



SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION AND RESEARCH

ಶ್ರೀ ದೇವರಾಜ್ ಅರಸ್ ಉನ್ನತ ಶಿಕ್ಷಣ ಮತ್ತು ಸಂಶೋಧನಾ ಸಂಸ್ಥೆ

(A Deemed to be University Declared under Section 3 of UGC Act 1956)
[Constituent Unit of Sri Devaraj Urs Educational Trust for Backward Classes (Regd.)]
TAMAKA, KOLAR - 563 103, KARNATAKA, INDIA

Sri Devaraj Urs Academy of Higher Education and Research remains committed to fostering a learner-centered educational environment, grounded in the values of active participation, critical thinking, and integrated knowledge application. The institution employs a diverse array of pedagogical strategies meticulously crafted to foster involvement across all three domains of learning—cognitive, psychomotor, and affective. The methodologies are inspired by the traditional Indian educational paradigm, wherein learning was individualized and facilitated through mentorship, and they have been judiciously modified to align with contemporary educational benchmarks and expected outcomes.

Self-Directed Learning (SDL)

In alignment with the objectives of lifelong learning, SDL is systematically integrated as a structured methodology that imparts upon students the autonomy to explore subjects that extend beyond the formal curriculum. Each month, SDL revolves around specific competencies. Students are provided with topics in advance and are anticipated to prepare and deliver seminars. These sessions are augmented by case-based multiple-choice questions that stimulate critical analysis and the application of theoretical concepts.

SDL is additionally employed to encompass non-core competencies. Subjects such as anxiety, migraine, and dietary supplements are examined within these sessions. Group presentations, reflective exercises, and logbook documentation serve to further consolidate the learning experience. Students also engage in SDL through Learning Management System (LMS) platforms for disciplines such as microbiology and biochemistry, wherein modules are made accessible for self-directed learning. Seminars on immunity, auto immunity, micronutrients, digestion and absorption of carbohydrates, glycolysis, regulation of sodium and water, basal metabolic rate, liver function tests, Adrenal function test, thyroid function test, Gluconeogenesis, TCA cycle. Assignments on Learning Management System on topics atherosclerosis, Lipoma, concentric hypertrophic heart, malignant melanoma

Integrated and Interdisciplinary Learning

The horizontal and vertical integration of subjects ensures that learning is contextualized and holds clinical relevance. Interdepartmental collaboration promotes a holistic comprehension of health conditions. Integrated Teaching (AITO) interlinks fundamental sciences with clinical disciplines, including surgery, medicine, and paediatrics. Topics such as diabetes, ischemic heart disease, malaria, diarrhoeal diseases, pyrexia of unknown origin and tuberculosis are imparted through a cross-disciplinary lens. Early Clinical Exposure (ECE) by pre-clinical departments enables students to correlate foundational principles with practical clinical applications. Subjects such as thyroid disorders, growth assessments, and nutritional evaluations are deliberated upon using integrated teaching methodologies that involve physiology and paediatrics.

Participatory and Collaborative Learning

Active engagement constitutes a fundamental characteristic of student-centered education at SDUAHER. Students are encouraged to participate in the educational process through presentations, tutorials, and interactive dialogues. Tutorials adopt a systematic framework wherein students present designated topics, subsequently followed by faculty-guided

clarifications and formative evaluations. The Jigsaw method is extensively utilized, permitting students to collaborate in groups, master specific subtopics, and instruct their peers within reorganized learning teams. Google Classrooms, WhatsApp groups, and various LMS tools are employed to facilitate discussions beyond standard class hours. Case-based discussions and quizzes are routinely conducted to ensure the retention and practical application of concepts. Jigsaw method was conducted in the tutorials to teach Developmental assessment and Approach to a child with developmental delay. Jigsaw puzzle method is used for small group discussion in tutorial classes. Each topic is divided into 5 objectives which will be put up on the notice board 1 week prior to the class. Students will be divided into 5 groups based on roll numbers. Each group to select one objective. For eg: On day 1 group 1 will select 1st objective, group 2 will select 2nd objective and so on. on day 2 group 1 will select 2nd objective, group 2 will select 3rd objective and so on. For the first one hour students will discuss about the objective allotted. For the second hour new groups will be formed with one each representing the previous group. In new group formed the students shall teach others the objectives allotted to them.

Problem-Based and Problem-Solving Learning

Problem-Based Learning (PBL) is actively integrated through case-based scenarios wherein students collaborate in small groups, assuming roles such as group leader, scribe, and facilitator. Topics such as diarrhoea and urinary tract infections are investigated, guiding students to delineate learning objectives, conduct literature reviews, and collaboratively analyse cases. This pedagogical approach cultivates clinical reasoning, leadership, and communication competencies. Problem-solving methodologies are also applied in practical classes, such as ENT, where students execute hearing assessments and interpret the resultant findings. Exercises involving prescription critiques and rewriting further augment analytical reasoning and decision-making capabilities.

Objective Triggered Learning (OTL)

To guide students through the vast and rapidly advancing knowledge base in medical sciences, OTL sessions are conducted with well-defined learning objectives. Subjects such as malaria, diarrheal pathologies, and pyrexia of unknown origin are introduced through displayed questions prior to the scheduled date of OTL on notice board and notifying the students regarding same. Students engage in the preparation of responses, convert content into flowcharts or diagrams, and explain their answers to peers in small groups. This pedagogical approach enhances retention and comprehension of material through visualization and collaborative discourse. Procedural skill training and evaluation- for post graduates in technical skills and mannequins in skill lab. Participatory learning: - students where send for BLS and ACLS courses for training them under AHA certified provider courses. Students participated in the course actively and learned the skills of team leader and resuscitation in cardiac emergencies (arrhythmias and post cardiac arrest care)

Experiential and Skill-Based Learning

Practical engagement constitutes a fundamental aspect of student education. The institution facilitates access to skill laboratories, simulated settings, and mannequins to cultivate expertise in emergency management. Students receive training in procedures such as tracheostomy and



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postoperative care under the guidance of the ENT department, normal vaginal delivery under the OBG department and many more as part of the CBME curriculum. Dissection halls, bedside clinics, and laboratory-oriented instruction further reinforce experiential education. Additionally, students participate in academic conferences and workshops to acquire exposure to realistic, real-world applications of their scholastic endeavours.

Patient-Centric and Evidence-Based Learning

Students are exposed to patient interactions, where emphasis is placed on history-taking, clinical examination, imaging interpretation, and management discussions. Evidence-based practice is integrated through journal clubs, clinical audits, and case-based discussions. Dissertation and STS ICMR projects further advocate for a research-oriented paradigm among postgraduate students. Case Discussions- on anaesthesia for patients with severe comorbidities coming for different surgeries. The discussion is in terms of history, physical examination, provisional diagnosis, preoperative evaluation and preparation, anaesthetic concerns, management and post-operative care. Journal Club- Critical review of recent studies published in anaesthesiology journals.

Role Play and Humanities in Medical Education

The AETCOM module emphasizes values such as empathy, professionalism, and ethical decision-making. Students engage in role play, debates, and collaborative exercises to simulate real-life ethical dilemmas and communication scenarios. Topics include informed consent, autonomy, non-maleficence, and beneficence. These competencies are revisited at various stages of training through sessions facilitated by faculty and external specialists.

Project-Based Learning

Projects empower students to translate theoretical knowledge into practical contexts, particularly within community medicine and public health domains. Both undergraduate and postgraduate students are mandated to undertake projects as a requisite component of their curriculum. Topics extend from biotransformation and anticoagulants to public health surveillance and nutritional assessments. Visual aids such as charts, models, and posters (e.g., Zymomycosis, Rhizopus, Autoclaves, Hybridoma Technology) facilitate kinaesthetic learning. Departments leverage project-based learning to foster inquiry, critical thinking, and ongoing assessment.

Registrar
Registrar
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Education and Research
Tamaka, Kolar - 563 103.