	F&S	2	-	NLHP14.2

CO2	Describe the etiology and pathogenesis of Diphtheria, Pertussis and Tetanus.	CC	MK	K	L&PPT , L	PRN, VV- Viva, QZ	F&S	2	-	LH
CO2	Discuss the clinical features in a child with Diphtheria, Pertussis and Tetanus.	CAP	MK	KH	CBL, L, L&PPT	P-CASE, C- VC	F&S	2	-	LH
CO2, CO3	Advice & Interpret the investigation reports, make a provisional/differential diagnosis and identify complications in a child with Diphtheria, Pertussis and Tetanus.	CE	MK	KH	LRI, CD	CBA, SP, Mini-CEX	F&S	2	-	NLHT14.3
CO4	Write a treatment plan for a child with Diphtheria, Pertussis and Tetanus.	CS	MK	KH	CBL, LS, DIS	P-EXAM, PM, P-VIVA	F&S	2	-	NLHP14.3
CO2	Describe the etiology and pathogenesis of Enteric fever and Cholera.	CC	MK	K	L, L&PPT	PRN, QZ , VV-Viva	F&S	2	-	LH
CO2	Discuss the clinical features in a child with Enteric fever and Cholera.	CAP	MK	KH	L, CBL, L&PPT	VV-Viva, C- VC, P- CASE	F&S	2	-	LH
CO2, CO3	Advice & Interpret the investigation reports, make a provisional/differential diagnosis and identify complications in a child with Enteric fever and <i>Cholera</i>	CE	MK	KH	CD, CBL, LRI	CBA, Mini- CEX, SP, VV-Viva	F&S	2	-	NLHT14.4
CO4	Write a treatment plan for a child with Enteric fever and Cholera.	CS	MK	KH	PrBL, D- BED	P-VIVA, P- PRF, PM	F&S	2	-	NLHP14.4
CO2	Discuss the epidemiology of Tuberculosis in pediatric age groups.	CC	MK	K	L&PPT , L	QZ , VV- Viva, PRN	F&S	2	-	LH

CO2	Discuss the clinical types of Tuberculosis in pediatric age groups and discuss their pathogenesis.	CC	MK	K	L, CBL, L&PPT	P-CASE, C-VC, VV-Viva	F&S	2	-	LH
CO2	Discuss the clinical features in a child with Tuberculosis.	CAP	MK	KH	L&PPT, CBL, X-Ray, L	C-VC, P-CASE, VV-Viva	F&S	2	-	LH
CO2, CO3	Describe the investigation tools for diagnosis of Tuberculosis in children and their interpretation.	CC	MK	KH	X-Ray, CD, LRI	CBA, SP, Mini-CEX, VV-Viva	F&S	2	-	NLHT14.5
CO2, CO3	Evaluate a child with Tuberculosis prepare differential diagnosis and identify complications.	CE	MK	KH	LRI, CD, L&GD, CBL	SP, CBA, Mini-CEX	F&S	2	-	NLHT14.6
CO4	Write a treatment plan for a child with Tuberculosis	CS	MK	KH	LS, CBL, DIS	P-EXAM, P-VIVA, PM	F&S	2	-	NLHP14.5
CO2	Describe the etiology and pathogenesis of Rabies.	CK	MK	K	L&GD, L&PPT	VV-Viva, QZ, PRN	F&S	2	-	LH
CO2	Discuss the clinical features in a child with Rabies.	CAP	MK	KH	CBL, L&PPT, L_VC	C-VC, VV-Viva, P-CASE	F&S	2	-	LH
CO2, CO3	Advice & Interpret the investigation reports, make a provisional/differential diagnosis and identify complications in a child with Rabies.	CE	MK	KH	CD, EDU, LRI	VV-Viva, SP, CBA, Mini-CEX	F&S	2	-	NLHT14.7

CO4	Write a treatment plan for a child with Rabies.	CS	MK	KH	CBL, D-BED	PM, P-VIVA	F&S	2	-	NLHP14.6
CO2	Describe the etiology and pathogenesis of Poliomyelitis.	CK	MK	K	L, L&PPT	VV-Viva, PRN, QZ	F&S	2	-	LH
CO2	Discuss the clinical features in a child with Poliomyelitis.	CAP	MK	KH	D-BED, CBL, L&PPT	P-CASE, VV-Viva, C-VC	F&S	2	-	LH
CO2, CO3	Advice & Interpret the investigation reports, make a provisional/differential diagnosis and identify complications in a child with Poliomyelitis.	CE	MK	KH	D-M, CD, EDU, LRI, PSM	VV-Viva, SP, CBA, Mini-CEX	F&S	2	-	NLHT14.8
CO4, CO5	Write a treatment and rehabilitation plan for a child with Poliomyelitis.	CS	MK	KH	CBL, SIM	P-EXAM, PM	F&S	2	-	NLHP14.7

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT14.1	Clinical Assessment and diagnosis of exanthematous febrile illnesses (1 Hour)	<p>Case Diagnosis/ Presentation</p> <p>Students will be guided to evaluate suspected cases of exanthematous febrile illnesses on the basis of history, clinical features, investigations etc and arrive at a provisional/differential diagnosis and present the cases.</p>
NLHT14.2	Clinical Assessment and diagnosis of Dengue and Malaria. (30 Minutes)	<p>Case Diagnosis/ Presentation</p> <p>Students will be guided to evaluate suspected cases of Dengue and Malaria on the basis of history, clinical features, investigations etc and arrive at a provisional/differential diagnosis and present the cases.</p>

NLHT14.3	Clinical Assessment and diagnosis of Diphtheria, Pertussis and Tetanus. (1 Hour)	<p>Case Diagnosis/ Presentation</p> <p>Students will be guided to evaluate suspected cases of Diphtheria, Pertussis and Tetanus on the basis of history, clinical features, investigations etc and arrive at a provisional/differential diagnosis and present the cases.</p>
NLHT14.4	Clinical Assessment and diagnosis of Enteric fever and Cholera. (1 Hour)	<p>Case Diagnosis/ Presentation</p> <p>Students will be guided to evaluate suspected cases of Enteric fever and Cholera on the basis of history, clinical features, investigations etc and arrive at a provisional/differential diagnosis and present the cases.</p>
NLHT14.5	Investigations in Tuberculosis (1 Hour & 30 Minutes)	<p>Interactive Lecture with Visual Aids</p> <p>Demonstrate diagnostic tools for pediatric TB, including radiological, microbiological, and immunological tests using slides to show real examples of chest X-rays, Mantoux test interpretations, etc.</p> <p>AND / OR</p> <p>Hands-On Activity</p> <p>Students should observe Mantoux test procedure, including the correct administration and reading of induration.</p> <p>AND / OR</p> <p>Interpretation Workshop</p>

		Present anonymized diagnostic reports (e.g., X-rays, culture reports, etc.) for discussion. Students may work in small groups to interpret findings and propose a diagnosis.
NLHT14.6	Clinical Assessment and diagnosis of Tuberculosis (1 Hour)	<p>Case Diagnosis</p> <p>Bedside demonstration for assesment and diagnosis of Tuberculosis will be made. Afterwars students will be guided to evaluate individual patients based on history, clinical features, investigations, etc, and arrive at a provisional/differential diagnosis and present the same cases.</p>
NLHT14.7	Clinical Assessment and diagnosis of Rabies. (1 Hour)	<p>Demonstration through Videos</p> <p>Videos and slides will be used to demonstrate diagnostic features of the Rabies.</p> <p>AND / OR</p> <p>Case Diagnosis</p> <p>Students will be demonstrated to evaluate individual patients on the basis of history, clinical features, investigations etc and arrive at a provisional/differential diagnosis.</p>
NLHT14.8	Clinical Assessment and diagnosis of Poliomyelitis. (1 Hour)	<p>Edutainment</p> <p>Videos and slides will be used to demonstrate diagnostic features of poliomyelitis.</p> <p>AND/OR</p> <p>Simulated Cases</p> <p>Simulated situations will be used to make clinical assement of poliomyelitis.</p>

Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP14.1	Management of exanthematous febrile illnesses (1 Hour)	<p>Management Plan Development</p> <p>In a child with suspected exanthematous febrile illnesses guide/demonstrate students to draft a complete treatment including drug regimens, nutritional support, and follow-up protocols.</p> <p>AND / OR</p> <p>Hands on Engagement</p> <p>Students will be asked to write prescriptions under direct observation of the teacher for Enteric fever/Cholera</p>
NLHP14.2	Management of Dengue and Malaria. (1 Hour)	<p>Management Plan Development</p> <p>In a child with suspected Dengue and Malaria guide/demonstrate students to draft a complete treatment plan, including drug regimens, nutritional support, and follow-up protocols.</p> <p>AND / OR</p> <p>Hands on Engagement</p> <p>Students will be asked to write prescriptions under direct observation of the teacher for Enteric fever/Cholera</p>
NLHP14.3	Management of Diphtheria, Pertussis and Tetanus. (1 Hour)	<p>Management Plan Development</p> <p>In a child with suspected Diphtheria, Pertussis and Tetanus guide/demonstrate students to draft a complete treatment plan, including drug regimens, nutritional support, and follow-up protocols. Video cases may also be utilized for the purpose.</p>

		<p>AND / OR</p> <p>Hands on Engagement</p> <p>Students will be asked to write prescriptions under direct observation of the teacher for Enteric fever/Cholera</p>
NLHP14.4	Management of enteric fever and Cholera. (1 Hour)	<p>Management Plan Development</p> <p>In a child with suspected Enteric fever/Cholera guide/demonstrate students to draft a complete treatment plan including drug regimens, nutritional support, and follow-up protocols.</p> <p>AND / OR</p> <p>Hands on Engagement</p> <p>Students will be asked to write prescriptions under direct observation of the teacher for Enteric fever/Cholera</p>
NLHP14.5	Management of Tuberculosis (30 Minutes)	<p>Case Management</p> <p>Provide a clinical scenario involving a child with suspected TB and guide/demonstrate to draft a complete treatment and rehabilitation plan, including drug regimens, nutritional support, and follow-up protocols.</p>
NLHP14.6	Management of Rabies (1 Hour)	<p>Case-Based Learning</p> <p>Provide students with a clinical scenario of a child exposed to a rabid animal. Ask them to draft a detailed treatment and rehabilitation plan, including immediate post-exposure prophylaxis and supportive care.</p>

		<p>AND / OR</p> <p>Guided Checklist Demonstration</p> <p>Students should be guided to create a checklist of essential interventions for managing rabies exposure. The checklist should include wound care, vaccination schedules, and the administration of immunoglobulins.</p>
NLHP14.7	Management plan for Poliomyelitis (30 Minutes)	<p>Case Study Analysis</p> <p>Provide students with a detailed case scenario of a child diagnosed with poliomyelitis. Ask them to develop a step-by-step Unani treatment and rehabilitation plan based on the case details. Discuss their plans in a group setting to highlight strengths and identify areas for improvement.</p>

Topic 15 امراض العين (Amrād-i-Ain) **Diseases of Eyes** (LH : 2, NLHT: 0, NLHP: 0 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2, CO3, CO4	Describe etiopathogenesis, clinical features and Management of Conjunctivitis, Stye, Blepharitis, Trachoma and Chalazion	CC	MK	KH	L&PPT , L, L_VC, CBL	PM, C-VC, P-CASE, VV-Viva	F&S	2	H-AUH	LH

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
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Topic 16 امراض الاذن (Amraz-al-Udhun) **Diseases of Ear** (LH : 2, NLHT: 0, NLHP: 1 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Enumerate causes and types of Otorrhoea in children.	CK	MK	K	L, L&PPT	QZ , PRN, VV-Viva	F&S	2	-	LH
CO2	Discuss the causes and pathogenesis of Acute and Chronic Otitis in children.	CC	MK	K	L, L&PPT	VV-Viva, PRN, QZ	F&S	2	-	LH
CO2, CO3	Discuss clinical features and complications of Acute and Chronic Otitis in children.	CAP	MK	KH	LRI, CBL, L&PPT	CBA, SP, VV-Viva, Mini-CEX	F&S	2	-	LH
CO4	Describe management for Acute and Chronic Otitis in children.	CAP	MK	KH	CBL, L, L&PPT	P-VIVA, P- EXAM, PM	F&S	2	-	LH
CO2	Enumerate types of foreign body in the ear.	CK	MK	K	L&PPT , L_VC, L	VV-Viva, QZ	F&S	2	-	LH
CO4	Demonstrate steps of removal of foreign body in the ear.	PSY-GUD	MK	SH	SIM, EDU, D- BED, D- M	P-PRF, P- MOD	F&S	2	H-AUH	NLHP16.1

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
NLHP16.1	Foreign body removal (1 Hour)	Live Demonstration with Simulation

		<p>Use a mannequin or ear model to demonstrate the removal of various types of foreign bodies (e.g., insects, beads). Show the correct use of instruments like ear forceps, suction devices, or irrigation syringes. Students may practice the procedure on a simulated ear model under supervision, using appropriate tools and techniques.</p> <p>AND / OR</p> <p>Video-Based Learning</p> <p>Present a procedural video on foreign body removal from the ear. Discuss the steps and highlight precautions to avoid injury to the ear canal or tympanic membrane.</p> <p>AND / OR</p> <p>Complication Management Drill</p> <p>Present scenarios where complications occur during foreign body removal (e.g., bleeding, increased discomfort). Also discuss how to manage such situations effectively.</p>
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Topic 17 امراض الانف (Amraz-al-Anaf) Diseases of Nose (LH : 1, NLHT: 0, NLHP: 2 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Describe blood supply of Nose & Enumerate causes Epistaxis.	CC	MK	KH	L, L&PPT	VV-Viva, PRN, QZ	F&S	2	-	LH

CO4	Perform treatment of Epistaxis.	PSY-GUD	MK	SH	SIM, D-M, CBL	P-PRF, DOAP, P-MOD	F&S	2	-	NLHP17.1
CO2	Identify Complications of Epistaxis.	CAN	MK	KH	L_VC, L&PPT, CBL, L	VV-Viva, PRN	F&S	2	-	LH
CO2	Explain types and clinical presentation of Foreign body in the Nose.	CC	MK	KH	L, L&PPT	PRN, VV-Viva, QZ	F&S	2	-	LH
CO4	Demonstrate steps of removal of foreign body in the Nose.	PSY-GUD	MK	SH	EDU, SIM, D-M, D-BED	P-PRF, DOPS, DOPS, P-MOD	F&S	2	-	NLHP17.2
CO2, CO3, CO4	Discuss the pathogenesis, clinical features and management of Sinusitis.	CC	MK	KH	L&PPT, L, CBL	CBA, P-VIVA, P-EXAM	F&S	2	-	LH

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
NLHP17.1	Management of epistaxis (45 Minutes)	Simulation Use manikins or simulation models of epistaxis to demonstrate key steps,

		<p>including visual inspection, choosing the appropriate instrument, and the technique for haemostasis.</p> <p>AND / OR</p> <p>Hands on Engagement</p> <p>Allow students to manage epistaxis under supervision and guidance.</p>
NLHP17.2	Management of foreign body in Nose (1 Hour & 15 Minutes)	<p>Live Demonstration with Simulation</p> <p>Use a nasal model to demonstrate the procedure for removing foreign bodies (e.g., beads, seeds, or small objects) using instruments like nasal forceps, suction catheters, or balloon catheters. Highlight steps like patient positioning, visualization, and instrument handling. Students may practice the procedure on a simulated nose model using appropriate tools and techniques.</p> <p>AND / OR</p> <p>Video-Based Learning</p> <p>Show video detailing safe techniques for nasal foreign body removal, including different methods like positive pressure (parent's kiss technique) and mechanical removal. Also discuss dos and don'ts in the procedure.</p> <p>AND / OR</p> <p>Problem-Solving Activity</p>

		Introduce a complication during practice on models (e.g., a deeply embedded or slippery foreign body). Discuss how to adapt the approach, escalate care, or when to refer to an ENT specialist								
Topic 18 امراض الدم (Amraz-al-Dam) Hematological Disorders (LH : 4, NLHT: 3, NLHP: 4 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Describe and classify etiopathogenesis of Anaemia.	CK	MK	KH	L, L&PPT	PRN, VV-Viva, QZ	F&S	2	-	LH
CO2, CO3	Diagnose Anaemia on the basis of clinical features and investigations.	CAN	MK	KH	LRI, PSM, DIS, CD	CBA, Mini-CEX, VV-Viva	F&S	2	-	NLHT18.1
CO2, CO4	Explain prevention, management and complications of Anaemia.	CE	MK	KH	CBL, D-BED	P-VIVA, PM, P-EXAM	F&S	2	-	NLHP18.1
CO2, CO3	Classify leukemia, thalassemia, hemophilia, sickle cell anaemia and describe their etiopathogenesis with clinical features.	CAP	MK	KH	L, TUT, CBL, L&PPT	PRN, QZ, VV-Viva	F&S	2	-	LH
CO2, CO3	Diagnose leukemia, thalassemia, hemophilia, sickle cell anaemia on the basis of investigations and clinical features.	CAN	MK	KH	L&GD, CD, LRI, TBL	P-EXAM, CBA, P-VIVA, Mini-CEX, VV-Viva	F&S	2	-	NLHT18.2

CO2, CO4	Summarize the prevention, management and complications of leukemia, thalassemia, hemophilia and sickle cell anaemia	CE	MK	KH	D-BED, CBL	PM, P- VIVA, P- PRF	F&S	2	-	NLHP18.2
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Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT18.1	Diagnosis of Anaemia (1 Hour & 15 Minutes)	<p>Case-Based Learning</p> <p>Present clinical scenarios of patients with suspected anemia (e.g., fatigue, pallor, or shortness of breath). Ask students to identify the clinical features and suggest appropriate investigations, such as complete blood count (CBC), peripheral blood smear, and reticulocyte count.</p> <p>AND / OR</p> <p>Laboratory Data Interpretation</p> <p>Provide anonymized laboratory results (e.g., CBC, peripheral blood smear, iron studies, vitamin B12, folate levels) for different types of anemia. Have students analyze the results, interpret key findings, and correlate them with clinical symptoms to reach a diagnosis. Task students with designing a diagnostic flowchart that helps classify types of anemia (e.g., microcytic, macrocytic, normocytic) based on clinical features and initial test results. Include the interpretation of laboratory data like hemoglobin levels, mean corpuscular volume (MCV), and reticulocyte count.</p>

		<p>AND / OR</p> <p>Group Discussion on Differential Diagnosis</p> <p>Organize a group discussion where students compare clinical features of different types of anemia (e.g., iron deficiency vs. vitamin B12 deficiency) and identify distinguishing features. Discuss how investigations, such as iron studies or B12/folate levels, can help narrow down the diagnosis.</p>
NLHT18.2	Diagnosis of common Hematological disorders (1 Hour & 45 Minutes)	<p>Case-Based Learning</p> <p>Provide clinical scenarios for each condition (e.g., a child with unexplained bruising for leukemia or frequent transfusion requirements for thalassemia). Ask students to identify key clinical features and suggest appropriate diagnostic investigations.</p> <p>AND / OR</p> <p>Diagnostic Algorithm Development</p> <p>Task students with creating diagnostic flowcharts for each condition, integrating symptoms, signs, and relevant laboratory tests (e.g., complete blood count, peripheral smear, hemoglobin electrophoresis).</p> <p>AND / OR</p> <p>Laboratory Data Interpretation</p>

		<p>Present anonymized laboratory reports (e.g., blood smears, coagulation profiles, hemoglobin electrophoresis results). Students work in groups to interpret findings and correlate them with clinical features to reach a diagnosis. Assign a brief research task where students explore advancements in the diagnostic techniques for these conditions (e.g., genetic testing for hemophilia or thalassemia).</p> <p>AND / OR</p> <p>Group Discussion on Differential Diagnosis</p> <p>Facilitate discussions where students compare and contrast overlapping features (e.g., anemia in thalassemia vs. sickle cell disease) and how investigations aid differentiation.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP18.1	Management of Anaemia (1 Hour & 30 Minutes)	<p>Management Plan Development</p> <p>In a child with Anaemia guide/demonstrate students to draft a complete treatment including drug regimens, nutritional support.</p> <p>AND / OR</p> <p>Hands on Engagement</p> <p>Students will be asked to write prescriptions under direct observation of the teacher for Anaemia.</p>
NLHP18.2	Prevention and management of common Hematological disorders (2 Hours & 30 Minutes)	<p>Management Plan Development</p> <p>In a child with Hematological disorders guide/demonstrate students to</p>

		<p>draft a complete treatment and rehabilitation plan, including drug regimens, nutritional support, and follow-up protocols.</p> <p>AND / OR</p> <p>Hands on Engagement</p> <p>Students will be asked to write prescriptions under direct observation of the teacher for Hematological disorders</p>
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Topic 19 امراض غدد لانتاييه (Amrād-i- Ghudud La-Qanatiya) Endocrinological Disorders (LH : 3, NLHT: 0, NLHP: 2 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Describe the classification and etiopathogenesis of Hypothyroidism and Hyperthyroidism.	CC	MK	KH	L&PPT , L, TUT	PRN, VV- Viva, QZ	F&S	2	-	LH
CO2	Discuss clinical features of Hypothyroidism and Hyperthyroidism.	CC	MK	KH	CBL, L&PPT , L_VC, L	P-CASE, VV-Viva	F&S	2	-	LH
CO2	Explain diagnosis and complications of Hypothyroidism and Hyperthyroidism.	CAN	MK	KH	LRI, L, CBL, L&PPT	P-VIVA, P- EXAM, PM	F&S	2	-	LH
CO4	Formulate a treatment plan for Hypothyroidism and Hyperthyroidism.	CE	MK	KH	CBL, D- BED	P-EXAM, P- VIVA, PM	F&S	2	-	NLHP19.1
CO2	Describe Etiopathogenesis, types, and clinical features of Diabetes mellitus.	CC	MK	KH	TUT, L&PPT , L	VV-Viva, QZ , PRN	F&S	2	-	LH

CO2, CO3	Diagnose Diabetes mellitus in children on the basis of clinical features & investigations and identify the complications of Diabetes mellitus	CAP	MK	KH	LRI, L&PPT, CBL, L	PRN, Mini-CEX, VV-Viva, CBA	F&S	2	-	LH
CO4	Formulate a treatment plan for Diabetes mellitus in children.	CS	MK	KH	D-BED, CBL, DIS	P-EXAM, P-VIVA, PM, VV-Viva	F&S	2	-	NLHP19.2

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
NLHP19.1	Management of Hypothyroidism and Hyperthyroidism (1 Hour)	<p>Management Plan Development</p> <p>In a child with Hypothyroidism /Hyperthyroidism guide/demonstrate students to draft a complete treatment, including drug regimens and follow-up protocols.</p> <p>AND / OR</p> <p>Hands on Engagement</p> <p>Students will be asked to write prescriptions under direct observation of the teacher for Hypothyroidism /Hyperthyroidism.</p>
NLHP19.2	Management of Diabetes in children (1 Hour)	<p>Management Plan Development</p> <p>In a child with diabetes guide/demonstrate students to draft a complete treatment and rehabilitation plan, including drug regimens, diet plan, and follow-up protocols.</p>

		AND / OR Hands on Engagement Students will be asked to write prescriptions under direct observation of the teacher for diabetes.								
Topic 20 امراض دماغ و اعصاب (Amrāḍ-i-Dimagh wa Aasab) Diseases of Brain and Nerves (LH : 5, NLHT: 3, NLHP: 6 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2, CO3	Perform Examination of Amraze Dimagh wa Aasab.	PSY-GUD	MK	SH	D-BED, EDU, SIM, CBL	P-EXAM, VV-Viva, Mini-CEX, CBA	F&S	2	V-SUI	NLHP20.1
CO2	Describe different types of hydrocephalus, Convulsions, Meningitis, Bell's Palsy and Cerebral palsy.	CC	MK	KH	L&PPT, TUT, L	CBA, VV-Viva, P-CASE	F&S	2	-	LH
CO2, CO3	Discuss clinical features of Hydrocephalus, Convulsions, Meningitis, Bell's Palsy and Cerebral palsy.	CAN	MK	KH	DIS, CD, X-Ray	VV-Viva, Mini-CEX, PRN, CBA	F&S	2	-	NLHT20.1
CO4	Formulate treatment plan for hydrocephalus, Convulsions, Meningitis, Bell's Palsy and Cerebral palsy	PSY-MEC	MK	KH	D-BED, CBL, D-M, EDU	P-VIVA, P-EXAM, PM	F&S	2	-	NLHP20.2
CO2, CO3, CO4	Describe etiology, clinical features and management of Muscular Dystrophies.	CC	MK	KH	CBL, L, L&PPT, TUT	P-VIVA, M-POS, M-CHT, VV-Viva, P-EXAM	F&S	2	-	LH

Non Lecture Hour Theory		
S.No	Name	Description of Theory Activity
NLHT20.1	Diagnosis of common disorders of Nervous system (3 Hours)	<p>Case Analysis</p> <p>Students will be asked to analyze and evaluate individual patients on the basis of history, clinical features, investigations etc and arrive at a provisional/differential diagnosis.</p> <p>AND</p> <p>Case Presentation</p> <p>Students will be asked to present the cases.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP20.1	Examination of Nervous system (4 Hours)	<p>Bedside Demonstration</p> <p>Students will be guided/supervised to carry out detailed examination of nervous system of children in OPD/IPD. Mannequines should be used to demonstrate examination of Nervous system.</p> <p>AND</p> <p>Identification of Key Diagnostic Features</p> <p>Students will be asked to evaluate individual patients on the basis of history, clinical features, investigations etc and identify key diagnostic features of disease of Nervous systems.</p>
NLHP20.2	Management of common disorders of Nervous system (2 Hours)	<p>Management Plan Development</p> <p>In a child with disorders of Nervous system guide/demonstrate students to</p>

		<p>draft a complete treatment and rehabilitation plan, including drug regimens, nutritional support, and follow-up protocols. Guide students to write prescriptions under direct observation.</p> <p>AND / OR</p> <p>Case-Based Scenarios</p> <p>Present clinical scenarios with video cases for each condition (e.g., a child presenting with signs of raised intracranial pressure for hydrocephalus). Guide students in identifying key symptoms, differential diagnoses, and appropriate treatment strategies.</p>
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Topic 21 امراض حلق (Amrāḍ-i-Halaq) Diseases of Throat (LH : 1, NLHT: 0, NLHP: 1 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2, CO4	Describe etiopathogenesis, clinical features and management of tonsillitis and pharyngitis	CC	MK	KH	L, L&PPT	VV-Viva	F&S	3	-	LH
CO3	Perform examination of throat, tonsils and adenoids for any abnormality	PSY-GUD	MK	D	CBL, L&PPT, DIS, L_VC, L	P-CASE, SP, PP-Practical, VV-Viva	F&S	3	-	NLHP21.1

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
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NLHP21.1	Examination of Throat (1Hour)	<p>Demonstration Session</p> <p>Conduct a live demonstration of throat, tonsils, and adenoid examination techniques on a simulated model or volunteer. Highlight the use of a tongue depressor, good lighting, and the correct method of visual inspection and palpation.</p> <p>AND / OR</p> <p>Hands-On Practice</p> <p>Organize supervised practice sessions where students examine simulated models or peers under guidance. Provide individual feedback on examination techniques and findings.</p> <p>AND / OR</p> <p>Video-Based Learning</p> <p>Show video demonstrations of examinations, including identifying physiological and pathological findings. Engage students in discussions about the observed techniques and findings.</p> <p>AND / OR</p> <p>Problem-Based Learning</p>
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		<p>Create problem-based tasks where students diagnose throat conditions based on simulated examination findings.</p> <p>AND / OR</p> <p>OSCE Station</p> <p>Include an Objective Structured Clinical Examination (OSCE) station for throat, tonsils, and adenoid examination. Provide students with feedback based on their technique, identification skills, and patient communication.</p>
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Topic 22 **امراض نظام تنفس (Amrād-i-Nizām-i-Tanaffus) Diseases of Respiratory System** (LH : 4, NLHT: 2, NLHP: 4 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Explain and classify etiopathogenesis of cough, catarrh, coryza, bronchitis, bronchial asthma, pneumonia, pleurisy and respiratory distress syndrome.	CC	MK	K	L&GD, D-M, L&PPT, L	VV-Viva, QZ, T-CS	F&S	3	-	LH
CO2	Discuss clinical features and differential diagnosis of cough, catarrh, coryza, bronchitis, bronchial asthma, pneumonia, pleurisy and respiratory distress syndrome	CAP	MK	KH	L, D-M, L&PPT, L&GD	T-CS, VV-Viva, QZ	F&S	3	-	LH
CO3, CO4	Diagnose the cough, catarrh, coryza, bronchitis, bronchial asthma, pneumonia, pleurisy and respiratory distress syndrome and prepare treatment plan	CAP	MK	KH	L&GD, D-M	VV-Viva, T-CS, QZ	F&S	3	-	NLHT22.1
CO3	Perform detailed clinical examination of the respiratory system in a child including inspection, palpation, percussion, and auscultation	PSY-MEC	MK	D	L_VC, CBL	PP-Practical, SP, VV-	F&S	3	-	NLHP22.1

						Viva, P-CASE				
CO4	Assemble and operate the nebulizer for pediatric patients.	PSY-MEC	MK	D	D-BED, RP, SIM, PL, L_VC	SP, P-PRF, P-RP	F&S	3	-	NLHP22.2
CO4	Identify the equipment required for initiating oxygen therapy in a child and their application	CK	MK	K	PT, W, ML, D	P-ID, VV-Viva	F	3	-	NLHP22.3
CO4	Administer oxygen therapy in a child	PSY-GUD	MK	SH	D-BED, PT, SIM	SP, P-PRF	F	3	-	NLHP22.4

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT22.1	Bronchial asthma, pneumonia and respiratory distress syndrome (2 Hours)	<p>Case Study Analysis</p> <p>Present case studies involving pediatric patients with respiratory conditions (e.g., asthma, pneumonia, respiratory distress syndrome). Students can analyze symptoms, discuss <i>Unani</i> treatment options, and propose management plans</p>

Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
NLHP22.1	Examination of the Respiratory System (1 Hour)	Demonstration Session

		<p>Conduct a live demonstration of the respiratory examination techniques on a child mannequin or simulated patient, emphasizing the correct sequence of examination steps</p> <p>AND / OR</p> <p>Anatomy and Physiology Review</p> <p>Use anatomical charts, 3D models, or animations to review the respiratory system's structure and function. The teacher may discuss how pediatric anatomy differs from adults (e.g., smaller airways, higher respiratory rates).</p> <p>AND / OR</p> <p>Hands-On Practice</p> <p>Organize small group sessions where students practice each examination step on simulated patients or mannequins. Provide real-time feedback on technique and accuracy.</p> <p>AND/OR</p> <p>Case-Based Learning</p> <p>Present clinical scenarios (e.g., a child with wheezing or a prolonged cough). Have students perform respiratory examinations to identify abnormalities and suggest potential diagnoses.</p>
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		<p>AND/OR</p> <p>Interactive Auscultation Practice</p> <p>Use electronic stethoscopes or audio recordings to teach students how to recognize normal and abnormal breath sounds (e.g., crackles, wheezing, stridor). Practice differentiating between normal pediatric sounds and pathological findings.</p> <p>AND / OR</p> <p>Peer Examination</p> <p>Pair students to practice respiratory system examination on each other under supervision. Focus on ensuring correct technique and comfort for the patient.</p>
NLHP22.2	Nebulization (1 Hour)	<p>Demonstration Session</p> <p>Show the components of a nebulizer (compressor, mask/mouthpiece, tubing, medication cup) and demonstrate step-by-step assembly, medication preparation, and operation of the nebulizer.</p> <p>AND/OR</p> <p>Hands-On Practice</p>

		<p>Allow students to assemble and disassemble the nebulizer under supervision and make them practice connecting tubing, filling the medication cup with saline/medication, and fitting the mask.</p> <p>AND / OR</p> <p>Video Demonstrations</p> <p>Show instructional videos of proper nebulizer use with pediatric patients. Highlight techniques to ensure effective medication delivery.</p> <p>AND / OR</p> <p>Clinical Practice Simulation</p> <p>Use mannequins to simulate nebulization for pediatric conditions like asthma or bronchiolitis. Emphasize the importance of correct dosage, positioning, and monitoring.</p>
NLHP22.3	Oxygen Therapy Equipment (1 Hour)	<p>Workshop on Oxygen Therapy Equipment</p> <p>Organize a hands-on session where students are introduced to essential equipment for oxygen therapy, including oxygen cylinders, flow meters, nasal cannulas, face masks, and nebulizers. Students should explore each device, learn about its function, and discuss scenarios where each would be used, particularly for different age groups including newborns.</p> <p>AND/OR</p>

		<p>Age-appropriate Equipment Selection:</p> <p>Provide students with case studies involving children of different ages (newborns, infants, and older children). In small groups, they will discuss and select the appropriate equipment for oxygen delivery, explaining their choices based on clinical indications and patient comfort.</p>								
NLHP22.4	Oxygen Therapy (1 Hour)	<p>Simulation of Oxygen Therapy Initiation: set up simulations where students practice initiating oxygen therapy. They should learn how to set appropriate oxygen concentrations, such as low-flow or high-flow, and properly apply the chosen delivery device while considering the patient's needs and safety.</p> <p>AND/OR</p> <p>Pulse Oximetry Training</p> <p>Conduct practical exercises where students use pulse oximeters to assess oxygen saturation levels in various simulated scenarios.</p>								
<p>Topic 23 امراض قلب (Amrāḍ-i-Qalb) Diseases of Heart (LH : 3, NLHT: 2, NLHP: 4 hours)</p>										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Enumerate the causes of congenital diseases, atrial septal defect, ventricular septal defect, patent ductus arteriosus, tetralogy of Fallot, rheumatic heart diseases, infective endocarditis and their classification	CK	MK	K	L, L&PPT	VV-Viva, QZ , T-CS	F&S	3	-	LH

CO2	Discuss clinical features of congenital heart diseases, atrial septal defect, ventricular septal defect, patent ductus arteriosus, tetralogy of Fallot, rheumatic heart diseases, and infective endocarditis	CAP	MK	K	L&GD, L, L&PPT, D-M	VV-Viva, QZ, T-CS	F&S	3	-	LH
CO3	Interpret the investigation reports in a child with congenital heart diseases, atrial septal defect, ventricular septal defect, patent ductus arteriosus, tetralogy of Fallot, rheumatic heart diseases, and infective endocarditis	CAP	MK	SH	DL, LRI	VV-Viva, QZ, T-CS	F&S	3	-	NLHT23.1
CO4	Formulate a treatment plan for a child with congenital heart diseases, atrial septal defect, ventricular septal defect, patent ductus arteriosus, tetralogy of Fallot, rheumatic heart diseases, and infective endocarditis	CS	MK	KH	L&GD, DIS, LS	T-CS, VV-Viva, QZ	F&S	3	-	NLHT23.2
CO2	Identify complications in a child with congenital heart diseases, atrial septal defect, ventricular septal defect, patent ductus arteriosus, tetralogy of Fallot, rheumatic heart diseases, infective endocarditis	CK	MK	K	PER, L	VV-Viva, QZ, T-CS	F&S	3	-	LH
CO3	Perform detailed clinical examination of cardiovascular system in a child including inspection, palpation, percussion and auscultation	PSY-PER	MK	D	L_VC, CBL	P-CASE, P-VIVA, P-PRF, SP	F&S	3	-	NLHP23.1
CO4	Perform basic life support in children	PSY-GUD	MK	SH	SIM, PT, D	P-PRF, SP	F&S	3	-	NLHP23.2
CO4	Demonstrate steps of management of a child with foreign body removal	CAP	DK	KH	PT, L_VC, D, SIM	SP	F&S	3	-	NLHP23.3

Non Lecture Hour Theory		
S.No	Name	Description of Theory Activity
NLHT23.1	Congenital heart diseases (1 Hour)	<p>Visual Diagnostic Sessions</p> <p>Show imaging studies like chest X-rays highlighting findings such as cardiomegaly in PDA or boot-shaped heart in Tetralogy of Fallot. Encourage students to describe their observations systematically.</p> <p>AND / OR</p> <p>Group Activity – Diagnostic Correlation</p> <p>Assign groups of students a specific condition and have them correlate clinical symptoms with findings from investigation reports, then present these findings to the class for peer learning.</p>
NLHT23.2	Management of Cardiac diseases (1 Hour)	<p>Guest Lectures</p> <p>Invite a pediatric cardiologist to discuss advancements in diagnosis and treatment of cardiac diseases in children.</p> <p>AND / OR</p> <p>Interactive Lecture with Problem-Solving</p> <p>Conduct interactive lectures discussing the management of each condition. Include clinical problem-solving exercises where students must propose treatment strategies.</p>

		<p>AND / OR</p> <p>Group Assignments on Evidence-Based Management</p> <p>Assign students to research and present evidence-based management strategies for one of the conditions. Include recent guidelines and updates in treatment protocols.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP23.1	Examination of Cardiovascular system (1 Hour)	<p>Demonstration Session</p> <p>Conduct a live demonstration on a pediatric mannequin or simulated patient. Highlight the step-by-step process, emphasizing proper sequence: inspection, palpation, percussion, and auscultation.</p> <p>AND / OR</p> <p>Anatomy and Physiology Review</p> <p>Use visual aids like anatomical charts and 3D models to review the pediatric cardiovascular system. Discuss age-related differences in heart size, position, and normal findings.</p> <p>AND / OR</p> <p>Hands-On Practice</p>

		<p>Organize supervised practice sessions where students perform cardiovascular examinations on mannequins or peers. Provide feedback on technique and attention to detail.</p> <p>AND / OR</p> <p>Case-Based Learning</p> <p>Present clinical cases such as cyanosis, murmurs, or failure to thrive. Have students perform mock examinations to identify potential cardiovascular issues.</p>
NLHP23.2	Basic life support (2 Hours)	<p>CPR Technique Workshop</p> <p>Organize hands on training workshop where students can practice CPR techniques on pediatric mannequins, focusing on proper hand placement, compression depth, and ventilation methods (both mouth-to-mouth and bag-mask).</p> <p>AND / OR</p> <p>Video-Based Learning</p> <p>Show instructional videos demonstrating pediatric BLS techniques as per updated guidelines (e.g., AHA or ILCOR). Pause for discussions to emphasize critical points and ensure comprehension.</p> <p>AND / OR</p>

		<p>Hands-On Practice</p> <p>Provide each student with a pediatric BLS mannequin to practice chest compressions and rescue breathing. Emphasize the correct compression depth, rate, and technique.</p> <p>AND / OR</p> <p>Mock Code Drills</p> <p>Organize mock code sessions where students respond to an unresponsive child mannequin. Include realistic distractions and time constraints to simulate real-world challenges</p>
NLHP23.3	Foreign body removal (1 Hour)	<p>Demonstration Session</p> <p>Conduct a live demonstration of foreign body removal management techniques using age-appropriate mannequins. Include back blows, chest thrusts (infants), and abdominal thrusts (older children).</p> <p>AND / OR</p> <p>Video-Based Learning</p> <p>Show videos demonstrating the management of foreign body removal in pediatric patients, focusing on emergency steps. Discuss key observations from the video with students.</p> <p>AND / OR</p>

		<p>Hands-On Skills Training</p> <p>Provide mannequins for individual practice of techniques like back blows, chest thrusts, and abdominal thrusts. Emphasize correct hand placement, force application, and repetition of actions.</p>								
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Topic 24 امراض دهان (Amrāḍ-i-Dahan) Diseases of Mouth (LH : 2, NLHT: 0, NLHP: 1 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO3	Identify the key anatomical structures of the oral cavity, including the teeth, gums, tongue, palate and cheeks.	CK	NK	K	L_VC, L&PPT , L	QZ , VV- Viva	F	3	-	LH
CO2	Describe stomatitis, mouth ulcers, dental caries, bleeding gums and pyorrhea in terms of definition, classification & etiology	CK	DK	K	CD, SY, L, L&PPT	T-CS, PRN, CL-PR	F&S	3	-	LH
CO2	Discuss clinical presentations of stomatitis, mouth ulcers, dental caries, bleeding gums and pyorrhea	CK	NK	K	L&PPT , CD, L	S-LAQ, VV- Viva, CR-W	F&S	3	-	LH
CO3	Diagnose stomatitis, mouth ulcers, dental caries, bleeding gums and pyorrhea	CAN	MK	K	SY, L, L&PPT , CD	S-LAQ, CWS , CL- PR, PRN	S	3	-	LH
CO4	Devise a treatment plan for stomatitis, mouth ulcers, dental caries, bleeding gums and pyorrhea	CS	MK	K	L, CD, SY, L&PPT	S-LAQ, P- CASE, CWS	S	3	-	LH

CO3	Perform examination of mouth, tongue and teeth for any abnormality (30 Minutes)	PSY-GUD	MK	D	D, D-M, D-BED, PT, L_VC	P-EXAM, DOPS, P- VIVA, OSCE, DOPS	F&S	3	-	NLHP24.1
CO4	Explain the indication and steps of <i>mazmaza</i> along with medicines used for <i>mazmaza</i>	CC	MK	KH	LS, DIS, CBL, PrBL, W	P-CASE, DOPS, VV- Viva, DOPS, P- VIVA	F&S	3	-	NLHP24.2
Non Lecture Hour Theory										
S.No	Name				Description of Theory Activity					
Non Lecture Hour Practical										
S.No	Name				Description of Practical Activity					
NLHP24.1	Examination of Oral Cavity (30 Minutes)				<p>Demonstration Session</p> <p>Conduct a live demonstration of the examination techniques for the mouth, tongue, and teeth. Highlight systematic steps such as inspection, palpation, and using diagnostic tools like a tongue depressor and flashlight.</p> <p>AND / OR</p> <p>Hands-On Practice</p>					

		Organize supervised practice sessions where students examine simulated patients or mannequins for oral abnormalities. Include common conditions like oral ulcers, geographic tongue, dental caries, and gingivitis.								
NLHP24.2	<i>Mazmaza</i> (Gargle) (30 Minutes)	<p>Hands on Workshop:</p> <p>Organize hands on workshop where students practice preparation of Mazmaza.</p> <p>AND / OR</p> <p>Role Play:</p> <p>Students will explain the procedure of mazmaza to caregivers, ensuring understanding of the purpose and process while obtaining informed consent.</p> <p>AND / OR</p> <p>Research Assignment</p> <p>Assign a task to research and present on historical Unani texts detailing Mazmaza, its indications, and associated treatments.</p>								
Topic 25 امراض معدة و جگر (Amrāḍ-i-Meda wa Jigar) Diseases of Stomach & Liver (LH : 4, NLHT: 2, NLHP: 4 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Describe vomiting, abdominal colic, gastritis, indigestion, flatulence, hepatitis and jaundice in terms of definition, classification & etiopathogenesis	CC	MK	K	L&GD, CD, SY, L, L&PPT	T-CS, PRN, CR-W	F&S	3	-	LH

CO2	Explain the clinical presentations of vomiting, abdominal colic, gastritis, indigestion, flatulence, hepatitis and jaundice	CAP	MK	K	L, CD, L&GD, SY, L&PPT	CWS , CR-W, T-CS, PRN	F&S	3	-	LH
CO2	Differentiate and diagnose vomiting, abdominal colic, gastritis, indigestion, flatulence, hepatitis and jaundice	CAN	MK	KH	IBL, L&PPT , BL, L, KL	P-EXAM, CL-PR	F&S	3	-	LH
CO4	Formulate treatment plan for vomiting, abdominal colic, gastritis, indigestion, flatulence, hepatitis and jaundice	CS	MK	SH	CD, SY	CR-W, CWS , PRN	F&S	3	-	NLHT25.1
CO2	Identify the complications of vomiting, abdominal colic, gastritis, indigestion, flatulence, hepatitis and jaundice.	CAN	MK	SH	CD, SY, L	CWS , CR-W, PRN	F&S	3	-	LH
CO3	Advise & conclude the relevant investigations of Jaundice	CE	MK	KH	SY, CD	CWS , PRN, CR-W, P-EXAM	F&S	3	-	NLHT25.2
CO3, CO5, CO6	Demonstrate detailed clinical examination of abdomen in a child including inspection, palpation, percussion and auscultation	PSY-MEC	MK	D	L_VC, CBL	SP, P-VIVA, OSPE, CBA, P-EXAM	F&S	3	-	NLHP25.1
CO4	Explain the indication and procedure of <i>takmeed</i> along with medicines used for <i>takmeed</i>	CC	MK	KH	L_VC, D-M, PER	P-VIVA, P-EXAM, T-CS	F&S	3	-	NLHP25.2
CO4	Describe the indication, contraindications, precautions and procedure of nasogastric tube insertion and removal	CK	MK	KH	L&GD, L_VC, D, D-BED	Portfolios, VV-Viva, P-POS	F&S	3	-	NLHP25.3

CO1, CO5, CO6	Demonstrate Nasogastric tube insertion and removal	PSY-GUD	MK	D	D, D- BED, D- M, PT, L_VC	P-PRF, Portfolios, SP	F&S	3	-	NLHP25.4
Non Lecture Hour Theory										
S.No	Name				Description of Theory Activity					
NLHT25.1	Management of vomiting, abdominal colic, gastritis, indigestion, flatulence, hepatitis and jaundice (1 Hour)				<p>Case Study Analysis:</p> <p>Analyze case studies of pediatric patients with stomach and liver issues treated using Unani medicines.</p> <p>AND / OR</p> <p>Nutritional Guidelines:</p> <p>Develop a nutrition plan based on Unani principles for children with stomach and liver diseases.</p> <p>AND / OR</p> <p>Guest Lecture:</p> <p>Invite a Unani practitioner to speak about the philosophy and treatment of gastric diseases in children.</p>					
NLHT25.2	Interpretation of Investigations (1 Hour)				Case Presentation and Discussion					

		<p>Present a case scenario of a child with jaundice. Ask students to suggest initial investigations based on the clinical presentation, history, physical exam findings etc. Discuss the rationale for each test.</p> <p>AND / OR</p> <p>Investigation Drill</p> <p>Provide a list of possible investigations for jaundice. Ask students to categorize these investigations into groups based on their relevance to the differential diagnoses (e.g., hepatic vs. post-hepatic jaundice).</p> <p>AND / OR</p> <p>Laboratory Result Interpretation Practice</p> <p>Present students with mock laboratory results. Ask students to interpret the results and formulate a diagnostic conclusion based on the given findings.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP25.1	Examination of the abdomen (1 Hour)	<p>Bedside Demonstration</p> <p>Conduct a live demonstration by a pediatrician or faculty member on a mannequin or pediatric patient. Highlight the key differences in abdominal</p>

		<p>examination techniques between children and adults, such as gentler palpation and interpreting findings based on age.</p> <p>AND / OR</p> <p>Stepwise Guided Practice</p> <p>Divide the examination into four stations (inspection, palpation, percussion, and auscultation). Allow students to rotate through each station to focus on specific skills under supervision.</p> <p>AND / OR</p> <p>Case-Based Learning</p> <p>Present clinical cases (e.g., a child with abdominal pain or hepatosplenomegaly). Task students to perform the examination and document their findings.</p> <p>AND / OR</p> <p>Group Discussion on Differential Diagnoses</p> <p>After the examination, engage students in a group discussion to correlate physical findings with potential diagnoses</p>
NLHP25.2	<i>Takmeed</i> (Fomentation) (1 Hour)	Hands-on Workshop:

		<p>Organize hands-on workshop where students practice preparation of takmeed.</p> <p>AND / OR</p> <p>Role Play:</p> <p>Students will explain the procedure of takmeed to caregivers, ensuring understanding of the purpose and process while obtaining informed consent.</p>
NLHP25.3	Nasogastric tube insertion (1 Hour)	<p>Group Discussion on Indication:</p> <p>Begin with a lecture on the indication for nasogastric (NG) tube insertion, covering scenarios such as feeding difficulties, gastric decompression and medication administration. Follow this with group discussion to encourage sharing of insights.</p> <p>AND / OR</p> <p>Demonstration:</p> <p>Provide students with necessary materials such as NG tubes of different sizes, lubricants, syringes and gloves for equipment familiarization.</p> <p>Demonstrate the proper technique for NG tube insertion and removal on a mannequin. Allow students to practice under supervision.</p>
NLHP25.4	Demonstration of Nasogastric tube insertion and removal (1 Hour)	<p>Advanced Step-by-Step Demonstration</p>

		<p>A teacher can conduct a live demo or video, breaking the process into micro-steps (e.g., selecting the correct tube size, measuring the tube length, and ensuring tube lubrication). The teacher can highlight real-time troubleshooting techniques (e.g., handling resistance, or patient gag reflex).</p> <p>AND / OR</p> <p>Instrument Identification Drill</p> <p>Present a tray with various NG tube sizes, lubricants, syringes, and securing tapes. Conduct a timed activity in which students pick the correct materials based on patient scenarios (e.g., age, and condition).</p> <p>AND / OR</p> <p>Problem -Solving and Complication Management</p> <p>Provide a situation where a complication arises (e.g., nasal bleeding during insertion). Challenge students to respond appropriately with corrective actions and post-procedure care.</p>
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Topic 26 امراض امعاء ومقعر (Amrāḍ-i-Amaa wa Maq-ad) Diseases of Intestine & Rectum (LH : 4, NLHT: 2, NLHP: 5 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Explain Constipation, Diarrheal disorders, Dysentery, Intestinal worms, Pruritus ani, in terms of etiopathogenesis and clinical features	CC	MK	K	L_VC, L&GD, CBL, FC, L&PPT	S-LAQ, P- VIVA, VV- Viva, T-CS,	F&S	3	-	LH

						PP- Practical				
CO2	Summarize the types of constipation, and dysentery	CC	MK	KH	L&PPT , ML, L_VC, BL, L&GD	CR-W, T- CS, P-VIVA	F&S	3	-	LH
CO2	Evaluate acute, chronic, persistent and recurrent diarrhoea.	CE	MK	KH	LRI, L&GD, CBL, CD, W	T-CS, OSPE, P- EXAM, P- VIVA, Mini- CEX	F&S	3	-	NLHT26.1
CO2	Grade the severity of dehydration	CE	NK	SH	BL, DIS, PL, PT	P-VIVA, T- CS, VV- Viva	F&S	3	-	NLHT26.2
CO4	Advise the management of constipation, diarrheal disorders, dysentery, intestinal worms, pruritus ani,	CS	MK	KH	L&GD, CBL, L&PPT , D, L	VV-Viva, P- VIVA, S- LAQ, T-CS, OSPE	F&S	3	-	LH
CO3, CO5	Demonstrate per rectal examination and Proctoscopy	PSY-GUD	MK	SH	L_VC, D, PER, D- BED, CD	PP- Practical, T- CS, VV- Viva, P- PRF	F&S	3	-	NLHP26.1

CO2, CO4	Demonstrate the procedure of <i>Huqna</i> (enema) and required medicine.	PSY-GUD	MK	SH	L_VC, DIS, PrBL, CD, D-M	DOPS, T- CS, P- VIVA, DOPS, P- EXAM	F&S	3	-	NLHP26.2
CO2	Explain the method of <i>Aabzan</i> (Sitz Bath) and required medicine	CS	NK	SH	L&GD, D, RP, L_VC	T-CS, P- EXAM, PP- Practical, VV-Viva, P- VIVA	F&S	3	-	NLHP26.3
CO4	Explain and start ORS, and fluid therapy	PSY-SET	MK	D	L&GD, SY, TUT, SIM, KL	M-CHT, P- VIVA, P- RP, T-CS, PRN	F&S	3	-	NLHP26.4

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT26.1	Classification of diarrhoea (1 Hour)	<p>Clinical Examination Practice</p> <p>Have students perform a clinical examination on simulated pediatric patients (using mannequins or role-playing with peers) presenting with diarrhea. Teach them to assess for dehydration, malnutrition, abdominal tenderness, and signs of infection or systemic involvement. Evaluate their ability to differentiate between acute and chronic diarrhea based on physical signs.</p>

		<p>AND / OR</p> <p>Investigation and Diagnosis Workshop</p> <p>Present investigation reports for a child with diarrhea (e.g., stool cultures, serum electrolytes, CBC). Ask students to evaluate the reports to differentiate between acute bacterial, chronic malabsorptive, persistent viral, and recurrent infectious causes of diarrhea. Discuss the indications for each test and their role in diagnosis.</p> <p>AND / OR</p> <p>Review of Guidelines and Protocols</p> <p>Have students review and summarize current clinical guidelines for managing acute, chronic, and persistent diarrhea. Discuss the recommended approach for managing dehydration, infections, and underlying conditions, such as lactose intolerance or inflammatory bowel disease.</p>
NLHT26.2	Assessment of dehydration level, and its management. (1 Hour)	<p>Bedside Demonstration:</p> <p>Students will explain how to evaluate the level of dehydration and ask the students to observe and calculate the level of dehydration in OPD/IPD.</p> <p>AND / OR</p> <p>Case Diagnosis:</p>

		<p>Students will be asked to evaluate cases of Dehydration. Presentation: Students will be asked to present the cases</p> <p>AND / OR</p> <p>Kinesthetic Learning:</p> <p>Students will be asked to make charts depicting the level of dehydration and calculating the required fluid.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP26.1	Examination of Anus and Rectum (1 Hour)	<p>Discussions;</p> <p>discuss the anorectal disorders and indication and contraindication of the Examination of the Anus and Rectum method and findings.</p> <p>AND / OR</p> <p>Case-Based Learning:</p> <p>Wearing of Gloves, method of lubrication, positioning of the patient, and performing per rectal examination.</p> <p>AND / OR</p> <p>Demonstration:</p>

		<p>Demonstrate instruments and equipments used for proctoscopy.</p> <p>AND / OR</p> <p>Simulation:</p> <p>Hands-on training is given on simulated patient or model</p>
NLHP26.2	<i>Huqna</i> (Enema) (1 Hour)	<p>Group Discussions:</p> <p>Discussion on the history and mode of action of Huqna, its Indication and contraindication, Medicine, and equipment used for Huqna.</p> <p>AND / OR</p> <p>Hands-on Engagement:</p> <p>Students will be trained to perform Huqna under the direct observation of the teacher.</p> <p>AND / OR</p> <p>Project-Based Learning:</p> <p>A group of students in the class will be assigned a basic research project to survey classical literature and find out different treatments mentioned in classical texts for a Constipation disease</p>
NLHP26.3	<i>Aabzan</i> (Sitz Bath) (1 Hour)	<p>Discussions:</p>

		<p>Discuss indication, contraindication, Medicine and equipment used for Aabzan.</p> <p>AND</p> <p>Hands-on Engagement:</p> <p>Students will be asked to perform Aabzan under the direct observation of the teacher.</p> <p>AND / OR</p> <p>Project-Based Learning:</p> <p>A group of students in the class will be assigned a basic research project to survey classical literature and prepare a review research project on Aabzan</p>
NLHP26.4	Fluids and Electrolyte therapy. (2 Hours)	<p>Poster / Chart preparation:</p> <p>Students will be asked to make charts/posters depicting Indications, contraindications, risks, complications, calculation of dehydration and required fluids and electrolyte therapy.</p> <p>AND / OR</p> <p>Simulation:</p>

		<p>Students will guided to practice administering IV, line on mannequins or practice arms.</p> <p>AND / OR</p> <p>Hands-On Engagement:</p> <p>Students can prepare the ORS. And explain its contents method of preparation and uses.</p>
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Topic 27 امراض نظام تناسل (Amrād-i-Nizām-i-Tānāsul) Diseases of Genital System (LH : 1, NLHT: 0, NLHP: 1 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Explain definition, causes and treatment of the phimosis, hydrocele, hernia, orchitis, and cryptorchidism,	CC	MK	K	L, DIS, L&PPT, L&GD	T-CS, PP- Practical, VV-Viva, QZ	F&S	3	H-IJ	LH
CO2	Elaborate types, causes and treatment of hernia	CC	NK	K	L&GD, L&PPT, DIS, D	P-VIVA, PA, P-EXAM, PRN	F&S	3	H-AJT	LH
CO2, CO4	Conduct examination of genitalia and translucence test	PSY-GUD	MK	K	D-BED, CBL	PRN, VV-Viva, PP- Practical, P-VIVA, DOAP	F&S	3	-	NLHP27.1

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity								
Non Lecture Hour Practical										
S.No	Name	Description of Practical Activity								
NLHP27.1	Examination of genitalia (1 Hour)	Bedside Demonstrations Perform genitourinary examination, recall applied anatomy and make assessments, perform translucence test, and interact with patients at the bedside in OPD/IPD.								
Topic 28 امراض نظام بوليه (Amrād-i- Nizam-e-Bawliya) Disease of Urinary System (LH : 2, NLHT: 2, NLHP: 4 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2	Explain etiopathogenesis, clinical features, of acute glomerulonephritis, urinary tract infection, nephrotic syndrome and enuresis	CC	MK	KH	L&GD, CD, D, L_VC, L	P-EXAM, VV-Viva, P-VIVA, PP-Practical, CR-W	F&S	3	-	LH
CO2, CO4	Diagnose acute glomerulonephritis, urinary tract infection, nephrotic syndrome and nocturnal enuresis	CAN	MK	KH	L&PPT, CD, D, L&GD, L_VC	P-EXAM, T-CS, P-VIVA, CL-PR	F&S	3	-	LH
CO4	Devise management of acute glomerulonephritis, urinary tract infection, nephrotic syndrome, and nocturnal enuresis	CS	MK	KH	L&PPT, L_VC, CD, D	CL-PR, P-EXAM, P-VIVA, T-CS, CBA	F&S	3	-	LH

CO4, CO5, CO6	Examine the urinary system	PSY-ADT	MK	KH	PT, CBL, D-BED, D	T-CS, PP- Practical, T- OBT, QZ , P-VIVA	F	3	-	NLHT28.1
CO4, CO5, CO6	Perform Catheterization	PSY-GUD	MK	KH	D, L_VC, D-BED, D-M	PP- Practical, P- EXAM, P- VIVA, VV- Viva, T-CS	F&S	3	H-IJ	NLHP28.1

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT28.1	Examination of the urinary system (2 Hours)	<p>Demonstration</p> <p>Start with a simple demonstration of how to examine the urinary system in a child, explaining each step clearly. Use a manikin or a volunteer child to demonstrate the process, emphasizing comfort and respect for the patient.</p> <p>AND / OR</p> <p>Hands-On Practice</p> <p>Allow students to practice examining the urinary system on mannequins or each other. Guide them to focus on key areas like the abdomen and the lower back. Emphasize how to make the child feel comfortable and secure during the exam.</p>

		<p>AND / OR</p> <p>Case Based Learning</p> <p>Present simple clinical scenarios such as a child with symptoms of a urinary tract infection (UTI) or suspected kidney problem. Ask students to explain what they would look for during the urinary examination based on the symptoms described in the case.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP28.1	Catheterization (4 Hours)	<p>Demonstration</p> <p>Start with a basic demonstration of the insertion of the catheter in a pediatric patient using a mannequin or practice model. Focus on simply explaining the steps, such as preparing the sterile field, selecting the right catheter, and proper insertion technique. Show the importance of patient comfort and the need for sterile precautions.</p> <p>AND</p> <p>Hands on Practice</p> <p>Allow students to practice catheter insertion on model with guidance from an instructor. Emphasize keeping everything clean and sterile, and show how to handle different types of catheters.</p>

		<p>AND / OR</p> <p>Video Tutorial</p> <p>Show a short, easy-to-understand video about catheterization in children. Pause the video at key points to explain the steps clearly, focusing on the technique and patient comfort.</p>								
<p>Topic 29 جینیاتی غلطی (Jeeniyati khalal) Genetic Disorders (LH : 0, NLHT: 0, NLHP: 2 hours)</p>										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2, CO3, CO4	Summarise Down Syndrome, Turner umer Syndrome, Klinefelter Syndrome	CAN	DK	K	ML, L&GD, LS, EDU, DIS	DEB, PRN, P-VIVA, VV-Viva	F&S	3	-	NLHP29.1
<p>Non Lecture Hour Theory</p>										
S.No	Name				Description of Theory Activity					
<p>Non Lecture Hour Practical</p>										
S.No	Name				Description of Practical Activity					
NLHP29.1	Genetic Disorders (2 Hours)				<p>Case Study Analysis</p> <p>Provide clinical cases for each syndrome and have students identify the syndrome based on symptoms, diagnosis, and management.</p> <p>AND / OR</p>					

		<p>Poster Making</p> <p>Ask students to design a poster summarizing one syndrome, including cause, symptoms, and management.</p> <p>AND / OR</p> <p>Visual Learning with Diagrams</p> <p>Provide chromosomal diagrams of each syndrome and have students label and explain the abnormalities.</p>
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Topic 30 **سرطان (Sal'at) Malignancies** (LH : 0, NLHT: 0, NLHP: 1 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2, CO3, CO4	Summarize leukemia, lymphoma and wilms' tumor	CAN	NK	K	PT, ML, BL, DIS, PER	P-VIVA, T- OBT, PRN, T-CS	F&S	3	-	NLHP30.1

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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Non Lecture Hour Practical

S.No	Name	Description of Practical Activity
NLHP30.1	Evaluation of pediatrics malignancies (1 Hour)	Case Study Discussion

		<p>Provide case studies for leukemia, lymphoma, and Wilms' tumor. Have students identify symptoms, diagnostic steps, and management strategies for each condition. Discuss treatment options and potential complications.</p> <p>AND / OR</p> <p>Symptom and Diagnosis Match</p> <p>Provide a list of symptoms and diagnostic tests. Ask students to match the symptoms and tests to the correct condition. Discuss the reasoning behind each match.</p> <p>AND / OR</p> <p>Visual Learning (Charts and Diagrams)</p> <p>Provide diagrams or flowcharts that outline the diagnosis and treatment process for each condition. Have students work in pairs to label and explain the steps involved.</p>
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Topic 31 متفرقات (Mutafarraqat) Miscellaneous (LH : 0, NLHT: 2, NLHP: 2 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2, CO4	Interpret Pyrexia Of Unknown Origin, Minor Skin Ailments like Diaper Rash, Drug Eruptions, and Miliaria Rubra /Heat Rash	CAP	MK	KH	W, L&GD, SY	DEB, CL- PR, PA	F&S	3	-	NLHT31.1
CO2, CO4	Diagnose and treat the minor ailments in paediatrics like,	CK	MK	KH	SY, L&PPT ,	DEB, CL- PR	F&S	3	-	NLHT31.2

	<p>a) Pyrexia of unknown origin</p> <p>b) Skin disorders like minor skin ailments, diaper rash, drug eruptions., prickly heat</p> <p>c) Al faza fil Nawm</p> <p>d) Muscular dystrophies</p> <p>e) Snoring</p> <p>f) Insomnia</p>				L_VC, L&GD					
CO2, CO3, CO5	Diagnose and identify the cases of muscular dystrophies	CAN	NK	KH	CD, L&GD, L_VC, D	OSCE, OSPE, T- OBT, DOPS, DOPS	F&S	3	-	NLHP31.1
Non Lecture Hour Theory										
S.No	Name	Description of Theory Activity								
NLHT31.1	Description of Insomnia, Snoring, and Fever. (1 Hour)	<p>Problem -Solving and Complication Management</p> <p>Provide a situation where a common problem happens in a normal Child and its assessment and management.</p> <p>AND / OR</p>								

		<p>Workshop</p> <p>Organize a hands-on workshop to identify and manage common skin issues in children, such as prickly heat fungal infections, and drug eruptions</p> <p>AND / OR</p> <p>Parent counselling</p> <p>Develop a guideline for parents on managing symptoms of insomnia, snoring, and fever.</p>
NLHT31.2	Skin disorders in Children (1 Hour)	<p>Symposium on Common Skin Problems in Children:</p> <p>Organize a symposium where students are assigned topics and present their topics in front of the class. and discuss scenarios where each would be involved.</p> <p>AND / OR</p> <p>Bedside Demonstration</p> <p>The teacher will demonstrate the different types of skin disorders in patients.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity

NLHP31.1	Reflexes and investigation to rule out muscular dystrophies (2 Hours)	<p>Case Study Analysis</p> <p>Provide case scenarios with different types of muscular dystrophy (e.g., Duchenne, Becker). Have students identify the type based on symptoms and diagnostic tests.</p> <p>AND / OR</p> <p>Visual Learning with Diagrams</p> <p>Label diagrams showing muscle degeneration. Explain how muscular dystrophy affects muscles.</p> <p>AND / OR</p> <p>Diagnostic Approach</p> <p>Present test results (genetic, muscle biopsy, EMG) and have students interpret them to confirm the diagnosis.</p> <p>AND / OR</p> <p>Peer Teaching</p> <p>Pair students to prepare a brief presentation on diagnosing a type of muscular dystrophy.</p>								
Topic 32 بچوں کے مسائل کے لیے مشاورت (Bachhon ke masa-el ke liye Mashawrat) Counselling For Child Problems (LH : 0, NLHT: 0, NLHP: 1 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3

CO5	Counsel parents of children with behavioral disorder	AFT-CHR	DK	SH	DIS, RP	VV-Viva, CL-PR	F	3	-	NLHP32.1
Non Lecture Hour Theory										
S.No	Name					Description of Theory Activity				
Non Lecture Hour Practical										
S.No	Name					Description of Practical Activity				
NLHP32.1	Counselling Technique (1 Hour)					<p>Group Discussion</p> <p>Task the students to research in various behavioral disorders and then conduct group discussions where students discuss various behavioral disorders and their management.</p> <p>AND / OR</p> <p>Roleplay</p> <p>Assign the role of parents and counselors to different students and ask them to conduct mock counseling sessions and the teacher may assess them.</p>				

Table 4 : NLHT Activity

(*Refer table 3 of similar activity number)

Sr No	CO No	Topic name
1.1	CO1,CO3	Adult & Pediatric treatment approaches (15 Minutes)
1.2	CO1,CO6	Potentials of Unani Medicine in National Health Programs (30 Minutes)
1.3	CO6	Management of complex pediatric cases (15 Minutes)
3.1	CO1,CO3	Checklist for preparation of Labor (30 Minutes)
3.2	CO1,CO3	Identification of Red Flags (30 Minutes)
3.3	CO1,CO3,CO4	Newborn Assessment (30 Minutes)
3.4	CO1,CO5	Parents Education (30 Minutes)
4.1	CO3	Breastfeeding reflexes (15 Minutes)
4.2	CO1,CO6	Bottle feeding versus breast feeding (20 Minutes)
4.3	CO4,CO6	Methods of feeding in low birth weight babies (30 Minutes)
4.4	CO1	Types of milk (15 Minutes)
4.5	CO1,CO4,CO5	Barriers to breastfeeding & their management (20 Minutes)
4.6	CO4,CO6	Nutritional supplements for newborns (20 Minutes)
5.1	CO2	Vitamin deficiency diseases (1 Hour)
5.2	CO3,CO4	Evaluation & management of Vitamin deficiency (30 Minutes)
5.3	CO2	General consideration of Malnutrition (30 Minutes)
5.4	CO4	Malnutrition Management (1 hour)
6.1	CO1	Assessment of growth and development (1 Hour)
6.2	CO1,CO3	Pathological variations in a normal child (15 Minutes)
6.3	CO3	Failure to thrive- Investigations & Diagnosis (15 Minutes)
6.4	CO3	Developmental disorders (30 Minutes)
7.1	CO1,CO2	Impact of hormones on youth health (1 Hour)
7.2	CO1,CO5	Community awareness on sexually transmitted diseases (1 Hour)
9.1	CO3,CO5	Classification of drugs as safe and unsafe (2 Hours)
14.1	CO2,CO3	Clinical Assessment and diagnosis of exanthematous febrile illnesses (1 Hour)
14.2	CO2,CO3	Clinical Assessment and diagnosis of Dengue and Malaria. (30 Minutes)
14.3	CO2,CO3	Clinical Assessment and diagnosis of Diphtheria, Pertussis and Tetanus. (1 Hour)
14.4	CO2,CO3	Clinical Assessment and diagnosis of Enteric fever and Cholera. (1 Hour)

14.5	CO2,CO3	Investigations in Tuberculosis (1 Hour & 30 Minutes)
14.6	CO2,CO3	Clinical Assessment and diagnosis of Tuberculosis (1 Hour)
14.7	CO2,CO3	Clinical Assessment and diagnosis of Rabies. (1 Hour)
14.8	CO2,CO3	Clinical Assessment and diagnosis of Poliomyelitis. (1 Hour)
18.1	CO2,CO3	Diagnosis of Anaemia (1 Hour & 15 Minutes)
18.2	CO2,CO3	Diagnosis of common Hematological disorders (1 Hour & 45 Minutes)
20.1	CO2,CO3	Diagnosis of common disorders of Nervous system (3 Hours)
22.1	CO3,CO4	Bronchial asthma, pneumonia and respiratory distress syndrome (2 Hours)
23.1	CO3	Congenital heart diseases (1 Hour)
23.2	CO4	Management of Cardiac diseases (1 Hour)
25.1	CO4	Management of vomiting, abdominal colic, gastritis, indigestion, flatulence, hepatitis and jaundice (1 Hour)
25.2	CO3	Interpretation of Investigations (1 Hour)
26.1	CO2	Classification of diarrhoea (1 Hour)
26.2	CO2	Assessment of dehydration level, and its management. (1 Hour)
28.1	CO4,CO5,CO6	Examination of the urinary system (2 Hours)
31.1	CO2,CO4	Description of Insomnia, Snoring, and Fever. (1 Hour)
31.2	CO2,CO4	Skin disorders in Children (1 Hour)

Table 5 : List of Practicals

(*Refer table 3 of similar activity number)

Sr No	CO No	Practical Activity details
2.1	CO3	Assessment of pediatric patient (30 Minutes)
2.2	CO6	Reflection of practical learnings on logbook (30 Minutes)
2.3	CO1,CO3	Overall Appearance (1 Hour)
2.4	CO3	preparation for pediatric examination (30 Minutes)
2.5	CO1,CO3	Growth Assessment (1 Hour)
2.6	CO1,CO3	Anthropometric Assessment (1 Hour)
2.7	CO3	Skin Assessment (30 Minutes)
2.8	CO3	evaluation of abnormal skin lesions (30 Minutes)
2.9	CO1,CO3	Head to Toe Evaluation (30 Minutes)
3.1	CO4	Neonatal Resuscitation (1 Hour)
3.2	CO4	Neonatal Resuscitation Demonstration (2 Hours & 30 Minutes)
3.3	CO3,CO4	APGAR Scoring (1 Hour)
3.4	CO3,CO4	Neonatal Examination for assessment of Asphyxia (1 Hour)
3.5	CO1,CO3,CO6	Evaluation of newborn (1 Hour)
3.6	CO4	General considerations of Phototherapy (30 Minutes)
3.7	CO4	Identification of Phototherapy equipments (30 Minutes)
3.8	CO1,CO4	Phototherapy demonstration (30 Minutes)
4.1	CO5	Weaning methods (1 Hour)
4.2	CO4,CO5	Breast feeding and weaning demonstration (1 Hour)
4.3	CO4	Development of feeding care plan (1 Hour)
4.4	CO5	Counseling of mothers for nutrition in early childhood (1 Hour)
5.1	CO3	Investigations for Obesity (30 Minutes)
5.2	CO5	Obesity management & counseling (30 Minutes)
5.3	CO4	Management of Malnutrition (1 Hour)
6.1	CO1,CO3	Growth and Developmental Assessment (2 Hours)
6.2	CO1,CO3	Assessment of child activities (2 Hours)
6.3	CO1	Interpretation of Growth charts (2 Hours)
8.1	CO1	National Program for Child Health (2 Hours)
8.2	CO1	Vaccination (2 Hours)

9.1	CO3	Calculation of Drug Dosages (3 Hours)
9.2	CO3	Injection Techniques (3 Hours)
10.1	CO3	General therapeutic advice for illness in children (2 Hours)
10.2	CO5,CO6	General precautions in pediatric treatment (2 Hours)
11.1	CO4	Universal precautions for infection control (1 Hour & 30 Minutes)
11.2	CO4	Practice of Universal precautions for infection control (1 Hour & 30 Minutes)
12.1	CO2	Interpretation of Investigations (4 Hours)
13.1	CO5	Elements of informed consent (1 Hour)
13.2	CO5	Preparation of informed consent (1 Hour)
14.1	CO4	Management of exanthematous febrile illnesses (1 Hour)
14.2	CO4	Management of Dengue and Malaria. (1 Hour)
14.3	CO4	Management of enteric fever and Cholera. (1 Hour)
14.4	CO4	Management of Diphtheria, Pertussis and Tetanus. (1 Hour)
14.5	CO4	Management of Tuberculosis (30 Minutes)
14.6	CO4	Management of Rabies (1 Hour)
14.7	CO4,CO5	Management plan for Poliomyelitis (30 Minutes)
16.1	CO4	Foreign body removal (1 Hour)
17.1	CO4	Management of epistaxis (45 Minutes)
17.2	CO4	Management of foreign body in Nose (1 Hour & 15 Minutes)
18.1	CO2,CO4	Management of Anaemia (1 Hour & 30 Minutes)
18.2	CO2,CO4	Prevention and management of common Hematological disorders (2 Hours & 30 Minutes)
19.1	CO4	Management of Hypothyroidism and Hyperthyroidism (1 Hour)
19.2	CO4	Management of Diabetes in children (1 Hour)
20.1	CO2,CO3	Examination of Nervous system (4 Hours)
20.2	CO4	Management of common disorders of Nervous system (2 Hours)
21.1	CO3	Examination of Throat (1Hour)
22.1	CO3	Examination of the Respiratory System (1 Hour)
22.2	CO4	Oxygen Therapy (1 Hour)
22.3	CO4	Nebulization (1 Hour)
22.4	CO4	Oxygen Therapy Equipment (1 Hour)
23.1	CO3	Examination of Cardiovascular system (1 Hour)
23.2	CO4	Basic life support (2 Hours)
23.3	CO4	Foreign body removal (1 Hour)

24.1	CO3	Examination of Oral Cavity (30 Minutes)
24.2	CO4	<i>Mazmaza</i> (Gargle) (30 Minutes)
25.1	CO4	<i>Takmeed</i> (Fomentation) (1 Hour)
25.2	CO3,CO5,CO6	Examination of the abdomen (1 Hour)
25.3	CO4	Nasogastric tube insertion (1 Hour)
25.4	CO1,CO5,CO6	Demonstration of Nasogastric tube insertion and removal (1 Hour)
26.1	CO3,CO5	Examination of Anus and Rectum (1 Hour)
26.2	CO2,CO4	<i>Huqna</i> (Enema) (1 Hour)
26.3	CO2	<i>Aabzan</i> (Sitz Bath) (1 Hour)
26.4	CO4	Fluids and Electrolyte therapy. (2 Hours)
27.1	CO2,CO4	Examination of genitalia (1 Hour)
28.1	CO4,CO5,CO6	Catheterization (4 Hours)
29.1	CO2,CO3,CO4	Genetic Disorders (2 Hours)
30.1	CO2,CO3,CO4	Evaluation of pediatrics malignancies (1 Hour)
31.1	CO2,CO3,CO5	Reflexes and investigation to rule out muscular dystrophies (2 Hours)
32.1	CO5	Counselling Technique (1 Hour)

Table 6 : Assessment Summary: Assessment is subdivided in A to H points

6 A : Number of Papers and Marks Distribution

Subject Code	Papers	Theory	Practical/Clinical Assessment (150)					Grand Total
			Practical	Viva	Elective	IA	Sub Total	
UNIUG-AAN	1	100	100	30	-	20	150	250

6 B : Scheme of Assessment (formative and Summative)

PROFESSIONAL COURSE	FORMATIVE ASSESSMENT			SUMMATIVE ASSESSMENT
	First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)	
Third	3 PA & First TT	3 PA & Second TT	3 PA	UE**

PA: Periodical Assessment; **TT:** Term Test; **UE:** University Examinations; **NA:** Not Applicable.
****University Examination shall be on entire syllabus**

6 C : Calculation Method for Internal assessment Marks

Term	Periodical Assessment*				Term Test**	Term Assessment	
	A	B	C	D	E	F	G
1 (20)	2 (20)	3 (20)	Average (A+B+C/3) (20)	Term Test (MCQ+SAQ+LAQ and Practical) (Converted to 20)	Sub Total	Term Assessment	
First						D+E	D+E /2
Second						D+E	D+E /2
Third					NIL		D
Final IA	Average of Three Term Assessment Marks as Shown in 'G' Column						
	* Select an Evaluation Methods which is appropriate for the objectives of Topics from the Table 6 D. Convert it to 20 marks. ** Conduct Theory (100 Marks) (MCQ (20*1 Marks), SAQ (8*5), LAQ (4*10)) and Practical (100 Marks) Then convert to 20 Marks.						

6 D : Evaluation Methods for Periodical Assessment

S. No.	Evaluation Methods
1.	Practical / Clinical Performance
2.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
3.	Open Book Test (Problem Based)
4.	Summary Writing (Research Papers/ Samhitas)
5.	Class Presentations; Work Book Maintenance
6.	Problem Based Assignment
7.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD)
8.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).
9.	Small Project
10.	Activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3.

Topics for Periodic Assessments

Exam Type	Paper 1
PA1	Topic No. 1, 2, 3
PA 2	Topic No. 4, 5, 6
PA 3	Topic No. 7, 8
TT 1	Topic No. 1-8
PA 4	Topic No. 9, 10, 11, 12, 13
PA 5	Topic No. 14
PA 6	Topic No. 15, 16, 17, 18, 19, 20
TT 2	Topic No. 9-20
PA 7	Topic No. 21, 22, 23
PA 8	Topic No. 24, 25, 26, 27, 28
PA 9	Topic No. 29, 30, 31, 32

6 E : Question Paper Pattern

III PROFESSIONAL BUMS EXAMINATIONS

PAPER-I

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q 1	MULTIPLE CHOICE QUESTIONS (MCQ)	20	1	20
Q 2	SHORT ANSWER QUESTIONS (SAQ)	8	5	40
Q 3	LONG ANSWER QUESTIONS (LAQ)	4	10	40
				100

6 F : Distribution of theory examination

Paper 1 (AMRAZ-E-ATFAL WA NAUMAULOOD (PEDIATRICS AND NEONATOLOGY))					
List of Topics	Term	Marks	MCQ	SAQ	LAQ
1 علم الاطفال اور اس کی اہمیت (Ilmul Atfal aur is ki Ahmiyat) Pediatrics & it's Importance	1	24	Yes	Yes	No
2 علم الاطفال میں حصول رواد اور سریریاتی امتحان (Ilmul Atfal mein Husool-e-Rudad aur Sareeryati imtehan) History Taking & Clinical Examination in Pediatrics	1		Yes	Yes	Yes
3 علم المولود (Ilmul al-Mawlūd) Neonatology	1		Yes	Yes	Yes
4 رضاعت اور غذا اطفال (Raḍā-at aur Ghidha-e-Atfal) Breast Feeding and Diet of Children	1		Yes	Yes	Yes
5 تغذیہ اور غذائی عوارض (Taghdhiya aur Ghidhai Awaridh) Nutrition & Nutritional Disorders	1		Yes	Yes	Yes
6 تنمیر و تنویر (Tanmiya Wa Tatweer) Growth & Development	1		Yes	Yes	Yes
7 بلوغت، مراهقت اور اس کے امراض (Balughat, Murahqat aur is k Amradh) Puberty, Adolescence and Related Disorders	1	6	Yes	Yes	No

8	بچوں کی صحت سے متعلق قومی صحتی منصوبے، مناعت اور اصول تمنیع (Bachhon Ki Sehat Se Mutalliq Qaumi Sehti Mansoobe, Mana-at aur Usool-e-Tamneea) National Health Program for Child Health, Immunity and Principles of Immunization	1		Yes	Yes	No
9	بچوں میں ادویہ اور ادویہ کی تفصیلات استعمال، درون عضلہ، درون ورید، تحت الجلد، درون جلد انکشن کی مہارت (Bachhon me Advia Aur Advia Ki Tafseelat-e-Istemal, Daroon-e-Azhla, Daroon-e-Vareed, Tahtul-Jild, Daroon-e-Jild Injection Ki Maharat) Drugs & Drug Dosages in Children and IM/ IV/ SC/ ID Injection Techniques	2	19	Yes	Yes	No
10	معالجہ اطفال سے متعلق اہم ہدایات (Moalaja Atfal se Mutalliq aham Hidayat) Advices and Instruction for Pediatrics Treatment	2		Yes	Yes	No
11	عمومی احتیاط اور اعمال ضبط تعدیہ (Umoomi Ehtiyat aur Aamal-e-Dhabt-e-Tadhiya) Universal Precautions and Infection Control Practices	2		No	Yes	No
12	تفتیشات برائے امراض اطفال (Taf-shee-shat barae Amrād-i-Atfal) Investigations in Paediatrics	2		Yes	Yes	No
13	عملی طریقہ علاج کے لئے اطلاعی رضامندی نامہ (Amali Treeqa-e-Ilaj k liye Ittelayi Radha-mandi namah) Informed Consent for Practical Procedures	2		No	No	No
14	امراض متعدیہ (Amrād-i-Muta-addiya) Infectious Diseases	2		Yes	Yes	Yes
15	امراض عین (Amrād-i-Ain) Diseases of Eyes	2	21	Yes	Yes	No
16	امراض الاذن (Amraz-al-Udhun) Diseases of Ear	2		Yes	Yes	No
17	امراض انف (Amraz-al-Anaf) Diseases of Nose	2		Yes	Yes	No
18	امراض الدم (Amraz-al-Dam) Hematological Disorders	2		Yes	Yes	Yes
19	امراض غدودا قناتیہ (Amrād-i- Ghudud La-Qanatiya) Endocrinological Disorders	2		Yes	Yes	No
20	امراض دماغ و اعصاب (Amrād-i-Dimagh wa Aasab) Diseases of Brain and Nerves	2		Yes	Yes	Yes
21	امراض حلق (Amrād-i-Halaq) Diseases of Throat	3	30	Yes	Yes	No
22	امراض نظام تنفس (Amrād-i-Nizām-i-Tanaffus) Diseases of Respiratory System	3		Yes	Yes	Yes
23	امراض قلب (Amrād-i-Qalb) Diseases of Heart	3		Yes	Yes	No
24	امراض دہن (Amrād-i-Dahan) Diseases of Mouth	3		Yes	Yes	No
25	امراض معدہ و جگر (Amrād-i-Meda wa Jigar) Diseases of Stomach & Liver	3		Yes	Yes	Yes

26 امراض امعاء و مقعد (Amrāḍ-i-Amaa wa Maq-ad) Diseases of Intestine & Rectum	3		Yes	Yes	Yes
27 امراض نظام تناسل (Amrāḍ-i-Niḏām-i-Tānāsul) Diseases of Genital System	3		Yes	Yes	No
28 امراض نظام بولید (Amrāḍ-i-Nizam-e-Bawliya) Disease of Urinary System	3		Yes	Yes	Yes
29 جینیاتی خلل (Jeeniyati khalal) Genetic Disorders	3		Yes	Yes	No
30 سلعات (Sal'at) Malignancies	3		Yes	No	No
31 متفرقات (Mutafarraquat) Miscellaneous	3		Yes	Yes	No
32 بچوں کے مسائل کے لیے مشاورت (Bachhon ke masa-el ke liye Mashawrat) Counselling For Child Problems	3		No	No	No
Total Marks		100			
Grand Total		100			

6 G : Instructions for UG Paper Setting & Blue print

1. All questions shall be compulsory.
2. The maximum marks for one question paper shall be 100.
3. Questions shall be drawn based on Table 6F, which provides the topic name, types of questions (MCQ(Multiple Choice Question), SAQ(Short Answer Question), LAQ(Long Answer Question)).
4. The marks assigned in Table 6F for each topic/group of topics shall be considered as the maximum allowable marks for that topic/group of topics.
5. Ensure that the total marks allocated per topic/group of topics do not exceed the limits specified in Table 6F.
6. Refer to Table 6F before setting the questions. Questions shall be framed only from topics where the type is marked as “YES”, and avoided if marked as “NO”.
7. Each 100-mark question paper shall contain:
 - 20 MCQs
 - 8 SAQs
 - 4 LAQs
8. MCQs:
 - Majority shall be drawn from the Must to Know part of the syllabus.
 - Questions from the Desirable to Know part of syllabus shall not exceed 3.
 - Questions from the Nice to Know part of syllabus shall not exceed 2.
9. SAQs:
 - Majority shall be drawn from the Must to Know part of the syllabus.
 - Questions from the Desirable to Know part of syllabus shall not exceed 1.
 - No questions shall be drawn from the Nice to Know part of syllabus.
 - SAQs shall assess understanding, application, and analysis, rather than simple recall.
10. LAQs:
 - All LAQs shall be drawn exclusively from the Must to Know part of the syllabus.
 - No questions shall be taken from the Desirable to Know or Nice to Know part of the syllabus.
 - Number of LAQs should not exceed one per topic unless maximum marks exceed 20 for the topic.
11. Long Answer Questions shall be structured to assess higher cognitive abilities, such as application, analysis, and synthesis.
12. Follow the guidelines in User Manual III for framing MCQs, SAQs, and LAQs.

Demo Blueprint for Illustration. Blue printing should be done based on Instructions for Question paper setting and using 6 F table.

Paper No: 1 (AMRAZ-E-ATFAL WA NAUMAULOOD (PEDIATRICS AND NEONATOLOGY))		
Question No	Type of Question	Question Paper Format
Q1	Multiple choice Questions 20 Questions 1 mark each All compulsory	<ol style="list-style-type: none"> 1. علم الاطفال میں حصول روداد اور سریریاتی امتحان (Ilmul Atfal mein Husool-e-Rudad aur Sareeryati imtehan) History Taking & Clinical Examination in Pediatrics / علم الاطفال اور اس کی اہمیت (Ilmul Atfal aur is ki Ahmiyat) Pediatrics & it's Importance 2. علم المولود (Ilmul al-Mawlūd) Neonatology 3. تغذیہ اور غذائی عوارض (Taghdhiya aur Ghidhai Awaridh) Nutrition & Nutritional Disorders / رضاعت اور غذاء اطفال (Raḍā-at aur Ghidha-e-Atfal) Breast Feeding and Diet of Children 4. تنمیه و تنویر (Tanmiya Wa Tatweer) Growth & Development 5. بچوں کی صحت سے متعلق قومی صحتی منصوبے، مناعت اور اصول تمنیج (Bachhon Ki Sehat Se MutalliQ Qaumi Sehti Mansoobe, Mana-at aur Usool-e-Tamneea) National Health Program for Child Health, Immunity and Principles of Immunization / بلوغت، مراهقت اور اس کے امراض (Balughat, Murahqat aur is k Amradh) Puberty, Adolescence and Related Disorders 6. متعلق اہم ہدایات (Moalaja Atfal se MutalliQ aham Hidayat) Advices and Instruction for Pediatrics Treatment / بچوں میں ادویہ اور ادویہ کی تفصیلات استعمال، درون عضلہ، درون ورید، تحت الجلد، درون جلد انجکشن کی (Bachhon me Advia Aur Advia Ki Tafseelat-e-Istemaal, Daroon-e-Azhla, Daroon-e-Vareed, Tahtul-Jild, Daroon-e-Jild Injection Ki Maharat) Drugs & Drug Dosages in Children and IM/ IV/ SC/ ID Injection Techniques 7. تفتیشات برائے امراض اطفال (Taf-shee-shat barae Amrāḍ-i-Atfal) Investigations in Paediatrics 8. امراض متعدیہ (Amrāḍ-i-Muta-addiya) Infectious Diseases 9. امراض متعدیہ (Amrāḍ-i-Muta-addiya) Infectious Diseases 10. امراض عین (Amrāḍ-i-Ain) Diseases of Eyes 11. امراض الاذن (Amraz-al-Udhun) Diseases of Ear 12. امراض انف (Amraz-al-Anaf) Diseases of Nose 13. امراض الدم (Amraz-al-Dam) Hematological Disorders 14. امراض غد لاقاتیہ (Amrāḍ-i- Ghudud La-Qanatiya) Endocrinological Disorders 15. امراض دماغ و اعصاب (Amrāḍ-i-Dimagh wa Aasab) Diseases of Brain and Nerves 16. امراض قلب (Amrāḍ-i-Qalb) Diseases of Heart / امراض نظام تنفس (Amrāḍ-i-Niḍām-i-Tanaffus) Diseases of Respiratory System / امراض حلق (Amrāḍ-i-Halaq) Diseases of Throat

		<p>17. امراض معدہ و جگر / (Amrāḍ-i-Amaa wa Maq-ad) Diseases of Intestine & Rectum / امراض امعاء و مقعد (Amrāḍ-i-Meda wa Jigar) Diseases of Stomach & Liver / امراض دہن (Amrāḍ-i-Dahan) Diseases of Mouth</p> <p>18. امراض نظام تناسل / (Amrāḍ-i-Nizam-e-Bawliya) Disease of Urinary System / امراض نظام بولیہ (Amrāḍ-i-Nizām-i-Tānāsul) Diseases of Genital System</p> <p>19. سلعات (Sal'at) Malignancies / جینیاتی خلل (Jeeniyati khalal) Genetic Disorders</p> <p>20. متفرقات (Mutafarraquat) Miscellaneous</p>
<p style="text-align: center;">Q2</p>	<p style="text-align: center;">Short answer Questions Eight Questions 5 Marks Each All compulsory</p>	<p>1. علم الاطفال میں حصول رود اور سریریاتی امتحان / (Ilmul Atfal mein Husool-e-Rudad aur Sareeryati imtehan) History Taking & Clinical Examination in Pediatrics / علم الاطفال اور اس کی اہمیت (Ilmul Atfal aur is ki Ahmiyat) Pediatrics & it's Importance</p> <p>2. تغذیہ اور غذائی عوارض / (Taghdhiya aur Ghidhai Awaridh) Nutrition & Nutritional Disorders / رضاعت اور غذاء اطفال (Raḍā-at aur Ghidha-e-Atfal) Breast Feeding and Diet of Children</p> <p>3. بچوں کی صحت سے متعلق قومی صحتی منصوبے، مناعت اور اصول تمنیج (Bachhon Ki Sehat Se MutalliQ Qaumi Sehti Mansoobe, Mana-at aur Usool-e-Tamneea) National Health Program for Child Health, Immunity and Principles of Immunization / بلوغت، مرابقت اور اس کے امراض (Balughat, Murahqat aur is k Amradh) Puberty, Adolescence and Related Disorders</p> <p>4. عفشیات برائے امراض اطفال / (Taf-sheeshat barae Amrāḍ-i-Atfal) Investigations in Paediatrics / عمومی احتیاط اور اعمال ضبط تعدیہ (Umoomi Ehtiyat aur Aamal-e-Dhabt-e-Tadhiya) Universal Precautions and Infection Control Practices / معالجات اطفال سے متعلق اہم ہدایات (Moalaja Atfal se MutalliQ aham Hidayat) Advices and Instruction for Pediatrics Treatment / بچوں میں ادویہ اور ادویہ کی تفصیلات استعمال، درون عضلہ، درون ورید، تحت الجلد (Bachhon me Advia Aur Advia Ki Tafseelat-e-Istemaal, Daroon-e-Azhla, Daroon-e-Vareed, Tahtul-Jild, Daroon-e-Jild Injection Ki Maharat) Drugs & Drug Dosages in Children and IM/ IV/ SC/ ID Injection Techniques</p> <p>5. امراض غد / (Amrāḍ-i-Dimagh wa Aasab) Diseases of Brain and Nerves / امراض الدم (Amraz-al-Dam) Hematological Disorders / امراض الانف (Amraz-al-Anaf) Diseases of Nose / امراض الاذن (Amraz-al-Udhun) Diseases of Ear / امراض عین (Amrāḍ-i-Ain) Diseases of Eyes</p> <p>6. امراض قلب (Amrāḍ-i-Qalb) Diseases of Heart / امراض نظام تنفس (Amrāḍ-i-Nizām-i-Tanaffus) Diseases of Respiratory System / امراض حلق (Amrāḍ-i-Halaq) Diseases of Throat</p>

		<p>7. امراض معدہ و جگر / (Amrāḍ-i-Amaa wa Maq-ad) Diseases of Intestine & Rectum / امراض امعاء و مقعد (Amrāḍ-i-Meda wa Jigar) Diseases of Stomach & Liver / امراض دہن (Amrāḍ-i-Dahan) Diseases of Mouth</p> <p>8. متفرقات (Mutafarraquat) Miscellaneous / جینیاتی خلل (Jeeniyati khala) Genetic Disorders / امراض نظام بولیہ (Amrāḍ-i-Nizam-e-Bawliya) Disease of Urinary System / امراض نظام تناسل (Amrāḍ-i-Nizām-i-Tānāsul) Diseases of Genital System</p>
<p>Q3</p>	<p>Long answer Questions Four Questions 10 marks each All compulsory</p>	<p>1. تغذیہ اور غذائی عوارض / (Tanmiya Wa Tatweer) Growth & Development / تغذیہ اور غذائی عوارض (Taghdhiya aur Ghidhai Awaridh) Nutrition & Nutritional Disorders / رضاعت اور غذاء اطفال (Raḍā-at aur Ghidha-e-Atfal) Breast Feeding and Diet of Children / علم المولود (Ilmul al-Mawlūd) Neonatology / علم الاطفال میں حصول رواد اور سریریاتی امتحان (Ilmul Atfal mein Husool-e-Rudad aur Sareeryati imtehan) History Taking & Clinical Examination in Pediatrics</p> <p>2. امراض متعدیہ (Amrāḍ-i-Muta-addiya) Infectious Diseases</p> <p>3. امراض الدم / امراض دماغ و اعصاب (Amrāḍ-i-Dimagh wa Aasab) Diseases of Brain and Nerves / امراض الدم (Amraz-al-Dam) Hematological Disorders</p> <p>4. امراض امعاء و مقعد / امراض نظام بولیہ (Amrāḍ-i-Nizam-e-Bawliya) Disease of Urinary System / امراض امعاء و مقعد (Amrāḍ-i-Amaa wa Maq-ad) Diseases of Intestine & Rectum / امراض معدہ و جگر (Amrāḍ-i-Meda wa Jigar) Diseases of Stomach & Liver / امراض نظام تنفس (Amrāḍ-i-Nizām-i-Tanaffus) Diseases of Respiratory System</p>

6 H : Distribution of Practical Exam

S.No	Head	Marks
1	<p>Case Presentation</p> <p>Assesment of clinical skills should be carried out on the basis of case presentations in terms of history taking, condut of physical examination, interpretation of investigations, making diagnosis and formulation of plan for management. One Long case and and One short case should be assigned to each student, In suitable scenarios simulated patients of video cases may be used.</p>	50
2	<p>Practical demonstration</p> <p>Assement of management skills should be carried out through by evaluating hands-on skills, in terms of proper steps, techniques and adherence to safety protocols while performing the assigned tasks on maniiquins/simulated patients.The assigned tasks/ practicals should be from the list of practicals incarpotrated in the curriculum.</p>	20
3	<p>Spotting OR Identification of instrument and equipments :</p> <p>Assement of proper identification of instruments and equipment (05 in number) commonly used in peditrics may be carried out by way of</p> <ul style="list-style-type: none"> • Visual Recognition: Identification of instruments and equipment by sight. • Naming: Correct name for each instrument or piece of equipment presented/flagged. • Size Selection: Selection of appropriate size of instrument or equipment according to child. • Indication/ Uses: Recalling common uses and indications. • Proper Handling: Demonstration of knowledge of proper handling of the presented equipment. 	20
4	<p>Record Book</p> <p>Student should prepare and submit 20 Clinical Case sheets (10 Long and 10 short Cases) during the academic session.</p>	10
5	<p>Viva-Voce</p>	30

6	Internal Assessment	20
Total		150

References Books/ Resources

S.No	Resources
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6	Parthasarathy A, Menon P, Nair MKC, et al. <i>IAP Textbook of Pediatrics</i> . 7th ed. New Delhi: Jaypee Brothers Medical Publishers; 2021.
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12	Bhat SR. <i>Achar's Textbook of Pediatrics</i> . 2nd ed. New Delhi: Jaypee Brothers Medical Publishers; 2023.
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48	Dalwai SH. <i>IAP Handbook of developmental and behavioral pediatrics</i> , Jaypee Brothers Medical Publishers New Delhi.
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Abbreviations

Domain		T L Method		Level		Assessment		Integration	
CK	Cognitive/Knowledge	L	Lecture	K	Know	T-CS	Theory case study	V-UAM F	V-UAM F
CC	Cognitive/Comprehension	L&PP T	Lecture with PowerPoint presentation	K H	Know show	T-OBT	Theory open book test	V-KUT	V-KUT
CAP	Cognitive/Application	L&GD	Lecture & Group Discussion	S H	Show show	P-VIVA	Practical Viva	V-TB	V-TB
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does	P-REC	Practical Recitation	V-MZ	V-MZ
CS	Cognitive/Synthesis	REC	Recitation			P-EXAM	Practical exam	V-TT	V-TT
CE	Cognitive/Evaluation	SY	Symposium			PRN	Presentation	V-IA	V-IA
PSY - SET	Psychomotor/Set	TUT	Tutorial			P-PRF	Practical Performance	V-ISM	V-ISM
PSY - GUD	Psychomotor/Guided response	DIS	Discussions			P-SUR	Practical Survey	V-TST	V-TST
PSY - MEC	Psychomotor/Mechanism	BS	Brainstorming			P-EN	Practical enact	V-MA	V-MA
PSY - ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning			P-RP	Practical Role play	V-TQS	V-TQS
PSY - OR G	Psychomotor/Origination	PBL	Problem-Based Learning			P-MOD	Practical Model	V-SUI	V-SUI

AFT- REC	Affective/ Receiving	CBL	Case-Based Learning			P-POS	Practical Poster	H- MOA	H- MOA
AFT- RES	Affective/Responding	PrBL	Project-Based Learning			P-CASE	Practical Case taking	H- QAN	H- QAN
AFT- VAL	Affective/Valuing	TBL	Team-Based Learning			P-ID	Practical identification	H-IJ	H-IJ
AFT- SET	Affective/Organization	TPW	Team Project Work			P-PS	Practical Problem solving	H- AUH	H- AUH
AFT- CHR	Affective/ characterization	FC	Flipped Classroom			QZ	Quiz	H- AJT	H- AJT
PSY - PER	Psychomotor/perception	BL	Blended Learning			PUZ	Puzzles	H-IBT	H-IBT
PSY - COR	Psychomotor/ Complex Overt Response	EDU	Edutainment			CL-PR	Class Presentation	H- AAN	H- AAN
		ML	Mobile Learning			DEB	Debate	H- RMS	H- RMS
		ECE	Early Clinical Exposure			WP	Word puzzle		
		SIM	Simulation			O-QZ	Online quiz		
		RP	Role Plays			O-GAME	Online game- based assessment		
		SDL	Self-directed learning			M-MOD	Making of Model		
		PSM	Problem- Solving Method			M-CHT	Making of Charts		
		KL	Kinaesthetic Learning			M-POS	Making of Posters		

		W	Workshops			C-INT	Conducting interview		
		GBL	Game-Based Learning			INT	Interactions		
		LS	Library Session			CR-RED	Critical reading papers		
		PL	Peer Learning			CR-W	Creativity Writing		
		RLE	Real-Life Experience			C-VC	Clinical video cases		
		PER	Presentations			SP	Simulated patients		
		D-M	Demonstration on Model			PM	Patient management problems		
		PT	Practical			CHK	Checklists		
		X-Ray	X-ray Identification			Mini-CEX	Mini-CEX		
		CD	Case Diagnosis			DOPS	DOPS		
		LRI	Lab Report Interpretation			CWS	CWS		
		DA	Drug Analysis			RS	Rating scales		
		D	Demonstration			RK	Record keeping		
		D-BED	Demonstration Bedside			COM	Compilations		
		DL	Demonstration Lab			Portfolios	Portfolios		
		DG	Demonstration Garden			Log book	Log book		

		FV	Field Visit			TR	Trainers report		
						SA	Self-assessment		
						PA	Peer assessment		
						360D	360-degree evaluation		
						PP-Practical	Practical		
						VV-Viva	Viva		
						DOAP	Demonstration Observation Assistance Performance		
						SBA	Scenario Based Assessment		
						CBA	Case based Assessment		
						S-LAQ	Structured LAQ		
						OSCE	Objective Structured Clinical Examination		
						OSPE	Objective Structured Practical Examination		
						DOPS	Direct observation of		

							procedural skills		
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