Handbook

for the New Entrants to the Faculty of Medicine University of Peradeniya

Year of Publication
2016

MESSAGE FROM THE VICE CHANCELLOR

It is with great pleasure that I welcome all the new entrants to the Faculty of Medicine on behalf of the University of Peradeniya. Those who gain admission to the University are indeed a privileged group considering the numbers who qualify to enter the Sri Lankan University system. Undoubtedly, the primary objective of a medical undergraduate would be to complete the course in Medicine successfully. The University offers an environment conducive for intellectual pursuits of a diverse nature. It has one of the best libraries in South Asia covering many branches of learning. Hence, those who gained admission to the university should make use of this unique opportunity, using the facilities provided, and lay a solid foundation for their future by achieving academic excellence.

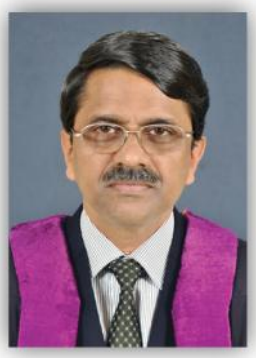
In comparison to most universities in the country, University of Peradeniya is the only residential university that provides full complement of facilities besides providing excellent academic training programmes. It also provides facilities such as sports and many other supplementary opportunities to the undergraduates. I firmly believe that the students should make use of these opportunities to improve their physical and mental fitness, leadership qualities, interpersonal and communication skills to become useful citizens to the society in general.

In addition, the University of Peradeniya also has a large number of student societies covering wide interests ranging, from nature exploration, conservation and scientific innovation to culture, music, drama and religious and social activities. The students would gainfully engage themselves in the activities of these societies to broaden their horizons.

I take this occasion to wish all of you a very pleasant and a memorable stay at the university and every success in your future academic activities.

Professor Upul B. Dissanayake
Vice-Chancellor
University of Peradeniya

MESSAGE FROM THE DEAN



On behalf of the Faculty of Medicine, University of Peradeniya, I welcome you to one of the leading medical faculties in Sri Lanka which offers an academically sound, technologically advanced and socially conducive learning environment with a wealth of clinical resources to the study of medicine. Our country has made a great investment in you. It has provided you with a fine opportunity, which you have earned. I request you to make use of this opportunity so that you and our country will benefit from the investment.

Your undergraduate medical course leading to the degree of MBBS runs for five years. It is based on a horizontally and vertically integrated modular curriculum designed to teach basic and applied medical sciences together with a comprehensive clinical program. Many of your teachers are globally, regionally and nationally renowned, highly accomplished medical researchers, scientists and clinicians with international collaborations. Clinical training is conducted at the Teaching hospitals Peradeniya and Kandy with support from nearby major hospitals. Faculty has some of the best teaching and research medical laboratories with "state of the art" technology. At the end of the course you should not only be a medical graduate equipped with knowledge and skills but one who possesses necessary attitudes to be a kind, caring and compassionate human being. You should abide by the University rules and the law of the country.

Your predecessors by their commitment to work have brought fame and pride to this Faculty. I hope you too would work towards achieving similar or better standards and keep the Peradeniya flag flying.

Enjoy your stay in the faculty.

Professor Vajira Weerasinghe
Dean
Faculty of Medicine
University of Peradeniya

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1. University of Peradeniya

The University of Peradeniya: Nestling among the peaceful and salubrious hills of Hantana

1.1 Physical Setting

The University of Peradeniya is located amidst great natural beauty just 8 km from the city of Kandy - the historic capital of the last independent Kingdom of Sri Lanka. Access to the university premises is through the Galaha road, close to the Royal Botanical Gardens of Peradeniya, a popular tourist attraction, famous for its rare tropical plants and orchids. Peradeniya is 110 km from Colombo and can be reached within three and half hours by road or by railway. The nearest railway station is 'Sarasavi Uyana" which is located on the campus. The University is situated east and south of the Peradeniya town where the Colombo - Kandy road crosses the Mahaweli River, the longest river in Sri Lanka. It straddles the valley of the Mahaweli and spreads part of the way up the Hantana ranges on the east. The Mahaweli River flows across the campus towards the north enhancing the natural beauty of the university.

The area of land vested in the university is approximately 2500 acres, extending down the valley of the Mahaweli River from Hindagala to the Peradeniya Bridge. About 300 acres have been developed to accommodate the faculties, halls of residence, staff bungalows administrative offices and centres for extracurricular activities.

1.2 History

The University of Peradeniya traces its origin to the University of Ceylon established by the Ceylon University ordinance in Colombo, in July 1942. After much controversy and debate, Peradeniya was identified as the most suitable location for the establishment of a new university which could house many faculties, halls of residence, staff quarters and other facilities. The university was officially opened in Peradeniya as the University of Ceylon, Peradeniya, on 20th April 1954 by the Duke of Edinburgh. The University of Ceylon continued to function as 2 campuses; Peradeniya and Colombo until 1967, when the University of Colombo was granted independence. The Universities Act (No 16 of 1978) created provision for the establishment of these campuses as independent universities. Under section 139(1) of this act, the Peradeniya campus was established as an independent university, under the name "University of Peradeniya, Sri Lanka". Sir Ivor Jennings the first Vice-Chancellor, on his first visit to the campus site in 1944 with the site plan of the architect Sir Patrick Abercrombie's, has written, "No University in the world would have such a setting".

The faculties created in the University of Peradeniya were Agriculture and Veterinary Science in 1949, Arts in 1952, Dental Sciences in 1954, Medicine in 1961, Science and Engineering in 1964, Allied Health Sciences in 2006 and Management in 2015.

1.3 Climate

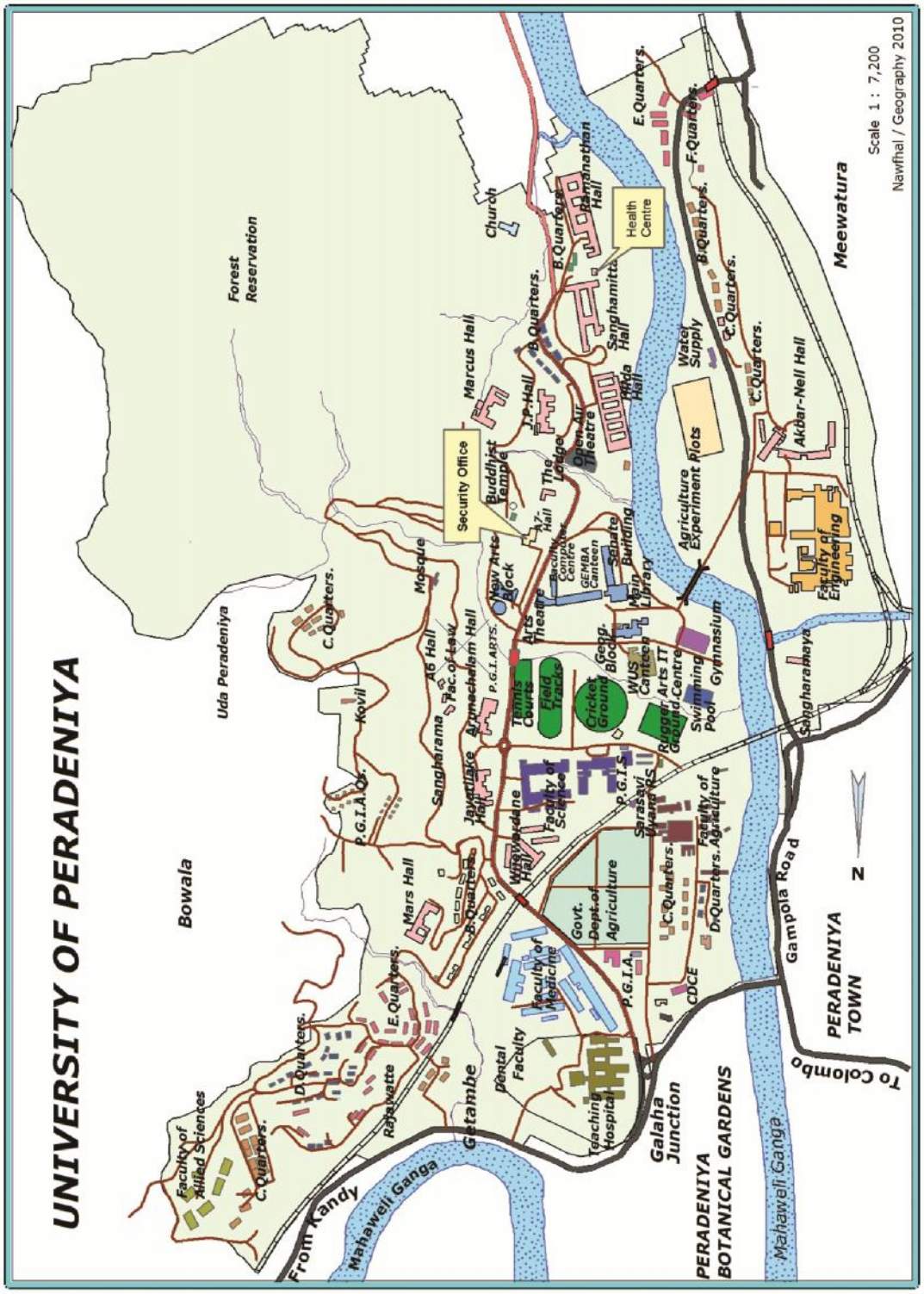
The university is situated at an elevation of 500-1000 meters above sea level and has a comfortable mild climate endemic to the Sri Lankan hill country. Peradeniya is located in the wet zone of the country and receives a rainfall of 100 inches from both monsoons spread throughout the year. There is usually a short dry season in January and February.

The environmental temperature fluctuates between 18-30 °C. Higher temperatures are usually experienced in the months from February to May with a progressively lower temperature in the second half of the year. The nights are cool and the mornings misty in the months of December and January.

1.4 University Park

The University Park has numerous trees, which have been planted at the commencement of construction of the university. Most of them flower in early March. The University Park flourishes with blossoming flowers from May to August. Flowers line the pathways of the university situated in the vicinity of the Arts faculty along the banks of the Mahaweli River. There are a variety of shade trees in the University Park including the forest reserve at the upper region of the Hantana range which covers about 350 acres.

1.5 Map of the University of Peradeniya



1.6 Vision, Mission, Values and Goals of the University

Vision

Be a centre of excellence in higher education with national, regional and global standing.

Mission

University of Peradeniya strives to offer globally recognized knowledge and education to knowledge seekers at undergraduate, postgraduate and non-graduate levels and deliver education, training and research programs by conducting professional and curriculum-based teaching and learning and conduct high quality research for national, regional and global needs whilst maintaining highest levels of efficiency, effectiveness, integrity and transparency in contributing to the development of a knowledge-based society.

Values

- Highest standard of teaching, learning & research
- Academic freedom
- Integrity and transparency in all its functions
- Respect for cultural diversity

Goals

- Quality and relevance of all undergraduate & postgraduate programs in the University, enhanced to achieve international recognition in Higher Education.
- Developed resources to enhance the quality of research contributing to the national and international requirements available.
- Administrative and financial efficiency within the framework of corporate governance enhanced.
- Opportunities for a wider range of educational programs to contribute to the development of a knowledge- based society increased.
- Physical & human resources to offer a conducive and aesthetic environment for academic pursuits enhanced.

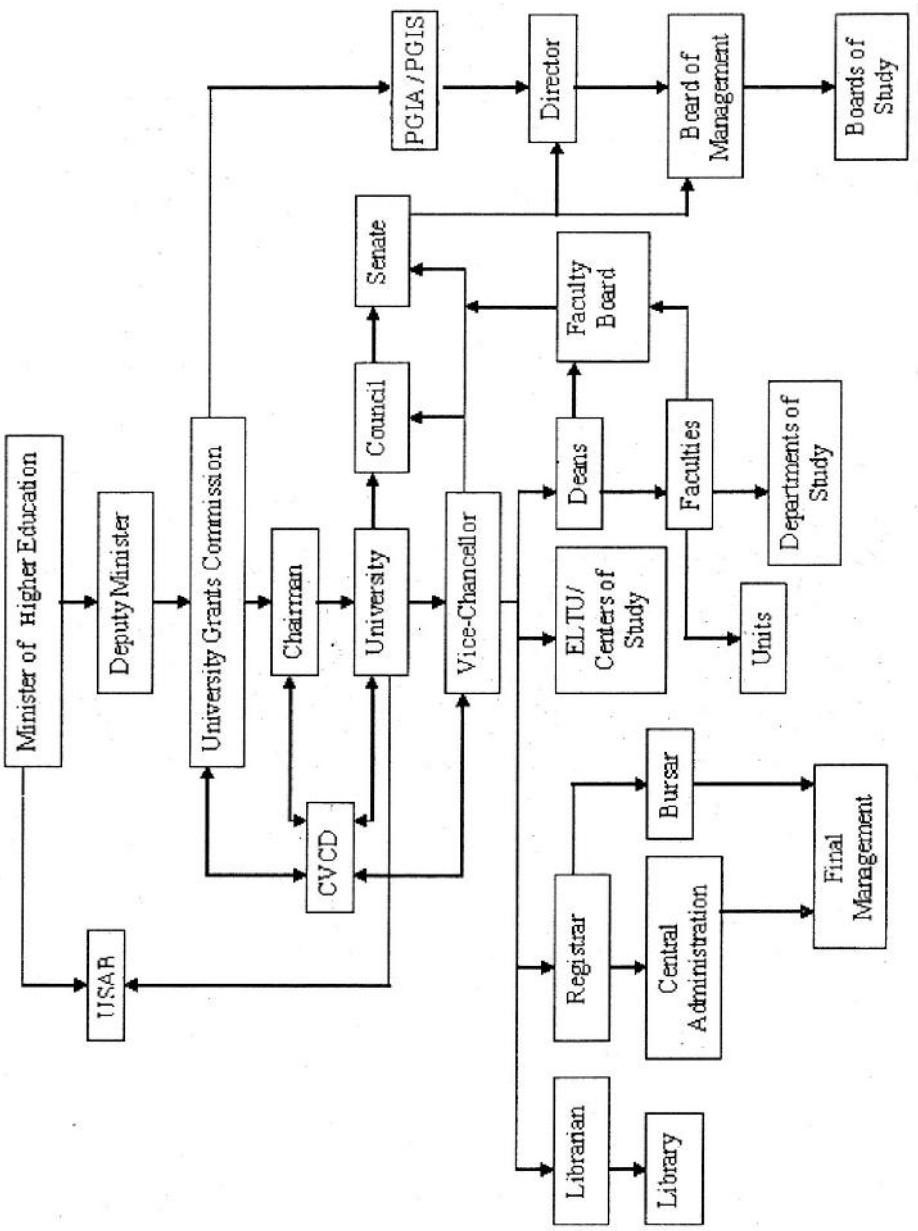
1.7 University Crest

In establishing its identity at its inception in 1942, the then University of Ceylon decided that a coat-of-arms would not be in keeping with the traditions of an oriental country. Instead, it chose a seal with a lion motif that has remained the university's logo over the years although small changes were made during its transformation into the University of Peradeniya.

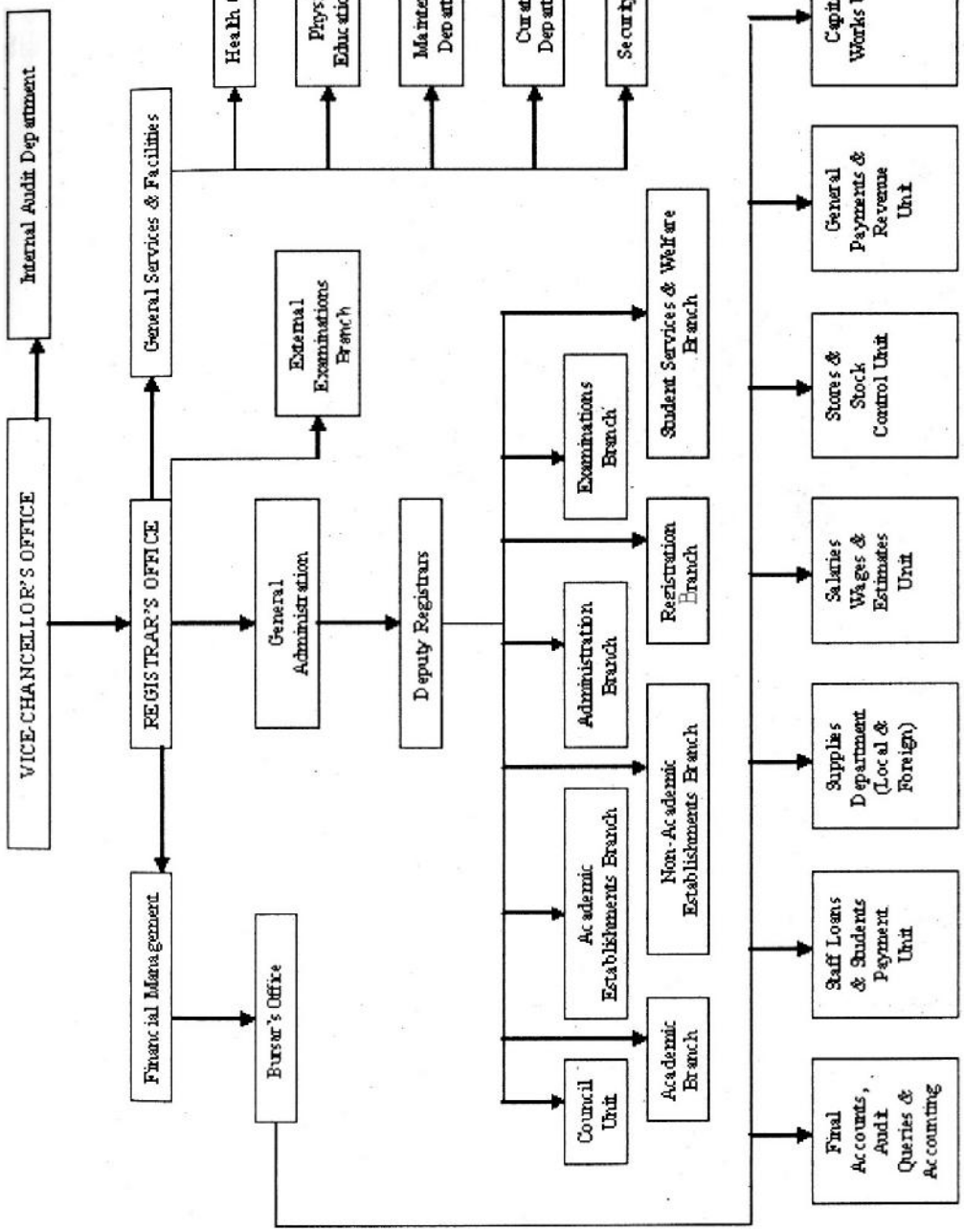
The original Logo of the university consisted of a lion--the lion being the symbol of Sri Lanka-- surrounded by a circle containing the Sanskrit motto "Sarvasva Locanam Sastram" (Knowledge is the eye unto all) and the words University of Ceylon in English. Outside the circle was a design of "Pala Pethi", a symbol of purity and wisdom in indigenous art, represented here by stylized lotus petals of the Kandyan Period. The colours of the Logo are gold on maroon.

In 1978, when the University of Peradeniya became an independent entity, the Council adopted the Logo of the University of Ceylon without the Sanskrit motto, but with the words University of Peradeniya in Sinhala, Tamil and English. The annual reports from 1979 came to carry the Sanskrit aphorism from Hitopadesha, "Vidya Dadati Vinayam" (Knowledge gives discipline). In 1991, the Council decided to restore the original Sanskrit Motto in the University Logo. As it was observed that the shape of the "Pala Pethi" and the original colour combinations have changed over the years, the Council decided in 2011 to restore all the features of the Logo in accordance with its original design.

1.8 Organization of the University



USAB - University Service Appeals Board
CVCD - Committee of Vice Chancellors and Directors
ELTU - English Language Teaching Unit
PGIA - Post Graduate Institute of Agriculture
PGIS - Post Graduate Institute of Science


VICE-CHANCELLOR'S OFFICE
Internal Audit Department
REGISTRAR'S OFFICE
General Services & Facilities
Health Centre
Physical Education Unit
Maintenance Department
Curator's Department
Security Unit
External Examinations Branch
General Administration
Deputy Registrars
Examinations Branch
Student Services & Welfare Branch
Administration Branch
Registration Branch
Financial Management
Bursar's Office
Academic Establishments Branch
Non-Academic Establishments Branch
Council Unit
Academic Branch
Staff Loans & Students Payment Unit
Supplies Department (Local & Foreign)
Salaries Wages & Estimates Unit
Stores & Stock Control Unit
General Payments & Revenue Unit
Capital Works Unit
Final Accounts, Audit Queries & Accounting

1.9 Faculties and Institutes

There are nine faculties and four postgraduate institutes in the University of Peradeniya.

1. Faculty of Agriculture
2. Faculty of Allied Health Sciences
3. Faculty of Arts
4. Faculty of Dental Sciences
5. Faculty of Engineering
6. Faculty of Management
7. Faculty of Medicine
8. Faculty of Science
9. Faculty of Veterinary Medicine and Animal Science
10. Postgraduate Institute of Agriculture
11. Postgraduate Institute of Humanities and Social Sciences
12. Postgraduate School of Medical Sciences
13. Postgraduate Institute of Science

2. Faculty of Medicine

2.1 Location

The Faculty of Medicine is located at the entrance to the University of Peradeniya close to Galaha Junction.

2.2 Mission Statement

"To

- produce scientifically trained, socially responsible, compassionate doctors and instill in them a spirit of inquiry and learning.
- contribute to the body of knowledge in medicine and allied fields in a meaningful manner.
- help serve the immediate and long term medical and social needs of our society."

The Faculty offers a medical course leading to the Degree of Bachelor of Medicine and Bachelor of Surgery (MBBS). The duration of the course is 5 academic years.

2.3 General Information

Faculty of Medicine
University of Peradeniya
Peradeniya
Sri Lanka

Tel. Nos.	:	081 - 2388260/081-2388315/081-2396000
Fax	:	081 - 2389106
Web site	:	www.pdn.ac.lk/med

Administrative Officers

Dean	Prof. Vajira Weerasinghe
Telephone	081-2388840/ 081-2396200
Extension	6200
Email	deanmed@pdn.ac.lk

Assistant Registrar	Ms. Yasangika Higgoda
Telephone	081-2396201
Extension	6201
Email	yasangikah@gmail.com

Assistant Bursar	Ms. D.S.C.P. Kumari
Telephone	081-2386778, 081-2396202
Extension	6202
Email	kumaridscp@yahoo.com

Curriculum Coordinating Committee (CCC)

Chairperson Dr. Deepthi Edussuriya
Telephone 081 2396236

Student Affairs Committee

Chairperson Dr. S.D.I. Nanayakkara -
Telephone 0812396298

2.4 List of Academic Staff

Department of Anaesthesiology

Dr. M.V.G. Pinto	-Senior Lecturer & Head
Dr. K.M.H.K. Ganegedara	-Lecturer (Probationary)
Dr. W.M.A.S.B. Wasala	-Lecturer (Probationary)
Dr. A.B. Abeysundera	-Lecturer (Probationary)

Department of Anatomy

Prof. S.B. Adikari	-Professor
Dr. N.P.A.D. Gunasinghe	-Senior Lecturer
Dr. H.M.A. Sominanda	-Senior Lecturer & Head
Dr. J.K. Dissanayake	-Senior Lecturer
Dr. H.A. Amaratunga	-Senior Lecturer
Dr. S.D. Samarawickrama	-Lecturer (Probationary)
Dr. S.M.K. Gamage	-Lecturer (Probationary)
Dr. D.R.K.C. Dissanayake	-Lecturer (Probationary)
Dr. L.Y.V. Pathirana	-Lecturer (Probationary)

Department of Biochemistry

Prof. S.B.P. Athauda	-Professor
Prof. J.G.S. Ranasinghe	-Associate Professor & Head
Dr. P.H.P. Fernando	-Senior Lecturer
Dr. H.K.I. Perera	-Senior Lecturer
Dr. W.I.T. Fernando	-Senior Lecturer
Dr. C.N.R.A. Alles	-Senior Lecturer
Dr. M.K. Prasad	-Lecturer (Probationary)

Department of Community Medicine

Prof. S.D. Dharmaratne	-Associate Professor
Prof. A. Jayasinghe	-Associate Professor
Prof. P.V.R. Kumarasiri	-Associate Professor & Head
Dr. D.S. Dissanayake	-Senior Lecturer
Dr. K. Pethiyagoda	-Senior Lecturer
Dr. S.M.J.P. Suraweera	-Senior Lecturer
Dr. T.M.S.U.B. Thennakoon	-Senior Lecturer
Dr. W.M.S.N.K. Navaratne	-Lecturer (Probationary)

Department of Forensic Medicine

Dr. D.M.G. Fernando	-Senior Lecturer
Dr. D.H. Edussuriya	-Senior Lecturer
Dr. Induwara Goonaratne	-Senior Lecturer
Dr. K.A.S. Kodikara	-Senior Lecturer
Dr. Amal Vadysinghe	-Senior Lecturer & Head

Department of Medicine

Prof. S.A.M. Kularatne	-Senior Professor (Chair)
Prof. C.J. Jayasinghe	-Professor
Prof. I.B. Gawarammana	-Professor & Head
Prof. W.A.T.A. Jayalath	-Professor
Dr. A. Medagama	-Senior Lecturer
Dr. D.M.P.U.K. Ralapanawa	-Senior Lecturer
Dr. L.P.M.M.K. Pathirage	-Senior Lecturer
Dr. C.L. Dandeniya	-Lecturer (Probationary)

Department of Microbiology

Prof. V. Thevanesam	-Senior Professor (Chair)
Dr. F. Noordeen	-Senior Lecturer & Head
Dr. C.D. Gamage	-Senior Lecturer
Dr. B.N. Dissanayake	-Lecturer (Trans.)
Dr. V. Liyanapathirana	-Lecturer (Probationary)
Dr. C.N. Ratnatunga	-Lecturer (Probationary)

Department of Obstetrics & Gynaecology

Prof. Kapila Gunawardena	-Professor (Chair)
Dr. E.W. Samarakoon	-Senior Lecturer & Head
Dr. S.A. Karunananda	-Senior Lecturer
Dr. R.M.C.J. Ratnayake	-Senior Lecturer
Dr. Chaminda Kandauda	-Senior Lecturer
Dr. M.C. Gihan	-Lecturer (Probationary)

Department of Paediatrics

Prof. C.K. Abeysekera	-Professor
Prof. A. Abeygunawardena	-Professor
Dr. R. M. Mudiyanse	-Senior Lecturer & Head
Dr. T. Kudagammana	-Senior Lecturer
Dr. A.H.H.M. Jayaweera	-Senior Lecturer
Dr. P.V. Dissanayake	-Lecturer
Dr. R.S. Thalgahagoda	-Lecturer

Department of Parasitology

Dr. W.M.D.R. Iddawala	-Senior Lecturer
Dr. R.P. Morel	-Senior Lecturer
Dr. W.D.S.J. Wickramasinghe	-Senior Lecturer & Head
Dr. D.N. Atapattu	-Lecturer (Probationary)

Department of Pathology

Prof. N.V.I. Ratnatunga	-Senior Professor (Chair)
Prof. D.M. Dissanayake	-Professor
Dr. R. Gunawardena	-Senior Lecturer
Dr. S. Wijetunge	-Senior Lecturer
Dr. R.N. Waduge	-Senior Lecturer & Head
Dr. E.H. Siriweera	-Senior Lecturer
Dr. H.B.V.S. Jayasinghe	-Lecturer (Probationary)
Dr. R.M.P.M. Ratnayake	-Lecturer (Probationary)

Department of Pharmacology

Dr. U. Dangahadeniya	-Senior Lecturer & Head
Dr. H.F.S. Fonseka	-Lecturer
Dr. Y. Illangasekera	-Lecturer (Probationary)
Dr. H.M.T.W. Seneviratne	-Lecturer (Probationary)

Department of Physiology

Prof. V.S. Weerasinghe	-Professor (Chair) & Dean
Prof. N.S. Kalupahana	-Professor
Dr. A.A.J. Rajaratne	-Senior Lecturer
Dr. A. Kariyawasam	-Senior Lecturer
Dr. S.A. Rajaratne	-Senior Lecturer
Dr. S.D.I. Nanayakkara	-Senior Lecturer & Head
Dr. A.S. Ariyasinghe	-Senior Lecturer
Dr. W.D.M.T.L. Dassanayake	-Senior Lecturer
Dr. D.W.P. Dahanayake	-Lecturer (Probationary)
Dr. C.N. Kahatuduwa	-Lecturer (Probationary)
Dr. T.D.P. Nandadeva	-Lecturer (Probationary)
Dr. A.A.C. Alahakoon	-Lecturer (Probationary)

Department of Psychiatry

Dr. G.S.S.R. Dias	-Senior Lecturer & Head
Dr. T. Rajapaksha	-Senior Lecturer
Dr. Pabasari Ginige	-Senior Lecturer
Dr. Dewasmika Ariyasinghe	-Lecturer (Probationary)

Department of Radiology

Prof. P. B. Hewavithana	-Professor & Head of NMU
Dr. S. Rosairo	-Senior Lecturer & Head
Dr. F. Sitheeque	-Lecturer (Probationary)

Department of Surgery

Prof. M.D. Lamawansa	-Professor (Chair)
Dr. A.U.B. Pethiyagoda	-Senior Lecturer
Dr. R. Kotakadeniya	-Senior Lecturer
Dr. K.B. Galketiya	-Senior Lecturer & Head
Dr. A.D. Dharmapala	-Senior Lecturer
Dr. A.K.B.B.T.B. Samarasinghe	-Senior Lecturer
Dr. S.P.M. Peiris	-Lecturer (Probationary)
Dr. B.K. Dassanayake	-Lecturer (Probationary)

Medical Education Unit (MEU)

Dr. K.N. Marambe	-Senior Lecturer & Director
Dr. T.M.S.H. Dharmaratne	-Lecturer (Probationary)

Nuclear Medicine Unit (NMU)

Dr. L. Watawana	-Senior Lecturer
Dr. D.K.K. Nanayakkara	-Senior Lecturer

2.5 Dean's Office

Dean : Prof. Vajira Weerasinghe

Assistant Registrar : Ms. Yasangika Higgoda

Assistant Bursar : Ms. D.S.C.P. Kumari

Staff of the Dean's Office

Ms. Kusum Kongahakotuwa
Senior Staff Assistant

Ms. Dilumini Chandrasekera
Stenographer

Ms. Asha Wijenayake
Senior Staff Assistant

Mr. Sampath Nawaratne
Computer Operator

Ms. Shayamali Arampath
Staff Assistant

Ms. Priyanka Bambaranda
Stenographer

Ms. Shyama Gunarathna
Computer Applications Assistant

Mr. Raweendra Mahawatte
Clerk

Ms. Menuka Wijayasinghe
Clerk

Ms. Nirmalie Cabral
Senior Staff Assistant

Ms. Nelum Karunaratne
Telephone Operator Cum Receptionist

Staff of the Curriculum Coordinating Centre

Ms. Anoma Wickramarachchi
Senior Staff Assistant

Ms. Vasana Fernando
Computer Applications Assistant

Mr. Shanaka Aponsu
Technical Officer

2.6 Senior Student Counsellors

Dr. Himani Amaratunga	Department of Anatomy Tel: 0812396275, 0773920177 Email: himanipeiris@yahoo.com
Dr. S.D.I. Nanayakkara	Department of Physiology Tel: 0812396298, 0713039915 Email: induphysiology@yahoo.com
Dr. Udaya Ralapanawa	Department of Medicine Tel: 0812396470, 0718495682 Email:udayaralapanawa@yahoo.com
Dr. Shanthini Rosairo	Department of Radiology Tel: 0812396360, 0718233852 Email: shanthinirosairo@yahoo.com
Dr. R.M. Mudiyanse	Department of Paediatrics Tel: 0812396414, 0777844220 Email: mudi@sltnet.lk
Prof. P.B. Hewavithana	Department of Radiology Tel: 0812396330, 0776225268 Email: padmabh@gmail.com
Dr (Ms) R.P. Morel	Department of Parasitology Tel: 0812396514, 0718167929 Email: dianru65@yahoo.com

Deputy Proctor

Dr. R. Kotakadeniya	Department of Surgery Tel: 0812396432, 0714152232 Email: hmsrbk@yahoo.com

2.7 The Medical Library

The library network of the University comprises the Main Library and seven branch libraries. The Medical Library, which serves both the Dental and Medical Faculties is situated close to the main entrance of the Faculty of Medicine and it contains about 35,000 volumes of books and a collection of Medical and Dental journals. Registered undergraduates, postgraduates and staff are eligible for library membership.

Library Hours

Monday - Friday	7.30 a.m. to 6.30 p.m.
Weekends and public holidays	7.30 a.m. to 5.00 p.m.

Services

- Reference and Lending services
- Library Orientation programmes
- Inter - Library Loan services
- Wi-Fi facilities and Online Public Access Catalogue
- Online Database searching facilities
- Photocopying facilities
- Discussion Room Facilities

Further details may be obtained from "A Brief Guide to the Medical Library, University of Peradeniya" which will be given to you on registration.

2.8 Medical E-Library

Located in the Medical Library building, the E- Library consists of computers with internet access which could be used by staff and students for web-based activities. The facility can accommodate up to 70 students at a given time and has areas dedicated for Laptop/ tablet users requiring Wi-Fi access. The E-Library coordinates the online learning system MOODLE. MOODLE is an important tool that enables learning and teaching within the Faculty. Students are expected to utilise this facility maximally for self-directed learning which is an important component of the teaching/learning activities in the present curriculum. The E-Library is also the place for students to obtain their Internet access usernames and passwords. The E-Library also provides Wi-Fi facilities to the rest of the faculty and access points can be found in the canteen, ELTU complex, ground floor of the Pre-Clinical block and the library complex. The academic programme, student time tables and notices are displayed on the Faculty web page and students are periodically directed to look up the site.

2.9 Hospitals available for clinical attachments and teaching

The students receive their clinical training at the following hospitals:

1. Teaching Hospital Peradeniya: This is situated within walking distance of the Faculty of Medicine and serves as the professorial unit for training of final year medical students.
2. Teaching Hospital, Kandy: This is situated in Kandy, about 6 km away from the Faculty of Medicine.
3. Teaching Hospital, Gampola - This is situated about 14 km away from the Faculty of Medicine.
4. Base Hospital, Mawanella - This is situated about 17 km away from the Faculty of Medicine.

2.10 English Language Teaching Unit

The English Language Teaching Unit (ELTU) provides an intensive course in English to new entrants of the faculty. This is structured to provide students with the basic skills needed to follow their course of study in English. An on-going English course provides an opportunity for students to further develop their English language ability.

Currently the ELTU tests skills of students according to UTEL (University Test of English Language) bands and certificates are to be awarded to students indicating the highest band they have achieved during the English course.

3. Services

The following services are available in the University.

3.1 Student Counseling Service

At University level

The University maintains a student counseling service to assist students who require guidance pertaining to academic, social or personal matters. The Unit is located in the Student Services Centre and is headed by a Director of Student Counseling. Services are offered by senior members of the academic staff. This service is used by many students and is completely confidential in nature.

At faculty level

This may be the first time you are away from home. It's natural to be worried when you are in an unfamiliar environment facing new experiences.

You are not alone! Talking about your fears and anxieties will give relief.

Ms. Jinendra Dassanayake, has been appointed by the Faculty of Medicine as a counselor. She may be contacted through the office of the English Language Teaching Unit [ELTU]. The five academic staff members who are Senior Student Counselors are also available to assist students.

3.2 Academic Mentors

An academic mentor will guide students throughout the undergraduate period to achieve their highest potential. They not only help the students to overcome any difficulties they face but also guide the high achievers to reach their goals.

During the orientation period, a small group of students will be allocated to one academic staff member who will be the Academic Mentor throughout the undergraduate period. Academic mentoring offers students the opportunity to discuss specific academic concerns with an academic staff member, at a personal and individual level. They may offer suggestions on strategies to improve academic performance or address other issues interfering with academic performance. This opportunity may be used not only to discuss academic performance but also to discuss any other problems encountered. Academic mentors will also direct students to relevant people who may provide further assistance. It is important that student meet the mentor at least once a semester.

3.3 The Faculty of Medicine Soft Skills Program

Soft skills (co-generic skills) are personal attributes that enable a person to interact effectively and harmoniously with other people. Teaching of soft skills to medical undergraduates was implemented in the year 2013 through the student affairs committee of the faculty. The main objective of the program is to help students develop essential personal skills which would be useful not only through their undergraduate course but also during future employment, postgraduate studies and life in general. These skills cover a wide range of areas including communication skills, time management, conflict resolution, leadership and many more. At present the program is offered to medical students of years 1-4. Attendance at these sessions is voluntary and there is no formal assessment of the program. These sessions are conducted by academic staff members of the faculty with particular interest in a related area or by invited “non-faculty” experts. The sessions are structured as presentations or as interactive workshops. The soft skills program has received positive feedback from a great majority of students. The faculty intends to develop the soft skills program in the future with continued feedback from students, staff and external experts.

3.4 Information Technology Centre

It is located adjacent to the gymnasium and provides internet and computer training facilities to university students.

3.5 Health Center

The Health Centre, headed by the Chief Medical Officer, provides preventive and curative health care to the University community including non-resident students and employees.

The preventive health section, under the supervision of the Public Health Inspector, manages disinfection, cleaning, epidemiological work, vector control, food hygiene, waste disposal, environmental sanitation, water supplies sanitation and health education. This section also ensures enforcement of Campus public health regulations and industrial and structural pest control.

Curative health care is provided in the form of a daily out patients service, medical laboratory service and other ancillary medical services including medical examinations of staff, students and counseling service. The Health Centre provides these services with the assistance of the Chief Medical Officer, four Medical Officers and support staff. Emergencies are referred to the Peradeniya Teaching Hospital or to the General Hospital, Kandy. Dental treatment facilities are provided by the Faculty of Dental Sciences.

3.6 Police and Security Services

The closest police station is situated on the Kandy - Colombo road near the Peradeniya Teaching Hospital.

The main Security Office of the University of Peradeniya is located near the New Arts Theatre. Any matters pertaining to security or breach of law may be reported to the security personnel.

3.7 Other Services

For the convenience of a significant resident population on the Campus, the University continuously upgrades infrastructure and facilities of service units.

Service Units

- Water and electricity supply.
- Telephone network.
- Drainage, sewerage and general maintenance of lands, buildings and furniture
- Banks.
  Bank of Ceylon - a branch is located adjacent to the Senate building.
  People's Bank- a branch is located near the main administrative block while the main office is on the Galaha Road.
- A central canteen, book shop, tailoring shop and a barber saloon are maintained at the World University Service Centre (WUS Centre).
- Post office/ Sub-Post Office and telephone booths.
- Cooperatives and other shops (WUS Center provides some of these facilities).

4. Accommodation

The University of Peradeniya was originally planned as an entirely residential facility. Due to the increased intake of students in recent years, residential facilities could not be provided to all the students. However a majority of students and a limited number of staff are provided residential facilities.

4.1 Accommodation Facilities for Students

The University has 16 halls of residence for students and 4 Bhikku hostels. In addition, accommodation is available at the Agriculture sub-campus at Mahailluppallama (130 km north of Peradeniya) for first year agriculture students following the practical classes.

Part time wardens from among the academic staff are appointed in charge of the organization and maintenance of discipline in the halls of residence. They are assisted by permanent wardens and part time academic sub-wardens.

The halls of residence consist of study bedrooms which are shared by 2 or 3 students. An attempt is made to accommodate students of different faculties in the same halls of residence.

A nominal fee is charged for the room and an additional fee per month is levied on students who use personal electrical appliances such as irons, radios etc. Meals are available in hall canteens where food is provided at prices fixed by the university.

4.2 Halls of Residence

Female

- Ramanathan Hall
- Sangamitta Hall
- Wijewardena Hall
- Hilda Obeysekara Hall
- A/7 Women's Hostel
- Mahailluppallama Hostel

Bhikkus

- Sangaramaya
- Kehelpanna1a
- A/4 Bhikku Hostel
- A/5 Bhikku Hostel

Male

- Arunachalam Hall
- Akbar Nell Hall
- James Peiris Hall
- Jayathilake Hall
- Marcus Fernando Hall
- Marrs Hall
- A/6 Men's Hostel
- Hindagala Hall
- Mahailluppallama Hostel

4.3 Activities in Halls of Residence

Halls of residence are not mere hostels but a community where numerous social activities exist. Most halls have their own playing area. Students are free to join in any society or societies of their choice. The Inter-hall sports meet is an event that should not be missed while the "Hall Night" is a very popular annual function among students.

5. Sports facilities at the University of Peradeniya

University Grounds

5.1 Sport facilities

Facilities for sports such as Athletics, Badminton, Cricket, Chess, Elle, Football, Hockey, Netball, Rugby, Swimming, Table Tennis, Tennis, Volleyball, Weight Lifting and Wrestling are available for students and members of staff at the university. The playing field is equipped with a cinder running track (which has a straight 400 meters track), Tennis courts, Volleyball courts, Cricket, Rugby and Hockey grounds. The university swimming pool is a well designed pool which fulfils international standards.

Indoor sports facilities are too available at the well equipped gymnasium which is one of the largest in Sri Lanka.

In addition, limited facilities are available at the halls of residence for sports. University sports facilities are also made available to schools and clubs of the Kandy area and for national events.

Department of Physical Education coordinates all the sports facilities available at the University. Office of the Department of Physical Education is located at the University Gymnasium and the staff consists of Director, Permanent Instructors and four part time Coaches. Acting Director is Mr. M.D. Palitha Kumara (ext. 2164).

5.2 Students' Sports Council

This consists of Captains and Vice-captains of the twenty three sports recognized for the awarding of university colours.

5.3 University Gymnasium

The University possesses a fully equipped gymnasium.

The students may use the gymnasium on:

Weekdays: from 9 a.m. to 11 a.m.
from 4 p.m. to 7 p.m.

Saturdays: from 3 p.m. to 6 p.m.

5.4 Other Sports Activities

The Department of Physical Education and Students' Sports Council organize sports activities. Competitions are organized for new entrants, inter-faculty, inter-hall and at inter-university levels.

The university teams participate in competitions held at district and provincial levels and in international competitions abroad.

6. Food and other Commodities

University students can buy food at special rates within the University premises. Special rates apply to rice and curry and other food items prepared in university canteens. These prices are approximately 50% lower than the consumer prices in Sri Lanka. Each faculty and hall of residence has one or more canteens which cater to the needs of students.

Commodities are available at the two university co-operative shops which are conveniently located on the Campus. These cater to the general needs of the entire University community. Dairy products, meat and vegetables are available at special prices at the sales outlet of the Department of Animal Husbandry which is located opposite the Faculty of Veterinary Science. Students can also purchase variety of food items and day to day requirements from places such as "Hela Bojun" food stall located in front of the Faculty of Agriculture, Super Markets, Shopping complexes and sales outlets situated in close proximity to the University premises. The town of Peradeniya (1 km away) and the city of Kandy (5 km away) are the main shopping centers.

7. Campus Societies

7.1 Cultural, Drama and Music Societies

- Arts Council
- English Drama Society
- Film Society
- Gandarwa Sabhawa
- Sinhala Natya Mandalaya
- Sinhala Sangamaya
- Tamil Sangeetha Natya Sangam
- Tamil Society

7.2 Religious Societies

Religious Activities

The university comprises a multi-religious population of Buddhist, Catholic, Christian, Hindu and Islamic people. A Buddhist Temple, a Roman Catholic Church, a Christian Church, a Hindu Kovil and a Mosque are located within the university campus to ensure freedom and facilities to practice any religious faith within the university.

There are five registered religious societies in the university which organize religious activities. These societies are as follows:

- Buddhist Brotherhood
- Newman Society (For Roman Catholics)
- Student Christian Movement
- Hindu Society
- University Muslim Majlis

In addition, there are religious bodies organized by the employees of the University such as the University Buddhist Society.

7.3 Other Societies

- Arunachalam Hall Alumni Association
- Botanical Society
- Computer Society
- Engineering Faculty Arts Circle
- Explorers' Club
- Hanthana Conservation Society
- Production Engineering Students Society MIDI Group
- Sports Council
- Students Meditation Society (Sinhala Bhavana Samajaya)

8. Entertainment

Open Air Theater

Arts Theater

Stage dramas are held at the Sarathchandra Open Air Theater while film festivals are held in the Arts Theater, regularly.

9. Places of importance in the vicinity

9.1 Royal Botanical Gardens

The Royal Botanical Gardens, a wonderful natural resource, is situated a few yards away from the university premises.

9.2 Embekka, Gadaladeniya and Lankathilaka shrines

These places of religious worship situated in Pilimathalawa, a few kilometers from the university premises have immense historic value and reflect the rich cultural heritage of Sri Lanka.

10. Places of Worship on Campus and in Kandy

10.1 University Buddhist Viharaya

Housed in the renovated telephone exchange, this complex provides a place for students to practice meditation, observe *sil* on *Poya* days and participate in *Dhamma* discussions. Tel: 081 2388975/ Uni. ext. 2111/2113

10.2 Gatambe Viharaya

It is a place of Buddhist worship frequently visited by students during leisure, especially on *Poya* days.

10.3 Dalada Maligawa (Temple of the Tooth)

The *Sri Dalada Maligawa,* the temple of the sacred Tooth Relic of Lord Buddha is situated in the center of Kandy town, 4 miles away from Peradeniya. The serene and calm environment of the *Dalada Maligawa* creates unmatched tranquility on the mind of any visitor.

10.4 University Hindu Temple

This Hindu temple which is located at lower Hantana provides a place of worship for Hindu students. Tel: 081 2388139

10.5 University Mosque

With easy access from the campus, it provides a place of worship for Muslim students. It also has a limited facility for accommodating students and guests.

10.6 University Christian Churches

A Christian Chapel (Chaplain - 081 2388294) and a Catholic Church (Chaplain - 081 2388292) are located on the campus providing opportunities for prayer and fellowship.

11. Risks and hazards

Thieves, River and Infectious Diseases

Students of the campus are vulnerable to many risks and hazards. Knowing these risks would be useful to be safe throughout the university life. Ragging is the main misfortune that students may face first and foremost. However over the past few years there has been a dramatic reduction in instances of ragging. Ragging is prohibited in the university. Students are expected to report incidents of ragging to the appropriate personnel (student counselor, staff members). This will enable the university to take necessary action against the culprit.

Occasionally, instances of robbery are reported within the campus, especially in residential halls. There is a 24-hour security service for every residential hall that helps minimize these occurrences. It is advisable to lock the room when away and while sleeping.

Spread of infectious diseases occurs sporadically as the university host a large number of students from all parts of Sri Lanka. The risk is minimal when compared to other universities of the country due to adequate space. In the event of sickness, residential treatment may be obtained through the Health Centre that offers a 24-hour service for emergencies.

Some incidents of drowning have been reported in the Mahaweli River. Therefore, it is necessary to take adequate precautions. It is advisable to refrain from bathing in the Mahaweli River.

12. Important Telephone Numbers

All extensions listed below can be accessed from outside the university, without operator assistance. However, if you are calling

- ☎ within Kandy area: add 239 before the extension number
- ☎ from outside Kandy area: add 081-239 before the extension number
- ☎ internationally: add +94 81 239 before the extension number

University Extensions

General	2000-2299
Security	2133
Health center	2022
Library	2470-2499

The complete university directory is found at http://www.pdn.ac.lk/uop/directory

Police Stations		**Hospitals**	
Kandy	081-2233333	Kandy	081-2233337
Peradeniya	081-2388222	Peradeniya	081-2388001

Fire Brigade 081-2244444

13. Transition from School to University

Tips for surviving the change

It is important to acknowledge that academic work at university level differs from what students have been exposed to in schools. In the university, the student is the master of his own learning. Students are expected to be independent and monitor their own progress. It is envisaged that they would search for information, identify learning mechanisms and reflect on extending and applying knowledge gained.

Students need to be proficient in the following skills:

- Listening skills
- Reading skills
- Note-taking skills
- Skills of expression in both speech and writing

The above proficiencies may be acquired by advice given by the staff, reading, practicing (speaking and writing) and utilising library resources.

14. Teaching and Learning in the University

Modes of learning

Verbal Learning

Committing to Memory

This is what is commonly associated with learning. Some things, such as lists, formulae, scientific laws and definitions, diagrams and certain precise descriptions in medicine, have to be learned this way. The material is memorized as it stands.

Becoming Familiar with Information, Ideas and Concepts

This mode of learning is deeper than memorization where what is learnt is understood in a way that allows re-phrasing, summarizing or establishing connections. These operations may occur when students listen, read, take notes, discuss, write a report or an essay or when just thinking about the topic in question.

This kind of learning may not occur in the first encounter with the content. However repeated encounters in different contexts will enable understanding.

Learning to Think Theoretically and Critically

Each subject has its own body of theory in which certain concepts are crucial. An important aspect of learning includes developing and in some cases testing hypotheses, through experiment, field-work, case-work or intensive reading, depending on the area of study. This mode of learning requires the power of thinking critical as well as in a professional sense - not just about history but as a historian; not just about physics but as a physicist.

Reflective Learning

A student of higher education is a responsible and independent learner. Even though it is necessary to note and act upon formal feedback provided by teachers, it is equally important for students to think about (or reflect on) what is learnt. Increasingly, programs of study explicitly require students to engage in reflection. However even if they do not, students would benefit much from developing these skills.

The skill of reflection may be developed by continually contemplating (thinking) on the following:

- What did I learn?
- How did I learn?
- Can I explain real life situations using the new knowledge?
- What are my strengths and weaknesses?
- What are my priorities?
- How can I improve and build upon the learning process?
- How am I performing towards short-, medium- and long-term goals?
- What (if anything) is blocking my learning?
- What are the gaps in my knowledge and skills, and how can I best work towards addressing these gaps?

Practical learning

There are two main kinds of practical learning.

Practical Procedures

This plays an important role in medicine where learning is not purely verbal and students learn new perceptual and motor skills, and learn to make judgments based on observations.

Learning to assume the role of a 'Professional'

This is an important aspect in all branches of medicine, education, law and social work. It is necessary to cultivate the practice of making judgments based on observation and speaking and reacting in an appropriate way. In any situation of practical learning it is necessary initially to acquire adequate knowledge and subsequently to observe experienced persons. It will be observed that practical learning is enhanced by the different kinds of verbal learning; what is not clear in a text or a lecture becomes clear when done practically while laboratory experiments and cases are clarified when heard, discussed or read.

Study Habits

- Be organized. This includes planning, keeping track of what's done, maintaining orderly books, notes and hand-outs and allocating available time between the various subjects.
- Make good use of study times. Address complex aspects when fresh. Beware of postponing difficult work and spending excessive time on activities that do not require much effort.
- Identify and avoid distractions.
- Refrain from studying when experiencing fatigue. However do not give up too easily. It is important to distinguish between real fatigue and discouragement or lack of interest, and plan breaks accordingly. If students experiences a feeling of defeat by a particular problem, a brief involvement with a different type of activity (and possibly a change of scene) will often be rejuvenating.

15. Sources of Learning

15.1 Lectures

Listening to Learn

Listening is not a passive process in which the listener is merely required to keep the ears and mind 'open' for whatever information to 'go in'. Listening in order to learn is essentially an active process, which involves attempting to think along with the speaker, which requires 'keeping in step' with the speaker mentally, in order to learn. This is done purely by sustained effort of attention and concentration which is known as active listening.

Anticipation

This is an important aspect of active listening. Most often the listener anticipates what the speaker is about to say next. In the one-way communication of a lecture, anticipation needs to be cultivated deliberately, as part of the process of thinking along with the lecturer. Active listening is a key to understanding and retaining. If the habit of thinking along with the lecturer is cultivated, revision would be merely following a train of thought that is already familiar.

Questions and Cues

It is important to listen to a lecture with certain general questions in mind and to have specific questions to suggest themselves as the lecture proceeds. It is necessary to be alert to certain kinds of cues in the speaker's language.

It is important to

- identify the general topic of the lecture**,** which may be stated at the beginning of the lecture. On the other hand, the general topic may emerge at a later stage.

- have a sense of the general purpose of a lecture. It may be used to introduce a new area of study, to introduce new concepts, to comment in detail on a text or to summarize.

- question how any lecture relates to the previous one. Lectures especially on a wide and complex topic are often presented in the form of a series. The lecturer may indicate the connections but it is important that the student attempts to make connections and links both between one lecture and another and between what is known already and what is now being taught.

- allow specific questions to arise in your mind as a lecture is proceeding. This will, in fact, happen when attempting to anticipate not just how a sentence will end but how an argument will develop, or how one piece of information can be reconciled with another, what the outcome of an experimental procedure or the implications of a principle will be.

- remain alert to what is being emphasized by the lecturer and what is regarded as peripheral. Linguistic cues such as "We must remember that ..." "It is important to note ..." "The main reason for this is ..." are indicative of such cues.

- be alert to cues which indicate the way an argument is proceeding. Words and phrases like 'moreover' or 'in addition to' indicate that a supporting point is being made. Phrases like 'on the other hand' indicate a contrast. 'However' and 'in spite of this' indicate a qualification of what has just been said. Speakers (and, as we shall see, writers also) use these devices to make what they are saying 'hang together' and form a coherent whole.

Efficient learning consists in organizing and relating, and not just in memorizing. However even memorizing itself is made easier when the subject-matter is well organized.

Taking notes at Lectures

Many students spend much time in a lecture scribbling wildly in an effort to 'take down' as much as possible. This custom - and the habit of some lecturers - of simply reading their lecture notes aloud in a rather mechanical fashion caused the lectures to be defined as "the process whereby the notes of the lecturer become the notes of the student

without passing through the minds of either". But even a lecture delivered with vigor and spontaneity, during which the students merely scribble down what they can, defeats the purpose of a 'live' lecturer. The main purpose of the 'live lecture' is to give listeners the benefit of all the enrichment of meaning that can comes from the spoken word as compared with its written equivalent. This enrichment is produced by the speaker's use of intonation, emphasis and pace and by the ability to observe facial expressions and gestures while listening to the voice. An attempt to transcribe what is being said, would result in missing of these extra cues to meaning. A lecture is something to be listened to and thought about. Therefore lecture notes should be made based on the following general principles.

- To reflect the structure of the lecture.
- To reflect the important points in the lecture.
- To be condensed and paraphrased into the most economical form consisting of abbreviated statements of just headings. Limited use of certain standard abbreviations (such as eg. or mmHg) is acceptable but it should not be excessive, since notes will then be unreadable.
- In some instances it may be acceptable to write verbatim what the lecturer is saying especially when a detailed problem is being worked through (eg. in a mathematical proof).
- Notes should contain their own cues (underlining, insertion of NB, vertical line in the margin, use of colored pencil) to important sections.
- They should be well spaced, so that they can be amplified and additional information added later.

Following up a Lecture

It is necessary to link lectures with one's own reading. It is important to make a note of references to reading provided at the lecture. Referencing should be done as soon as possible after the lecture. It is advisable to talk to a member of staff about references, if clarifications are required.

Revising Notes

If the examination requires memorization, it is necessary to recall the main points in lecture notes. However revision is not primarily committing notes to memory. Revision is essentially a process of reconstructing what has been learned and partially forgotten - bringing the pieces together mentally in order to retrace the path traveled during prior learning. If revision is approached in this way of reconstruction new ideas and new inter-relationships suggest themselves, amplifying the original view of the subject.

15.2 Reading

Nature of the Reading Process

Reading is a language-based set of complex skills. Many of the listening skills developed are transferable to reading. Like listening, reading is an active process and depends a great deal on the reader's ability to anticipate what is coming next and use questions and cues. Unlike listening, it is done in solitude and silence, which makes it in some ways more difficult. However it can be done in the reader's own time and pace and repeated as often as necessary.

Directing your Reading

Students are exposed to reading a limited number of recommended textbooks while in schools. However Higher Education demands exposure to a large volume of reading matter. 'Reading lists' provided at the beginning of the session, may be alarmingly long. However it is important to realize that many of these books are not intended to be read verbatim. It is important to note therefore that different texts are read in different ways. Even though the content of some books on the list are discussed at lectures, others will have to be read independently in the preparation of assignments or in studying for examinations.

Using the Library

The library will be useful in accessing material on reading lists and locating additional sources of information. Learning to use the library is a necessary and highly rewarding achievement. It is necessary for students to accustom themselves to the arrangements related to accessing reading material which includes using the catalogue, reference room, and periodicals room.

15.3 Written Work

In the course of study students will be requested to submit work in written form. It may be in the form of a short paper to be read at a seminar or tutorial, a write-up of an experiment or practical or essays. Guidance will be provided on the approximate length and the list of relevant books. It is important to understand that as a student of a Higher Education Institution the student is expected to provide a critical account of the field of study in contrast to what is expected by a school essay. It is necessary at this level to cite references to authoritative writing to illustrate that views from other sources have been considered and state own judgment or opinion.

15.4 Learning from Patients

Clinical teaching program is developed on the basis of experiential learning through patient encounters in order to facilitate patient centred attitudes. Evaluating patient's perspectives and developing collaborative relationships is promoted to inculcate professionalism and empathy. Students are promoted to interact with patients from the early stages of the curriculum to develop communication and clinical skills. A range of opportunities are provided to participate in patient care, to witness a range of major surgical and interventional procedures and to perform some of the non-invasive simple but essential procedures under supervision. The faculty encourage patients to provide feedback to medical students to facilitate learning by reflecting on their own performances.

Therefore consider patients as an important learning resource. Always talk to patients, take histories, examine patients, follow up the management as well as take part in patient management - you can learn so much from these activities. Also, learn by visiting communities when opportunities are provided in the curriculum - spend time and make observations on how things happen in real life.

16. Curriculum of the Faculty of Medicine, University of Peradeniya

Preamble

The curriculum of the Faculty of Medicine University of Peradeniya was revised in 2004 and was named as, the “Beyond 2004 revised curriculum". This revision took into consideration and incorporated changes suggested by World Federation of Medical Education (WFME) 2003 conforming to the needs and demands of the modern world. This revised curriculum was first introduced in the year 2005 for 2004/2005 entrants to the medical Faculty. As opposed to traditional methods of teaching, the revised curriculum focuses mainly on early clinical relevance, self-directed learning, integration, system-based learning, professional development and community oriented learning. This curriculum was further revised in August 2013 and this revised version has been implemented from January 2014.

Broad objectives of the MBBS Course

The graduate should

1. possess an attitude towards medicine that is both scientific and humane and have the characteristics of high ethical standards required for professional life.
2. posses knowledge, skills and attitudes that will enable the holistic management of medical problems affecting individuals and the community.
3. be able to deal appropriately with all emergencies utilizing the facilities available.
4. be aware of the limitations of knowledge and skills and be prepared to seek help when necessary.
5. be able to work in a team, and provide leadership in activities related to health.
6. be able to provide medico-legal services to the judicial system of the country.
7. be able to assess evidence both as to its reliability and relevance and appreciate that conclusions are reached by logical deductions.
8. be able to continue self directed learning and contribute towards progress of medical sciences.
9. demonstrate knowledge of the interaction between the man and environment and their responsibility in promoting a healthy environment.
10. be able to communicate effectively with fellow practitioners, patients and their families, other professionals and public.

The academic program constitute four streams:

- **SBM** - Scientific Basis of Medicine - providing the knowledge base to perform clinical, laboratory and management skills.
- **CLR** - Communication, Learning and Research - Improving communication skills, English proficiency, web based learning and Research skills.
- **DIS** - Doctor in Society - Addressing the doctor's role in society in relation to population issues and judicial medicine issues (Conducted by the Departments of Forensic Medicine and Community Medicine).
- **HCT** - Hospital and Community based Training.

The Teaching/Learning Activities

- **Lectures** - Lectures are learning aids which provides guidance for self study. Some lectures are conducted in an interactive manner and in such cases it is important to participate actively, as benefits of this exercise are multiple.
- **Small Group Discussions (SGD)** - It is necessary to attend these sessions well prepared as active participation is important. Wide discussion of topics ensures understanding and facilitates quick retrieval.
- **Clinical Case of Relevance (CCR)** - These sessions are an attempt at helping students understand the clinical application of basic science concepts. This activity is expected to generate interest among the students, improve communication skills and team skills. It is important that students participate actively in discussions.
- **Practical classes** - These sessions are aimed at demonstrating certain skills, providing opportunity for students to practice skills and enabling appreciation of theory learnt.
- **Clinical/ward work and community work** - It is essential that students make maximum use of this opportunity. Learning from patients by talking to, observing and examining them, making notes, presenting case histories and taking part in discussions on management are important aspects of this exercise.
- **Training in the final year** - (the last two semesters) The main focus of this year is on improving clinical skills in areas of Medicine, Surgery, Obstetrics & Gynaecology, Paediatrics and Psychiatry.

Progression of the academic program – Themes

- **Years 1 and 2-** Normal structure to perform function, regional structure, integrated functions, basis of dysfunction

- **Year 3** } Mechanisms of onset and progression of diseases
- **Year 4** } Principles of management
- **Year 5** } Hospital-based Clinical training

Objectives of the Four Streams

SBM stream

At the end of Year 1 and 2

Student should be able to;

1. describe the normal structure and function of the human body.
2. describe the basis of clinical and laboratory assessment of normal function (those that are to be done by a newly passed out doctor)
3. perform basic clinical examinations (adhering to standard procedure) listed in the modules
4. demonstrate humanitarian attitude during interaction with teachers, patients and fellow students
5. describe the dysfunctions and the mechanisms of dysfunction of the organ systems
6. describe the basis of clinical and laboratory assessment of such organ system dysfunctions
7. describe the relations of organs within the regions (Head & neck, chest, abdomen, pelvis, limbs)
8. apply the knowledge on structure to localize pathologies and their complications
9. perform clinical skills listed in the modules at the level of a novice
10. interpret laboratory findings indicating dysfunction
11. perform as per guidelines the tests that a newly passed out graduate is expected to perform
12. demonstrate basic life support skills on models
13. demonstrate good interpersonal skills- rapport, sense of responsibility, respect

At the end of year 3

Student should be able to;

1. describe the mechanisms of disease, general principles of management, basic pharmacological principles and their applications
2. present a complete history with respect to common symptoms to the clinical teacher
3. perform a complete clinical examination to detect abnormalities, interpret the results of investigations in the background of the clinical history and finally write a report about the patient
4. prepare a general management plan for those patients presenting with disorders common to Sri Lanka - holistic management is emphasized
5. demonstrate professional skills- mutual respect, responsibility, work in teams, function within accepted norms of ethical behaviour

At the end of year 4

Student should be able to;

1. describe pathophysiology, clinical features, management of common diseases listed under the modules
2. make a differential diagnosis/ diagnosis of a given patient using the tools available to a doctor
3. demonstrate the skill of clinical thinking during clinical examination and patient management
4. communicate with patients, superiors, subordinates and peers effectively during history taking, examination and management
5. demonstrate high ethical standards during doctor patient interactions

HCT stream (Extends from year 3-5, including final year lectures and professorial appointments)

At the end of year 5

Student should be able to

detect clinical problems (history, examination, investigations) and present a complete management plan taking into consideration, ethical, community, professional norms expected of a newly qualified doctor

CLR- stream

At the end of year 4

Student should be able to;

1. demonstrate communication skills (verbal, written) that are necessary for patient management, community health care and judicial medicine
2. use information technology for continued professional development, health education and promotion and service
3. demonstrate skills of active learning (search for knowledge using different media)
4. interpret research reports
5. write scientific papers and reports.
6. make scientific presentation

DIS- stream

At the end of year 4

Should be able to;

1. describe the community facilities available to preserve and promote health
2. demonstrate an ability to utilize such facilities in the management of health problems (notification, immunization etc)
3. identify a judicial medical problem in the ward or in the community
4. manage such problems as expected of a general medical officer after following the brief training program provided by the Ministry of Health
5. explain basic principles of medical ethics and apply same in their daily practice

Curriculum Details

The medical program is a fulltime course conducted over a period of five years. Therefore **80% attendance for course work is mandatory to be eligible to sit the end semester examinations.** The five years of study consist of eight semesters in the basic sciences and a clinical clerkship program of 3 years, overlapping with the basic sciences from year 3.

A semester consists of 15 weeks. The semesters are identified by their year and number. ie. Year one Semester one (Y1S1), Year one Semester two (Y1S2), Year two Semester one (Y2S1), Year two Semester two (Y2S2), Year three Semester one (Y3S1), Year three Semester two (Y3S2), Year four Semester one (Y4S1), Year four Semester two (Y4S2). The clinical curriculum does not have a semester structure.

Components of the curriculum and the time at which each component is addressed

Component	Period	Semesters
Basic sciences	1st and 2nd Years	Y1S1, Y1S2, Y2S1, Y2S2
	3rd and 4th Years	Y3S1, Y3S2, Y4S1, Y4S2
Clinical exposure	3rd, 4th and 5th Year	

The four streams, Scientific Basis of Medicine (SBM), Doctor In Society (DIS), Communication, Learning and Research (CLR) and Hospital and Community based Training (HCT) consists of several modules and the modules are addressed in specified years and semesters.

Years 1 and 2 (Includes modules of SBM, CLR and DIS Streams)

The stream, module, semester and main subjects/ departments/ and others involved in teaching during each of the semesters are as follows.

Structure of the academic program (Years 1 & 2)

Semester	Module/ s and Duration	Stream	Subjects
Y1S1	Foundation	SBM	**Main Subjects** Anatomy, Biochemistry, Physiology **Other Subjects** Community Medicine, Medicine, Radiology
	Locomotion		
	CLR - 1 (3hrs/ week)	CLR	IT, learning, Effective communication skills training through student assignments - eCSSA, time management, English language skills (speech, writing)

Y1S2	Respiration & Gas Exchange	SBM	**Main Subjects** Anatomy, Biochemistry, Physiology **Other Subjects** Medicine, Radiology, Anaesthesiology
	Blood and Circulation		
	Alimentation		
	CLR - 2 (2hrs/ week)	CLR	English language skills (Reading and comprehension)
Y2S1	Excretion & Reproduction	SBM	**Main Subjects** Anatomy, Biochemistry, Physiology **Other Subjects** Nuclear imaging, Radiology, Medicine, Anaesthesiology, Obstetrics & Gynaecology, Psychiatry
	Nervous system		
	Endocrine, Homeostasis &Metabolism		
Y2S2	Growth, Development, Nutrition &Ageing (1)	SBM	**Main Subjects** Paediatrics ,Community Medicine **Other Subjects** Radiology, Medicine, Gynaecology & Obstetrics, Psychiatry
	Infection (1)		**Main Subjects** Microbiology, Parasitology
	Integrated, Human Biology		**Main Subjects** Anatomy, Biochemistry, Physiology **Other Subjects** Medicine, Surgery, Gynaecology & Obstetrics, Paediatrics, Radiology
	CLR - 3 (2hrs/ week)	CLR	Medical Statistics
	CLR - 4 (2hrs/ week)		Research Methodology
	DIS - 1 (1hr/ week)	DIS	Forensic Medicine
	DIS - 2 (1hr/ week)		Community Medicine

(The sequence of modules is subject to change)

At the end of each semester (ie. Y1S1, Y1S2, Y2S1 and Y2S2) the semester examination will be held and will include questions from the modules studied during that semester. The examination, modules tested and the components of the examination are as follows.

Examinations of Years 1 & 2

Name of Examination	Module/ s	Components of examination
Y1S1 Examination	Foundation	MCQ,SAQ, OSPE, Viva
	Locomotion	MCQ,SAQ, OSPE, Viva
	CLR - 1 (English language, IT, learning , Communication, eCSSA module)	SAQ / Essay, (English-Reading comprehension) IT -Practical test
Y1S2 Examination	Respiration & Gas Exchange	SAQ, MCQ, OSPE
	Blood & Circulation	SAQ, MCQ OSPE, Viva
	Alimentation	SAQ, MCQ, OSPE, Viva
	CLR - 2 (English language)	Essay, listening exercise, Practical test- speech (incourse)
Y2S1 Examination	Excretion & Reproduction	SAQ, MCQ, OSPE
	Nervous system	SAQ, MCQ OSPE, Viva
	Endocrine, homeostasis & metabolism	SAQ, MCQ OSPE, Viva
Y2S2 Examination	Growth, Development, nutrition & ageing (1)	SAQ, MCQ, OSPE, Viva
	Infection (1)	SAQ, MCQ, OSPE, Viva
	Integrated Human Biology	SAQ, MCQ, OSPE
	CLR - 3 (Medical Statistics)	SAQ
	CLR 4 (Research Methodology)	SAQ
	DIS 1 & 2	SAQ

MCQ – Multiple Choice Questions
SAQ – Short Answer Questions
OSPE – Objective Structured Practical Examination

At the end of each semester examination a grade will be awarded for each module. These grades range from 'A' to 'E'.

At the end of the second year (after Y2S2 Examination) the Grade Point Average (GPA) will be calculated from the grade points obtained for all module examinations (Y1S1, Y1S2, Y2S1 and Y2S2 examinations). **The GPA and summary of results released at this point shall be referred to as the results of the 2nd MBBS examination and is a barrier to proceed to the third year.** Only those students who have obtained a GPA of 2 or above and a minimum of 'C' grade in all modules will be allowed to proceed to the third year.

A student getting C ¯ or less in any module must sit the examination for the same module at the scheduled repeat examination. A repeat examination will be held 6 weeks after the release of results of the Y2S2 examination. The maximum possible grade obtainable in any such subsequent attempt is C.

A student is allowed a maximum of 4 attempts to pass a given module. If unsuccessful after 4 attempts, the studentship will be terminated.

Award of Distinctions
At the end of year 2 students will be awarded distinctions and medals for Anatomy/ Biochemistry/Physiology based on marks obtained;

i) for the identified subject components within modules **or**
ii) at a special merit examination

Distinctions will be awarded to students who obtain a mark of over 70%.

Year 3 (includes modules of SBM, CLR and DIS streams and the clinical program-HCT)

All students who sit the Y2S2 examination will be expected to follow a 4 week program of lectures on Foundation in Pathology & Foundation in Pharmacology - 1, till the results of the 2nd MBBS examination are released.

All students who have a GPA of 2 and obtained a minimum of 'C' grade in all modules of year one and two will be allowed to proceed to the year 3 semester 1 (Y3S1) and clinical training.

Prior to commencement of Y3 coursework a 4 week introductory clinical appointment will be conducted.

During Y3S1 and Y3S2, clinical training (HCT)will be provided in the morning and coursework related to SBM, CLR and DIS streams in the afternoons.

During Y3S1, HCT will consist of 16 weeks of clinical training in Medicine, Surgery, Gynaecology & Obstetrics and Paediatrics (MSGOP). This will be at the Teaching Hospital Kandy, Peradeniya or other outstation hospitals. During Y3S2, the HCT program will consist of 24 weeks of short clinical appointments (specified in the outline of the Clinical programme). This will be at the Teaching Hospitals Kandy and Peradeniya. The clinical programme does not follow the semester system. Students are expected to follow the clinical program on all days other than those designated as a holiday by the Dean.

The stream, module, semester and main subjects/ departments/ units involved in teaching during Y3S1 and Y3S2 are given below.

Structure of the Year 3 academic program

Semester	Modules and duration	Stream	Subjects
Y3S1	Foundation in Pathology and Foundation in Clinical Pathology, Foundation in Pharmacology	SBM	**Main Subjects** Pathology Pharmacology **Other Subjects** Medicine, Psychiatry, Anaesthesiology, Radiology, Nuclear Medicine
	Systematic Pathology - I Respiratory pathology Cardiovascular pathology Musculo skeletal pathology Endocrine pathology **Systematic Pharmacology - I** Drugs in respiratory diseases Drugs in cardiovascular diseases Drugs in musculo skeletal disorders Drugs in endocrine diseases		
	Defenses of the Body		**Main Subjects** Microbiology Parasitology
	Behavioural Sciences Module (1hr/ week)		Psychiatry
	DIS - 3 (3hrs/ week)	DIS	Forensic Medicine
Y3S2	**Systematic Pathology – II** Neuropathology Gastro intestinal pathology Genito urinary pathology **Systematic Pharmacology – II** Drugs in nervous system diseases Drugs in gastro intestinal system Drugs in reproductive urinary system	SBM	**Main Subjects** Pathology Pharmacology **Other Subjects** Medicine, Community Medicine, Gynaecology & Obstetrics, Psychiatry, Radiology, Nuclear Medicine
	Infection (2)		**Main Subjects** Microbiology Parasitology
	Growth, Development, Nutrition & Ageing (2)		**Main Subjects** Paediatrics **Other Subjects** Community Medicine, Gynaecology & Obstetrics, Medicine
	Student Research Project (1hr/ week)	CLR	Community Medicine
	DIS - 4 (3hrs/ week)	DIS	Community Medicine

At the end of Y3S1 and Y3S2 the semester examinations will be held and will include questions from the modules studied during that semester. The following table gives the examination, modules tested and components of the examination.

Examinations of Year 3

Name of Examination	Module/ s	Components of examination
Y3S1 Examination	Foundation in Pathology and Foundation in Clinical Pathology	MCQ, SAQ,Essay, Portfolio based Viva voce
	Foundation in Pharmacology	MCQ, Essay
	Systematic Pathology - I	MCQ, SAQ,Essay, Portfolio based Viva voce
	Systematic Pharmacology - I	MCQ, Essay
	Defenses of the body	MCQ, SAQ
	DIS -3	MCQ, SAQ
	Behavioural Sciences	
Y3S2 Examination	Systematic Pathology - II	MCQ, SAQ, Viva voce
	Systematic Pharmacology – II	MCQ, Essay
	Infection (2)	MCQ, SAQ
	Growth, Development, Nutrition & Ageing (2)	MCQ, SAQ
	DIS -4	SAQ
	CLR (Research project)	Research Presentations

(The sequence of modules is subject to change)

Grades from 'A' to 'E' will be given for each module at the end of semester examinations during the third year (ie. Y3S1 and Y3S2 examinations). A student obtaining a C⁻ or less in any module must sit the examination for the same module at the next available attempt. The maximum possible grade in any such subsequent attempt is C.

The Year 3 semester 2 examination is not a bar examination and all students could proceed to year 4.

Year 4 - (includes modules of SBM, CLR and DIS streams and the clinical program - HCT)

During Y4S1 the HCT programme will consist of continuation of short appointments at Teaching Hospital Kandy and Peradeniya in the morning and lectures in Surgery, Paediatrics, Medicine, Gynaecology & Obstetrics, Anaesthesiology and Medical Imaging in the afternoon. The CLR (CLR - 5) and DIS (DIS - 5) modules will also continue in the afternoons. The Research project report (done during CLR - 5) should be submitted before the end of Y4S1.

Successful completion of the Forensic Medicine clinical appointments is a prerequisite to sit the Year 4 Semester 1 DIS (5) examination.

During Y4S2 the HCT programme will consist of Long Clinical Rotation (LCR) appointments of 40 weeks duration at the Teaching Hospital Kandy and Peradeniya in the morning and lectures in Surgery, Paediatrics, Medicine, Gynaecology & Obstetrics, Medical Imaging and Haematology in the afternoon. The CLR (CLR - 6) and DIS (DIS - 6) modules will also continue in the afternoons as shown in the table given below.

Structure of the Year 4 academic program

Semester	Modules and duration	Stream	Subjects Involved
Y4S1 & Y4S2	Medical Imaging (1hr/week)	SBM	**Main Subjects** Radiology Nuclear Medicine
Y4S1	CLR – 5 (1 hr/ week)	CLR	**Main Subjects** Community Medicine **Other Subjects** Medicine Pharmacology
	DIS - 5 (3hrs/ week)	DIS	Forensic Medicine
Y4S2	Haematology (1hr/week)	SBM	Pathology
	CLR – 6 (1 hr/ week)	CLR	Community Medicine
	DIS - 6 (3hrs/ week)	DIS	Community Medicine

At the end of Y4S1 and Y4S2 the semester examinations will be held. The examinations are as follows.

Examinations of Year 4

Name of Examination	Module/ s	Components of examination
Y4S1 Examination	DIS –5	MCQ, SAQ, Essay
	CLR –5	Spots and OSPE
Y4S2 Examination	DIS –6	SAQ and Community Medicine Clerkship evaluation
	CLR - 6	Research project report and Viva voce
	Haematology	MCQ, SAQ
	Medical Imaging	SAQ, OSCE

Grades will be awarded at the end of each semester examination (ie. Y4S1 and Y4S2). A student obtaining a C $^{-}$ or less in any module in Y4 may sit the examination for the same module at the scheduled repeat Y4 examination. The maximum possible grade in any subsequent attempt is C.

A minimum of grade of 'C' should be obtained for all modules of years 3 and 4 to qualify to sit the Final MBBS examination.

At the end of the fourth year (after Y4S2 Examination) the Grade Point Average (GPA) will be calculated from the grade points obtained for the module examinations (Y3S1, Y3S2, Y4S1 and Y4S2). **The GPA and summary of results released at this point shall be referred to as the results of the 3rd MBBS examination.**

Award of Distinctions

At the end of year 4 students will be awarded distinctions and medals for Parasitology / Pharmacology / Microbiology / Community Medicine / Forensic Medicine/Pathology based on marks obtained for components identified by relevant departments or at a special merit examination

Distinctions will be awarded to students who obtain a mark of over 70%.

Year 5 is spent entirely in clinical training in the University units at the Teaching Hospital Peradeniya. However, afternoon lectures (1hr/day) will be conducted by the following clinical departments; Medicine, surgery, Gynaecology & Obstetrics, Paediatrics, Psychiatry and Anaesthesiology.

Psychiatry will be assessed as a separate subject in the final year. The Behavioural Science Module in Year 3 will be examined by Psychiatry OSCE examination held in the final year.

Outline of the CLINICAL PROGRAMME
Hospital Community Training Stream (HCT)

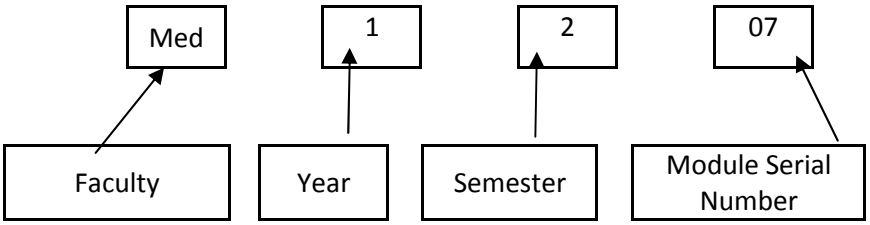
1.	**Introductory clinical appointment** (Full time)	**04 weeks**	**THP**
2.	**MSGOP Appointment** (Mornings)	**16 weeks**	T**HK/Peripheral Hospitals**
	Medicine - **04 weeks**		
	Surgery - **04 weeks**		
	Gynaecology & Obstetrics - **04 weeks**		
	Paediatrics - **04 weeks**		
3.	**Short Appointments** (Mornings)	**24 weeks**	**THK/THP**
	Community Medicine **(04 weeks)**		
	Dermatology / STD **(02 weeks x 02)**		
	Clinical Pathology / General Practice **(03 weeks)** **(01 week)**		
	Forensic Medicine **(04 weeks)**		
	ENT / Eye **(02 weeks x 02)**		
	Radiology/Respiratory Medicine/Neurology **(2 weeks) (1 week)** **(1week)**		
4.	**Long Clinical Rotation**	**40 weeks**	**THK/THP**
	Medicine 12 weeks		
	Surgery 12 Weeks		
	Obstetrics& Gyn. 4 weeks		
	Paediatrics 4 weeks		
	Psychiatry 4 weeks		
	Anaesthesiology & Critical Care 4 weeks		
5.	**Professorial appointments** (Full time)	**40 weeks**	**THK/THP**
	Medicine 8 weeks		
	Surgery 8 Weeks		
	Obs. & Gyn. 8 weeks		
	Paediatrics 8 weeks		
	Psychiatry 4 weeks		
	Orthopaediac/ Cardiology/ Neurosurgery 4 weeks (2 weeks) (1 week) (1week)		
	Total **124 weeks**		

THK – Teaching Hospital - Kandy
THP – Teaching Hospital - Peradeniya

(The sequence of clinical appointments is subject to change)

Notations used in the document

Notation for Modules



Notations for Teaching/ Learning activities

- **Practical Work** - Laboratory Practicals/ Role plays/Dissections/ In-class assignments
- **SGD** - Small Group Discussion
- **SGL** - Student Generated Learning with teacher assistance (non credit)

Calculation of credits

One credit is equivalent to 15 hours of lectures/SGD/tutorial or 30 hours of practical work.

Student generated learning- SGL is not credited.

Documents referred to in the process of Curriculum Development, 2013

The following documents served as a guide and desirable knowledge, skills and attitudes identified in the documents, were considered and adopted during the process of revision.

1. Guidelines and specifications on standards and criteria for accreditation of medical schools in Sri Lanka and courses of study provided by them. Sri Lanka Medical Council - 2011
2. Subject benchmark statement in Medicine. Committee of Vice Chancellors and Directors and University Grants Commission - May 2006
3. Tomorrows doctor. General Medical Council UK - 2009
4. Sri Lanka Qualifications Framework. Ministry of Higher Education - 2012
5. Strategic framework for strengthening undergraduate medical education in addressing the current health challenges. World Health Organization -2012

Module Description

Course No	**:**	Med 1101
Course Title	**:**	Foundation
Credits	**:**	6
Prerequisite	**:**	None
Core/ Optional	**:**	Core

Aim/s:

To provide an introduction to the structure and functions of the body, early embryogenesis and genetics as a prerequisite to understand the structure and function of the body in detail. The module also provides an overview on health, biological variation, imaging modalities in medicine and different systems of generating knowledge.

Intended learning outcomes:

Student should be able to,

- define the term health and describe determinants of health.
- describe the basic structure of the cell and state the levels of organization of the multi-cellular organism including general arrangement of the nervous system.
- outline the synthesis of bio-molecules and describe the functions of bio-molecules and membranes.
- describe the function and regulation of enzymes, the basics of the mechanisms generating cellular energy.
- state the events of cell cycle and describe cell division.
- describe tissue types and identify them under light microscope.
- explain the mechanisms that maintain body homeostasis.
- describe early embryogenesis.
- provide an overview of human genetics and the structure and abnormalities of chromosomes.
- describe the different ways of generating knowledge.

Time Allocation: |Lectures |64 h |,|Tutorials/ SGD |12 h|,|Practical Work|28h|,|SGL| 8 h|

Course Syllabus/ Course Description

Introduction to health and determinants of health, Anatomy- overview, structure and microscopic appearance of the cell, Cell basics, Membrane and bio-molecules, Enzymes, Regulation of enzyme activity, Energy for the cell, Synthetic functions, Tissues of the body, Homeostasis, Introduction to nervous tissue and nervous system, Autonomic nervous system, Early embryogenesis, Human genetics, Human evolution, Free radicals and antioxidants, Basic statistics, Units and measurements, Introduction to imaging.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Lippincott's Illustrated Reviews: Biochemistry by R.A. Harvey & D.R. Ferrier
2. Harper's Illustrate Biochemistry by R. Murray et al
3. Biochemistry by J.M. Berg, J. L. Tymoczko and L. Stryer.
4. Textbook of Medical Physiology by A.C. Guyton and J.E. Hall
5. Last's Anatomy: Regional and Applied by C.S. Sinnatamby
6. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al
7. Human Embryology by Prof. Malkanthi S. Chandrasekera
8. Gray's Anatomy for students

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 1102
Course Title	:	Locomotion
Credits	:	5
Prerequisite	:	Completion of Foundation (Med 1101)
Core/ Optional	:	Core

Aim/s:

To enable the student to understand the organization, growth and development of tissues of the musculoskeletal system and limbs with reference to their functions and compensation of functional demands to deduce the basis of disorders, diagnostics and management strategies.

Intended learning outcomes:

Student should be able to describe,

- the structure of tissues of musculoskeletal system and limbs.
- the function of tissues of musculoskeletal system and limbs.
- growth and development of tissues of musculoskeletal system and limbs.
- how structure is adapted to perform function and compensate functional demands.
- the basis of disorders, diagnostics and management strategies using above knowledge.

Time Allocation : |Lectures| 34h|, |Tutorials/ SGD |11h|, |Practical Work|60h|

Course Syllabus/ Course Description

General consideration - Introduction to limbs and limb girdles, Nerve supply of the body wall and limbs,
Classification of joints and joint movements, Introduction to dissections

Tissues of the musculoskeletal system - Structure of bone and cartilage, Collagen and ground substance, Structure of muscle, tendon, ligament, synovium, Contraction and relaxation of muscle, Form mechanics and coordinated activity of muscle, Muscle metabolism

Effect of exercise on muscles - Biochemical effect of exercise on muscle, Changes in muscle mass to meet the functional demand

Muscle disorders/dysfunctions - Physiological basis of muscle disorders/dysfunctions, Identification of muscle damage

Growth and Development - Development of limb bud, Ossification , Introduction to bone growth and remodeling, Vitamins and minerals in relation to bone growth and remodeling, Markers of bone growth

Structure and functions of the upper limb - Osteology and surface anatomy, Dissections (upper limb, regional anatomy), Joints and movements of the upper limb

Structure and functions of the Lower limb - Osteology and surface anatomy, Dissections (lower limb, regional anatomy), Joints and movements of the lower limb, Gait and posture

Radiology of the upper and lower limbs

Clinical correlations - Venous drainage and lymphatic drainage, Arterial supply of limbs, Tissue injuries of limbs, Nerve injuries of limbs.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Last's Anatomy: Regional and Applied by C.S. Sinnatamby
2. Textbook of Medical Physiology by A.C. Guyton and J.E. Hall
3. Harper's Illustrate Biochemistry by R. Murray et al
4. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al
5. Grant's Dissector by P. W. Tank
6. Gray's Anatomy for Students by Richard Drake

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 1103
Course Title	**:**	Communication and Learning (CLR – 1)
Credits	**:**	2
Prerequisite	**:**	None
Core/ Optional	**:**	Core

Aim/s:
To enhance English language skills, Information technology skills and also to sensitize students to principles of effective communication enabling those be practiced during future course work.

Intended learning outcomes:
Student should be able to,

- read and comprehend a passage with meaning, use the tenses appropriately.
- use active voice and passive voice both in written & speech communication.
- break complex sentences into simple sentences, use conditionals, modals & adverbials, form questions for answers.
- make contextual reference, listen & take down notes.
- transfer information both verbally & in written form.
- navigate the different search engines available in the internet for literature search.
- effectively navigate commands and menus of word-processing, spread sheets and presentations.
- create different types of graphs using different types of data.
- make power point presentations.
- describe different learning approaches, their uses and drawbacks in relation to lifelong learning.
- describe strategies used in effective time management.
- describe relaxation techniques and ways of managing stressful situations.
- describe and apply principles of good communication in interpersonal communications (Doctor Patient communication, workplace based communication), interactive learning sessions (transmitting messages in the workplace).
- summarize key messages.

Time Allocation : |Practical Work| 60h|

Course Syllabus/ Course Description

This module consists of three major areas; Information technology, Learning techniques and English language.

Information technology - Develop skills of searching for medical and health information on the web, Use word processing software and data entry software, prepare computer presentations, write formulae in spread sheets, create graphs in excel.
Learning techniques - Active and passive learning, Learning approaches of students, Time management techniques, Principles of student assessment methods used in the MBBS course, Stress management and relaxation techniques, Verbal and non verbal behaviour in professional relationships, Good communication practices (verbal and written), Interpersonal communication, Identification of key messages and summarizing, Professionalism in workplace based communication.
English language- Reading comprehension, Writing, and Transfer of verbal information.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Communication skills for Medicine - Margaret Lloyd Robert Bor - Churchill Livingstone (3rd ed)
2. Practical guide for medical teachers – John Dent and Ronald M. Harden – Churchill Livingstone (3rd ed)
3. The experience of Learning -F. Marton, D. Hounsell & N. Entwistle- Scottish Academic Press (2nd ed)
4. Teaching Listening Comprehension –Penny Ur–Eleventh Printing 1993
5. Grammar Practice Activities – A practical guide for teachers- Penny Ur – Eighth printing 1994.
6. A communicative Grammar of English – Geoffrey Leech/Jan Svartvik – 3rd Edition

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 1204
Course Title	:	Respiration and Gas Exchange
Credits	:	4
Prerequisite	:	Completion of Foundation (Med 1101)
Core/ Optional	:	Core

Aim/s:
To enable the student to understand the organization and embryological development of tissue of the respiratory system with reference to their functions and understand the basis for disorders, diagnostics and management strategies.

Intended learning outcomes:
Student should be able to,

- describe the structure and function of the Respiratory system.
- to perform clinical examinations of the Respiratory system.
- explain the changes in the Respiratory system in special circumstances.

Time Allocation : |Lectures |30h |, |Tutorials/SGD |17h |, |Practical Work |26h|

Course Syllabus/ Course Description

Regional and cross sectional anatomy of the thorax, Imaging of respiratory organs, Mechanics of breathing, Clinical examination of the respiratory system, Gas exchange and diffusion of gases, Transport of respiratory gases, Regulation of respiration, Role of respiration in acid-base balance, Respiration in special circumstances (Exercise /Altitude / Deep sea diving /Air and space travel), Basic life support

Recommended Reading and/ or References and/ or Prescribed Texts

1. Last's Anatomy : Regional and Applied - C.S. Sinnatamby
2. Gray's Anatomy for students
3. Wheater's Functional Histology: A Text and Colour Atlas - B. Young et al
4. Grant's Dissector - P.W. Tank
5. Textbook of Medical Physiology - Guyton and Hall
6. Review of Medical Physiology - William F. Ganong
7. Harper's Illustrate Biochemistry - R. Murray

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 1205
Course Title	**:**	Blood and Circulation
Credits	**:**	6
Prerequisite	**:**	Completion of Foundation (Med 1101)
Core/ Optional	**:**	Core

Aim/s:

To enable the student to understand the organization and embryological development of the tissues of the cardiovascular system with reference to their function and understand the basis for disorders, diagnostics and management strategies.

Intended learning outcomes :

Student should be able to,

- describe the structure and function of the Cardiovascular system.
- perform clinical examinations of the Cardiovascular system.
- explain the basis for performing investigations in relation to the Cardiovascular system and interpret the findings.
- apply the above knowledge to explain the basis for disorders, diagnostics and management strategies.

Time Allocation : |Lectures |54h |, |Tutorials/SGD |16h|, |Practical Work |40h|, | SGL| 04h |

Course Syllabus/ Course Description

Overview of the cardiovascular system, Composition of blood, Haemostasis, Blood groups and transfusions, Surface marking, Mediastinum and heart, Heart as a pump, Electrocardiography, Cardiac output and venous return, Vascular tree, Flow dynamics, Role of the vascular endothelium in regulation of blood flow, Blood pressure and its regulation, Tissue fluids, Circulation through special regions, Examination of arterial and venous pulses, Measurement of blood pressure, Examination of the Cardiovascular System, Autonomic functions, Imaging of cardiovascular system.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Last's Anatomy : Regional and Applied by C.S. Sinnatamby
2. Gray's Anatomy for students
3. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al
4. Grant's Dissector by P.W. Tank
5. Textbook of Medical Physiology by A.C. Guyton and J.E. Hall
6. Review of Medical Physiology by William F. Ganong
7. Harper's Illustrate Biochemistry by R. Murray et al

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 1206
Course Title	**:**	Alimentation
Credits	**:**	5
Prerequisite	**:**	Completion of Foundation (Med 1101)
Core/ Optional	**:**	Core

Aim/s:

To provide a comprehensive understanding of the embryological development, microscopic structure, structural adaptation for function, physiological and biochemical functions and the basis for assessment of common dysfunctions of the digestive system.

Intended learning outcomes :

Student should be able to,

- describe the role of the digestive system in the process of nutrient intake, absorption and digestion.
- describe the anatomy, micro-anatomy, development and developmental disorders of the gastrointestinal system.
- demonstrate the surface projections of abdominal structures and outline the procedure of clinical examination of the abdomen.
- describe the fate of the food in the alimentary tract.
- explain the physiological basis for the common dysfunctions of the alimentary tract.
- explain the biochemical basis for the common gastrointestinal disorders.

Time Allocation : |Lectures| 37h|, |Tutorials/ SGD| 17h|, |Practical Work| 42h|, | SGL | 22h|

Course Syllabus/ Course Description

Functional anatomy of the alimentary tract, General organization of the alimentary canal to perform its function, Surface projection of abdominal organs, Anterior abdominal wall, Body compartmentalization, Fate of food in the alimentary tract (Stomach/gastric secretion/ gastric emptying, Small intestine/secretory process of the duodenum, Liver, Gall bladder, Pancreas, Gastro intestinal hormones, Digestion, Absorption, Large intestine), Digestive disorder, Functional defects, Development of the alimentary tract, Imaging of Gastro intestinal tract and accessory organs.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Last's Anatomy: Regional and Applied by C.S. Sinnatamby
2. Textbook of Medical Physiology by A.C. Guyton and J.E. Hall
3. Harper's Illustrate Biochemistry by R. Murray et al
4. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al
5. Grant's Dissector by P. W. Tank

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 1207
Course Title	:	English Language (CLR – 2)
Credits	:	2
Prerequisite	:	None
Core/ Optional	:	Core

Aim/s:
To enhance the English language competence of first year students in order to follow the MBBS course effectively.

Intended learning outcomes:
Student should be able to,

- form relative clauses appropriately in complex sentences.
- learn new vocabulary and use them in both written & speech communication.
- construct scientific definitions and use language to discuss cause- effect relationship.
- identify key information in paragraphs.
- use comparative and superlative forms correctly.
- write summaries/précis/formal letters/ academic essays and develop presentation and communication skills.

Time Allocation : |30h|

Course Syllabus/ Course Description

Applied English language teaching - Reading and comprehension of academic texts using skimming/scanning methods, identifying topic sentences, main points and related ideas etc.

Recommended Reading and/ or References and/ or Prescribed Texts

1. English Vocabulary in Use – advanced – Michael McCarthy/Felicity O'Dell – 2nd Edition
2. Advanced English Grammar – Martin Hewings. First reprint 2004.
3. A Course in basic Scientific English – JR Ewer & G. Latorre – New impression 1980.
4. Grammar Practice Activities – A practical guide for teachers- Penny Ur – Eighth printing 1994.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment	20%		
Assessments/ Labs	20%		
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	80%		

Course No	:	Med 2108
Course Title	:	Excretion & Reproduction
Credits	:	6
Prerequisite	:	Completion of Foundation (Med 1101)
Core/ Optional	:	Core

Aim/s :

To enable the students to understand the organization and development of the genitourinary tract with reference to its function and understand the basis for disorders of the excretory and reproductive system and management strategies of these disorders.

Intended learning outcomes:

Student should be able to,

- describe the functional anatomy of the excretory and reproductive systems.
- describe the normal process of urine formation and the derangements that can take place in this system.
- describe the basic processes of reproductive functions in males and females and the physiology of fertilization, pregnancy, parturition and puerperium
- describe the anatomy of the pelvis and perineum.
- state the normal and abnormal constituents of urine.
- explain the basis for disorders, diagnostics and management strategies of the excretory and reproductive systems using the above knowledge.

Time Allocation : |Lectures|53h|, |Practicals/Dissections|40h|, |Tutorials/ SGD| 17h | , |SGL | 2h|

Course Syllabus/ Course Description

Introduction to excretion- Posterior abdominal wall, Gross and microscopic anatomy of kidneys and the urinary tract, Osteology of the pelvis, Normal imaging anatomy of the urinary tract, Development of the kidneys and the urinary tract, Functions of the kidneys and formation of urine, GFR and factors affecting GFR, Renal clearance, Counter current mechanisms, Tubular functions, Renal handling of water, Role of the kidney in Acid-Base balance, Other functions of the kidneys, Micturition, Effects of abnormal renal function.

Introduction to human reproduction- Overview of reproductive hormones, Structure of male and female genital tracts and the breast, Spermatogenesis and male sex hormones, Ovarian cycle and female sex hormones, Puberty, Psychosocial aspects of human sexuality, Gender identity and psychological changes in adolescence, Normal imaging anatomy of the reproductive system, Imaging Anatomy of the common developmental anomalies of the genito-urinary system, Sexuality and sexual response, Fertilization, Tubal functions and implantation, Contraceptives, Regional anatomy of pelvis, reproductive organs, perineum, Development of the male and female reproductive system, Menopause and andropause, Pregnancy, Parturition, Puerperium and lactation, Psychological aspects, Changes of pregnancy and lactation, Physiology of the fetus.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Last's Anatomy : Regional and Applied by C.S. Sinnatamby
2. Gray's Anatomy for Students
3. Textbook of Medical Physiology by A.C. Guyton and J.E. Hall
4. Review of Medical Physiology by William F. Ganong
5. Harper's Illustrate Biochemistry by R. Murray et al
6. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al
7. Grant's Dissector by P.W. Tank

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 2109
Course Title	:	Nervous System
Credits	:	8
Prerequisite	:	Completion of Foundation (Med 1101)
Core/ Optional	:	Core

Aim/s:
To enable the student to understand the structure and function of the human nervous system, basics of the clinical examination of the nervous system and key symptomatology related to nervous system.

Intended learning outcome:
Student should be able to,

- describe the structure and function of the nervous system in order to apply this core knowledge in clinical sciences.

Time Allocation : |Lectures |69h |, |Tutorials/ SGD |21h |, |Practical Work| 60h |

Course Syllabus/ Course Description

Overview of the nervous system, neurons, nerve tissue and functions, Neurotransmitters, Head and neck regional anatomy, How brain receives information, How brain responds, Autonomic nervous system, Lesions of the spinal cord and peripheral nerves, Mind and behaviour in relation to neuronal function, Physical examination of the nervous system, Investigation of neural functions, Appearance of the brain and spinal cord on imaging.

Recommended Reading and/ or References and/ or Prescribed Texts (Optional)

1. Clinical Neuroanatomy by Richard S. Snell
2. Last's Anatomy : Regional and Applied by C.S. Sinnatamby
3. Review of Medical Physiology by William F. Ganong
4. Harper's Illustrate Biochemistry by R. Murray et al

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 2110
Course Title	**:**	Endocrine Function, Homeostasis and Metabolism
Credits	**:**	6
Prerequisite	**:**	Completion of Foundation (Med 1101)
Core/ Optional	**:**	Core

Aim/s:
To provide comprehensive knowledge on, the structure, function, development of the endocrine system, endocrine control of body functions, gene expression, inborn errors of metabolism and molecular methods in disease diagnosis.

Intended learning outcomes :
The student should be able to describe the,

- mechanisms of thermoregulation.
- structure, function and development of endocrine organs.
- methods used in the measurement of endocrine function.
- molecular basis for disorders of lipid metabolism and obesity.
- process of gene expression and its derangements in cancer.
- causes for and outcome of inborn errors of metabolism.
- basis for molecular methods used in medicine and recombinant DNA technology.

Time Allocation : |Lectures |61 h|, |Tutorials/ SGD |19 h|, |Practical Work |20 h|

Course Syllabus/ Course Description

Homeostasis and thermoregulation, Structural and functional organization and development of the endocrine system, Pituitary and hypothalamic hormones, Thyroid and parathyroid hormones, Adrenal hormones.

Endocrine pancreas and glucose homeostasis, Gonadal and other hormones, Measurement of endocrine function and thyroid function tests, Disorders of lipid metabolism and obesity, Gene expression and derangements in cancer, Inborn errors of metabolism, Molecular methods in medicine and recombinant DNA technology.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Harper's Illustrate Biochemistry by R. Murray et al
2. N.V. Baghavan's Medical Biochemistry
3. Ganong's Review of Medical Physiology (Lange Basic Science)
4. Textbook of Medical Physiology by A.C. Guyton and J.E. Hal
5. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al
6. Langman's Medical Embryology
7. Last's Anatomy
8. Gray's Anatomy for Students

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 2211
Course Title	:	Growth, Development, Nutrition and Ageing (1)
Credits	:	4
Prerequisite	:	Completion of Foundation (Med 1101)
Core/ Optional	:	Core

Aim/s:
To facilitate the understanding of the scientific and objective assessment of the normal and the deviations of growth, development, maturation and nutritional requirements of human beings.

Intended learning outcomes :
Student should be able to,

- describe molecular basis for growth and development.
- describe normal growth and development in intrauterine life.
- describe the process of normal and abnormal growth and development during the neonatal period.
- describe normal and abnormal growth during childhood.
- complete/interpret growth charts.
- describe normal and abnormal development in children.
- describe normal as well as abnormal maturation during childhood and adolescence.
- describe nutritional requirements at different stages of life and assess nutritional status of children and adults.
- describe physiological, sexual and psychological changes that occur with ageing, the nutritional requirements and common health problems of the elderly.

Time Allocation: |Lectures| 49h|, |Tutorials/ SGD| 7h|, |Practical Work| 8h|,| SGL| 5h|

Course Syllabus/ Course Description

Introduction to growth and development, Cell Growth (DNA replication, Cell cycle, Protein synthesis)

Prenatal growth - Clinical, Anthropological, and Laboratory (Imaging, biochemical and haematological) assessment of congenital abnormalities and IUGR, New born baby, New born baby with deviations and anomalies, Postnatal growth and development - skeletal growth, dentition, age estimation using teeth and bone, Normal growth and growth charts, Abnormal growth patterns, Abnormal development patterns, Normal and abnormal sexual development, Ageing - Structural and functional changes, Balanced diet, Nutrients and how they are used in the body, Energy and protein requirement, Psychosocial factors in food selection, Factors affecting food intake, Food intake during pregnancy and lactation, Diet and nutrient intake, Malnutrition.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Obstetrics by Ten Teachers (19th Edition)
2. Gynaecology by Ten Teachers (19th Edition)
3. Food & Diet – Prof. T.W. Wickramanayake
4. Illustrated Paediatrics Tom Lissauer and Graham Clayden
5. Nelsons text book of Paediatrics

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 2212
Course Title	**:**	Infection (1)
Credits	**:**	4
Prerequisite	**:**	None
Core/ Optional	**:**	Core

Aim/s :

To provide knowledge on systematic medical microbiology including the spread of micro-organisms, disease causation (pathogenesis), diagnosis, treatment and prevention of the spread of pathogens of major significance to public health and to enable understanding of basic concepts in diagnosis of viral, bacterial and parasitic infections through practicals, demonstrations, small group discussions and use of microscopes.

Intended learning outcomes :

Student should be able to,

- outline briefly general properties, classification and reproduction of viruses, bacteria, fungi and parasites of medical importance in order to understand pathogenesis of infections/diseases.
- identify ways by which viruses, bacteria, fungi and parasites of medical importance are visualized and perform light microscopy to visualize bacteria and parasites.
- explain mechanisms by which viruses, bacteria, fungi and parasites cause disease in humans.
- describe the major clinical features of infections/diseases caused by viruses, bacteria, fungi and parasites in humans.
- describe the principles of diagnosis, treatment and prevention of infections/diseases caused by viruses, bacteria, fungi and parasites.

Time Allocation : |Lectures| 43h|, |Tutorials/ SGD| 10h|, |Practical work| 14h|, |SGL| 08h|

Course syllabus/ Course Description

Overview of micro-organisms and parasites in relation to human health, Proving causation of infection, Koch's postulates and its limitations, Microbial classification and visualization, Microbial growth, dissemination and survival within and outside the human host, Parasites and people - Host parasite relationships, Processes by which organisms cause disease to host tissue, Methods of preventing infections to include sterilization and disinfection.

Introducing medically important viruses, Viruses causing Hepatitis, Pox, adeno, parvo, papova viruses, Herpes viruses, Respiratory viruses, Entero viruses and Viruses causing gastroenteritis, Arbo viruses, Retro viruses, oncogenic viruses, prions, Viruses of zoonotic importance to include rabies, Diagnosis and prevention of viral infections.

Introducing medically important bacteria and fungi, Gram positive cocci to include staphylococci, Streptococci and enterococci, Gram negative cocci to include *Neisseria* and *Branhemella,* Gram positive bacilli to include corynebacterium, bacillus, norcardia and listeria, Mycobacteria, Anaerobes including clostridia, actinomycetes and prevotella, Gram negative bacilli to include enterobacteriacae, pseudomonads and other NLF of clinical importance, Gram negative coccobacilli to include haemohpilus, bordetella, legionella and pasteurella, Vibrio, campylobacter and helicobacter, Spirochaetes, Chlamydia, rickettsioses and mycoplasma, Superficial, sub cutaneous and deep mycoses.

Introducing medically important parasites, Malaria, Intestinal Protozoa - amaoebae& ciliates, Intestinal and urogenital protozoa - *Giardia, Trichomonas & Cryptosporidium*, Haemoflagellates, Tissue Coccidia, Helminths-Intestinal Nematodes, Cestodes and Trematodes, Athropods of medical importance, Animal bites and stings, poisonous snakes and envenomation.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Jawetz, Melnick and Adelberg's Medical Microbiology – 3rd Ed 2004 or more advanced Ed, Mc Graw Hill Press.
2. Mims C, Dockrell, Goering, RV, Roitt I, Wakelin D and Zukerman, M. Medical Microbiology – Updated 3rd Ed 2005 or more advanced Ed, Elsevier Mosby Publishers.
3. White DO and Fenner F. Medical Virology – 5th Ed 2010 or more advanced Ed, Academic Press, San Diego, USA.
4. Manson's Tropical Diseases - 22nd edition.
5. Worms and Human Disease - Ralph Muller and Derek Wakelin.
6. Peters W, Gilles HM. Colour Atlas of Tropical Medicine and Parasitology. 4th Edition. London: Mosby-Wolfe; 1995 or more advanced Ed.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment	20%		
Assessments/ Labs	20%		
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	80%		

Course No	:	Med 2213
Course Title	:	Integrated Human Biology
Credits	:	5
Prerequisite	:	Completion of all modules of Y1S1 to Y2S1
Core/ Optional	:	Core

Aim/s :

To facilitate transition from class room based learning to hospital based training by reinforcing relevance of basic sciences to clinical practice, facilitating recall of clinically relevant basic science concepts, encouraging students to engage in active learning and facilitating critical thinking.

Intended learning outcomes:

In relation to common symptoms and signs,
student should be able to:

1. describe how lay people usually express their illness using different dialects.
2. describe relevant anatomical structures and explain physiological/ biochemical mechanisms involved.
3. explain possible mechanisms of causation.
4. list common disease conditions.

Time Allocation : |Lectures|37h|, |Tutorials/ SGD|4h|, |Student Presentations|42h|, |Practical work |15|

Course Syllabus/ Course Description

Introduction of common signs and symptoms in clinical medicine, Hypovolaemia and shock, Heart failure and cardiac shunts, Cardiac murmurs, Respiratory insufficiencies, Bleeding / haemostatic disorders, Dehydration, Derangement of Physiology in acute and chronic kidney disease, Acid-base and electrolyte disturbances, Metabolic response to trauma, Applied Physiology of neurological disorders, Physiological derangements in overweight and obesity, Metabolic changes in diabetes, Applied Physiology concepts, Applied anatomy in relation to common surgical procedures / instrumentation, Concept of multi - planar /cross sectional imaging, Alcoholism, Diet Therapy and Antioxidents , DNA & the cancer cell, Training of basic skills.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Hutchison's Clinical Methods, 22nd Edition
2. Kumar & Cleark's Clinical medicine, 7th edition
3. Davidson's principles and Practice of Medicine, 21st Edition
4. Oxford Text Book of Medicine, 4th Edition
5. Harrison's Principles of Internal Medicine, 17th Edition
6. Illustrated Text Book of Paediatrics, Elsevir, 3rd Edition
7. Gynaecology by Ten Teachers, 7th Edition
8. Baily and Love's Short practice of Surgery, 25th edition
9. Lippincott's Illustrated Reviews: Biochemistry by R.A. Harvey & D.R. Ferrier
10. Harper's Illustrate Biochemistry by R. Murray et al
11. Biochemistry by J.M. Berg, J. L. Tymoczko and L. Stryer.
12. Textbook of Medical Physiology by A.C. Guyton and J.E. Hall
13. Human Embryology by Prof. Malkanthi S. Chandrasekera
14. Gray's Anatomy for students
15. Last's Anatomy : Regional and Applied - C.S. Sinnatamby
16. Wheater's Functional Histology: A Text and Colour Atlas - B. Young et al
17. Grant's Dissector - P.W. Tank
18. Review of Medical Physiology - William F. Ganong
19. N.V. Baghavan's Medical Biochemistry
20. Ganong's Review of Medical Physiology, (LANGE Basic Science)
21. Langman's Medical Embryology
22. Clinical Neuroanatomy by Richard S. Snell

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 2214
Course Title	**:**	Medical Statistics (CLR – 3)
Credits	**:**	2
Prerequisite	**:**	None
Core/ Optional	**:**	Core

Aim/s:
To develop basic knowledge and skills of medical statistics among medical students.

Intended learning outcomes :

Student should be able to define and describe,

- scales of measurements, variables, classification of variables and measures of central tendency.
- the laws of probability.
- statistical distributions and the application of normal distribution.
- population, sample, sampling variation, standard error of the mean, sampling distribution of mean. and the sampling distribution of difference.
- hypothesis testing and P value of a significant test.
- parametric and non parametric tests.
- different probability sampling and non probability sampling methods, concepts in selecting the appropriate sampling methods, regression, correlation and use of these concepts in calculations.

Time Allocation : |Lectures| 30h|

Course Syllabus/ Course Description

Scales of measurements, Variables, Classification of variables, Measure of central tendency, Laws of probability, Statistical distributions, Application of normal distribution, Population, Sample, Sampling variation, Standard error of the mean, Sampling distribution of mean and the sampling distribution of difference, Hypothesis testing and P value of a significant test, Parametric and non parametric tests, Probability sampling and non probability sampling methods, Concepts in selecting the appropriate sampling methods, Regression, Correlation and use of these concepts in calculations.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Swinscow T D V, Campbell M J. (2002) Statistics at square one. 10th edition. BMJ Books.
2. Douglas G. Altman (1991). Practical Statistics for Medical Research, Chapman & Hall

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 2215
Course Title	**:**	Research Methodology (CLR – 4)
Credits	**:**	2
Prerequisite	**:**	None
Core/ Optional	**:**	Core

Aim/s:
To produce a medical doctor who is knowledgeable to conduct scientific research and take decisions based on scientific evidence.

Intended learning outcomes:
Student should be able to,

- identify the research problem.
- conduct a scientific literature review
- write research objectives.
- describe the different Research methods used in clinical and epidemiological studies.
- calculate sample size
- identify possible errors in research including confounding effects.
- state the methods used to control errors and confounding effects.
- asses the validity and reliability of results and study instruments,
- judge the cause-effect relationship and learn evidence based decision making.
- write end-text references and in-text citations in the prescribed format.

Time Allocation : |Lectures/ SGD| 30h|

Course Syllabus/ Course Description

Basics of research methodology necessary for medical students (including the scope of medical research), Steps in the development of a research protocol, Conducting and writing a literature review, Writing references and in-text citations, Formulating research objectives, Frequency measuring techniques used in health and medicine, Different types of research methods used in health and medical sciences, (descriptive studies, observational analytical studies, and different types of experimental study designs), Methods used to minimize errors in health/ medical research, Methods used to ensure validity and reliability of results of research and research instruments, Causation theories used in medical research, Data collection techniques.

Recommended Reading And/ or References and/ or Prescribed Texts

1. R Bonita, R Beaglehole, T Kjellström (2006). Basic Epidemiology. 2nd edition, World Heath Organization.
2. Hulley, S. B. (2007). Designing clinical research. Philadelphia, PA, Lippincott Williams & Wilkins.
3. Rothman, K. J., S. Greenland, et al. (2008). Modern epidemiology. Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins.
4. Schlesselman, J. J. and P. D. Stolley (1982). Case-control studies : design, conduct, analysis. New York, Oxford University Press.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination	100%		

Course No	:	Med 2216
Course Title	:	Doctor In Society (DIS) - 1 (Introduction to basic ethical and legal aspects of medical practice)
Credits	:	1
Prerequisite	:	None
Core/ Optional	:	Core

Aim/s:
To introduce students to ethical and legal aspects of medical practice.

Intended learning outcomes:
Student should be able to,

- construct a definition for death appreciating the different types of death and conditions simulating death.
- interpret changes which occur and are introduced after death while appreciating the medico legal importance of death and its changes.
- describe the procedure to be followed in the disposal of a dead body, legally, in cases of deaths under different circumstances.
- evaluate the role of the medical officer in solving crimes.
- formulate a code of conduct for doctors in medical practice considering the different professional relationships.

Time allocation : |Lectures/ Discussions |15h|

Course Syllabus/ Course Description

Introduction to Forensic Medicine- branches, scope and the need, Investigation of crimes, Roles and responsibilities of a doctor in maintaining relationships, Code of conduct for doctors, Medical Ethics - Introduction to basic principles and ethical concepts, Death and death related issues, Disposal of a dead body and inquest, Changes after death and estimation of time since death , Post mortem artifacts, Legal system of Sri Lanka with special reference to practice of medicine.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Alwis LBL. Medical law, ethics, duties and forensic psychiatry. First edition, 2007
2. Shepherd R. Simpson's Forensic Medicine. 12th ed. Oxford University Press, London 2003

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	: Med 2217
Course Title	: Doctor In Society (DIS) - 2
Credits	: 2
Prerequisite	: None
Core/ Optional	: Core

Aim/s :

To provide knowledge on health problems related to the environment, prevention of such problems, concepts of demography, primary health care and accident prevention.

Intended learning outcomes:

The student should be able to,

- describe how to control and prevent health problems related to the environment.
- describe how demographic patterns affect health, calculate and interpret demographic indicators.
- explain concepts of primary health care and medical sociology.
- describe principles of injury prevention.

Time Allocation : |Lectures |30h|

Course Syllabus/ Course Description

Health problems caused by water pollution, air pollution, improper waste and sewage disposal, noise pollution, poor housing, food sanitation and their control and prevention, Demographic transition and population structure, Fertility, mortality and migration patterns, Calculation and interpretation of demographic indicators, Concepts of life tables, Indirect and direct standardization. Concepts of primary health care and its applications, Application of concepts of medical sociology, Injury surveillance and prevention, Oral health, Emerging health problems.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Park's Textbook of Preventive and Social Medicine by K. Park
2. Annual Health Bulletin, Ministry of Health, Sri Lanka
3. Demography of Sri Lanka, Issues and Challenges by Department of Demography, University of Colombo, Sri Lanka

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 3118
Course Title	**:**	Foundation in Pathology and Foundation in clinical Pathology
Credits	**:**	6
Prerequisite	**:**	Knowledge of normal Anatomy, Histology, Physiology and Biochemistry
Core/optional	:	Core

Aim/s :
To enable the student to work out the general pathological processes of diseases encountered in medical practice, to apply this knowledge to diseases in relation to the systems of the body, to interpret common pathological laboratory reports encountered in clinical practice and to correlate the results with the pathological processes learnt.

Intended learning outcomes :
Student should be able to,

- explain the pathogenesis, clinic-pathological features, sequelae and complications of the general pathological processes, encountered in medical practice.
- describe the morphology of general pathological processes.
- describe the general pathological processes in diseases commonly seen in medical practice.
- describe the pathological investigations carried out in diseases and interpret pathological laboratory reports.

Time Allocation : |Lectures|77h|, |Practical work /Museum classes|26 h|

Course syllabus /Course Description

Introduction to Pathology, Acute inflammation, Suppuration, Chronic inflammation, Cell response to injury, Wound healing, Specialized tissue and wound healing, Necrosis/apoptosis, Tuberculosis, Leprosy, Hyperplasia/hypertrophy, Atrophy, Metaplasia, Dysplasia, Thrombosis, Embolism, Infarction, Congestion and oedema, Amyloidosis, Atherosclerosis, Pathological accumulation and calcification, Introduction to clinical pathology, Introduction to Haematology, Neoplasia , Spread of tumours, Haematology, Clinical Haematology, Applied general pathology in Cardiovascular system, Applied general pathology in Respiration, Applied general pathology in gastro intestinal tract, Applied general pathology in liver, Applied general pathology in kidney, Applied general pathology of brain, Identifying specimen collection errors, Clinical pathology, Interpreting biochemical and haematological investigations, Oncogenesis, Neoplasia early diagnosis and screening, Specimen collection in Histology, Cytology and frozen section, Clinical biochemistry, Cerebrospinal Fluid examination, Interpreting urine reports.

Recommended Reading and /or References and/ or Prescribed Texts

1. Robbins and Cotran Pathologic basis of disease – 8th edition.
   Vinay Kumar, Abdul Abbas, Nelson Fausto and Jhon Aster.
2. Concise pathology – 3rd edition. Parakrama Chandrasoma, Clive Taylor.
3. Text book of Pathology – 5th edition. Harsh Mohan
4. Muir's text book of Pathology – 14th edition.
   Edited by David Levison, Robin Reid, Alistair Burt, David Harrison and Stewart Fleming
5. Walter and Israel General Pathology – 7th edition.
   I. C. Talbot and J. B. Walter.
6. General and systemic pathology-J. Underwood and S. Cross

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 3119
Course Title	:	Foundation in Pharmacology
Credits	:	3
Prerequisite	:	Knowledge of normal Anatomy, Histology, Physiology and Biochemistry
Core/ Optional	:	Core

Aim/s:
To enable the student to understand the basic principles related to drug therapy.

Intended learning outcomes:
Student should be able to,

- describe the basic concepts in pharmacodynamics with their clinical significance.
- describe the basic concepts in pharmacokinetics with their clinical significance.
- explain how the autonomic function could be modified by drugs.
- explain the basis of drug therapy in pain control.
- explain the basis of drug therapy in neoplastic disease.
- explain the basis of drug therapy in infections.

Time Allocation : |Lectures| 39h|, | Tutorials/ SGD| 6h |, |SGL| 5 h |

Course Syllabus/ Course Description

Pharmacodynamics
Pharmacokinetics
Drugs acting on the Autonomic nervous system
Principles of drug therapy in pain control
Principles of drug therapy in Neoplasia
Principles of anti-microbial drug therapy

Recommended Reading and/ or References and/ or Prescribed Texts

1. Bennett P.N., Brown M.J., Sharma P. 2012. *Clinical pharmacology*. 11th ed. Edinburgh: Churchill Livingstone.
2. Rang H. P., Dale M. M., Ritter, Flower, Henderson G., Ritter J.M., Flower R.J. 2012Rang & Dale's pharmacology. 7th ed. Edinburgh: Churchill Livingstone.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 3120
Course Title	:	Systematic Pathology (I)
Credits	:	4
Prerequisite	:	Knowledge on general pathology
Core/ Optional	:	Core

Aim/s:

To enable the student to work out the pathological basis of common diseases encountered in medical practice in relation to respiratory, cardiovascular, musculoskeletal, lympho-reticular and endocrine systems and to identify the relevant laboratory investigations when faced with clinical problems in relation to the above systems.

Intended learning outcomes :

Student should be able to,

- õ describe the pathological changes that occur in diseases commonly seen in clinical practice.
- õ describe the symptoms and signs brought about by these pathological changes.
- õ determine the relevant laboratory and other investigations in relation to the above diseases and explain the rationale on a pathological basis for the selection of these investigations.

Time Allocation: |Lecture|49h|, |Tutorials/ SGD|5 h|, |Practical work|12 h|

Course syllabus /Course Description

Pathology of pneumonia, lung abscess, bronchiectasis, interstitial and industrial lung disease, neoplasms of lung, hypertension, vascular diseases, ischaemic heart disease, endo, myo and pericardial diseases, congenital, metabolic, and infective diseases, disease of bone, neuromuscular diseases, pituitary, adrenal and thyroid diseases, diabetes, metabolic syndrome and obesity, pathology of lymph node and spleen and assessment of endocrine dysfunction.

Recommended Reading and /or References and/ or Prescribed Texts

1. Robbins and Cotran - Pathologic basis of disease.
2. Concise pathology by Parakrama Chandrasoma.
3. Harsh Mohan's Text book of Pathology.
4. Muir's text book of Pathology.
5. Walter and Israel General Pathology.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 3121
Course Title	:	Systematic Pharmacology (I)
Credits	:	2
Prerequisite	:	Foundation in Pharmacology (Med 3119)
Core/ Optional	:	Core

Aim/s :
To enable the student to understand the basic pharmacology of drugs used in cardiovascular, respiratory, bone/joint, fluid/electrolyte, endocrine and immune disorders.

Intended learning outcomes:
Student should be able to describe the,

- mechanism of action, pharmacokinetics, clinical uses, adverse effects and interactions of drugs used in cardiovascular diseases, respiratory diseases, metabolic disease, bone and joint diseases, fluid and electrolyte disorders, endocrine disease and the modulation of immunity.

Time Allocation : |Lectures| 20h|, |Tutorials/ SGD| 10h|, | SGL| 4h |

Course Syllabus/ Course Description

Drugs affecting cardiac contractility and vascular tone, Drugs in hypertension, coronary artery disease, heart failure, dyslipidemia, cardiac arrhythmias and thrombotic disorders, Drugs in asthma, COPD, Pulmonary tuberculosis, Drugs in metabolic bone diseases and joint diseases, Drugs in fluid volume regulation, thyroid disorders, diabetes, adreno-cortical disorders, and immune-modulation.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Bennett P.N., Brown M.J., Sharma P. 2012. *Clinical pharmacology*. 11th ed. Edinburgh: Churchill Livingstone.
2. Rang H. P., Dale M. M., Ritter, Flower, Henderson G., Ritter J.M., Flower R.J. 2012 Rang & Dale's pharmacology. 7th ed. Edinburgh: Churchill Livingstone.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 3122
Course Title	**:**	Defenses of the body
Credits	**:**	1
Prerequisite	**:**	None
Core/ Optional	**:**	Core

Aim/s :

To provide a broad understanding of fundamental immunology, including developmental pathways of cells involved in the defense against various insults, innate and adaptive immune responses at a cellular and molecular level and immune response in health and disease to include vaccine prevention, autoimmune disorders and tolerance and immunodeficiency.

Intended learning outcomes :

Student should be able to,

- describe the anatomy and organization of cells and organs associated with the defenses of the body.
- explain the functional significance of the anatomical arrangement of the cells and organs associated with the defense of the body, general features of a naive immune cell *vs* an effector cell
- define lipid and protein mediators of inflammation, cytokines and chemokines.
- describe the process of recruitment of immune cells to the site of infection to include the main features of inflammation and explain its role in the defense of the body.
- explain the basis of hypersensitivity reactions to describe the 4 types of hypersensitivity.
- explain the basis of auto immunity with examples on how autoimmunity contributes to the disease process, different methods available to treat autoimmunity and the immunological basis for transplant rejection.
- state reasons for failure of the defenses of the body (natural and acquired); Classify the immunodeficiency disorders and outline the effects of failure of the defenses of the body.

Time Allocation : |Lectures| 13h|, |Tutorials/ SGD| 02h|

Course syllabus / Course Description

Introduction to the defense system; Innate immunity, Complements and the inflammatory response, Cells and organs of the immune system, Antigen and the immune response, Acquired immune system and cellular immunity, Humoral immunity, Developmental pathway of cells of the immune system, Dysfunction of immune system to include hypersensitivity, autoimmunity and transplant rejection and immuno-deficiencies.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Basic Immunology by Abul K. Abbas and Andrew H. Lichtman, Saunders. 4th Ed 2000 or more advanced Ed.
2. Kuby Immunology by Richard A. Goldsby, Thomas J. Kindt and Barbara A. Osborne. 4th Ed 2000 or more advanced Ed.
3. Janeway's Immunobiology by Kenneth M. Murphy, Paul Travers, Mark Walport.4th Ed 2012.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 3123
Course Title	:	Doctor In Society (DIS) - 3 (Traumatology 1: Medico legal procedures and ethical medical practice)
Credits	:	3
Prerequisite	:	None
Core/ Optional	:	Core course

Aim/s:
To identify and document the effects of trauma for legal purposes while appreciating the broader role of the medical officer at a scene of crime and to apply the theory of ethical medical practice.

Intended learning outcomes:
Student should be able to,

- apply principles of physiology and pathology to determine the response of the body to trauma.
- interpret injuries and their consequences which occur as a result of trauma for medico legal purposes.
- justify the importance of maintaining and presenting accurate, legible and complete medico legal records and providing oral evidence to court.
- describe the role of the medical officer in conducting scene visits/exhumations, issuing certificates.
- apply the principles of ethics, rights and law to solve problems that arise during medical practice and research appreciating the standards set by the Sri Lanka Medical Council.
- interpret findings which help in the identification of individuals.

Time Allocation : |Lectures/ Discussions| 45h|

Course syllabus / Course Description

Pathology and patho-physiology of trauma, Basic injuries, Injuries by physical and chemical agents
Time of injury, Patterns of injuries, Classification of injuries for legal purposes , Regional injuries (Thoracic, Abdominal, Head, Neck , Face, teeth and spinal cord), Identification for medico legal purposes, History taking and examination of medico-legal cases, Introduction to autopsy and techniques, Negative autopsy, Introduction to cause of death, mode of death and circumstances of death, Law of murder and homicide, Exhumation and excavation, Court procedure and expert testimony in courts, Testimonial capacity, testamentary capacity, fitness to plead and dying declaration, Scene of crime, The role of a medico legal officer at a scene of mass disaster, Trace evidence, Health care rights, Research ethics, Medical malpractice and illegal medical practice, Sri Lanka Medical Council, Debates on controversial issues.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Shepherd R. Simpson's Forensic Medicine. 12th ed. Oxford University Press, London 2003
2. Knight B, Saukko P. Knight's Forensic Pathology 3rd ed. Oxford University Press. London 2004
3. De Maio DJ, De Maio VJ. Forensic Pathology. 2nd ed. CRC press. London 2001
4. Gordon I, Shapiro HA, Berson SD. Forensic Medicine. A guide to principles 3rd ed. Churchill Livingston
5. Fisher RS, Petty CS. Forensic Pathology. A handbook for pathologists. Castle house publications. London 1980
6. Mason JK. The pathology of trauma. Edward Arnold. Edinburgh. 1992
7. Mason JK, Purdue BN. The pathology of trauma 3rd Ed. Oxford University Press. London. 1999
8. Fisher RS, Spitz WU. Medicolegal investigation of death. 3rd ed. Charles C Thomas USA. 1993
9. Mant AK. Taylor's principles and practice of Medical jurisprudence 13th ed. Churchill Livingstone. New Delhi 1984
10. Alwis LBL. Medical law, ethics, duties and forensic psychiatry. First edition, 2007

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 3224
Course Title	:	Systematic Pathology (II)
Credits	:	4
Prerequisite	:	Basic knowledge on general pathology
Core/ Optional	:	Core

Aim/s:

To enable the student to describe the pathological basis of disease processes in relation to nervous, alimentation, excretion and reproduction systems.

To enable the student to select laboratory investigations relevant to the disease processes of these systems.

Intended learning outcomes :

Student should be able to,

- explain the pathological basis of disease processes.
- explain the clinical features and complications in a pathological background.
- select and explain the basis for selection of laboratory and other investigations relevant to the above mentioned diseases

Time Allocation : | Lecture| 46h |, |Tutorials/ SGD| 14 h|, |SGL |12 h|

Course syllabus /Course Description

Infection, inflammation and tumours of central nervous system, Peripheral nervous system, Raised intracranial pressure, Cerebrovascular lesions of brain, Dementia, Diseases of oesophagus stomach, small intestine and appendix, gut infections, inflammatory bowel disease, colonic tumours, anal and perianal disease, liver pathology, diseases of biliary tract and pancreas, Glomerular diseases, interstitial diseases, diabetic and hypertensive nephropathy, infections of the urinary tract, urolithiasis, tumours of urinary tract and gonads, diseases of female genital tract, male genital tract and prostate, breast, Common skin diseases.

Recommended Reading and /or References and/ or Prescribed Texts

1. Robbins and Cotran - Pathologic basis of disease.
2. Concise pathology by Parakrama Chandrasoma.
3. Harsh Mohan's Text book of Pathology.
4. Muir's text book of Pathology.
5. General and systematic pathology – Underwood

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:** Med 3225
Course Title	**:** Systematic Pharmacology (II)
Credits	: 2
Prerequisite	**:** None
Core/ Optional	**:** Core

Aim/s :
To enable the student to understand the basic pharmacology of drugs used in disorders of the nervous, gastrointestinal and genitourinary systems.

Intended learning outcomes:
Student should be able to describe the,

- mechanism of action, pharmacokinetics, clinical uses, adverse effects and interactions of drugs used in diseases of the nervous system, gastrointestinal system and the genitourinary system

Time Allocation : |Lectures| 23h |, |Tutorials/ SGD| 07h |

Course Syllabus/ Course Description

Drugs in epilepsy, movement disorders, anaesthesia, migraine, sleep disorders, depression, psychosis, dementia and neuromuscular junction disorders, Drugs in vomiting, constipation, diarrhoea, peptic ulcer disease, inflammatory bowel disease and Drugs acting on the genitourinary system.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Bennett P.N., Brown M.J., Sharma P. 2012. *Clinical pharmacology*. 11th ed. Edinburgh: Churchill Livingstone.
2. Rang H. P., Dale M. M., Ritter, Flower, Henderson G., Ritter J.M., Flower R.J. 2012Rang & Dale's pharmacology. 7th ed. Edinburgh: Churchill Livingstone.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	: Med 3226
Course Title	: Infection (2)
Credits	: 2
Prerequisite	: Infection 1 (Med 2212)
Core/ Optional	: Core

Aim/s :

To provide knowledge on infectious diseases affecting various systems of the body including the spread, pathogenesis, diagnosis and prevention/or treatment of infectious diseases of major significance to public health in Sri Lanka and in the world.

Intended learning outcomes :

Student should be able to,

- explain the pathogenesis of infections (viral, bacterial, fungal and parasitic) affecting different organ systems / body sites, in humans.
- describe risk / predisposing factors for infections, affecting different organ systems.
- explain the underlying principle for microbiological and parasitological diagnosis of infections/diseases affecting different organ systems / body sites.
- describe the methods of collection and transport of appropriate specimens for aetiological diagnosis of infections/diseases affecting different organ systems / body sites.
- outline principles of treatment and prevention of infections/diseases affecting different organ systems / body sites.

Time Allocation: |Lectures| 17h|, |SGD/ Seminar| 13h|

Course syllabus/ Course Description

Pathogenesis of infections in different organ systems/body sites and principles of diagnosis, treatment and prevention as applied to; Urinary tract infections, Skin and wound infections (including scabies and leishmaniasis),Muscular skeletal infections, Respiratory tract infections, Cardio vascular infections, Gastro intestinal tract infections (including infective diarrhoeas - parasitic, viral and bacterial and food poisoning), Central nervous system infections, Infections in pregnancy, foetus and neonate, Sepsis (including typhoid and post-operative sepsis), Role of the laboratory in diagnosis of infective diseases, Collection and transport of specimen for common microbiological and parasitological investigations, Molecular diagnosis of infective disease (viral, bacterial, fungal and parasitic), Infections of the compromised host including AIDS, Emerging and re-emerging infections in the immune-competent and immuno-compromised patients, Malaria, Zoonotic diseases in Sri Lanka, Brancroftian filariasis.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Mims C, Dockrell, Goering, RV, Roitt I, Wakelin D and Zukerman, M. Medical Microbiology – Updated 3rd Ed 2005 or more advanced Ed, Elsevier Mosby Publishers.
2. Chapter on Infectious Diseases in Kumar and Clark's Clinical Medicine. Parveen Kumar, Michael L Clark, Elsevier Health Sciences, 7th Ed 2009 or 8th Ed 2012.
3. Clinical Microbiology Made Ridiculously Simple. Mark Gladwin and Bill Trattler,3rd Ed 2004.
4. Manson's Tropical Diseases - 22nd edition.
5. Worms and Human Disease - Ralph Muller and Derek Wakelin.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 3227
Course Title	:	Growth, Development, Nutrition and Ageing (2)
Credits	:	1
Prerequisite	:	None
Core/ Optional	:	Core

Aim/s:
To improve knowledge and skills in evaluation of growth, development, maturation and problems related to nutrition with regards to their causes; To prepare students to evaluate clinical scenarios with regard to causes of problems in preparation for clinical practice.

Intended learning outcomes:
Student should be able to describe ,

- deviations and abnormal patterns of growth, development and maturation in intrauterine and neonatal periods, childhood and adolescence.
- intrinsic and extrinsic factors affecting growth, development and maturation during the intrauterine period, neonatal period, childhood and adolescence.
- national programmes, evaluation and interventions for nutritional problems at community level.
- cause and impact of nutritional deficiencies on children.
- management of the elderly, in the Sri Lankan context.

Time Allocation : |Lecture| 14 h| |Seminar| 1 h|, |SGL| 3h|

Course Syllabus/ Course Description

Introduction to growth and development - recall what was learnt in year 2, Factors affecting pre-natal growth- common clinical problems and its general management, Factors affecting growth and development in childhood (chromosomal, genetic, nutritional and emotional factors), Common problems related to sexual maturity and their causes, Basis of nutritional disorders, National nutritional status, Impact of the economy and the population structure of a country on nutritional status ,National programmes for intervention of nutritional problems in Sri Lanka, Problems related to feeding children, Evaluation of growth and development in childhood- identifying causes of common problems (causes for growth failure, excess growth and developmental delay in childhood) through selected clinical case scenarios.

Elderly care -general management of elderly populations and community programmes for the elderly, General management of menopause and andropause, Current and envisaged problems in management of the elderly in Sri Lanka.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Illustrated Paediatrics Tom Lissauer and Graham Clayden
2. Nelsons text book of Paediatrics

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	**:**	Med 3228
Course Title	**:**	Doctor In Society (DIS) - 4
Credits	**:**	3
Prerequisite	**:**	None
Core/ Optional	**:**	Core

Aim/s :
To provide knowledge on maternal and child health, occupational health, epidemiology of communicable and non-communicable diseases and disaster management.

Intended learning outcomes;
The student should be able to describe,

- how maternal and child health is safeguarded at community level.
- the importance of occupational health services.
- the epidemiology of non-communicable diseases and their prevention.
- how a disaster is managed.
- the control and prevention of major communicable diseases in Sri Lanka.

Time Allocation : |Lecture| 35 h|, |Tutorials/ SGD| 10 h|

Course Syllabus/ Course Description

Introduction to Medical Officer of Health area, Antenatal, natal and postnatal care, Maternal morbidity and mortality, Infant morbidity and mortality, Breast feeding, Family planning, Adolescent health, Early childhood care and development, Sexual and reproductive health in crises, Occupational health hazards, Role of the physician in occupational health services, Factory inspection, Occupational epidemiology; Functions of the occupational hygiene division, Epidemiology of non-communicable diseases, Management of disasters, Epidemiology and preventive strategies for tuberculosis, filariasis, sexually transmitted diseases/Human Immunodeficiency Virus infection, leprosy and rabies.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Oxford Textbook of Public Health, Edited by Roger Detels, James McEwen, Robert Beaglehole and Heizo Tanaka
2. Annual Report on Family Health, Sri Lanka by Family Health Bureau, Ministry of Health, Sri Lanka.
3. Occupational Health: a handbook for Doctors by University of Colombo, Sri Lanka
4. Health and Safety Executive, UK website
5. Maternal Care Package, A guide to Field Health Care Workers by Family Health Bureau, Ministry of Health, Sri Lanka.
6. Park's Textbook of Preventive and Social Medicine by K. Park

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 4129
Course Title	:	Medical Imaging
Credits	:	2
Prerequisite	:	Knowledge on gross anatomy, radiological anatomy, general and systematic pathology
Core/ Optional	:	Core

Aim/s:
To enable the students to understand the application of radiology in the diagnosis and treatment of common disease conditions, knowing their limitations and radiation hazards.

Intended learning outcomes:
Student should be able to,

- list the imaging modalities used for various common pathological conditions of all body systems.
- select the appropriate radiological investigation for common diseases.
- describe the radiological signs of common pathologies seen on above imaging modalities, which are being utilized for the diagnosis of common diseases.
- describe the radiation protection measures taken during radiological investigations.

Time Allocation: |Lectures| 30h|

Course Syllabus/ Course Description

Imaging of pulmonary nodules and cavities, pulmonary and extra pulmonary tuberculosis, congenital and acquired heart diseases, Application of computed tomography in chest pathology, Imaging in acute abdomen, inflammatory and neoplastic bowel diseases, hepato-bilary diseases, pancreatic pathology, obstructive uropathy, congenital anomalies of urinary tract, inflammatory and neoplastic diseases of urinary tract, Imaging in disease of central nervous system (including neoplastic and inflammatory diseases, stroke and intra cranial hemorrhage), Application of imaging in diseases of bone (including inflammatory, neoplastic diseases, arthropathies and endocrine / metabolic disorders), Basic concepts of trauma imaging, Imaging in Obstetrics and Gynaecology, breast and thyroid diseases, Imaging in paediatrics (including neonatology), Scrotal and prostatic pathology, Basic concepts of radiological interventions and radiation protection, Imaging in peripheral vascular diseases (arterial & venous), Principals of nuclear imaging and radiation protection issues, Nuclear imaging of myocardial perfusion, pulmonary embolism, gastro intestinal bleeding, hepatobiliary disorders and urinary tract pathology, Tumour imaging in nuclear medicine, Nuclear imaging in infections and inflammation, Application of nuclear imaging in endocrinopathies.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Lecture notes on Radiology by Patel
2. Radiology for medical students by David Sutton
3. Interpretation of chest radiographs for medical students by P B Hewavithana

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 4130
Course Title	:	Doctor In Society (DIS) - 5 (Traumatology 2, toxicology and applied medical ethics)
Credits	:	3
Prerequisite	:	None
Core/ Optional	:	Core course

Aim/s:
To identify, document and interpret the effects/causes of natural disease, trauma and toxins for legal purposes while utilizing the appropriate resources, protecting vulnerable groups and ensuring ethical medical practice.

Intended learning outcomes:
Student should be able to,

- interpret injuries and their consequences which occur as a result of trauma for medico legal purposes.
- evaluate and determine the groups of people who may need special care and act accordingly and within the legal framework.
- interpret injuries and their consequences which occur as a result of toxic substances for medico legal purposes.
- apply the principles of ethics to solve problems that arise during medical practice.
- evaluate the use of photography, radiology and other investigations used in medico legal practice.
- identify evidence which may suggest a sudden natural death.

Time Allocation : |Lecture/ Discussion| 45h|

Course Syllabus/ Course Description

Asphyxial deaths (smothering, suffocation, choking, gagging, strangulation, hanging, traumatic, postural and sexual asphyxia, drowning), Forensic toxicology, Criminal miscarriage, Torture and deaths in custody, Sexual offenses, Forensic radiology, Forensic photography, Forensic psychiatry, Drunkenness , Transportation injuries, Fire arm injuries and injuries due to explosions, Child abuse and domestic violence, Infanticide and Sudden infant death syndrome, Starvation and neglect, Sudden natural deaths, Applied medical ethics.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Shepherd R. Simpson's Forensic Medicine. 12th ed. Oxford University Press, London 2003
2. Knight B, Saukko P. Knight's Forensic Pathology 3rd ed. Oxford University Press. London 2004
3. De Maio DJ, De Maio VJ. Forensic Pathology. 2nd ed. CRC press. London 2001
4. Gordon I, Shapiro HA, Berson SD. Forensic Medicine. A guide to principles 3rd ed. Churchill Livingston. New York 1988
5. Fisher RS, Petty CS. Forensic Pathology. A handbook for pathologists. Castle house publications. London 1980
6. Mason JK. The pathology of trauma. Edward Arnold. Edinburgh. 1992
7. Mason JK, Purdue BN. The pathology of trauma 3rd Ed. Oxford University Press. London. 1999
8. Fisher RS, Spitz WU. Medicolegal investigation of death. 3rd ed. Charles C Thomas USA. 1993
9. Mant AK. Taylor's principles and practice of Medical jurisprudence 13th ed. Churchill Livingstone. New Delhi 1984
10. Alwis LBL. Medical law, ethics, duties and forensic psychiatry. First edition, 2007

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 4131
Course Title	:	Hospital Communication(CLR – 5)
Credits	:	1
Prerequisite	:	None
Core/ Optional	:	Core

Aim/s:
To produce doctors with adequate knowledge and skills on hospital communication methods and techniques.

Intended learning outcomes:
Student should be able to,

- describe communication methods used in a hospital and their applications.
- write the diagnosis according to the version 10 of International Classification of Diseases (ICD).
- describe the importance of using basic concepts in hospital management.

Time Allocation : |Lectures|15h |

Course Syllabus/ Course Description

The purpose and technique of writing notification forms, death and birth certificates, diagnosis on the bed head tickets (BHT), diagnosis cards, Importance of using the International Classification of Diseases (ICD), Prescription writing, Writing the BHTs, referral letters, request forms, Quality assurance method used in hospitals, Japanese "five S method".

Recommended Reading and/ or References and/ or Prescribed Texts

1. WHO (2010). International Statistical Classification of Diseases and Related Health Problems 10th edition. WHO

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	: Med 4232
Course Title	: Haematology
Credits	: 1
Prerequisite	: None
Core/ Optional	: Core

Aim/s:
To enable students to understand the pathogenesis, diagnosis and principles of management of common haematological disorders.

Intended learning outcomes :
The student should be able to,

- explain the process of blood cell formation, normal structure, function and destruction of blood cells.
- describe the pathogenesis, diagnosis and treatment of common haematological disorders.
- explain the basis of blood grouping, compatibility testing , indications and adverse effects of blood components and blood products.

Time Allocation : |Lectures| 15h|

Course syllabus /Course Description

Haemopoiesis, Red cells, Anaemia (Hypochromic and microcytic anaemia, Macrocytic anaemia, Haemolyticanaemia, Thalassaemias and haemoglobinopathies), White cells, Myeloproliferative disorders, Acute leukaemias Chronic leukaemias, Myeloma and paraproteinaemia, Pancytopenia, Aplastic anaemia, Bleeding disorders, Coagulation disorders, Anticoagulation, Blood transfusion, Blood products, Adverse effects of blood transfusion, Massive transfusion, Haemolytic disease of the new born.

Recommended Reading and /or References and/ or Prescribed Texts

1. Lecture notes in Haematology, S. N. Wikramasinghe
2. Essential Haematology, A. V. Hoffbrand

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 4233
Course Title	:	Doctor In Society (DIS) - 6
Credits	:	3
Prerequisite	:	None
Core/ Optional	:	Core

Aim/s:

To provide knowledge on applications in applied epidemiology, concepts in community paediatrics, concepts in health promotion, principles in health economics and to create awareness of the functions of special units in the public health system in Sri Lanka.

Intended learning outcomes;

The student should be able to,

- describe the principles and applications in applied epidemiology.
- understand the concepts of community paediatrics.
- describe the concepts of health promotion and their application.
- describe the duties and functions carried out by the special units in the public health system.
- explain principles of health economics.

Time Allocation : |Lectures| 33 h|, |SGD/ Seminars|12 h|

Course Syllabus/ Course Description

Natural history of disease, Communicable disease transmission, surveillance and prevention, Epidemiological investigation, Screening for diseases, Screening newborns, Child development and development delays, Management of neonatal problems, Children with special needs, Common health problems in children, Child abuse, Mental health, Health of the elderly, Disability as a public health problem, General practice, Health economics, International health, Functions and duties of special units in the public health sector, Geographical information system, Hospital administration.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Park's Textbook of Preventive and Social Medicine by K. Park
2. Oxford Textbook of Public Health, Edited by Roger Detels, James McEwen, Robert Beaglehole and Heizo Tanaka
3. Community Paediatrics by Leon Polnay
4. Manual on Child Development by S. Lingam
5. Care of the Older persons by WHO

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Course No	:	Med 4234
Course Title	:	Research Project (CLR – 6)
Credits	:	5
Prerequisite	:	Successful completion of medical statistics and research methodology modules
Core/ Optional	:	Core

Aim/s:
To produce a doctor who is capable of conducting scientific inquiry, research and make decisions based on scientific evidence.

Intended learning outcomes:
Students should be able to,

- identify an appropriate research problem and formulate a research hypothesis and objectives.
- conduct a scientific literature review and document, select an appropriate research method to achieve the objectives.
- write a research protocol scientifically, identify ethical issues and complete the Ethical Review application forms correctly.
- collect and analyze relevant information using appropriate statistical methods.
- interpret research results and make scientific conclusions.
- write a research report

Time Allocation :| Field Work | research work – spanning over 4 Semesters

Course Syllabus/ Course Description

Scientific basis of decision making, Different areas of research, Important components/steps in a research protocol, Reviewing available literature and other information, Summarize important information obtained from literature, Writing a review of literature relevant to the research proposal, Differences between general and specific objectives, Research hypothesis, Characteristics of research objectives, Writing citations and references. Selection of correct research method, Data collection techniques, Sample size calculation, Sampling, methods to minimize the error reduction, Ethical issues, Data analysis, Scientific conclusions based on data, Writing discussion, Identification of limitations and making recommendations.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Corlien M. Varkevisser, Indra Pathmanathan, Ann Brownlee (2003). Designing and Conducting
2. Health Systems Research Projects, volume 1, KIT Publishers, Amstradam in association with WHO.
3. R Bonita, R Beaglehole, T Kjellström (2006). Basic Epidemiology. 2nd edition, World Heath Organization.
4. Hulley, S. B. (2007). Designing clinical research. Philadelphia, PA, Lippincott Williams & Wilkins.
5. Rothman, K. J., S. Greenland, et al. (2008). Modern epidemiology. Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins.
6. Schlesselman, J. J. and P. D. Stolley (1982). Case-control studies : design, conduct, analysis. New York, Oxford University Press.

Assessment	**Percentage Mark/ Percentage Mark Range**		
Continuous Assessment			
Assessments/ Labs			
Tutorials			
Mid-semester Examination			
End of Semester Evaluation	100%		

Rules & regulations governing examinations in the Faculty of Medicine

CLAUSE I

Nature of the Curriculum

The two components of the curriculum (clinical and non clinical) have different systems of examination.

Non clinical component

CLAUSE II
Semesters

Teaching/learning activities of the non clinical component of the curriculum take place during semesters. While each academic year consists of two semesters one semester is equivalent to 15 weeks of course work. Each semester is identified by the year and semester number. e.g. Year one semester one (Y1S1), year two semester two (Y2S2).

CLAUSE III
Module

Subject matter in the non clinical part of the curriculum is arranged as modules within a semester.

CLAUSE IV
Credits

Each module has a credit value which is proportional to the amount of work done in that module.

One credit = 15 hours of lectures or small group discussions/ tutorials
or
30 hours of practical work

CLAUSE V
End semester examination

Most of the modules are tested by an 'end semester examination', at the end of the semester that the module is taught in. These examinations use a variety of assessment methods eg., Multiple Choice Questions - MCQ (including true/false type, single best response and extended matching items), Structured Essay Questions (SEQ), Short Answer Questions (SAQ), Essay questions, Objective Structured Practical Examinations (OSPE), Objective Structured Clinical Examinations (OSCE),Viva voce, Portfolio entries, Reports and Presentations.

CLAUSE VI
Grades

The grades obtainable for a module are on a scale of A+ to E, C being the pass grade.

Any student obtaining a grade of C- or less in any module should sit the examination for the same module at the next available examination or at the repeat examination. The maximum possible grade obtainable in any subsequent attempt is C.

CLAUSE VII
Grade Point Average

The Grade Point Average (GPA) is calculated considering the grades obtained for all modules of the first two years.

The Grade Point, for each grade, is as follows

From 2010/11 batch onwards (UGC circular: No, 901 dated 25/11/08)

Grade	Point
A+	4.00
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
E	0.00

The Grade Point Average (GPA) is calculated as follows.

Total number of points a student has obtained in all the modules = GPA
Total number of credits for all those modules

The mathematical formula is expressed viz. $GPA = \frac{\sum cigi}{\sum ci}$

c_i &g_i are the numbers of credit units and grade points of the i^{th} course unit respectively.

CLAUSE VIII
Second MBBS & Barrier

Only students who have obtained minimum grade of C in all modules of years one and two (ie Y1S1, Y1 S2, Y2 S1 & Y2 S2) are allowed to proceed to year three semester one (Y3 S1) and clinical training. This functions as a 'barrier', prior to commencement of the year three program.

The GPA and summary of results released at this point shall be referred to as the results of the 2nd MBBS examination.

CLAUSE IX
Third MBBS

A similar GPA is calculated for modules of years three and four (ie Y3S1, Y3S2, Y4S1, Y4S2). Students are not allowed to sit the final MBBS examination unless they obtain a minimum grade of C in all modules of years 3 and 4.

The GPA and summary of results released at this point shall be referred to as the results of the 3rd MBBS examination.

CLAUSE X
Classes

The award of classes at examinations will be based on the GPA and will be according to the format below

From 2010/11 batch onwards (UGC circular: No, 901 dated 25/11/08)

GPA	Class Awarded
3.70-4.00	First Class
3.30-3.69	2nd Class Upper
3.00-3.29	2nd Class Lower

CLAUSE XI
Attendance

80% attendance for the total of lectures, small group discussions and practical classes of any particular module is necessary for a student to be eligible to sit the examination.

CLAUSE XII
Repeating Examinations

A student getting a grade of C- or less in any module should sit the next available examination or the repeat examination to upgrade this to a C.

CLAUSE XIII
Award of Distinctions, Prizes & Medals

The preclinical and paraclinical departments (Anatomy/ Biochemistry/ Physiology/ Parasitology/ Pharmacology/Microbiology/Community Medicine/ Forensic Medicine/ Pathology)will award distinctions, prizes and medals for the relevant subjects either on the basis of marks obtained for the relevant module or at a special merit examination. The minimum requirement for a distinction is, 70% on a scale of 0 to 100.

CLAUSE XIV
2nd MBBS Barrier –number of attempts

A student must complete each of the modules of the Y1S1, Y1S2, Y2S1, Y2S2 semester examinations within four attempts. If a student is unable to fulfill this requirement his/ her studentship will be terminated.

CLAUSE XV
With Respect to Any Examination

1. A student must sit the first available examination unless a valid excuse has been submitted to the Faculty and accepted by the Senate.

2. The first available attempt is the examination in respect to a module, for which a student has been assigned to and is held at the scheduled end of the module, course or subject

3. If an excuse submitted to the Faculty for failure to sit an available examination is accepted by the Senate, that examination shall not be considered as an attempt.

4. A valid excuse shall be
   (a) An illness; or
   (b) A personal problem (described under item 6 below)

5. In case of an illness while in halls of residence, the student should contact the Chief Medical Officer (CMO) at the University Health Centre immediately. If a student falls sick at home or elsewhere during sessions or examination time he/she or his/her guardian should inform the Dean of the Faculty of Medicine within five days by telegram, electronic media, followed by a letter indicating the nature of illness and the name of the attending doctor. The student should report to the CMO with a valid medical certificate at the earliest opportunity within two weeks of the last day of examination. Validity of the certificate would be determined by the Senate rules governing acceptance of Medical Certificates.

6. In case of a personal problem involving an immediate family member, the student should contact the Dean/Medicine immediately by telegram, followed by a letter indicating the circumstances leading to his/her being absent from the examination. His/her excuse will be considered by the Board of the Faculty of Medicine. Grounds for consideration would be:

   i. Death of an immediate family member
   ii. Serious illness, requiring personal attention by the student, certified by a medical practitioner specified in the Senate rules and regulations governing medical certificates.
   iii. Student participation in a university or national level activity for which prior permission has been obtained from the Senate.
   iv. Any other cause such as a natural disaster certified by a competent authority clearly precluding a student from sitting the examination.

Clinical Training and the Final MBBS Examination

CLAUSE XVI
Subjects

The training in clinical subjects begins after successful completion of the 2nd MBBS examination. The subjects are Medicine, Surgery, Obstetrics and Gynaecology and Paediatrics. Psychiatry will be a final MBBS subject in 2015. At present, Psychiatry is included in Medicine. Anaesthesiology & critical care is taught as a module and assessed in the final MBBS Surgery examination.

CLAUSE XVII
Training & Attendance

Training is largely hospital based and supplemented with lectures. Clinical training is divided into clinical appointments. 100% attendance is compulsory for all clinical appointments. A certification of attendance and satisfactory work in respect to every appointment must be obtained, in the form of a signature in the student record book, from the supervising consultant.

If the student fails to do so for any single appointment he/she would not be eligible to sit the final MBBS examination. 80% attendance at lectures, in each subject, is a requirement to sit the final MBBS examination.

CLAUSE XVIII
Nature of the Examination

The marks for the final MBBS in each subject comprises of marks from the following components.

Continuous assessment
Theory - Common MCQ, structured essay questions (SEQ)
Clinical - Long case, short case
Viva voce in some subjects
Spots / Objective Structured Clinical Examination (OSCE)
Objective Structured Practical Examination (OSPE)

The MCQ paper is common to all faculties of medicine and is held on the same day at the same time.

(The Common MCQ Examination is held twice a year. When the students have completed the five year MBBS course they are expected to sit the common MCQ examination held immediately thereafter).

Format of the final MBBS Examination

The format was decided at a workshop on modernizing the final MBBS examination, conducted by the Standing Committee of the Medical and Dental Sciences of the UGC, attended by representatives of all medical faculties (Section IV). It will replace the format of the current final MBBS examination.

CLAUSE XIX
Pass

The pass mark with respect to each subject is described by the UGC Standing Committee document (Section IV)

CLAUSE XX
Distinction

A mark of 70% or above in a subject is necessary for the award of a distinction.
These are awarded only to those completing an examination in the first attempt.

CLAUSE XXI
Prizes & Medals

Prizes and medals are awarded on the basis of endowments made and are governed by the condition of the endowment. These are awarded only to those completing an examination in the first attempt. Medals require a minimum of 70%.

CLAUSE XXII
Referred and Fail

Final year examination in detail:
Students will have to successfully complete the final MBBS within ten academic years from the date of entering the University.
In any given attempt the student is required to take all the subjects in which he/she needs a pass to complete the examination.

A student who has passed in at least one subject and has obtained a minimum of 25% marks in other subject/s shall be considered to be referred in the latter subject/s.

If a student gets less than 25% in one subject of an examination/part he or she fails the whole examination.
A student who has passed three subjects at the final examination will have to pass the other subject within the maximum period allowed to complete the course.

A student who has passed any two subjects will have to complete the final examination by passing the other two subjects within the next three scheduled attempts following a pass in the second subject. Failing this, he/she will have to re-sit the whole examination.

A student who has passed only one subject at the final examination will have to pass at least one other subject within the next three scheduled attempts. Failing this, he/she will have to re-sit the whole examination.

CLAUSE XXIII
Classes

With respect to the final MBBS, classes are awarded on the basis of the average overall mark as shown below. This proposal was implemented from 2007/08 batch.

Average Mark per subject	Class
60-64	Second Class Lower
65-69	Second Class Upper
70 and above	First Class

The candidates must pass all subjects in the first attempt to obtain a class.

CLAUSE XXIV
University Rules

All other university examination rules apply with respect to the final MBBS

CLAUSE XXV
Time Limitation

A student cannot be a candidate for the final MBBS examination if a period of ten academic years has lapsed since his/her registration.
The exceptions to this rule are:

1. When the university is closed for administrative reasons
2. Medical leave is obtained with prior approval up to a period of two years. Such periods of time will not be included in the ten year limitation.

CLAUSE XXVI
Award of the Degree of Bachelor of Medicine & Bachelor of Surgery.

The degree of MBBS is awarded to a student who has successfully completed the final MBBS examination, the third MBBS examination and the second MBBS examination within ten years of registration while adhering to all the rules and regulations laid down by the University of Peradeniya and the Faculty of Medicine with respect to examinations.

Final MBBS examination format

Final MBBS examination is held at the end of the fifth year. It consists of five subjects; Medicine, Surgery, Obstetrics and Gynaecology, Paediatrics, Psychiatry.

The final MBBS examination evaluates knowledge, skills and attitudes gained through all five years; the emphasis being on clinical competencies and applied basic sciences.

Subject of Medicine

Assessment		**Percentage marks**
Continuous assessment / OSCE		**20%**
End of the course assessment		**80%**
Theory		40%
	Common paper- Multiple Choice Questions/Single best Answer Questions	20%
	Structured Essay Questions/Long Essay	20%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Long case	20%
	Short cases	20%
	Minimum marks required to pass in clinical	50%

Subject of Surgery

Assessment		**Percentage marks**
Continuous assessment / OSCE / Viva		**20%**
End of the course assessment		**80%**
Theory		40%
	Common paper- Multiple Choice Questions/Single best Answer Questions	20%
	Structured Essay Questions/Long Essay	20%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Long case	20%
	Short cases	20%
	Minimum marks required to pass in clinical	50%

Subject of Paediatrics

Assessment		**Percentage marks**
Continuous assessment / OSCE		**20%**
End of the course assessment		**80%**
Theory		40%
	Common paper- Multiple Choice Questions/Single best Answer Questions	20%
	Structured Essay Questions/Long Essay	20%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Long case	20%
	Short cases	20%
	Minimum marks required to pass in clinical	50%

Subject of Gynaecology and Obstetrics

Assessment		**Percentage marks**
Continuous assessment / OSPE		**20%**
End of the course assessment		**80%**
Theory		40%
	Common paper- Multiple Choice Questions/Single best Answer Questions	20%
	Structured Essay Questions/Long Essay	20%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Gynaecology	20%
	Obstetrics	20%
	Minimum marks required to pass in clinicals	50%

Subject of Psychiatry

Assessment		**Percentage marks**
Continuous assessment / OSCE		**10%**
End of the course assessment		**90%**
Theory		50%
	Common MCQ	25%
	SEQ	25%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Long case	25%
	Short cases	15%
	Minimum marks required to pass in clinical	50%

The above format of the Final MBBS examination will be followed by all medical faculties in the country as agreed at the UGC Standing Committee on Medical and Dental Sciences.

17. Procedure approved by the University of Peradeniya for the acceptance of Medical Certificates submitted by students for work and examinations

1. Students are requested to support the absence from course work or examination due to illness by a valid medical certificate conforming to the format of a medical certificate issued by a government hospital. Such medical certificate should be obtained from the following persons;
    - University Medical Officer (UMO)
    - District Medical Officer
    - Consultant Specialist in the particular field
    - Head of a Government Base Hospital
    - Medical Superintendent of a Provincial Ayurvedic Government Hospital
    - Ayurvedic Physician registered in the Council

    Under exceptional circumstances, medical certificates issued by private hospitals or registered private practitioners could be considered by the University Medical Board.

2. Students who fall ill during sessions or examination time should contact the University Medical Officer at the University Health Centre immediately.

    If a student falls sick at home or elsewhere during sessions or examination time he/she or his/her guardian should inform the Dean of the respective Faculty within seven (7) days by telegram/fax/e-mail followed by a letter indicating the nature of the illness and the name of the attending doctor etc. Medical certificate supporting the illness of the student also should be sent to the Dean.

    Under exceptional circumstances if a student was not able to meet the deadline mentioned above, he/she could send his/her appeal to the relevant Faculty Board.

    The Dean on receipt of such medical certificate/s should follow the following procedure:

    i. In case of Western Medical Certificates submitted by students to cover absence from course work or examination:
        a. The medical certificate should be referred to the Chief Medical Officer (CMO) of the University for his/her observations and recommendations.
        b. The CMO in turn examines the certificate and if he/she wishes could summon the student for examination and thereafter send his/her observations, recommendations to the Dean.
        c. In cases where the CMO wishes to convene the Western Medical Board he/she may make arrangements to convene the Western Medical Board and refer the recommendations of the Board to the Dean.
        d. The Dean on receipt of such recommendations from the CMO or Western Medical Board should send it to the Faculty Board for ratification.

ii. In the case of Ayurvedic Medical Certificates submitted by students to cover absence from course work or examinations the following procedure should be followed:

a. Ayurvedic medical certificates submitted by student in respect of absence from examinations or course work should be circulated among the members of the Ayurvedic Medical Board for their observations by the Senior Assistant Registrar/ Assistant Registrar in charge of student registration of each Faculty in consultation with the Deans of the respective Faculties.
b. Each member of the Ayurvedic Medical Board may send his/her observations and recommendations on the face of the medical certificate to the Dean of the respective Faculty through the Senior Assistant Registrar/ Assistant Registrar of the Faculty.
c. In case where the opinion of the members of the Ayurvedic Medical Board vary the Senior Assistant Registrar/ Assistant Registrar of the Faculty in consultation with the Dean of the Faculty may take steps to convene a meeting of the Ayurvedic Medical Board.
d. If the members of the Ayurvedic Medical Board think that the medical certificates should be examined at a meeting of the Board, the Dean of the Faculty should be informed accordingly.
e. If the members wish to examine students concerned, they could be summoned before the Medical Board through the Senior Assistant Registrar/ Assistant Registrar of the Faculty.
f. The recommendation of the Ayurvedic Medical Board should be sent to the Faculty Board through the Dean of the Faculty for ratification.
g. The original copies of the Ayurvedic Medical Certificate submitted by students should be kept in the files of the students concerned and copies of such certificates should be sent to the Chief Medical Officer for purposes of record.

3. There shall be two Medical Boards in the University, viz. Western Medical Board and Ayurvedic Medical Board.

i. Western Medical Board

Terms of Reference

a. The Western Medical Board shall consider cases where the Chief Medical Officer of the University has doubt about the validity of the grounds (including medical certificate) upon which the request of students to be excused for absence from course work of examinations.
b. The Chief Medical Officer of the University shall convene the Western Medical Board if and when necessary.
c. The Board has the right to call students before the Board when necessary for purposes of interview, examination and investigations.
d. Recommendations of the Medical Board should be sent to the Faculty Board through the Dean of the respective Faculty.

e. The Western Medical Board should consist of the Heads of the Departments of Medicine, Surgery and Psychiatry of the Faculty of Medicine or their nominees and the CMO of the University.

ii. Ayurvedic Medical Board

Composition

The Ayurvedic Medical Board shall consist of three (3) persons appointed by the senate of the University.

Terms of Reference

a. The Ayurvedic Medical Board shall consider Ayurvedic Medical Certificates submitted by students requesting exemption from examinations or course work and make recommendations to the Senate through the Deans of the respective Faculties.
b. The Board shall meet at least once within a semester. The Senior Assistant Registrar/ Assistant Registrar in charge of student registration in consultation with the Dean of the respective Faculty shall convene meetings of the Ayurvedic Medical Board whenever necessary and co-ordinate the work between the Faculty and the Ayurvedic Medical Board.
c. The board has the right to call students before the Board when necessary for purposes of interviews, examination and investigations. Such requests should be sent to the students through the Senior Assistant Registrar/ Assistant Registrar in charge of student registration of each Faculty.

Guidelines for the Functioning of the Ayurvedic Medical Board

a. When accepting Ayurvedic Medical Certificates, caution is to be exercised by accepting from only those who are registered in the Ayurvedic Medical Council.
b. General or Special registered Ayurvedic Medical Practitioners could recommend on anyone occasion leave up to 14 days at a stretch. Those with more than the above amount should get an endorsement from the Medical Officer in charge of the closest Government Ayurvedic Hospital or Government Ayurvedic Dispensary.
c. The decision on leave stipulated in Medical Certificates from Ayurvedic Hospitals, Government Dispensaries or Local Government Ayurvedic Dispensaries rests with the Board.
d. This Board possesses the right to question the validity of any Ayurvedic Medical Certificate.
e. The Board possesses the right to summon before them any student submitting an Ayurvedic Medical Certificate, if necessary.

4. When students request exemption from examinations of course work upon the basis of illness, the ultimate decision on question of exemption, repetition of course and of eligibility for honours, shall be the functions of the relevant Faculty Board upon the recommendation of the Medical Board or the Chief Medical Officer.

Ref. University Calendar 2007/08 page 257

18. Regulations relating to examination procedure, offences & punishments for examination conducted under the semester based course system

Regulations made by the Senate of the University of Peradeniya and approved by the Council under Section 136 read with Sections 29, 45 of the Universities (Amendment) Act No. 7 of 1985.

Examination of a course/course unit may consist of several assessment components (quizzes, within semester and end-semester examinations, term papers, assignments, etc.)

24.1 Regulations

These Regulations may be cited as the Examination Procedure, Offences & Punishment Regulation No. 1 of 2008, effective from 23.01.2008.

24.1.1 Part I – Examination Procedure

1. A candidate is expected to be outside the examination hall at least 15 minutes before the commencement of each paper, but shall not enter the hall until he/she is requested to do so by the supervisor.

2. On admission to the hall a candidate shall occupy the seat allotted to him/her and shall not change it except on the specific instruction of the Supervisor.

3. For examinations which have duration of one or more hours, a candidate shall not be admitted to the examination hall after the expiry of half an hour from the commencement of the examination. A candidate shall not be allowed to leave the hall until half an hour has elapsed from the commencement of the examination or during the last 15 minutes of the paper.

4. However, under exceptional circumstances or in cases where examinations have duration of less than one hour, the supervisor in consultation with the Dean of the Faculty concerned may use his discretion in the enforcement of Rule 3.

5. A candidate shall have his/her student record book/student identity card/admission card with him/her in the examination hall on every occasion he/she presents himself/herself for a paper. His/Her candidature is liable to be cancelled if he/she does not produce the student record book/student identity card/admission card, he/she shall sign a declaration in respect of the paper for which he/she had not produced the student record book/student identity card/admission card in the form provided for it, and produce the

student record book/student identity card/admission card to the Registrar or the relevant senior Assistant Registrar/Assistant Registrar within the next three working days. If a candidate loses his/her student record book/student identity card/admission card during the examination period, he/she shall obtain a duplicate of student record book/student identity card/admission card as the case may be from the Registrar or relevant Senior Assistant Registrar/Assistant Registrar for production at the examination hall.

6. A candidate shall not have on his/her person or in his/her clothes or on the admission card, time-table, student record book/student identity card, any notes, signs or formulae etc., except those items that are permitted. All unauthorized items which a candidate has brought with him/her should be kept at a place indicated by the Supervisor/Invigilator.

7. A candidate may be required by the supervisor to declare any item in his/her possession or person.

8. No candidate shall copy or attempt to copy from any book or paper or notes or similar material or from the scripts of another candidate. A candidate shall neither help another candidate nor obtain help from another candidate or any other person. A candidate shall not conduct himself/herself so negligently that an opportunity is given to any other candidate to read anything written by him/her or to watch any practical examination performed by him/her. No candidate shall use any other unfair means or obtain or render improper assistance at the examination.

9. If any candidate was found to have copied from another candidate by an examiner at the time of marking, he/she would be treated as having committed a punishable offence.

10. No candidate shall submit a practical book or field book or dissertation/thesis or project study or answer script or assignment which has been prepared wholly or partly by anyone other than the candidate himself/herself.

11. A candidate shall bring his/her own pens, ink, mathematical instruments, erasers, pencils or any other approved equipment or stationery which he/she has been instructed to bring. The use of a calculator will be permitted only for papers that contain a rubric to that effect.

12. Examination stationery (i.e. writing paper, graph paper, drawing paper, ledger paper, précis paper etc.) will be supplied at the examination hall as and when necessary. No sheet of paper or answer book supplied to a candidate may be torn, crumbled, folded or otherwise mutilated. No papers other than those supplied to him/her by the Supervisor/Invigilator shall be used by candidates.

All material supplied, whether used or unused, shall be left behind on the desk and not removed from the examination hall.

13. Every candidate shall enter his/her Index Number/Registration Number on each answer book and on every continuation paper. He/She shall also enter all necessary particulars as required. A candidate who inserts on scripts an index Number/Registration Number other than his/her own is liable to be considered as having attempted to cheat.

    A script that bears no Index Number/Registration Number, or has an Index Number/Registration Number which cannot be identified, is liable to rejected. No candidate shall write his/her name or any other identifying mark on the answer script unless otherwise authorized.

14. All calculators and rough work shall be done only on paper supplied for the examination, and shall be cancelled and attached to the answer script. Such work should not be done on any other material. Any candidate who disregards these instructions runs the risk of being considered as having written notes or outline of answers with the intention of copying.

15. Any answer or part of an answer, which is not to be considered for the purpose of assessment, shall be neatly crossed out. If the same question has been attempted in more than one place the answer or answers that are not to be considered shall be neatly crossed out.

16. Candidates are under the authority of the supervisor and shall assist him/her by carrying out his/her instructions and those of the Invigilator during the examination and immediately before and after it.

17. Every candidate shall conduct himself/herself as quietly as possible. A candidate is liable to be excluded from the examination hall for disorderly conduct.

18. Candidates shall stop work promptly when ordered by the Supervisor/Invigilator to do so.

19. Absolute silence shall be maintained in the examination hall and its precincts. A candidate is not permitted for any reason whatsoever to communicate or to have any dealing with any person other than the Supervisor /Invigilator. The attention of the Supervisor/Invigilator shall be drawn by the candidate by raising his/her hand from where he/she is seated be drawn by the candidate by raising h is/her hand from where he/she is seated.

20. During the course of answering a question paper no candidate shall be permitted to leave the examination hall temporarily. In case of an

emergency, the Supervisor/Invigilator may grant him/her permission to do so but the candidate will be under his/her surveillance.

21. No person shall impersonate a candidate a the examination, nor shall any candidate allow himself/herself to be impersonated by another person.

22. Any candidate receiving unauthorized assistance from any person shall be deemed to have committed an examination offence.

23. If circumstances arise which in the opinion of the supervisor render the cancellation of postponement of the examination necessary, he/she shall stop the examination, collect the scripts already written and then report the matter as soon as possible to the Dean of the relevant faculty.

24. The Supervisor/Invigilator is empowered to require any candidate to make a statement in writing on any matter which may have arisen during the course of the examination and such statement shall be signed by the candidate. No candidate shall refuse to make such a statement or to sign it. If such a candidate refuses to make such a statement or refuses to sign it, the Supervisor/Invigilator shall make his own statement and report the matter to the Dean of the faculty.

25. No candidate shall contact any person other than the Vice-Chancellor, Dean, Head of the Department, the Registrar or the relevant Senior Assistant Registrar regarding any matter concerning the examination.

26. Every candidate shall hand over the answer script personally to the Supervisor/Invigilator or remain in his/her seat until it is collected. On no account shall a candidate hand over his/ her answer script to an attendant a minor employee, or another candidate.

27. Every candidate who registers for a course/course unit shall be deemed to have sat the examination of that course/course unit unless he/she withdraws from the course/course unit within the prescribed period for dropping courses/course units. He/She should submit a medical certificate in support of his/her absence, prior to the commencement of the examination. If such a document cannot be submitted before the commencement of the examination. A candidate shall inform of his/her inability to attend the examination to the Dean of the Faculty within a week after the commencement of the examination. The medical certificate shall conform to the Senate Regulations. (See Appendix I).

28. When a candidate is unable to present himself/herself for any part/section of an examination of a course/course unit, he/she shall notify or cause to be notified this fact to the Dean of the Faculty and relevant Senior Assistant

Registrar or Assistant Registrar immediately. This should be confirmed in writing with supporting documents by registered post within two weeks.

29. A student will be eligible for honours if all requirements for the award of honours are met within the prescribed period for the degree. However, candidates found guilty of an examination offence shall not be eligible for honours.

30. No student shall sit an examination of a course/course unit, if he/she has exhausted the number of attempts that he/she is allowed to sit that particular examination, unless he/she has been granted special permission to do so by the Dean of the relevant faculty.

30.1 Students are prohibited from carrying cellular phones during the course of written, oral, clinical or practical examinations.

24.1.2 Part II – Examination Offences and Punishments

1. Offences

1.1 Any candidate who violates Examination Rule 6 shall be deemed guilty of the offence of possession of unauthorized documents/items and his/her candidature for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of this university for a period varying from 1 – 5 semesters.

1.2 Any candidate who violates Examination Rule 8 or 9 shall be deemed guilty of the offence of copying and therefore his/her candidature shall be cancelled from the examinations of that semester and he/she, shall be prohibited from sitting any examination of this university for a period of five semesters.

1.3 Any candidate who violates Examination Rule 10 shall be deemed guilty of the offence of having cheated at the examination and his/her candidature for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of this university for period varying from 1 – 9 semesters.

1.4 Any candidate who is detected removing examination stationery and other material provided for the examination (Rule 12) shall deemed guilty of an examination offence and his/her candidature for the examinations of that semester shall cancelled and he/she shall be liable to be prohibited from sitting any examination of university for a period of three semesters.

1.5 Any candidate who violates any one or more of the rules in 7, 16, 17, 18, 19 and 20 shall be deemed guilty of the offence of disorderly conduct and his/her

candidature shall cancelled from the examinations of that semester and he/she shall be prohibited from sitting any examination of this university for a period of three semesters.

1.6 Any candidate who violates Examination Rule 21 shall be guilty of the offence of impersonation and his/her candidature for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of this university. Impersonator/s may also be liable to any punishment under the Penal Code/Criminal Law. In the event the impersonator is found to be a graduate of this university, his/her degree shall be withdrawn.

1.7 Any candidate who violates Examination Rule 22 shall be guilty of an examination offence and his/her candidature for from the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of this university for a period of 1 – 5 semesters.

1.8 Any candidate found aiding and abetting in the commission of any of the above examination offences shall be deemed to have committed that offence and shall be punished in respect of the offence in accordance with the provisions of the relevant section.

1.9 Any other offence which is not covered in the above sections alleged to have been committed by a candidate and reported to the relevant authority by a supervisor or Examiner shall be inquired into and appropriate action taken.

24.1.3 Part III – Procedure Regarding Examination Offences Committed By Candidates

1. There shall be an Examination Disciplinary Committee of not less than 3 members of whom at least one member is from outside the Faculty, appointed for each case by the Dean of the relevant faculty to inquire into and make recommendations (including punishments) on examination offences referred to it. Member(s) outside the Faculty shall be selected from a panel of members appointed for this purpose by the Vice Chancellor.

2. *Classification of Offences*

Examination offences may be broadly classified as follows:

2.1 Possession of unauthorized documents/items
2.2 Copying
2.3 Cheating
2.4 Removal of stationery
2.5 Disorderly conduct
2.6 Impersonation
2.7 Unauthorized assistance
2.8 Aiding and abetting in the commission of above offences
2.9 Other offences

3. *Punishments*

(As specified in Part II-1.1-1.9)

4. *Procedure*

4.1 In all cases of violation of examination rules detected, the supervisor shall take action as outlined below and forward his/her report to the relevant Dean/Senior Assistant Registrar or Assistant Registrar.

4.2 In case of disorderly conduct the supervisor shall in the first instance warn the candidate to be of good behavior. Disorderly conduct shall be considered grave, only if such conduct in the opinion of the supervisor is considered as causing a disturbance in the conduct of the examination. Where the candidate persists in unruly or disorderly conduct the supervisor may exclude the candidate from the examination hall and issue him a letter with a copy to the relevant Dean/Senior Assistant Registrar/Assistant Registrar, cancelling his/her candidature from the examination.

4.3 In all cases of examination offences detected, the supervisor shall send a report to the relevant Dean along with any material taken into custody. Material taken into custody should be authenticated by placing the signatures of the candidate and the Supervisor/Invigilator and the date, time and place of detection. A supervisor should give particulars of any incriminating material of which he/she cannot take possession. The Supervisor's report should be countersigned by one of the Invigilators.

4.4 The Dean after preliminary inquiry shall place all reports of examination offences submitted by supervisors for action of the relevant Examination Disciplinary Committee for further action.

4.5 Supervisor, Examiner, Head of Department or any other official of the University who detects an examination offence shall report the matter in writing to the relevant Dean, who shall after preliminary inquiry submit his findings to the relevant Examination Disciplinary Committee for further action.

4.6 Any allegations regarding the commission of examination offences from whomsoever received shall be submitted by the Dean after preliminary inquiry to the relevant Examination Disciplinary Committee for further action.

5. *The Decision*

5.1 The punishment recommended by the Examination Disciplinary Committee shall be submitted to the relevant Faculty Board for a decision and the decision will be reported to the Senate.

Senior Assistant Registrar/Assistant Registrar of the relevant Faculty shall be the Convener/Secretary of the inquiring committee on examination offences.

6. *Appeals Board*

6.1 There shall be an Appeals Board, consisting of three members, appointed by the Vice Chancellor to consider appeals regarding the decision referred to in 5.1 above. Any student on whom a punishment has been imposed may, within a period of two weeks from the date of communication to him/her of such punishment, appeal against such punishment to the Vice Chancellor.

19. Code of Conduct for Medical Students

As a Medical Student, you are embarking on a life-long and a very responsible journey of learning to serve the public and society as a doctor. Becoming a Medical Student is a great opportunity, mainly because of the opportunities for healing and caring in society that will be conferred on you soon. The contributions made by the society for the development of your carrier are unique. It extends beyond spending money. Patients suffer directly or indirectly and give their time and privacy to let you gain experience and learn from their illnesses. At the end you will be kept at the highest level of social recognition as a doctor with vast expectations from your conduct.

Therefore becoming a doctor is a responsibility and a life-long commitment. Achieving this and reaching the ultimate goal of becoming a good and caring doctor will give you the ultimate happiness of becoming a doctor.

1. Attitude towards learning

    a. *Responsibility for learning*
    As a Medical Student your learning should not be confined to acquisition of knowledge and skills. You are expected to foster good attitudes and change your behaviour to one that is suitable and appropriate for a doctor.

    b. Continuity of learning, self-reflection and sharing experiences
    As a Medical Student and later as a doctor you have to embark on a life-long continuous process of learning. It is best done through clinical experience, self-reflection, wide reading and sharing experiences. To achieve this you are expected to work with others as a group in harmony.

    c. Learn to be a teacher
    Teaching is a trademark of the medical profession. Make use of all the opportunities to teach your colleagues and other professionals who come into contact with you.

2. Relationships with patients, society, teachers, other professionals and colleagues.

    a. Relationships
    Developing genuine warm and caring relationships with patients, teachers and other professionals is a fundamental principle in the delivery of health care. Sometimes, emotional bonding in such relationships is unavoidable. Deeper understanding of this process will help you to handle such situations without undergoing any significant mental trauma.

b. *Unconditional respect and care*
All the health care professionals including doctors are expected to extend unconditional respect and care for all their patients and other professionals irrespective of their social status, attitudes or behaviour. This is an erudite skill that you need to foster from the beginning of your career, even from the stage of your undergraduate career.

c. *Communication*
Skills in communication are natural attribute of all human beings. However, these skills need to be and be enhanced by learning and practice. Communication in clinical practice is a specialized skill that should be mastered in your career. Adhere to simple rules, do not adopt dominating tones and voice, ask open-ended questions and listen attentively. Demonstrate your understanding and expression of empathy in a humane manner and terminate discussions in a respectful way.

d. *Non exploitation*
Medical Students should NOT exploit patients, their relatives or the system using their position as Medical Students. Exploitation can take many forms such as financial, other favours, developing unethical relations ships etc.

3. Responsibilities towards the profession and the society

a. *Ethical behaviour*
Expected behaviour of a doctor is laid down by the Sri Lanka Medical council. Please refer the details provided therein.

b. *Research*
Conducting research should always be in accordance with the ethical guidelines laid down in the faculty or the respective institution where you conduct the research.

c. *Learn patient expectations from patients* –
The very best way to learn about patient expectations is by asking and listening to patients about their expectations.

d. *Maintain proper conduct and behaviour to suit the expectations of the society.*
Health care professionals should respond appropriately to the expectations of society.

e. *Reporting unethical or unlawful events* -
You, as a responsible citizen in society, have a responsibility to report unethical or unlawful events in the society in a professional manner while confining yourself to boundaries set by appropriateness and common courtesy.

4. Rules and Regulations

a. *Rules of society*
It is unavoidable that medical professionals have to abide by the rules of the land. In that context, Medical Students and doctors are expected to set an example in the society.

b. Rules of the Faculty (web site)

c. Rule of the university (web site)
   i. Examinations – Violation of examination rules is a punishable offence. (ref)

d. Rules of the hospital (web site or annex)

5. Self care

a. *Dress appropriately*
Dress to suit the expectations of the society. Society see medical students as their future doctors. Society would like to see you well dressed to harness respect. The dress should give you confidence and a professional look. Therefore, follow simple rules: simplicity, cleanliness and modesty. All the students should wear white coat in the hospital and inside the laboratories at all times. Avoid wearing shorts, short skirts or tight-fitting clothes. Males should avoid coming to work in slippers or sandals.

Females should avoid extravagant high heels. Avoid covering the face, as facial expressions are mandatory in communication.

b. *Immunization and hygienic practices*
Follow the fundamental rule of “prevention is better than cure”. Ensure that you are fully vaccinated. Check your immune status for Hepatitis B. The practice of hand washing should become a natural routine in your life. Get chicken pox vaccine if you have not had chicken pox so far or if you were not vaccinated before.

c. *Stress*
Stress of going through the rigours of the medical undergraduate course is a well-known fact. If you feel stressed it is certainly not unusual. It is best to communicate these feelings early with any one that you feel comfortable with. Your friends, parents and relatives are easy to approach. All teachers are trained to help you and they will help you if you ask for help.

d. *Vicarious trauma*
This is a well-known phenomenon in the medical profession. Cultivating good communication skills and empathy help to enjoy the clinical work and avoid vicarious trauma.

e. *Use of drugs alcohol and smoking*
Never use drugs without been prescribed by a doctor. Alcohol and smoking are prohibited in health care institutions and the faculty. Avoiding alcohol and smoking in your social life will enhance your image as a doctor. Remember that the doctors are as much or even more vulnerable to addiction and their consequences as any other human being.

f. *Continue to take part in non-medical interests and engagements.*
Enjoy and enhance your aesthetic skills. Your talents in other areas are valuable to be an efficient doctor. Manage your time so that you could allocate time for these activities.

6. Society and the family

a. *Engage in social activities in the society in which you live in and with your family.*
Maintain yourself as a member of society. Offer help and care for them. However, the tedious nature of your obligations as a Medical Students may impose limitations, and that needs to be explained to your friends and relatives.

b. Respond to social obligations.

FACULTY OF MEDICINE, PERADENIYA
Medical Students' Pledge

1. I hereby take responsibility, to the best of my ability, to acquire knowledge, skills and attitudes necessary to become a doctor.
2. I will engage in learning individually, as well as in a group, in collaboration with my colleagues and other health care professionals.
3. I will commit myself to learn the practice of science as well as the art of medicine
4. I will be responsible to adhere to a life-style that the society demands from the medical profession.
5. I will extend unconditional respect and maximum possible care towards all patients irrespective of their social status, attitudes or behaviour.
6. I will always respect the principle of sharing information while maintaining professional secrecy and my personal limitations in divulging information.
7. I will never introduce myself as, nor pretend to be, a doctor during my undergraduate period.
8. I appreciate and acknowledge the contributions and commitment made by patients, teachers, health care professionals, my parents and the society at large in my training, with gratitude.
9. I will never exploit relationships with my patients for direct or indirect advantages
10. I will stringently adhere to expected ethical behaviour laid down by the Sri Lanka Medical Council
11. I will learn patient expectations from patients and maintain my conduct and behaviour to suit the expectations of society
12. I will abide by the rules and regulations of the society, Faculty of Medicine, The University and the Hospital where I will be gaining my clinical experience.
13. I will dress appropriately at all times and especially when I interact with patients.
14. I will continue to communicate with my guardian and family members and ask for help from them as well as the faculty members.
15. I will cultivate empathy, communication skills and patient centred attitudes within me.
16. I will continue to engage in my family activities and other social activities during my undergraduate period.

20. Names of Scholarships, Medals & Prizes & the Criteria awarded by the Faculty of Medicine, University of Peradeniya

BIOCHEMISTRY

Distinctions

Awarded to students who obtain an average of 70% or above for the Biochemistry component in the Foundation, Locomotion, Respiration & Gas exchange, Blood & Circulation, Alimentation, Excretion & Reproduction, Nervous System, Endocrine Function Homeostasis & Metabolism, .Growth, Development Nutrition & Ageing and Integrated Human Biology Modules in the first attempt.

Emily Wickramanayake scholarship
(Amount - Approximately Rs. 2,000/-)

Awarded to a student who obtains honours and a minimum of 70% in Biochemistry.

(Awarded to the student who obtains the highest aggregate above 70% for the Biochemistry component in the Foundation, Locomotion, Respiration & Gas exchange, Blood & Circulation, Alimentation, Excretion & Reproduction, Nervous System, Endocrine Function Homeostasis & Metabolism, Growth, Development, Nutrition & Ageing and Integrated Human Biology Modules and obtains honours at the second MBBS examination).

PHYSIOLOGY

Distinctions

Awarded to students who obtain an average of 70% or above for the Physiology component of the Foundation, Locomotion, Blood & Circulation, Respiration & Gas Exchange, Alimentation, Excretion & Reproduction, Nervous System, Endocrine Function Homeostasis & Metabolism and Integrated Human Biology modules, in the first attempt.

Prize for the best project in Physiology endowed by Kingsley Wickramasuriya in memory of Mildred Mendis
(Amount - Approximately Rs. 1900/-)

Awarded to the student who secures the highest marks in Physiology.

(Awarded to the student who obtains the highest aggregate for the Physiology component of the Foundation, Blood & Circulation, Respiration & Gas Exchange, Alimentation, Excretion & Reproduction, Nervous System, Endocrine Function, Homeostasis & Metabolism, Locomotion & Integrated Human Biology modules).

ANATOMY

Distinctions

Awarded to students who obtain an average of 70% or above for the Anatomy component of the Foundation, Blood & Circulation, Respiration & Gas Exchange, Alimentation, Excretion & Reproduction, Nervous System, Endocrine Function Homeostasis & Metabolism, Locomotion & Integrated Human Biology modules, in the first attempt.

Chalmers gold medal for Anatomy

Awarded for the best performance in Anatomy at the Second MBBS Examination.

(Awarded to *a student who obtains the highest aggregate for the Anatomy component of the Foundation, Blood* & *Circulation, Respiration* & *Gas Exchange, Alimentation, Excretion* & *Reproduction, Nervous System, Endocrine Function, Homeostasis* & *Metabolism, Locomotion and Integrated Human Biology modules).*

C. B. Dharmasena gold medal for Anatomy

Awarded for a student who obtains a First Class and comes first in Anatomy with a mark of distinction at the Second Examination

(Awarded to *a student who obtains a first class and the highest aggregate, over 70%, for the Anatomy component of the Foundation, Blood* & *Circulation, Respiration* & *Gas Exchange, Alimentation, Excretion* & *Reproduction, Nervous System, Endocrine Function, Homeostasis* & *Metabolism, Locomotion, Integrated Human Biology modules and a first class at the 2nd MBBS examination).*

SECOND EXAMINATION FOR MEDICAL DEGREES

University scholarship for the second MBBS examination
(Amount - Approximately Rs. 2,500/-)

Awarded for the highest aggregate and a Second Class

C. E. S. Weeratunga gold medal for second MBBS examination

Awarded for the greatest competence at the Second MBBS Examination

The Arthur Fernando memorial prize
(Amount - Approximately Rs. 4,000/-)

Awarded to the meritorious student from amongst those who secure the highest average mark not less than 60% at the Second MBBS Examination.

Gamini Panabokke memorial prize

Awarded to the best qualified candidate who had completed the Second MBBS Examination. The student shall be a Kandyan Sinhalese. The applications call from the Assistant Registrar, Faculty of Medicine.

Karandeniya Hewage Donald Fernando memorial prize for the Faculty of Medicine
(Amount - Approximately Rs. 1,500/-)

The prize shall be awarded to the most meritorious student who secure the highest average mark not less than 60% at the Second MBBS Examination and who had gained admission to the University of Peradeniya from the Galle District.

PARASITOLOGY

Distinctions

Awarded to students obtaining an average cumulative score of 70% or above in the Parasitology components of Infection 1 and Infection 2 modules, in the first attempt.

V. Sivalingam memorial prize in Parasitology
(Amount - Approximately Rs. 1,500/-)

Awarded to the student who obtains the highest mark above 70% in Parasitology at the Third MBBS Examination and secures First or Second Class Pass in the first attempt at the Third MBBS Examination.

(Awarded to *the student who obtains the highest cumulative score in the Parasitology component of Infection 1 and Infection 2 modules, in the first attempt and secures a First or Second Class Pass at the Third MBBS Examination).*

FORENSIC MEDICINE

Distinctions

Awarded at the end of year 4 to all students who obtain an average cumulative score of 70% or above in the DIS 1, DIS 3 and DIS 5 examinations in the first attempt.

Punchi Banda Panabokke memorial prize
(Amount - Approximately Rs. 1,000/-)

Awarded to the student who obtains a First or Second Class and the highest mark over 65 in Forensic Medicine at the Third MBBS Examination.

(Awarded to the student who obtains the highest average cumulative score, over 65%, in the first attempt, at the DIS 1, DIS 3 & DIS 5 examinations with honours at the 3rd MBBS examination).

COMMUNITY MEDICINE

Distinctions

Awarded at the end of the fourth year to students who obtain a GPA of 03 or more at the 3rd MBBS examination, an average of over 70% for DIS 2, 4 and 6 components and an average of over 70% for statistics, research methods and research viva of the Communication Learning and Research stream and have not repeated any other modules during the 4 year period.

Marcus Fernando Prize for Community Medicine

Awarded to the student who obtains the highest average cumulative score, over 70%, for DIS 2, 4 and 6 components and obtains a GPA or 03 or more at the 3rd MBBS examination. The student should not have repeated any modules during the 4 year period.

Geetha De Silva prize

Awarded to the student who obtains highest marks, over 70%, for the research report and viva examination at the year 04 Semester II examination, achieves the highest average mark for statistics and research methods components, a score not less than 70% for CLR 1, 2, 3 and 4, a GPA of 03 or above at the 3rd MBBS examination and have not repeated any modules during the 04 year period.

PATHOLOGY

Distinctions

Awarded at the end of year 4 to all students who obtain an average cumulative score of 70% or above for the modules Foundation in Pathology, Systematic Pathology I, Systematic Pathology II and Haematology in the first attempt.

Irene Maralanda Panabokke memorial prize for Pathology
(Amount - Approximately Rs. 1,000/-)

Awarded to the student who obtains First or Second Class Honours and the highest mark over 65% in Pathology at the Third MBBS Examination.

(Awarded at the end of 4th year, to a *student who obtain the highest average mark for the modules Foundation in Pathology, Systematic Pathology I Systematic Pathology II and Haematology in the 1st attempt).*

Loos gold medal for Pathology

Awarded for the greatest competence in Pathology at the Third MBBS Examination.

(Awarded at *the end of 4th year,* to a *student who obtain the highest average mark for the modules Foundation in Pathology Systematic Pathology I, Systematic Pathology II and Haematology in the 1st attempt).*

G. E. Tennekoon prize for Pathology
(Amount - Approximately Rs. 1,000/-)

Awarded to the student who performs best at the First attempt in the Third Examination in Pathology obtains a minimum mark of 70%.

(Awarded at the end of 4th year, to a student who obtain the highest average mark for the modules Foundation in Pathology Systematic Pathology I, Systematic Pathology II and Haematology in the 1st attempt).

PHARMACOLOGY

Distinctions

Students who obtain an average of 70% or more in the SAQ components of the modules Foundation in Pharmacology and Systematic Pharmacology I & II are eligible to sit a merit examination in Pharmacology (consisting of a written paper and a viva-voice examination).

Award of distinctions is based on the following calculation

- SAQs in Y3S1 and Y3S2 examinations - 50%
- Written paper (merit examination) - 30%
- Viva-voce (merit examination) - 20%

Students who obtain a final mark of 70% or more when calculated as above are awarded distinctions provided they have obtained a GPA of 2.00 or more at the 3rd MBBS examination.

Craib prizes (two prizes)
(Amount - Approximately Rs. 3,000/-)

The prize shall be awarded to the student who obtains 70% or more in Pharmacology with a First or Second Class Pass at the Third MBBS Examination.

(Awarded to *the two highest scoring students, above 70%, who obtain honours at the 3rd MBBS examination).*

MICROBIOLOGY

Distinctions

All students obtaining an average score of 70% or above in the Microbiology components of Infection 1, Defenses of the Body and Infection 2 modules, in the first attempt.

THIRD EXAMINATION FOR MEDICAL DEGREES

H. J. Hazari gold medal

Awarded for the greatest competence at the Third MBBS Examination.

Punchi Banda Panabokke and Irene Maralande Panabokke memorial scholarship
(Amount - Approximately Rs. 2,500/-)

Awarded to a Sinhalese student who has the best performance at the Third MBBS Examination and a First or Second Class Honours as well as an overall average of over 65%.

FINAL EXAMINATION FOR MEDICAL DEGEREES

University Prize For Academic Excellence
(Amount - Approximately Rs. 2,500/)

Awarded to all First Class holders at the Final Examination.

Perry exhibition
(Amount - Approximately Rs. 51,000/-)

Awarded to the student who obtains the highest aggregate and a First Class.

The Srilankabhimanya Hon. Lakshman Kadirgamar gold medal for excellence

Awarded to the student with First Class Honours, at the Final MBBS Examination for Medical degrees and has shown commendable performance in extra curricular activities during his/her undergraduate medical career.

Peradeniya University gold medal for the best all rounder in the Faculty of Medicine

Criteria will be available in the Web.

SURGERY

Rockwood gold medal for Surgery

Awarded to the student who obtains the highest mark in Surgery and a Distinction.

Garvin gold medal for Operative Surgery

Awarded to the student who obtains the highest mark in Operative Surgery and a Distinction.

Dr. H. S. Keerthisinghe endowment (3 Prizes)

(i) **A. C. Fernando prize in Surgery**
(Amount - Approximately 1,000/-)

(ii) **Barr Kumara Kulasinghe prize in Surgery**
(Amount - Approximately 1,000/-)

(iii) **B. H. Aluwihare prize in Surgery**
(Amount - Approximately 1,000/)

Awarded to 3 students who obtain the highest marks in Surgery (minimum requirement of 65% marks does not apply to this prize).

MEDICINE

Dhandishaw Dadhabhoy gold medal for Medicine

Awarded to the student who obtains the highest mark in Medicine and a Distinction.

OBSTETRICS AND GYNAECOLOGY

Naomi Thiagarajah memorial prize for Midwifery
(Amount - Approximately Rs. 3,000/-)

Awarded to the student who obtains the highest mark in Obstetrics (Clinicals and Orals) which should be 65% or above.

H. M. Peiris prize For Obstetrics & Gynaecology
(Amount - Approximately Rs. 2,000/-)

Awarded to the student who obtains the highest mark in Obstetrics & Gynaecology which 65% or above.

Maneckbai Dadhabhoy gold medal for Midwifery

Awarded to the student who obtains the highest mark in Obstetrics & Gynaecology and a Distinction.

Kingsley De Silva prize for Obstetrics & Gynaecology
(Amount - Approximately Rs. 2,500/-)

Awarded to the student who obtains the highest mark in Gynaecology and Obstetrics. The highest mark should be 65 or more and must pass the Final MBBS Examination in the first attempt.

PAEDIATRICS

Herbert A. Aponso prize in Paediatrics
(Amount - Approximately Rs. 2,000/-)

Awarded to the student who obtains a Distinction and the highest mark in Paediatrics.

21. Bursaries / Studentships - Faculty of Medicine

SLMDA Bursaries – Sri Lankan Medical and Dental Association in the UK

The above Association awards two bursaries for two medical students annually. The bursary consists of an annual payment of £150 pounds directly to the student's bank account. The bursary is a gift and there is no requirement to pay it back. It continues for 5 years- unless the students are no longer attend their MBBS course. The association gives applications and forms for feedback.

The Faculty scholarship committee selects two medical students according to the priority list. Selected students should submit feedback forms after issuing results of the examinations.

Address

Sri Lanka Medical and Dental Association in the UK
34, Redlake Drive,
Pedmore,
Stourbridge
DY 9 ORX
UK

Web page: www.srilankan-mda.org.uk

Hiran Sri Kirthisinghe Memorial Studentship

Applications are called for the Hiran Sri Kirthisinghe memorial studentship by the Faculty Scholarship Committee, after issuing result of Year 2 MBBS Examination.

The studentship shall be given annually for a one or more students of the 3rd year, who has proven need for money and has/have a GPA of 3.3 or above at the year 2 MBBS examination with a first class or a second class upper division. Applicant should submit an application with supporting documents. Selected student is entitled to buy books from Sarasavi bookshop, Kandy over a period of three years. Studentship value is Rs. 50000/-.

As per the decision of the scholarship committee, students are allowed to buy stationary at a value of Rs. 3000/= only.

Medical Faculty Studentship Fund

Five (05) students are selected each year according to the priority list for the Medical Faculty studentship fund. Only for needy students are awarded the above fund for a maximum period of 5 years. Students are awarded Rs. 500/- per month upto Rs. 5000/- per year in 10 installments. Maximum period of studentship is 5 years.

The grant of the studentship shall cease forthwith, if the particulars furnished by the beneficiary are found to be false or incorrect. The applicant should not be a recipient of any other grant. If for any reason the studentship of any student is cancelled by the Board of Administration he/she shall be asked to pay back the amount he/she had received from the fund to that time.

Pahantharuwa – Medical Student's Welfare Fund

15-20 students are selected according to the priority list annually for the scholarship until they receive Mahapola or Bursary award. The Scholarship is Rs. 1000/= per month to be paid in 6 installments for a maximum period of 6 months. At present all installments are given at once.

1. The medical faculty students' welfare fund is established to serve the following purpose.
   (a) The welfare fund shall provide financial assistance to needy students, who are yet to receive the initial payment of Mahapola, Bursary or any other Scholarship.
   (b) The Medical Faculty Students' Welfare fund shall provide financial assistance to students needing specialized medical treatment.
   (c) The welfare fund shall provide financial assistance to a funeral of an immediate relative of a student of the medical faculty (Father/Mother/Brother/Sister/Husband/Wife/Child)
   (d) Any other welfare measures needed to be provided to medical students as determined by management committee.
2. A "management committee" comprising of members from the Academic staff and administrative staff, together with representatives from the students of the Medical Faculty will manage the fund. The aim of this committee will be to maintain the fund efficiently and without misconduct.

a) The Medical Faculty Student welfare fund – Management Committee Members

- The Dean/Faculty of Medicine shall be the ex-officio chairman
- Bursar of his nominee/Assistant Bursar/Faculty of Medicine
- Registrar or nominee/Assistant Registrar/Faculty of Medicine
- Senior Treasurer- Medical Faculty Students' Union (MFSU)
- Two Senior Student Counsellors
- President/MFSU
- Vice President/MFSU
- Secretary- MFSU shall be the ex-officio secretary
- Junior treasurer – MFSU shall be the ex-officio treasurer
- Editor- MFSU

b) The responsibilities of the "management committee"
   i) The management committee shall make the basic decisions and grant permission for the release of the fund according to the constitution of the medical faculty students welfare fund, regarding the aims of the medical faculty students welfare fund.
   ii) Ii will manage and develop the medical faculty students welfare fund
   iii) The management committee will maintain documents relating to the transactions of the medical faculty students' welfare fund.
   iv) The financial structuring that is income and expenditure and the balance Sheet shall be prepared every 6 months which will be produced to the M.F.S.U. and displayed to the students.
   The annual financial statement of accounts shall be prepared for the financial year and shall be audited by the senior internal auditor of University of Peradeniya

3. Award of scholarship

a) The scholarship shall be awarded to 15 registered students from the new batch enrolled to the intensive English course of faculty of medicine.
b) The scholarship shall only be paid until Mahapola or any other scholarship is awarded to the students.
c) The payments of the scholarships must be initiated within one month after the enrollment of the students to the intensive course in English of medical faculty.
d) An application form shall be made available and interested students are requested to forward their applications.
e) Selected applications forms from the received forms are rechecked.
f) If and when a student has been shown to have given incorrect and misleading information in the application to the management committee, the student shall loose privileges of the Medical Faculty Students' Union.
g) Notification of scholarship scheme.
   i) The students of the new batch shall be notified of the scholarship scheme by the Dean
   ii) The importance of giving accurate and valid information should be stressed in these notifications
h) Issue of application forms
   i) Application forms shall be issued to the new batch on the day of the English placement test.
   ii) The Date, Name and Registration No. and Signature of the receiver expected when issuing an application form.
      - Scholarship payments

Kandy Doctors' Wives Association Studentship for Medical Students (KDWA)

The Studentship is Rs. 1500/ per month up to total period of 60 months given to new entrants to the Peradeniya Medical Faculty.

Self prepared applications should be submitted to the faculty including following details.

1. Full name of the applicant, home address and other contact details.
2. Registration number
3. Last school attended (prior to admission to the Faculty) with details of District & Province
4. Z score obtained at the GCE (A/L) Examination.
5. Income of the family (with supporting documents. Eg. From Grama Niladhari)
6. Number of members in the family & their status (students/employed/any other)
7. Whether University or any other scholarship is received by the applicant.

The Scholarship committee awards the above scholarship as per a priority list.

Senaka Bibile Memorial Studentship

REGULATIONS GOVERNING THE AWARD OF STUDENTSHIPS

1. This regulation shall be cited as Registration No 208 of the University of Peradeniya.
2. It is hereby determined as required by Para V section 29 (m) of the University Act No.16 of 1978 that the mode and conditions of competition for the University Act No. 16 of 1978 that the mode and conditions of competition for the award of the Senaka Bibile Memorial studentship endowed by the Family of late Prof. Senaka Bibile: shall be governed by the following provisions.
    - 2.1 The Studentship shall be called the Senaka Bibile Memorial Studentship
    - 2.2 Starting in the 1st year and during the entire course of five years, the Studentship/s shall be given to one or more students at a time based on the availability funds.
        - 2.2.1 The Studentship shall be awarded on the recommendation of the committee appointed for propose by the Faculty Board of Medicine
        - 2.2.2 In assessing the applicants, that committee shall consider the following criteria.
            - Merit (on A/L Z score and O/L results)
            - Income of the Parents (salary/pension/other incomes)
            - Parents living/not and the health of the parents
            - Number of siblings and his /her position among them
3. The Committee shall recommend to the Faculty Board of Medicine, the most deserving student/s for receiving the studentship.
4. The final selection will be confirmed by the Faculty Board of Medicine
5. If the studentship is not awarded in a particular year, the entire annual income shall be credited to the capital.

PeMSAA Studentship

1. The studentship/s shall be given monthly to one or more 1st year students. The value of the studentship shall be Rs. 1000-1500/= per student or more, depending on the availability of funds.
2. The studentship shall be awarded on the recommendation of the committee appointed for the purpose by the Faculty of Medicine.
3. In assessing the applicants, that committee shall consider for the following
   - Merit (on A/L score and O/L results)
   - Income of the Parents (Salary/Pension/Other Incomes)
   - Parents living/not and the health of the parents
   - Number of sibling and his/her position among them
4. The committee shall recommend to the faculty board of medicine, the most deserving student/s for receiving the studentship.
5. The final selection will be confirmed by the Faculty of Medicine
6. If the studentship is not awarded in a particular year, the entire annual income shall be credited to the capital.

Faculty Earned Fund Scholarships

Ten scholarships per batch is awarded each year using the funds earned from foreign students.

Studentships/Bursaries of the Faculty of Medicine, University of Peradeniya

These Studentships and Bursaries are meant to help students who face financial difficulties. A reasonable amount of money will be provided for the student during the undergraduate period. These studentships will be advertised each year by the Faculty when a new batch of students arrives. The applications forms will be available at the Dean's office. Students who wish to apply may fill this form and together with a letter justifying their need for financial help and a certificate from the Grama Niladhari of their division, hand it over to the Dean's office before the stipulated date.

All applicants will be interviewed by a panel including the Dean, Chairperson Student Affairs Committee, Chairperson Scholarships Committee and a senior student counselor. The selected students will be notified by the Dean and copies of this letter will be sent to the donor, parents of the student, the Assistant Bursar of the Faculty and the mentor of the student. A copy of the letter will also be kept in the personal file of the student. The students will be asked to collect their stipend each month, at a fixed date and time, from the Assistant Bursar's office of the Faculty of Medicine.

The student who receives these studentships shall sign a document agreeing to contribute to the studentship at the end of their studies. They may pay monthly to the studentship account and this money will in turn be used to help other students who need financial help.

22. How to access the Faculty Website

Type **http://med.pdn.ac.lk/** in the address bar to access the Faculty Website.

How to access the course content (learning Objectives) and Time tables in the Faculty website

Select **Information for Students ➡ Module Objectives/Time Table ➡ Batch**

How to access Course Map

Select **Information for Students ➡ Course Map**

How to View the Faculty Master Plan (MAT)

Select **Information for Students ➡ Master Plan**

How to access Examination Rules and Regulations in the Faculty web

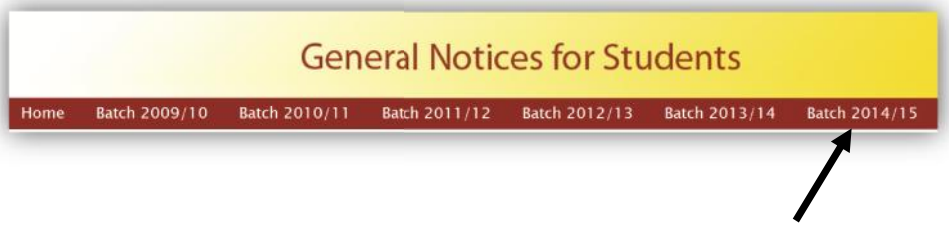
Select **Information for Students ➡ Rules and Regulations**

How to access Examination Results

Select **Information for Students ➡ Results**

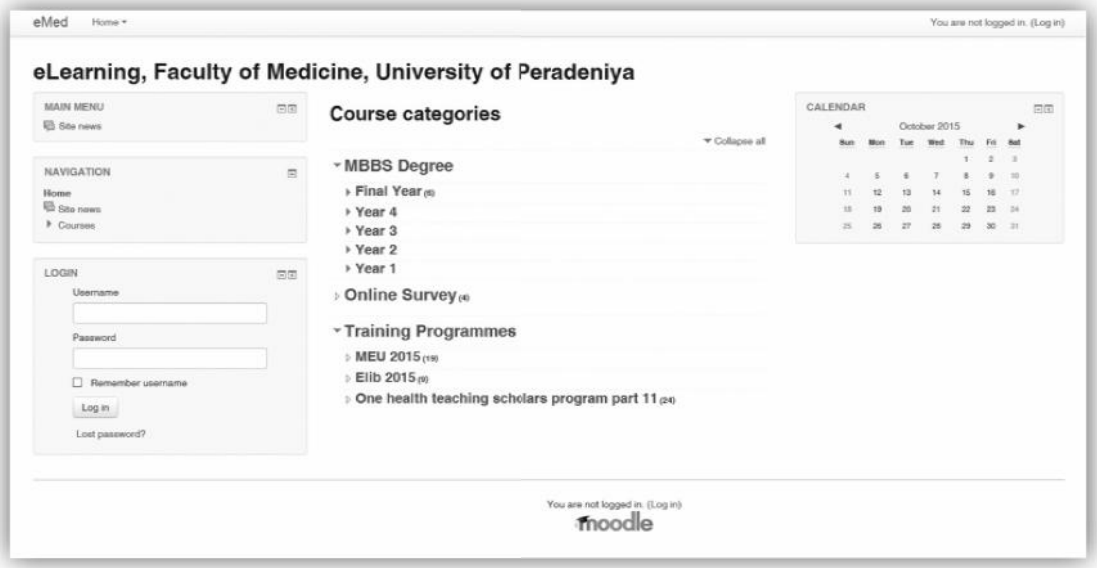
How to Access Faculty E- Notice Board in the Faculty Web

Select **Notice Board ➡ Student Notices ➡ Batch 2014/15**



How to access Learning Management System: Moodle

Select **e-Learning**



Please contact e-Library staff for further information and assistance.

Acknowledgements

We would like to thank all academic and non-academic staff members of the faculty, especially Dr. Kosala Marambe (Director, MEU), Dr. Deepthi Edussuriya (Chairperson, CCC) and Dr. Indu Nanayakkara (Chairperson, Student Affairs Committee) for their immense contribution to make this Handbook a success.

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Designed by Sampath Nawaratne
Dean's Office

Photographed by Gamini Gunasekara
Technical Resource Centre

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