

(A Deemed to be University declared under Section 3 of UGC Act 1956)

Comprising Sri Devaraj Urs Medical College [Constituent unit of Sri Devaraj Urs Educational Trust for Backward Classes (Regd.)] TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

Ph: 918152-243003, +91 9448395232, Fax: +918152 - 243008 E-mail - registrar@sduu.ac.in / office@sduu.ac.in, Website: www.sduu.ac.in

1.1.2 Details of the revised Curricula Syllabi of the programmes during the last five years

SL. No.	Program name of revised syllabus	Year of revision	Syllabus Prior to Revision	Syllabus Post revision	Extract of AC, BOM & BOS Minutes
1.	MBBS	2019-2020	Focus on knowledge acquisition Driving force for the process and responsibility for content was teacher Curriculum was compartmentalized and subject specific Attitude, Communication and Ethics was part of hidden curriculum and was not explicit Direct exposure to clinical materials and patients was not a part of the curriculum. No emphasis is given to self-directed learning and co-curricular activities More of didactic lectures and less of skill acquisition Assessments were summative in nature and less importance	 Curriculum Foundation Course Early Clinical Exposure Alignment and Integration Humanities AETCOM-(Attitude Ethics Communication) Electives Skill Training & Assessment More DOAP rather than didactic lecture Certifiable skills Formative and continuous assessment Pandemic Module Student doctoral program Log book 	http://sduu.ac.in/NAA C_SSR/CRT1_1.1.2/1.1.2 MBBS CBME_d.pdf



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				to continuous assessments.			
			•	Emphasis on small group			
				discussion and DOAP was less	_		
2.	MD - Anesthesia	2019-2020	•	The curriculum was more of		llient features of Post Graduate	http://sduu.ac.in/NAA
3.	MD - Anatomy	2019-2020		context oriented and teacher		BME Curriculum	C_SSR/CRT1_1.1.2/1.1.2
4.	MD - Biochemistry	2019-2020		centric	•	The curriculum is more	PG CBME_d.pdf
5.	MD - Community	2019-2020	•	Soft skills like communication		application based and has	
	Medicine			was learnt by observing the		learner centric approach	
6.	MD - Dermatology	2019-2020		teacher as a role model	•	The importance of soft skills	
7.	MD - Forensic Medicine	2019-2020	•	Emphasis on attitude and		like communication and	
8.	MD - General Medicine	2019-2020		professionalism was less		professionalism has been	
9.	MD - Microbiology	2019-2020		stressed during their		addressed to promote value	
10.	MD - Pathology	2019-2020		programme		based education	
11.	MD - Pediatrics	2019-2020	•	Research attitude was		Mandatory requirement of	
12.	MD - Pharmacology	2019-2020		demonstrated only by		Online course of Research	
13.	MD - Physiology	2019-2020		completion of Dissertation		Methodology to be completed	
14.	MD - Radiology	2019-2020	•	Less emphasis on Formative		by the end of 2 nd semester to	
15.	MS - ENT	2019-2020		assessments	_	inculcate research attitude	
16.	MS - General Surgery	2019-2020	•	Evaluation tools were more	•	District residency programme of 3 months to be undertaken	
17.	MS - OBG	2019-2020		subjective in nature The minimum attendance was		during 3 rd , 4 th or 5 th semester	
18.	MS - Ophthalmology	2019-2020		80% for each academic year		of PG programme	
19.	MS - Orthopedics	2019-2020	•	There was no much weightage		Academic year is now	
	_			given to feedback in the	1	substituted as academic term of	
				formative assessment		6 months where the candidate	
				Direct demonstration of skills		should have 80% attendance	
				on patients without being	_	Introduction of Quarterly	



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			learnt initially on the models in skill lab • Periodical assessments were not given much importance	Assessment using checklist More emphasis on formative assessments Entrustable Professional Activities included in the	
				 curriculum Evaluation tools are more objective in nature Work place based assessments in the form of direct observation and feedback Minimum 40% marks in each theory paper and not less than 50% cumulatively in all 4 papers and obtaining 50% marks in practical examinations is mandatory 	
20.	B.Sc. MLT Bachelor of science Medical Laboratory Technology	2016-2017	Minimum required courses are included in the curriculum for a particular	Salient features of Choice based credit system (CBCS) scheme • Choice based credit system is	http://sduu.ac.in/NAAC_ SSR/CRT1_1.1.2/1.1.2 AHS CBCS_d.pdf
21.	B.Sc. Bachelor of science. Imaging Technology	2016-2017	programStereotyped delivery of	making the learning more student centric. The students	
22.	B.Sc. Bachelor of science. Anesthesia & Operation Theatre Technology	2016-2017	course content for all the courses which is generally restricted to didactic lecture, practical/clinical session.	have the opportunity to choose interdisciplinary, intra-disciplinary courses. It is skill oriented and more flexible for	



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23.	B.Sc. Bachelor of science Ophthalmic Technology & Optometry B.Sc. Bachelor of science Renal Dialysis	2016-2017	•	Student should perform consistently in all the courses and score stipulated minimum marks for a pass during evaluation.	•	learning CBCS allows students to select subjects of their choice and interest comprising of - Core courses, Elective courses which	
25.	Technology B.Sc. Bachelor of science Radio Therapy Technology	2016-2017	•	The scope of enhancing knowledge, confidence, skills and values are limited due to rigidity of the curricular content and framework.		includes discipline specific elective course, generic elective course and projects, ability enhancement courses and skill enhancement courses.	
26.	BPT Bachelor of Physiotherapy	2017-2018	•	There is a chance for complete lack of relationship between the learning experience (education), employment, demands in terms of skills and competencies. A minimum and skills will enables a students to acquire the degree by meeting the prescribed pass criteria		Grading CBCS follows semester pattern i.e odd and even semesters constituting an academic year. Students are evaluated at the end of each semester. In CBCS credit based grading system is used instead of calculating percentage of marks.	http://sduu.ac.in/NAAC_ SSR/CRT1_1.1.2/1.1.2 BPT CBCS_d.pdf

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