



Curriculum Enrichment

Sr . No	Name of Teaching-Learning Experiences	List of Student-Centric Activities
1	Self-study approach to learning	<ul style="list-style-type: none">• students to undertake Enrichment programs and e-resource based courses with a view to add value to existing knowledge• Objective based assignments• Mini projects based on themes/trends with objectives• Tasks, projects and write researchpapers• Literature review search on the current and latest information in health sciences• Assessment of Self-Rating for Self-Directed Learning using SRSSDLTool• Visiting new set-ups pertaining to the latest in Healthcare Technology and learning how they are operated• Clinical and preclinical tasks
2.	Patient-centric and Evidence-based learning	<ul style="list-style-type: none">• . Activities based on observable facts leading to verifiable patient-care outcomes through clinical trials and audits• Clinical examination of Real patients – Observation of the manifestation, symptoms and undertaking an exercise in diagnosis of the disease or undertaking bedside examination under the guidance of a senior medical personnel.• Learn to diagnose and manage problems of varying difficulty.• Apply the latest line of treatment wherever possible by undergoing suitable training.• Practicing diagnostic and therapeutic procedures in simulation laboratories and Operation Theatres.• Learning through simulation and Computer technology and applying it on virtual patients.



3.	Experiential Learning	<ul style="list-style-type: none">• Procedural skills - In simulated environment (skills lab) (UGs) and real patients (PGs) –with supervision
		<ul style="list-style-type: none">• Developing research aptitude skills and updating knowledge by undertaking research projects.
		<ul style="list-style-type: none">• Conducting Hands on training workshops
		<ul style="list-style-type: none">• Undertaking Clinical case-taking in the OPD orWards
		<ul style="list-style-type: none">• Enabling early clinical exposure for Students in the basicsciences
		<ul style="list-style-type: none">• Undertaking Industrial visits with entry in journals.
		<ul style="list-style-type: none">• Undergoing Internships in the core and related sectors.
		<ul style="list-style-type: none">• Field trips and visits to the Community at large
		<ul style="list-style-type: none">• Providing assisted learning through a teaming up with mentors/peers to enhance real time learning experience
		<ul style="list-style-type: none">• Creating think tanks of students' groups to identify problems, find solutions and brain storm. Which is 'Think-Pair-Share'
4	The Humanities	<ul style="list-style-type: none">• Workshops on stress management, counseling andguidance.
		<ul style="list-style-type: none">• Courses and activities on gender sensitization and soft skills training.
		<ul style="list-style-type: none">• Courses and workshops on communication and interpersonal skills
		<ul style="list-style-type: none">• Creating course content related to case studies and other aspects on professional ethics
		<ul style="list-style-type: none">• Curriculum created with inputs on human values
		<ul style="list-style-type: none">• Students are exposed to courses and training on personalitydevelopment
5.	Role Play	<ul style="list-style-type: none">• Participation in National Schemes such as Swachh Bharat Abhiyan, National Rural Health Mission etc. and creating/ performing street pays with these themes
		<ul style="list-style-type: none">• Participation in days of National and International Importance like International Women's Day, Mother's Day
		<ul style="list-style-type: none">• To sensitize students on humanities and interpersonal relationships by organizing reading sessions with writers, talks by corporate leaders.
		<ul style="list-style-type: none">• To encourage students to learn ethical issues through dialogues and Group Discussions
		<ul style="list-style-type: none">• To involve students on social issues and problems through performances of roles in skits/dramas while undertaking community



		services
		<ul style="list-style-type: none">• To organize workshops on communication skills and understand how to interact with patients through role play
		<ul style="list-style-type: none">• Enacting from well known plays and drama and films based on gender sensitization and holding a Panel Discussion on this.
6.	Project-based learning	<ul style="list-style-type: none">• The curriculum provides for research based Projects for dissertations
		<ul style="list-style-type: none">• The curriculum promotes summer training/industrial training/internships and exposure to real time application of knowledge of concepts.
		<ul style="list-style-type: none">• Several ICMR-STs, DPU-STs projects are incorporated in the course for UG and PG students to inculcate analytical and innovative skills.
		<ul style="list-style-type: none">• Conducting of workshops for research paper writing/research methodology to promote projects that can blossom into full fledged start-ups/medical units/Health Care Labs.
7.	Problem-solving methodologies	<ul style="list-style-type: none">• To record and chronicle facts and observations and hold forth discussions in Journal clubs
		<ul style="list-style-type: none">• Conducting of Workshops to impart training and for problem solving in the emerging areas in research
		<ul style="list-style-type: none">• Allotment of research problems including clinical and non-clinical/clinicalcases
		<ul style="list-style-type: none">• Developing Case Scenarios including video clips, case scenarios, X-ray and diagnostics tests
		<ul style="list-style-type: none">• Providing enrichment with value added courses
		<ul style="list-style-type: none">• Conducting Problem based tutorials
8	Integrated/Interdisciplinary Learning	<ul style="list-style-type: none">• There are provisions for Choice Based Credit System and Elective Courses from different domains
		<ul style="list-style-type: none">• Interdisciplinary courses are part of the curriculum to assist in problem solving through correlation.
		<ul style="list-style-type: none">• Integration of horizontal teaching learning e.g. 1st Year such as preclinical year in medicine or dentistry plan the teaching-learning in an integrated manner or similarly para-clinical courses are taught in an integrated manner in 2ndyear.



		<ul style="list-style-type: none">Integration of vertical teaching learning that involves integrated teaching plan for one topic such as communication skills, bioethics, tuberculosis, etc. that is spread over 1st year, 2nd year and 3rd/4th year involving many of the departments from pre-, para- and clinical years
9	Participatory learning	<ul style="list-style-type: none">Extra-curricular and co-curricular activities including role plays on social issues, health camps, community outreach activities etc are part of the curriculum.Innovations and entrepreneurship are given an impetus and exemplary projects are sent to competitions or used to impart training to junior participants to enhance learning through skill up-gradation workshopsTools of technology are harnessed eg Use of Zoom/Webex etc., videoconferencing, to enhance the scope of participation of the learners.Providing of platforms for academic and researchConducting QuizzesConducting Group discussions/ Clinical meetingsClass tutorials based on key concepts.Interactive classroom teaching - designed such that all learners participate activelyWork place based learning- Clinical case based learning and ward posting to ensure hands-on learning.By promoting Community posting .and work to ensure appropriate exposure to societal issues, concerned with health care.Adopting the time efficient One Minute Preceptor method that explains a general principle by making effective use of questioning techniques, learning through evidence, giving guidance about errors and omissions and arriving at valid conclusions.