



Sri Devaraj Urs academy of higher education & research
(A Deemed to be university declared under section 3 of UGC Act 1956)
Tamaka, kolar-563103, Karnataka india
Website:www.sduu.ac.in

The following are the Student-centric methods used for enhancing learning experiences in the academy:

· Integrated learning	Pre & para clinical departments
Self-directed learning	Dept. of Physiology
Participatory learning	Anatomy, pathology, physiotherapy, Clinical nutrition & dietetics
Problem solving methodologies	Dept.t of microbiology
Patient-centric and Evidence-Based Learning	clinical departments
Learning in the Humanities	Pre-clinical departments
Project-based learning	Community medicine
Role play	Clinical departments

Details enclosed.

Dean

Faculty of medicine

Principal

Sri Devaraj Urs Medical College
Tamaka, Kolar - 563 101.

Dean

Faculty of All Health Sciences
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Instructional strategies include active learning methods which requires student's engagement within and beyond classroom and caters to all the three domains of learning: cognitive, psychomotor & Affective.

Most of the competencies/outcomes and objectives of course and program are achieved by teaching learning methods that include small group teaching, practical demonstrations, bed side clinics & lab based, museum-based teaching.

Integrated/interdisciplinary learning

Integrated teaching is in practice to ensure holistic approach in management of patients rather than confine to silos. Students are exposed to case-based learning & problem solving so that they possess inquisitive approach in acquiring knowledge across various disciplines. The inter department symposia in PG program provides a platform for interdisciplinary learning and helps in integration of knowledge of basic sciences. The pre and para clinical departments use integrated learning vividly.

Self-directed learning

To cater to their lifelong learning that is expected of their profession, small portion of time is dedicated for self-directed learning. Students are encouraged to participate in CMEs and conferences as attendees, present research papers, attend workshops thus encouraging learning from peers and advanced learning beyond the curriculum.

Participatory learning

Flipped class rooms and Google class rooms have shown to increase student's participation and makes student accountable for their own learning.

Faculty have realized that whatsapp-based discussion has gained students acceptance and is one of the online modes of student's engagement after class hours.

Innovative methods like using debates to enhance comprehension, presentation and communication is being tried in individual departments with encouraging results. Students do have an informal peer learning process. PG programs have seminars, journal clubs and symposiums to enhance their analytical and synthesis skills of the high cognitive domain. Online learning platforms for beyond class hours, institution has a learning management system in place that can also be used for participatory learning.



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Problem solving methodologies

Various small group teaching methods are being practiced by faculty to encourage interaction between students and between teachers and faculty like Modified team-based learning that is used by few depts to promote team learning & problem solving. Objective triggered learning practiced by Microbiology have stimulated exploratory learning in students.

Patient-centric and Evidence-Based Learning

Students perform experiments and understand concepts in various courses which has infrastructure for hands on learning. Dissection halls provide Under Graduates & Post Graduates for cadaver-based learning & skill acquisition. Students undergo skill lab training to acquire skills by practice and reflection. Bed side & lab-based teaching demonstrates evidence and facilitates students to imbibe skills to practice Evidence Based Medicine.

Dissertation work carried out by the PGs enhanced their research skills that also navigates them towards mastering skills of evidence-based medicine.

Learning in Humanities:

Institution lays impetus on inclusion of ethic and humanities for which sessions / workshops are conducted by external experts and in-house faculty.

UG programs are introducing reflective practice after observation with past knowledge for effective construct of new knowledge gained by experience emphasized in phase 1 courses.

Project based Learning:

Departments use projects to facilitate kinesthetic learning. Community based learning involving small group projects is utilized for UG students in the department of community medicine. PG programs have mandatory projects to be submitted as curricular requirement. Assignment as a part of continuous assessment requires completion of projects.

Role play

Role plays are effectively for competencies of affective domain like attitude and communication in the clinical departments.

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