

SWAT MEDICAL COLLEGE SWAT

DEPARTMENT OF MEDICAL EDUCATION



ENT MODULE



4TH YEAR MBBS

BLOCK: M1

LONGITUDINAL MODULE

STUDENT NAME

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1 Acaedemic Calendar

| Tentative Annual Calendar MBBS – 2023-24 Swat Medical College, Swat | | | | | | | | | |
|--|---------------------------------------|---|--|---|--|--|---|---|---|
| Activity/ Events | Week | Date | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year | | |
| Orientation Week | 1 | 12 th to 16 th Feb | Foundation-I (6 weeks) 22 nd March, Module Exam | Neurosciences-IA (6 weeks) 22 nd March, Module Exam | Foundation II (5 weeks) 22 nd March, Module Exam | Neurosciences – II (6 weeks) 25 th and 26 th March Block J Exam | Previous 5th Year Preparatory leaves and annual exam | | |
| Regular Classes | 2 | 16 th to 23 rd Feb | | | | | | | |
| Regular Classes | 3 | 26 th Feb to 1 st March | | | Blood & Immunology (3 weeks) 6 th & 7 th May Block A exam | Neurosciences-IB (5 weeks) 13 th & 14 th May Block D | Infection & Inflammation (6 weeks) 6 th May to 7 th May Block G exam | GIT and Hepatobiliary – II (9 weeks) 10 th and 11 th June Block K Exam | Foundation-III (2 weeks) 22 nd March Module Exam |
| Regular Classes | 4 | 4 th to 8 th March | | | | | | | Blood & Immunology-III (2 weeks) 5 th April Module Exam |
| Regular Classes | 5 | 11 th to 15 th March | MSK-I (8 weeks) 1 st & 2 nd July Block-B Exam | GIT, Hepatobiliary & Metabolism (8 weeks) 1 st & 2 nd July | | | Multisystem (5 weeks) Module Exam 31 st May | Renal – II Module (4 weeks) 1 st and 2 nd July Module Exam | MSK III (2 weeks) 06 th & 07 th May Block N exam |
| Regular Classes | 6 | 18 th to 22 nd March | | | | | | | Cardiorespiratory-III (5 weeks) 3 rd & 4 th June Block O Exam |
| Regular Classes | 7 | 25 th to 29 th March | | | CVS-I (5 weeks) 23 rd August Module Exam | Renal (3 weeks) 12 th to 13 th August Block E | Blood & immunology (3 weeks) 1 st & 2 nd July module exam | Endocrine and Reproduction – II (8 weeks) 16 th and 17 th September Block-L exam | Renal- III Module (2 weeks) 14 th June Module Exam |
| Regular Classes | 8 | 1 st to 5 th April | | | | | | | Endocrine & Reproduction-III (3 weeks) 29 th & 30 th July Block P Exam |
| Spring Break/Eid-ul Fitr | 9 | 8 th to 12 th April | Respiratory-I (4 weeks) 23 rd -24 th SEP Block-C Exam | Reproduction-I (4 weeks) 30 th Sep 1 st Oct | | | CVS-II (3 weeks) 20 th September Module exam | EYE and ENT (6 weeks) 14 th to 18 th OCT Block M1 & M2 Exam | Neurosciences – III (3 weeks) 16 th August Module Exam |
| Sports Week | 10 | 15 th to 19 th April | | | | | | | GIT & Hepatobiliary (2 weeks) 6 th Sep Module Exam |
| Regular Classes | 11 | 22 nd to 26 th April | | | PREPARATORY LEAVES | PREPARATORY LEAVES | PREPARATORY LEAVES | PREPARATORY LEAVES | PREPARATORY LEAVES |
| Regular Classes | 12 | 29 th to 3 rd May | | | | | | | |
| Regular Classes | 13 | 6 th to 10 th May | | | | | | | |
| Regular Classes | 14 | 13 th to 17 th May | | | | | | | |
| Regular Classes | 15 | 20 th to 24 th May | Annual Exam as per KMU schedule. | Annual Exam as per KMU | Annual Exam as per KMU schedule. | Annual Exam as per KMU schedule. | Annual Exam as per KMU schedule. | | |
| Regular Classes | 16 | 27 th May to 31 st May | | | | | | | |
| Regular Classes | 17 | 3 rd to 7 th June | | | | | | | |
| Regular Classes | 18 | 10 th to 14 th June | | | | | | | |
| Eid-ul-Adha Holidays | 19 | 17 th to 21 st June | PREPARATORY LEAVES | PREPARATORY LEAVES | PREPARATORY LEAVES | PREPARATORY LEAVES | PREPARATORY LEAVES | | |
| Regular Classes | 20 | 24 th to 28 th June | | | | | | | |
| Summer Vacations | 21-23 | 3 rd to 21 st July | | | | | | | |
| Regular Classes | 24 | 22 nd to 26 th July | | | | | | | |
| Regular Classes | 25 | 29 th July to 2 nd Aug | Winter vacation | Winter vacation | Winter vacation | Winter vacation | Winter vacation | | |
| Regular Classes | 26 | 5 th to 9 th Aug | | | | | | | |
| Regular Classes | 27 | 12 th to 16 th Aug | | | | | | | |
| Regular Classes | 28 | 19 th 23 rd Aug | | | | | | | |
| Regular Classes | 29 | 26 th to 30 th Aug | Winter vacation | Winter vacation | Winter vacation | Winter vacation | Winter vacation | | |
| Regular Classes | 30 | 2 nd to 6 th Sep | | | | | | | |
| Regular Classes | 31 | 9 th to 13 th Sep | | | | | | | |
| Regular Classes | 32 | 16 th to 20 th Sep | | | | | | | |
| Regular Classes/ Preparatory Leaves | 33 | 23 rd to 27 th Sep | Winter vacation | Winter vacation | Winter vacation | Winter vacation | Winter vacation | | |
| Regular Classes/ Preparatory Leaves | 34 | 30 th Sep to 4 th Oct | | | | | | | |
| Regular Classes/ Preparatory Leaves | 35 | 7 th to 11 th Oct | | | | | | | |
| Regular Classes/ Preparatory Leaves | 36 | 14 th to 18 th Oct | | | | | | | |
| Regular Classes/ Preparatory Leaves | 37 | 21 st to 25 th Oct | Winter vacation | Winter vacation | Winter vacation | Winter vacation | Winter vacation | | |
| Regular Classes/ Preparatory Leaves | 38 | 28 th Oct to 1 st Nov | | | | | | | |
| Regular Classes/ Preparatory Leaves | 39 | 4 th to 8 th Nov | | | | | | | |
| Regular Classes/ Preparatory Leaves | 40 | 11 th to 15 th Nov | | | | | | | |
| Regular Classes/ Preparatory Leaves | 41 | 18 th to 22 nd Nov | Winter vacation | Winter vacation | Winter vacation | Winter vacation | Winter vacation | | |
| Regular Classes/ Preparatory Leaves | 42 | 25 th to 29 th Nov | | | | | | | |
| Regular Classes/ Preparatory Leaves | 42 | 2 nd to 6 th Dec | | | | | | | |
| Regular Classes/ Preparatory Leaves | 43 | 9 th to 13 th Dec | | | | | | | |
| Regular Classes/ Preparatory Leaves | 44 | 16 th to 20 th Dec | Winter vacation | Winter vacation | Winter vacation | Winter vacation | Winter vacation | | |
| Regular Classes/ Preparatory Leaves | 45 | 23 rd to 27 th Dec | | | | | | | |
| Regular Classes/ Preparatory Leaves | 46-49 | November 2024 | | | | | | | |
| Regular Classes/ Preparatory Leaves | 50-53 | December 2024 | | | | | | | |
| Regular Classes/ Preparatory Leaves | 54-57 | January 2025 | Winter vacation | Winter vacation | Winter vacation | Winter vacation | Winter vacation | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | Start of new academic session 2025-26 | | February 2025 | February 2025 | February 2025 | February 2025 | March 2025 | | |

Note: The given dates are tentative and may be subject to change as needed/demanded. The KMU will share the annual exam schedule at the end of the current session.

Dear Student

The Department of Medical Education (DME) has successfully conducted faculty training for the curation of study guides. In accordance with the guidelines set by Khyber Medical University, Peshawar, this study guide has been meticulously developed by the respective block coordinator. For any queries or concerns, kindly refer to the "Query and Troubleshooting" section for contact information.

Please be advised that the timetables provided in the study guides are tentative, and the final versions will always be accessible on the official website and notice boards a few days prior to the start of the module.

It is crucial to acknowledge that this guide is subject to continuous improvement, aligning with updates to module learning objectives and blueprints by KMU Peshawar. It is noteworthy that the learning objectives and blueprints outlined in this guide represent an enhanced and revised version of those originally provided by KMU.

For more information on modules and examination blueprints, please visit

<https://kmu.edu.pk/examination/guidelines>.

Your login link of official website: https://mis.swatmedicalcollege.edu.pk/login/student_login

2 List Of Abbrevation

| | | | |
|----------|---|------|--|
| PRIME | Professionalism and Communication Skills, Research, Identity Formation, Management and Leadership, Ethics | | |
| Pharma-L | Pharmacology Lecture | SGD | Small Group Discussion |
| Pead-L | Pediatrics | DSL | Directed Self Learning |
| C.M-L | Community Medicine Lecture | CPC | Clinical Pathological Conference |
| Med-L | Medicine Lecture | LGIS | Large Group Interactive Session |
| Neuro-L | Neurosurgery Lecture | PBL | Problem Based Learning |
| F.M-L | Forensic Medicine Lecture | SL | Skill Lab |
| Ortho-L | Orthopaedics Lecture | MCQs | Multiple Choice Questions |
| M.E-L | Medical Education Lecture | OSPE | Objectively Structured Practical Examination |
| Patho-L | Pathology Lecture | SAQs | Short Answer Questions |
| SGDs | Small Group Discussions | SEQs | Short Essay Questions |
| IPA | | | |

3. Module Committee:

| s.no | Name | Department | Role |
|-------------|---------------------------|------------------|--------------------|
| 1. | Prof. Dr. Aziz Ahmad | Dean / principal | |
| 2. | Dr. M Junaid Khan | DME | Director |
| | | | |
| Module Team | | | |
| 3. | Prof. Dr. Gulshan Hussain | ENT | Module coordinator |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| | | | |



4. Recommended List Of Icons



Introduction To Case



For Objectives



Critical Questions



Assessment



Resource Material

5. Mission/ Vision of the College

4.1 Mission Statement of the Institution:

To train medical students as per international standards, thereby producing doctors who exhibit excellence as professionals, academicians, researchers and adeptly fulfilling community healthcare needs through the application of ethical and evidence-based practices.

4.2 Vision Statement of the Institution:

To be a center of excellence in medical education, patient care and research globally.

6. Overview of the Module/ Preface

Welcome to the ENT module in the MBBS program, a dedicated journey into Otolaryngology designed to equip students with a profound understanding of ear, nose, and throat health. In this module, our overarching goal is to seamlessly integrate theoretical knowledge with practical applications, providing students with a comprehensive and immersive educational experience.

The organization of the module around key themes such as Sore Throat, Difficulty in Swallowing, Hoarseness & Stridor, Deafness, Ear Discharge & Dizziness, Nasal Obstruction, Swelling Neck ensures a systematic exploration of diverse facets within Otolaryngology. These themes not only deepen our understanding of the specialty but also integrate elements of Pediatrics, Pathology, Pharmacology, and Clinical Skills.

Hands-on experiences are woven into the fabric of the curriculum, with clinical rotations, skill labs, interactive lectures, and small group discussions providing students with exposure to varied clinical settings. This approach aims to cultivate a well-rounded education in ENT, preparing students for the dynamic challenges of patient care.

The study guide serves as a vital compass, delineating the components to be assessed, from theoretical knowledge to its practical applications. Transparently detailing assessment tools, including MCQs, SEQ, and OSPE, the guide instills a sense of accountability and readiness among students. As graduates embark on their journey as medical professionals, diverse career pathways await, spanning clinical practice to research, with opportunities in various specializations within ENT.

In essence, this study guide stands as an indispensable companion, offering clarity on module contents, instructional methodologies, faculty guidance, and assessment criteria. By actively engaging with the provided information, students can navigate their academic journey with confidence and purpose, maximizing their learning experience in the ENT module of the MBBS program.

7. Introduction/ Organization of Module

7.1 Introduction:

ENT, or Otolaryngology, is a specialized medical field focusing on the diagnosis and treatment of disorders related to the ear, nose, and throat. From managing hearing impairments to addressing throat conditions and nasal disorders, ENT specialists play a crucial role in enhancing patients' overall well-being. The ENT module offers a comprehensive exploration of these intricacies, providing students with the knowledge and skills needed for effective patient care in this specialized area of medicine.

7.2 Rational:

The rationale for the ENT module lies in the critical importance of Otolaryngology within medical education. As the field addressing disorders of the ear, nose, and throat, ENT plays a pivotal role in patient care, impacting aspects of communication, sensory perception, and overall quality of life. This module aims to provide students with a deep understanding of ENT, bridging theoretical knowledge with practical applications. By exploring themes such as Sore Throat, Difficulty in Swallowing, Hoarseness & Stridor, Deafness, Ear Discharge & Dizziness, Nasal Obstruction, and Swelling Neck, students gain comprehensive insights and skills essential for effective diagnosis and management. The hands-on experiences integrated into the curriculum aim to cultivate well-rounded medical professionals prepared for the diverse challenges posed by disorders in this specialized area.

7.3 Organization of the Study guide:

The ENT module is meticulously organized around seven key themes, each delving into crucial aspects of Otolaryngology:

Sore Throat:

Difficulty in Swallowing:

Hoarseness & Stridor:

Deafness:

Ear Discharge & Dizziness:

Nasal Obstruction:

Swelling Neck:

This thematic structure ensures a systematic exploration of ENT, allowing students to delve deeply into specific areas while building a broad foundation of knowledge. Each theme integrates theoretical learning with practical applications, enhancing the overall understanding of Otolaryngology. Clinical rotations, skill labs, and interactive sessions complement these themes, providing students with a well-rounded educational experience, ultimately preparing them for the diverse challenges of patient care in ENT.

7.4 Longitudinal Modules: EYE and ENT

In the 4th year of the MBBS program, students will experience a unique and comprehensive approach to learning through the Longitudinal Modules focused on Ophthalmology (EYE) and Otolaryngology (ENT). These modules are strategically distributed throughout the academic year, providing continuous exposure and in-depth understanding of key concepts.

Key Features:**1. Continuous Integration:**

- Both EYE and ENT modules are seamlessly integrated into the entire 4th year curriculum.
- The longitudinal design allows for sustained immersion in the subjects, fostering a deep and nuanced understanding over time.

2. Thematic Learning:

- The modules are structured thematically, covering essential topics in Ophthalmology and Otolaryngology across multiple disciplines.
- Thematic organization aids in connecting related concepts and enhances overall comprehension.

3. Clinical Exposure:

- Students benefit from regular clinical exposure and hands-on experiences relevant to EYE and ENT throughout the year.
- Clinical rotations complement theoretical learning, providing practical insights into patient care and management.

4. Dedicated Module Conclusion:

- Towards the end of the academic year, a focused week or two-week module consolidates the crucial aspects of both EYE and ENT.
- This intensive period aims to reinforce core concepts, address any remaining queries, and prepare students comprehensively for assessments.

5. Integrated Assessments:

- Assessments are thoughtfully integrated into the longitudinal structure, allowing for the evaluation of students' progress and understanding at various points.
- The concluding module may include comprehensive assessments to gauge overall proficiency in EYE and ENT.

Educational Objectives:

- Develop a holistic understanding of EYE and ENT over an extended duration.
- Cultivate clinical skills through continuous exposure and hands-on experiences.
- Enhance problem-solving abilities and critical thinking in the context of Ophthalmology and Otolaryngology.
- Prepare students for the challenges of patient care in these specialized areas.

The Longitudinal Modules in EYE and ENT exemplify a progressive and immersive learning model, ensuring that 4th-year MBBS students attain a well-rounded and profound knowledge of these vital medical disciplines.

7.5 Teaching and Learning Strategies:

To enhance understanding and engagement, the Cardiorespiratory module employs a variety of teaching and learning methods, including:

Interactive Lectures:

Engaging lectures encourage active participation, with breaks for activities that allow direct application of learned material. Interactive segments often start with attention-grabbing triggers, followed by activities for practical application or contextualizing upcoming material.

Hospital/Clinic Visits:

In small groups, students observe patients with relevant signs and symptoms in hospital or clinical settings.

This firsthand experience helps students connect theoretical knowledge with practical aspects of the module.

Small Group Discussion (SGD):

Encourages participation from all students, fostering a collaborative learning environment.

Two-way discussions promote creativity, skill acquisition, and the exchange of opinions based on lectures, tutorials, and self-study.

Skills/Practical Session:

Practical skills related to the module are observed and practiced, utilizing skills laboratories or departmental facilities.

Self-Directed Learning (SDL):

Emphasizes independent study without direct supervision, allowing students to take responsibility for their learning.

Students engage in self-study, peer discussions, and seek information from the Learning Resource Centre, teachers, and external resources.

Utilization of designated self-study hours within Swat Medical College facilitates focused individual learning.

8. Assessment Plan

- The year-4 will be assessed in 4 blocks
- Block-1 (Neurosciences-2 module) will be assessed in paper-J
- Block-2 (GIT and hepatobiliary module) will be assessed in paper-K
- Block-3 (Renal-2, Endocrine & Reproduction-2 module) will be assessed in paper-L
- Block-4 (ENT and EYE modules) will be assessed in paper-M
- Each written paper consists of 120 MCQs.
- Internal assessment will be added to final marks in KMU as shown in below table.
- In OSPE, each station will be allotted 6 marks, and a total of 120 (+10% marks of internal assessment) marks are allocated for each OSPE/OSCE examination.

4th Year MBBS Modules Assessment Plan

| Theory paper | Modules | Theory marks | Internal assessment theory (10%) | OSPE/OSPE | Internal assessment OSPE/OSPE (10%) | Total Marks |
|--------------------|-------------------------------------|--------------|----------------------------------|------------|-------------------------------------|-------------|
| Paper J | Neurosciences-2 | 120 | 13 | 120 | 13 | 266 |
| Paper K | GIT-2 | 120 | 13 | 120 | 13 | 266 |
| Paper L | Renal-2, Endocrine & Reproduction-2 | 120 | 14 | 120 | 13 | 267 |
| Paper M | ENT and EYE | 120 | 13 | 120 | 13 | 266 |
| Research* | | | | 20 | 15 | 35 |
| Total Marks | | 480 | 53 | 500 | 67 | 1100 |

*Research viva of 20 marks will be conducted in paper-L. However, the rest of 15 marks will be decided by the concerned department internally for the contribution of the students in research project/thesis.

Teaching Hours Allocation

| Themes | Total Hours | In class teaching (Hours) | Clinical (Hours) |
|--|-------------|---------------------------|------------------|
| Theme 01: Foundation of Otorhinolaryngology & Head and Neck | 11 | --- | 11 |
| Theme 02: Sore Throat | 21 | 15 | 06 |
| Theme 03: Difficulty in Swallowing | 09 | 05 | 04 |
| Theme 04: Hoarseness & Stridor | 36 | 19 | 17 |
| Theme 05: Deafness, Ear Discharge & Dizziness | 27 | 19 | 08 |
| Theme 06: Nasal Obstruction | 29 | 19 | 10 |
| Theme 07: Swelling Neck | 14 | 06 | 08 |
| Total | 147 | 83 | 64 |



9. Learning Objectives

a. General Learning Outcomes

By the end of Eye Module, 4th year MBBS students will be able to:

1. Describe the anatomy and physiology of Ear, Nose, Throat & Neck.
2. Obtain appropriate history, examine Ear, Nose, oral cavity, pharynx, larynx and Neck including mirror examinations and functional examinations of these areas.
3. Describe benign and malignant tumors involving the ENT and Head & Neck.
4. Assist in diagnostic procedures and take swab for culture and sensitivity from ear, Nose & throat under supervision.
5. Prescribe hematological investigations, x-ray paranasal sinuses, CT/MRI scan of paranasal sinuses, temporal bone and Head & Neck & interpret it.
6. Perform clinical tests of hearing, tuning fork tests and balance independently
7. Interpret pure tone audiogram & tympanogram.
8. Describe the ABC protocol for resuscitation of traumatic patients.
9. Discuss differential diagnosis of membrane on the tonsils and describe diphtheria.
10. Describe sialadenitis, sialolithiasis and enumerate the benign and malignant salivary tumors.
11. Discuss a treatment plan for the patients with various common diseases of the ENT and Head and Neck region.
12. Describe dysphagia and its causes, Plummer-Vinson Syndrome and malignant tumors of hypopharynx that could lead to dysphagia and hoarseness along with their management.
13. Describe the management of corrosive ingestion and foreign body in the esophagus.
14. Describe various congenital and acquired disorders of the ENT and Head & Neck region.
15. Describe the significance of hoarseness and stridor & enumerate their causes and clinical features of respiratory obstruction.
16. Differentiate clinically between various types of stridor and possible site of obstruction.
17. Describe tracheostomy and indications for this procedure.
18. Describe squamous cell carcinoma of the larynx and the impact of stage of disease on management and survival of patient.
19. Explain the mutual association of hearing and balance disorders & the various conditions that give rise to these disorders.
20. Describe the clinical features and course of otosclerosis, Meniere's disease, vestibular neuritis & BPPV.
21. Diagnose suppurative otitis media & describe its intracranial and extra cranial complications.
22. Describe the 'rehabilitation of deaf and mute child' and the impact of hearing impairment in children.
23. Describe rhinosinusitis, its various types of rhino-sinusitis and its complications.

24. Describe the diseases of the nasal septum & define DNS and enumerate its various types.
25. Describe the pathophysiology, types, and management of Sino nasal polyposis.
26. Enumerate various conditions resulting in nasal obstruction & discharge.
27. Describe various types of allergic & non-allergic rhino-sinusitis.
28. Enumerate fungal and other granulomatous diseases of the nose & paranasal sinuses and describe their management.
29. Categorize various conditions benign & malignant neoplasms of the nose & paranasal sinuses.
30. Classify various types of neck swellings and describe clinical differentiating features of benign & malignant neck masses.
31. Describe a classification of various lymph nodes levels in the neck and describe the lymphatic drainage of the head and neck.
32. Obtain informed consent from patient and communicate with the patients, their families and community regarding diseases & its relevant issues.
33. Describe the anatomy and physiology of salivary glands
34. Describe benign & malignant diseases of the salivary glands

b. Specific Learning Outcome

Table 1: Sore Throat

| TOPIC | HOURS | LEARNING OBJECTIVES |
|---|---------|---|
| Anatomy & physiology of oral cavity, Pharynx & salivary glands | 2 hours | <ol style="list-style-type: none"> 1. Discuss the anatomy of oral cavity and site classification of oral cavity. 2. Discuss applied anatomy of pharynx & mechanism of deglutition 3. Discuss applied anatomy of nasopharynx and anatomy and physiology of adenoids 4. Discuss applied anatomy of oropharynx and anatomy and physiology of pharyngeal tonsils 5. Discuss the anatomy of minor and major salivary glands |
| Acute Pharyngitis | 1 hour | <ol style="list-style-type: none"> 6. Discuss classification, types, aetiology, clinical features, diagnosis and treatment of acute pharyngitis |
| Chronic Pharyngitis | 1 hour | <ol style="list-style-type: none"> 7. Discuss classification, types, aetiology, clinical features, diagnosis and treatment of chronic pharyngitis |

| | | |
|--|---------|---|
| Acute Tonsillitis/ Peritonsillar abscess (Quinsy) | 1 hour | 8. Discuss classification, types, aetiology, clinical features, diagnosis and treatment of acute tonsillitis 9. Discuss the aetiology, clinical features and treatment of quinsy |
| Chronic Tonsillitis | 1 hour | 10. Discuss classification, types, aetiology, clinical features, diagnosis and treatment of chronic tonsillitis |
| Oral ulceration | 1 hours | 11. Enumerate differential diagnosis of oral ulcers and discuss management of Aphthous ulcers |
| Trauma to the palate and Oropharynx | 1 hour | 12. Discuss the principles of soft tissue & bone repair in palatal and pharyngeal trauma. |
| Carcinoma of oral cavity | 1 hour | 13. Discuss the aetiology, clinical features and treatment of oral carcinoma |
| Approach to a patient with sore throat | 1 hour | 14. Enumerate differentials of sore throat and discuss important differentiating points |
| Anatomy & physiology of salivary glands | 1 hour | 15. Describe the anatomy & physiology of parotid, submandibular, sublingual & minor salivary glands |
| Non neoplastic disorders of the salivary glands | 1 hour | 16. Describe non neoplastic disorders of salivary glands, its management and treatment |
| Sialolithiasis and sialectasis | 1 hour | 17. Describe stone formation and stasis of secretions in the salivary glands and its management |
| Neoplasm of salivary glands | 1 hour | 18. Describe the features, course and management of benign and malignant, submandibular, sublingual and minor salivary glands |
| Complications of salivary gland surgeries | 1 hour | 19. Describe in detail different surgical procedures of salivary glands and its complications |

Table 2 : Difficulty in Swallowing

| TOPIC | HOURS | LEARNING OBJECTIVES |
|--|--------|---|
| Dysphagia & Plummer Vinson Syndrome | 1 hour | 20. Discuss Dysphagia & the anatomy and physiology of Esophagus and the appropriate medical and surgical treatment of dysphagia. 21. Discuss PVS & the predisposing factors for causation & management |
| Pharyngeal and esophageal Pouches | 1 hour | 22. Discuss Pharyngeal pouch & the predisposing factors, clinical features, and treatment. |

| | | |
|-------------------------------|--------|--|
| Oropharyngeal Tumors | 1 hour | 23.Enumerate oropharyngeal tumors. Discuss the types, aetiology and treatment of oropharyngeal carcinoma. |
| Hypo pharyngeal Tumors | 1 hour | 24.Enumerate oropharyngeal tumors. Discuss the aetiology and treatment of hypo pharyngeal carcinoma. |
| Tumors of Esophagus. | 1 hour | 25.Classify esophageal tumors & describe the etiology, clinical features, and treatment options. |

Table 3 Hoarseness & Stridor

| TOPIC | HOURS | LEARNING OBJECTIVES |
|--|--------------|--|
| Applied anatomy of potential spaces in & around the larynx and neck | 2 hour | 26. Discuss applied anatomy of larynx. 27. Discuss the pre-piglottic, paraglottic & Rinke's space. |
| Anatomy of Potential neck spaces | 3 hour | 28. Discuss anatomy of deep fascia of neck & anatomy of potential pharyngeal and neck spaces. |
| | | 29. Discuss surgical anatomy of peritonsillar, parapharyngeal & submandibular spaces. 30. Discuss anatomy of retro pharyngeal space. |
| Applied anatomy & physiology of Larynx/neck , Voice physiology | 2 hour | 31. Discuss applied anatomy of Larynx. 32. Discuss the physiology of larynx. 33. Discuss the physiology of voice, speech production & its regulation |
| Acute Laryngitis | 1 hour | 34. Discuss aetiology, clinical features, diagnosis, and treatment of acute simple laryngitis |
| Chronic Laryngitis | 1 hour | 35. Discuss chronic laryngitis including chronic ranulomatous conditions of the larynx, its clinical features, diagnosis, and treatment. |
| Vocal nodules & vocal polyps | 1 hour | 36. Discuss differentiating points between vocal nodules & polyps, its aetiology, clinical features, diagnosis, and treatment. |
| Vocal cord paralysis | 1 hour | 37. Discuss paralytic causes of hoarseness, its types, clinical features, diagnosis, and treatment. |
| Stridor | 1 hours | 38. Enumerate causes of stridor. Explain types of stridor. Discuss management of congenital stridor |

| | | |
|--|--------|--|
| Apyrexial causes of stridor | 1 hour | 39. Discuss the aetiology and management of acquired apyrexial causes of stridor |
| Pyrexial causes | 1 hour | 40. Discuss the aetiology and management of pyrexial causes of stridor |
| Laryngeal trauma | 1 hour | 41. Discuss the management of laryngeal trauma |
| Acute Respiratory obstruction | 1 hour | 42. Discuss signs of respiratory obstruction. Enumerate alternate airways & discuss tracheostomy. |
| Laryngotracheal Foreign body | 1 hour | 43. Discuss the aetiology, types & treatment of Laryngotracheal Foreign bodies. |
| Malignant Tumours of the Larynx / Carcinoma of Larynx | 1 hour | 44. Discuss incidence, epidemiology, risk factors, Pathology & classification of carcinoma larynx. 45. Discuss UICC classification of laryngeal sites & subsites. Discuss management of carcinoma of all the subsites |
| Approach to a patient with hoarseness | 1 hour | 46. Discuss the differential diagnosis of hoarseness and explain management approach to a patient presenting with hoarseness |

Table 4 Deafness, Ear Discharge & Dizziness

| TOPIC | HOURS | LEARNING OBJECTIVES |
|---|---------|--|
| Applied Anatomy and Physiology of Ear | 2 hours | 47. Describe the applied anatomy of the external, middle & internal ear. 48. Discuss the functions of the ear. 49. Discuss basic principles & interpretation of various tuning fork tests. 50. Discuss the interpretation of PTA & impedance audiometry |
| Trauma to External Ear and the Temporal Bone | 1 hour | 51. Classify the trauma to external ear and the temporal bone. 52. Describe the appropriate imaging investigations & treatments. |
| Otitis Externa | 1 hour | 53. Discuss Otitis Externa, its clinical features, differential diagnosis and relevant clinical & radiological investigations and treatment. |
| Acute Suppurative otitis media | 1 hour | 54. Discuss acute suppurative otitis media. |

| | | |
|--|--------------------------|--|
| | | 55. Describe its clinical features, differential diagnosis and relevant clinical & radiological investigations and treatment |
| Chronic Suppurative Otitis Media without chloesteatoma | 1 hour | 56. Discuss Chronic Suppurative Otitis Media and its clinical features, differential diagnosis and relevant clinical & radiological investigations and treatment. |
| Chronic Suppurative Otitis Media with Cholesteatoma | 1 hour | 57. Discuss cholesteatoma and its clinical features, differential diagnosis and relevant clinical & radiological investigations and treatment. |
| Complications of Suppurative Otitis Media. | 1 hour | 58. Discuss intracranial & extracranial otogenic complications and enumerate the appropriate clinical & radiological investigations and treatment. |
| Mastoiditis: Acute and Chronic | 1 hour | 59. Discuss mastoiditis, its clinical features, differential diagnosis and relevant clinical & radiological investigations and treatment. |
| Acoustic Neuroma | 1 hour | 60. Discuss acoustic neuroma & the appropriate clinical, audiological, and imaging studies used in diagnosis and treatment of acoustic neuroma. |
| Approach to patient with a Conductive hearing loss | 1 hour 1 hour hour | 61. Discuss the differential diagnosis of hearing loss & the medical and surgical management of CHL. 62. Discuss otosclerosis & its medical & surgical treatment of otosclerosis. 63. Discuss OME & its medical and surgical treatment |
| Approach to patient with a Sensorineural Hearing Loss (SNHL) | 2 hours | 64. Discuss SNHL & its differential diagnosis. 65. Discuss tinnitus & its management. 66. Discuss Ototoxicity & its management. |
| Vertigo Vestibular Neuronitis Meniere's Diseases BPPV | 1 hour | 67. Discuss true vertigo & its types, pathophysiology, investigations & management. 68. Discuss Meniere's disease & its treatment. 69. Discuss BPPV & its clinical features, diagnoses & treatment. |
| Approach to a deaf patient | 1 hour | 70. Discuss the approach to a deaf patient. |

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| Approach to Management of Deaf Child | 1 hour | 71. Differentiate congenital, developmental, and acquired hearing loss & describe the impact of hearing impairment at various ages and their management. |
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Table 5 Nasal Obstruction

| TOPIC | HOURS | LEARNING OBJECTIVES |
|--|--------|--|
| Applied Anatomy, Physiology of Nose & Paranasal Sinuses | 2 hour | 72. Discuss the surgical anatomy, physiology & congenital disorders of the nose & PNS. 73. Discuss the congenital disorders of the nose, palate & choanal atresia |
| Diseases of the Nasal Septum | 1 hour | 74. Discuss DNS, its types, the clinical features, medical & surgical treatment of nasal obstruction. |
| Sino-Nasal Polyposis | 1 hour | 75. Discuss sino-nasal polyposis, its types and describe the clinical features, medical & surgical treatment of nasal polyps. |
| Fungal Rhinosinusitis | 1 hour | 76. Discuss various fungi implicated in fungal rhinosinusitis and the appropriate clinical, radiological investigations and treatment of fungal rhinosinusitis. |
| Sino-Nasal Tumors | 1 hour | 77. Discuss various benign and malignant tumors affecting the nose and paranasal |
| | | sinuses and their clinical features, step involved in diagnosis and treatment options. |

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| Trauma to Nose and Face and CSF rhinorrhea | 1 hour | 78. Discuss the Le Forte classification of mid face fractures & the appropriate clinical and radiological investigations & management of these fractures. 79. Discuss CSF rhinorrhea and the predisposing factors, types, clinical features, investigations and treatment. |
| Headaches and Facial Pain | 1 hour | 80. Discuss rhinogenic headaches and the appropriate clinical, radiological investigations and treatment. |
| Granulomatous Diseases of the Nose | 1 hour | 81. Discuss various granulomatous disorders affecting the nose & the clinical features, investigations & treatments. |
| Adenoids | 1 hour | 82. Discuss anatomy diseases of adenoids and treatment |
| Juvenile Nasopharyngeal Angiofibroma | 1 hour | 83. Enumerate diseases of the nasopharynx. |
| | | 84. Discuss Juvenile nasopharyngeal angiofibroma, clinical features, investigations and treatment. |
| Nasopharyngeal Carcinoma | 1 hour | 85. Discuss the risk factor, clinical features, investigation, treatment and follow up nasopharyngeal carcinoma |
| Acute Sinusitis | 1 hour | 86. Discuss acute sinusitis & the appropriate clinical, radiological investigations and steps involved in treatment of patients. |
| Chronic Sinusitis | 1 hour | 87. Discuss chronic sinusitis & the appropriate clinical, radiological investigations and steps involved in treatment of patients. |

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| Complications of Sinusitis | 1 hour | 88. Enumerate the predisposing factors for development of complications due to sinusitis. 89. Discuss treatment. |
| Allergic Rhinitis (AR) and Non- allergic | 1 hour | 90. Discuss allergic rhinitis and its types, pathophysiology, investigations & the medical and surgical treatment. |
| | | 91. Discuss non –allergic rhinitis and the appropriate clinical and radiological investigations and its treatment. |
| Infective Rhinitis: Acute. & Chronic. | 1 hour | 92. Discuss infective rhinitis and the medical and surgical treatment of various types of acute and chronic infective rhinitis. |
| Foreign Body, Rhinolith, Maggots Nose | 1 hour | 93. Discuss Rhinolith and maggots in the nose and the appropriate medical and surgical treatment of patients with these conditions. |
| Approach to a patient with Epistaxis | 1 hour | 94. Approach to a patient with epistaxis 95. Discuss epistaxis & the appropriate clinical, radiological & hematological investigations & treatment of the condition. |

Table 6 Neck Swelling

| TOPIC | HOURS | LEARNING OBJECTIVES |
|--------------------------------------|--------|--|
| Para pharyngeal Abscess | 1 hour | 96. Discuss the aetiology and management of each Para pharyngeal abscess. |
| Retropharyngeal Abscess | 1 hour | 97. Discuss the types, aetiology, treatment and complications of each retropharyngeal abscess. |
| Submandibular Abscess | 1 hour | 98. Discuss the causes and treatment of submandibular abscess. |
| Trauma of the Larynx and Neck | 1 hour | 99. Classify the nature of trauma to the neck & larynx. 100. Discuss clinical features, investigations and treatment. |
| Approach to a neck swelling | 1 hour | 101. Discuss the approach to a neck swelling. |

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| Evaluation of metastatic lymph nodes and occult primary in Neck (Occult Primary). | 1 hour | <p>102. Discuss Occult primary & the predictable nodal drainage in head and Neck region.</p> <p>103. Discuss the signs and symptoms of occult primary & the appropriate clinical and radiological investigations & different treatment options.</p> |
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Table 7 : Theme I - Foundation of Otorhinolaryngology & Head and Neck

| Topic | Hours | Learning objectives | Assessment method |
|---|-------|--|-------------------|
| History taking | 01 | 1. Obtain detailed history of sore throat | OSCE |
| Examination | 02 | 2. Perform Examination in a sore throat patient including general physical, local and systemic examination | OSCE |
| Nasopharyngeal examination | 02 | 3. Perform mirror examination of nasopharynx | OSCE |
| Examination of oral cavity and oropharynx | 02 | 4. Examine oral cavity and oropharynx in a systematic way | OSCE |
| Hypopharyngeal Examination | 01 | 5. Perform Indirect hypopharyngoscopy with mirror | OSCE |
| Mouth gauge and other instruments | 01 | 6. Assemble mouth gauge and name the instrument used in tonsillectomy with utility of each instrument. | OSCE |
| Examination of Neck | 02 | 7. Perform systematic examination of Neck | OSCE |

Table 8 : Theme II - Sore Throat

| Topic | Hours | Learning objectives | Assessment method |
|---|-------|--|-------------------|
| Communicate with patient of tonsillectomy | 01 | 1. Obtain a pre-operative informed consent from a patient of tonsillectomy | OSCE |
| Tonsillar surgery & its instruments | 02 | 2. Observe tonsillectomy surgery and identify instruments used | OSCE |
| Conservative management of sore throat | 01 | 3. Discuss a conservative management plan for inpatient acute follicular tonsillitis | OSCE |

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|------------------------|----|--|------|
| Scrubbing technique | 01 | 4. Demonstrate scrubbing hands using proper solution & take proper time by proper method | OSCE |
| Biopsy from oral ulcer | 01 | 5. Assist to take a biopsy from tongue ulcer | OSCE |

Table 9 : Theme III - Difficulty in Swallowing

| Topic | Hours | Learning objectives | Assessment method |
|-------------------------------------|-------|---|-------------------|
| Rigid Endoscopy system | 01 | 1. Identify instruments & equipment used in rigid endoscopy system, describe rigid endoscopies. | OSCE |
| Oral & oropharyngeal mass palpation | 01 | 2. How to palpate a mass in the oral cavity and oropharynx | OSCE |
| Oesophagoscopy | 02 | 3. Observe rigid oesophagoscopy done for pharyngeal growth or dysphagia | OSCE |

Table 10 : Theme IV - Hoarseness and Stridor

| Topic | Hours | Learning objectives | Assessment method |
|---------------------------------------|-------|---|-------------------|
| History taking | 02 | 1. Obtain detailed history of hoarseness & stridor | OSCE |
| Examination | 02 | 2. Perform Examination in a patient with hoarseness & stridor, including general physical, local and systemic examination | OSCE |
| Indirect laryngoscopy examination | 01 | 3. Perform mirror examination of Laryngopharynx | OSCE |
| Examination of Neck | 01 | 4. Perform systematic examination of Neck | OSCE |
| Investigations of Laryngeal diseases | 01 | 5. Fill requisition form for different types of investigations for Laryngeal diseases. | OSCE |
| Video laryngoscopy | 01 | 6. Observe a video of laryngoscopy for the diagnosis of hoarseness in clinical setting | OSCE |
| Conservative management of Hoarseness | 01 | 7. Discuss a conservative management plan for a patient of hoarseness due to voice abuse. | OSCE |

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| Laryngoscopy | 02 | 8. Observe rigid system laryngoscopy under general anesthesia and identify instruments used in the procedure | OSCE |
| Communicate with a patient for voice rest | 01 | 9. Counsel a patient on voice rest | OSCE |
| Stridor in bilateral abductor vocal paralysis | 02 | 10. Counsel bilateral abductor paralysis patient & its management in a post thyroidectomy patient | OSCE |
| Biopsy from laryngeal growth. | 01 | 11. Observe the procedure for taking biopsy from laryngeal growth. | Formative |
| Tracheostomy | 01 | 12. Demonstrate the procedure of Tracheostomy | Formative |
| Communicate with patient on laryngectomy | 01 | 13. Demonstrate the procedure how to Obtain informed consent from a patient for total laryngectomy | OSCE |

Table 11 : Theme V - Deafness, Ear Discharge & Dizziness

| Topic | Hours | Learning objectives | Assessment method |
|---|-------|--|-------------------|
| History taking | 02 | 1. Obtain detailed history from a patient with ear discharge/deafness/dizziness | OSCE |
| Local Examination | 01 | 2. Perform clinical examination of the hearing & balance system. | OSCE |
| Otoscopy Tuning fork test Balance testing Examination under microscope | 03 | 3. Perform otoscopic examination of the ear 4. Perform tuning fork tests 5. Perform test of balance, peripheral & central 6. Assist in performing EUM | OSCE |
| Investigations of ear diseases | 01 | 7. Discuss & fill requisition form for different types of investigations for ear diseases. | OSCE |
| Interpretation of audiogram and Impedance | 01 | 8. Discuss the interpretation of audiogram and impedance. | OSCE |

Table 12 : Theme VI - Nasal Obstruction

| Topic | Hours | Learning objectives | Assessment method |
|---|-------|---|-------------------|
| History taking | 02 | 1. Obtain detailed history from a patient with nasal obstruction | OSCE |
| Local Examination | 01 | 2. Perform clinical examination of the nose & paranasal sinuses. | OSCE |
| Anterior & posterior Rhinoscopy | | 3. Perform anterior & posterior Rhinoscopies with mirror | |
| Probe test | | 4. Perform probe test | |
| Nasendoscopy | 01 | 5. Assist in performing nasendoscopy. | OSCE |
| Pus culture / sensitivity | 01 | 6. Perform Take swab from nose for different purpose | |
| X – Rays nasopharynx /PNS | | 7. interpret X – Rays nasopharynx/PNS for enlarged soft tissues shadow | OSCE |
| Nasal patency & adenoid facies in enlarged adenoids | 01 | 8. Perform examination for nasal patency in enlarged adenoids. | OSCE |
| Adenoid surgery | 01 | 9. Observe adenoid surgery being done in operating room | Formative |
| CT scan nose & nasopharynx | 01 | 10. Interpret CT scan in nasopharyngeal angiofibroma, describe bowing sign. | Formative |
| Nasopharyngeal Biopsy | 01 | 11. Observe surgery for nasopharyngeal biopsy | Formative |
| Investigations of nose & paranasal sinuses diseases | 01 | 12. Document Fill requisition form for different types of investigations for nose & paranasal sinuses diseases. | Formative |

Table 13 : Theme VII - Swelling Neck

| Topic | Hours | Learning objectives | Assessment method |
|-------|-------|---------------------|-------------------|
|-------|-------|---------------------|-------------------|

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|--|----|---|------|
| Examination of Neck Nodes | 02 | 1. Perform systematic examination of all groups of neck nodes | OSCE |
| Examination of lump in the neck | 01 | 2. Perform examination of lump in the neck in a systematic way. | OSCE |
| Surgery on a pharyngeal abscess | 01 | 3. Observe surgery on a pharyngeal abscess & describe drainage of peritonsillar abscess | OSCE |
| Thyroid examination | 01 | 4. Perform Thyroid Examination both anatomically & functionally | OSCE |
| Pharyngeal abscess surgery related instruments | 01 | 5. Identify instruments used in drainage of pharyngeal abscess surgery | OSCE |
| Examination of parotid | 01 | 6. Perform examination of parotid swelling | OSCE |
| Examination of thyroid | 01 | 7. Perform examination of thyroid gland | OSCE |



10. Learning Opportunities and Resources

Books:

- Diseases of Ear, nose and Throat by Logan Turner, 11th edition
- Lecture notes Ear, Nose and Throat Notes by P. D. Bull, 10th edition
- Diseases of Ear, Nose and Throat by P.L. Dhingra, 6th edition (optional reading)

Reference Books

- Current medical diagnosis & treatment by Maxine A. Papadakis
- Scott-Brown's Otorhinolaryngology, Head & Neck Surgery

11. Examination and Methods of Assessment:

• Instruction:

- Students must arrive the examination venue at least 15 minutes before the scheduled start time. Latecomers 15 minutes after the start of exam, will not be allowed to enter the examination hall after the start time, and if permitted, they will not receive extra time.
- Students without College ID Card and white Lab Coat will not be allowed to sit in exam.
- In case of an emergency such as a medical emergency, students should inform the examination supervisor.
- Students are required to submit prohibited items such as mobile phones, smartwatches, electronic devices, books, notes, or any unauthorized materials before entering the examination hall.
- Students must maintain complete silence within the examination hall. They should refrain from communicating with fellow students and strictly follow invigilator instructions.
- Students must mark their attendance properly.
- No student will be allowed to leave the examination hall before half the time is over and paper should be properly handed to the examiner.
- Violation of these guidelines may lead to disqualification from the examination.

The distribution of Assessment Score for 4th Year MBBS will be as follows:

| 4 th Year MBBS Modules Assessment Plan | | | | | | |
|---|---------------------------------------|-------------------|----------------------------------|-------------------|-------------------------------------|--------------------|
| Theory Paper | Module | Theory Marks | Internal assessment Theory (10%) | OSPE/OSCE | Internal assessment OSPE/OSCE (10%) | Total Marks |
| Paper J | Neuroscience 2 | 120 | <u>13</u> | 120 | <u>13</u> | <u>266</u> |
| Paper K | GJT & Hepatobiliary – 2 | 120 | <u>13</u> | 120 | <u>13</u> | <u>266</u> |
| Paper L | Renal 2, Endocrine & Reproduction - 2 | 120 | <u>14</u> | 120 | <u>13</u> | <u>267</u> |
| Paper M | <u>ENT & Eye</u> | 120 | <u>13</u> | 120 | <u>13</u> | <u>266</u> |
| Research | | | | <u>20</u> | <u>15</u> | <u>35</u> |
| Total Marks | | <u>480</u> | <u>53</u> | <u>500</u> | <u>67</u> | <u>1100</u> |

Paper M (Eye & ENT)

| Subject | Total MCQs |
|--------------|------------|
| ENT | 60 |
| EYE | 60 |
| Total | 120 |

Table13: OSCE distribution

| Subject | Total OSCE stations |
|--------------|---------------------|
| ENT | 10 |
| EYE | 10 |
| Total | 20 |

A minimum of 20 stations will be used in final exams. Total marks will be 120 (6 marks for each station).

12. For inquiry and troubleshooting



13. Module Evaluation Form

This is an example of feedback form and real-time feedback will be obtained through an electronic link and/or your LMS.

MBBS Year: _____ Block: _____ Module: _____

Date: _____

1. (Unsatisfactory) 2 (Fair) 3 (Satisfactory) 4 (Good) 5 (Excellent)

Category: Course Contents

| No. | Question | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| 1 | To what extent did the course contents align with the stated learning objectives of the module? | | | | | |
| 2 | How clear and comprehensive were the course materials provided in this module? | | | | | |
| 3 | Were the core topics adequately covered, ensuring a well-rounded understanding of the subject? | | | | | |
| 4 | How current and up-to-date were the course contents in reflecting recent advancements? | | | | | |
| 5 | Did the module incorporate real-world applications and case studies effectively? | | | | | |
| Category: Learning Resources | | | | | | |
| 6 | Were the learning resources (e.g., textbooks, online materials, laboratory facilities) readily available and easily accessible? | | | | | |
| 7 | How helpful were additional learning resources such as supplementary readings or multimedia content? | | | | | |
| 8 | Did the module offer adequate support for research and independent study? | | | | | |
| 9 | Were digital resources and online platforms effectively utilized to enhance the learning experience? | | | | | |
| 10 | Were there sufficient opportunities for hands-on practice and practical application of knowledge? | | | | | |
| Category: Teaching Methods | | | | | | |
| 11 | How well did instructors engage with students and create a supportive learning environment? | | | | | |
| 12 | Were diverse teaching methods (e.g., lectures, group discussions, simulations) effectively employed? | | | | | |
| 13 | How responsive were instructors to questions, concerns, and feedback from students? | | | | | |
| 14 | To what extent did instructors provide timely and constructive feedback on assignments and assessments? | | | | | |
| 15 | Were opportunities for collaborative learning and peer-to-peer interactions encouraged and facilitated? | | | | | |
| Category: Engagement and Motivation | | | | | | |
| 16 | To what extent did the module use real-world examples and practical applications to engage students? | | | | | |
| 17 | How well were active learning techniques (e.g., problem-solving, case studies) integrated into the curriculum? | | | | | |

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|--|---|--------------------------|-----------------|---------------------|---------------------|--------------------------|
| 18 | Did the module provide opportunities for students to pursue their individual interests within the subject matter? | | | | | |
| 19 | Were assessments designed to challenge and motivate students to excel in their studies? | | | | | |
| Category: Inclusivity and Diversity | | | | | | |
| 20 | How well did the module accommodate different learning styles and preferences among students? | | | | | |
| 21 | Were efforts made to include diverse perspectives, cultures, and backgrounds in the curriculum? | | | | | |
| 22 | How effectively were accommodations provided for students with varying levels of prior knowledge? | | | | | |
| Category: Overall | | | | | | |
| No. | Question | 1 (Very Poor) | 2 (Poor) | 3 (Fair) | 4 (Good) | 5 (Excellent) |
| 23 | How would you rate the overall quality of this module? | | | | | |

14. Students Diary/Notes

[illegible]

PROGRESS:

ACHIEVMENT: _____