



JAWAHARLAL NEHRU MEDICAL COLLEGE

KLE Academy of Higher Education & Research

(Deemed-to-be-University)

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Accredited 'A' Grade by NAAC (2nd Cycle)

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STUDENT CENTRIC METHODS OF TEACHING LEARNING

Innovative practices of the Department of Anatomy

These are the topics of the innovative practices :

- 1) Perception of Students on Flipped Classroom Sessions: a pilot study
- 2) Quiz as an Interactive Teaching- Learning Module in Embryology
- 3) Jigsaw Technique – An Innovative Teaching Strategy in Anatomy
- 4) Think Pair Share a method to enhance the Poor performer's Performance
- 5) Perception and Effectiveness of Mentorship Programme on first year Medical students

These are the details of the innovative practices :

1) Perception of Students on Flipped Classroom Sessions: a pilot study

Authors: *Daksha Dixit, **Shilpa Bhimalli, ***Sheetal Pattanshetti

Designation: *Professor, **Professor & Head of Department, ***Associate Professor

Affiliation: Department of Anatomy, Jawaharlal Nehru Medical College, KLE Academy of Higher Education & Research, Belagavi, Karnataka.

Introduction – In a flipped classroom, the traditional lecture and homework elements are reversed. Students have access to course material prior to the class. Class time is then used for clinical case discussion, small group and other active learning exercises.

Objective – To study the perception of first year medical undergraduate students on flipped classroom sessions and to study the effectiveness of these sessions on achieving their learning objectives.

Material & Methods – A total of 5 flipped classroom sessions were conducted on gross anatomy topics, the course material (lecture notes, power-point presentations or previously recorded lecture videos) was shared with the students through the class *Whatsapp* group. The class time was used constructively for clinical case discussion and applied anatomy aspects. Each session had a pre- and post-test which included multiple choice questions and short answer questions. At the end of these sessions, a mixed closed and open ended questionnaire was used to obtain the students' perception on the flipped classroom session.

Results – Out of the 196 students, 79% found these sessions more engaging than the traditional class and had ease in self pacing their learning experience. Eighty two percent opined that such sessions improved their active participation in class and in turn helped them in solving the tests better. Eighty seven percent showed better performance in the post-test.

Conclusion - Flipped classroom session includes active learning contributing to better student understanding and assimilation of the subject matter. It is well appreciated and received by students as an adjuvant to the traditional teaching-learning methods.

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Perception of Students on Flipped Classroom Sessions: a Pilot Study

Authors: *Daksha Dixit, **Shilpa Bhimalli, ***Sheetal Pattanshetti Designation: *Professor, **Professor & Head of Department, ***Associate Professor
 Affiliation: Department of Anatomy, KAHER's J.N.Medical College, Belagavi, Karnataka.



Introduction

- The advances in technology have shifted the teaching learning process from the age-old, teacher-centric approach to more student-centric strategies¹. Flipped classroom involves two elements: direct computer-based individual learning outside the class and interactive group learning inside the class.
- Eric Mazur popularized this method claiming that there was a three-fold increase in learning with the help of flipped classroom sessions when compared to the traditional classroom teaching².
- Flipped classroom activity consists of three stages: pre-class learning preparation, in-class active learning and post-class learning consolidation³.

Objective

- To study the perception of first year medical undergraduate students on flipped classroom sessions and to study the effectiveness of these sessions on achieving their learning objectives.

Material & Methods

- A total of 5 flipped classroom sessions were conducted on gross anatomy topics, the course material was shared through the class *Whatsapp* group. The class time was used constructively for clinical case discussion and applied anatomy aspects.
- Each session had a pre- and post-test which included multiple choice questions and short answer questions.
- At the end of these sessions, a mixed closed and open ended questionnaire was used to obtain the students' perception on the flipped classroom sessions.
- The data was analyzed using MS Excel and SPSS Statistics for Windows, version 20.0.

Results

Table 1: Perception, Attitude and Knowledge towards Flipped Classroom

	Attitude	Perception	Knowledge
Mean	3.7819	2.9957	3.7211
N	199	199	199
SD	0.74187	0.74011	0.83119

Table 2A: Perception, Attitude and Knowledge towards suitability and acceptability of Flipped Classroom

Q10	Knowledge	Attitude	Perception
1	N 99 Mean 4.0523 SD 0.72703	N 99 Mean 4.9667 SD 0.62792	N 99 Mean 3.0539 SD 0.86931
2	N 92 Mean 3.4889 SD 0.6874	N 92 Mean 3.3391 SD 0.65481	N 92 Mean 2.9327 SD 0.50144
Total	N 191 Mean 3.7809 SD 0.76063	N 191 Mean 3.8126 SD 0.69179	N 191 Mean 2.9981 SD 0.7171

Table 2B: F-test applied to Perception, Attitude and Knowledge towards suitability of Flipped Classroom

	Sum of Squares	df	Mean Square	F	Significance Value	
Knowledge Q20	Between groups	(combined) 15.137	1	15.137	30.177	0.000
	Within groups	94.802	189	0.502		
	Total	109.939	190			
Attitude Q20	Between groups	(combined) 13.271	1	13.271	32.297	0.000
	Within groups	96.945	189	0.513		
	Total	110.216	190			
Perception Q20	Between groups	(combined) 0.759	1	0.759	1.48	0.225
	Within groups	96.945	189	0.513		
	Total	97.704	190			

Table 3: Comparison of scores between Pre-test and Post-test

	Pre-test	Post-test	Improvement
Mean	50.82152975	78.01699717	27.19546742
SD	25.24556032	19.87991595	32.47796908
N	706	706	706
Z-test	22.48761847		Paired t-test 22.24897531
	P<0.001		P<0.001

In this study, 79% students found the flipped classroom sessions more engaging than the traditional class and had ease in self-pacing their learning experience. Eighty two percent opined that such sessions improved their active participation in class and in turn helped them in solving the tests better. Eighty seven percent showed better performance in the post-test. Students expressed their satisfaction with the pre-class video lectures and course material which they could go through at their own time and pace. Thus the students took responsibility for their learning. However, it was also observed that students who had not done the pre-class lecture preparation had not benefited from this teaching-learning approach.

Conclusion

- Flipped classroom is an interactive, student-centric and flexible approach and it was well appreciated and received by the students.
- It can be used as an adjuvant to the traditional teaching-learning methods in medical colleges.

References

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- Mazur E. Education. Farewell, lecture? *Science*. 2009; 323: 50-51.
- Kong SC. Developing information literacy and critical thinking skills through domain knowledge learning in digital classroom: An experience of practicing flipped classroom strategy. *Computer & Education*. 2014; 78: 160-73.

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MBBS Phase I - Flipped Classroom 5

Roll No 183

Date: 14-03-2019

Topic: Posterior triangle of neck

Time 9am - 10 am

Multiple Choice Questions 5 X 1 marks (Tick the correct option)

- The _____ part of subclavian artery is a content of the occipital triangle
 a first b second third d fourth
- The muscles forming floor of posterior triangle are covered anteriorly by _____
 a pretracheal fascia b prevertebral fascia c carotid sheath
 d investing layer of deep cervical fascia
- The posterior triangle of neck is subdivided by _____
 a superior belly of omohyoid b inferior belly of omohyoid
 c anterior belly of digastric d posterior belly of digastric
- The first part of subclavian artery on the left gives _____ branches
 a two b three c four d five
- The subclavian vein is separated from the subclavian artery by _____ muscle
 a scalenus anterior b scalenus medius
 c scalenus posterior d scalenus minimus

MBBS Phase I - Flipped Classroom 4

Roll No 183

Date 14-03-2019

Topic: Posterior triangle of neck

Time 9am - 10 am

Multiple Choice Questions 5 X 1 marks (Tick the correct option)

- The only true content of the posterior triangle of neck is _____
 a spinal accessory nerve b dorsal scapular nerve
 c lesser occipital nerve d great auricular nerve
- The innermost structure forming the roof of posterior triangle is _____
 a pretracheal fascia b prevertebral fascia c carotid sheath
 d investing layer of deep cervical fascia
- The posterior triangle of neck is subdivided by _____
 a superior belly of omohyoid b inferior belly of omohyoid
 c anterior belly of digastric d posterior belly of digastric

Write True or false

- The second part of the subclavian artery gives costo-cervical trunk on the right side only
 True/False True False
- Enlargement of Virchow's nodes is a common finding in malignant growth from stomach
 True/False True False

Feedback Very helpful!! Excellent!! 😊

2) Quiz as an Interactive Teaching- Learning Module in Embryology In the month of February announcement was made 15 days prior to the pre-quiz selection round, which was a fill in the blanks test. Based on performance, top 12 students were selected for the

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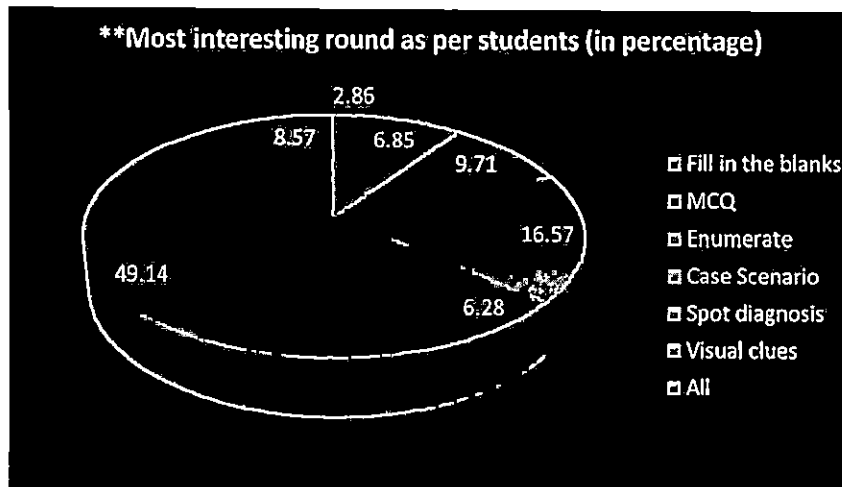
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main quiz from 200 students. Then they were randomly recruited to form 4 teams comprising of 3 students each by picking lots. A month's time was given for preparation on topics in embryology. The main quiz was conducted in March.

- ❖ A structured questionnaire on a 3-point Likert scale (agree, disagree & undecided) was prepared for participants, students in audience and for faculty attending the quiz.
- ❖ We could procure 175 perceptions from 12 quiz participants, 153 audience and 10 faculty members of Anatomy. Exclusion criteria was those who remained absent for the quiz event.
- ❖ Learning opportunity was provided to all students alike including Audience with interactive discussion putting Quizmaster and students on the same platform thus transcending the boundaries of the traditional hierarchy of the teacher and the pupils.
- ❖ It was indeed an enriching experience of meticulous planning of the event, preparing a blended set of questions with exam oriented and knowledge oriented types.
 - ❖ Round 1: Fill in the blanks
 - ❖ Round 2: Multiple choice questions
 - ❖ Round 3: Enumerate 4-point answers
 - ❖ Round 4: Clinical case scenarios
 - ❖ Round 5: Fastest spot diagnosis
 - ❖ Round 6: Puzzle with 6 Visual clues to recognise embryological structure.

In addition we had audience questions to keep audience attentive and interested.

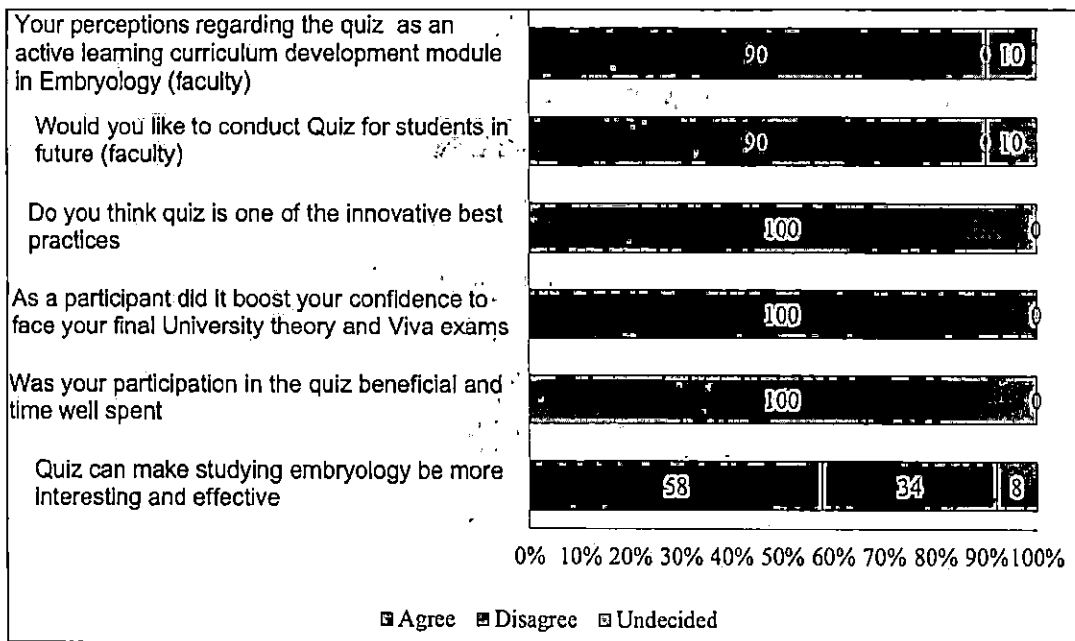
Perceptions of students towards quiz rounds



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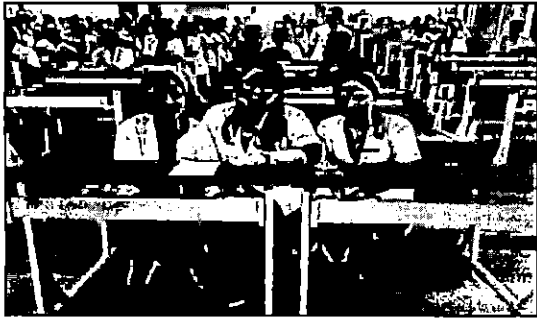


Results continued...	Agree	Disagree	Undecided
1. Objectives of the quiz achieved	100%	-	-
2. Quiz an interesting and interactive teaching module	100%	-	-
3. Audience participation	100%	-	-
4. The most interesting round in quiz**			
5. Recommend quiz	97.14%	-	2.86%
6. Quiz increased interest in reading embryology	95.42%	1.14%	3.44%
7. Time management satisfactory	95.42%	2.28%	1.14%
8. Audio visual aids used effectively	97.71%	-	2.28%
9. Quiz kept students active and interested in comparison to a lecture	97.14%	1.14%	1.71%
10. Blend of exam oriented and knowledge oriented questions	99.42%	0.58%	-
11. Quiz active learning module in embryology	97.14%	-	2.86%

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3) Jigsaw Technique – An Innovative Teaching Strategy in Anatomy

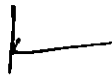
Dr. Suma Dnyanesh, Associate Professor, Department of Anatomy, Jawaharlal Nehru Medical College, KAHER, Belagavi, Karnataka

Sixty students of 1st MBBS of 2018-19 batch were involved in jigsaw session to learn Anatomy.



A surprise MCQ test was also conducted to assess their knowledge.

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Assessment of Jigsaw Technique for I MBBS Students, JNMC, Belagavi

- 20
1. Crow's feet is due to contraction of
 - a. Orbicularis oris
 - b. Orbicularis oculi
 - c. Corrugator supercilli
 - d. Depressor septi
 2. Whistling muscle is
 - a. Buccinators
 - b. Zygomaticus major
 - c. Orbicularis oris
 - d. Zygomaticus minor
 3. Dangerous area of face is
 - a. Around the eyes
 - b. Lower lip and chin
 - c. Around the mouth
 - d. Lower part of nose and upper lip
 4. Facial vein communicates with cavernous sinus through
 - a. Angular vein
 - b. Common facial vein
 - c. Retromandibular vein
 - d. Supratrochlear vein
 5. Diaphragma oris is formed by
 - a. Stylohyoid
 - b. Geniohyoid
 - c. Digastric
 - d. Mylohyoid

4) Think Pair Share a method to enhance the Poor performer's performance

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An active class room based teaching-learning methodology, "Think Pair Share", was conducted on 62 poor performer's of MBBS Phase -I students (2018-2019 Batch) of J.N. Medical College, Belagavi , in the subject of Histology.



Fig.1- Pre-intervention test

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Fig.2- Think Phase



Fig.3- Pair Phase



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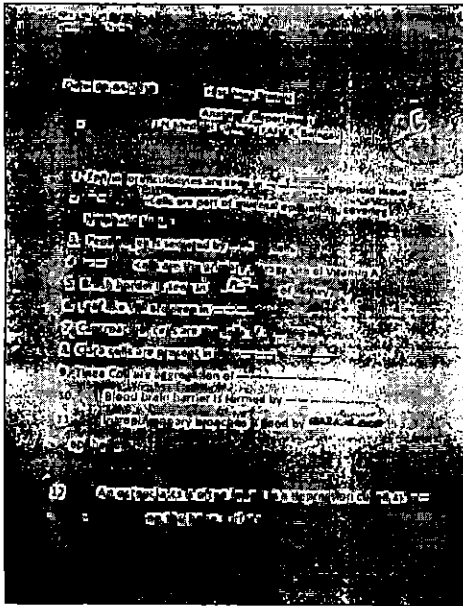


Fig.4- Share Phase

Fig.5- Discussion by Instructor

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Pre- intervention Test

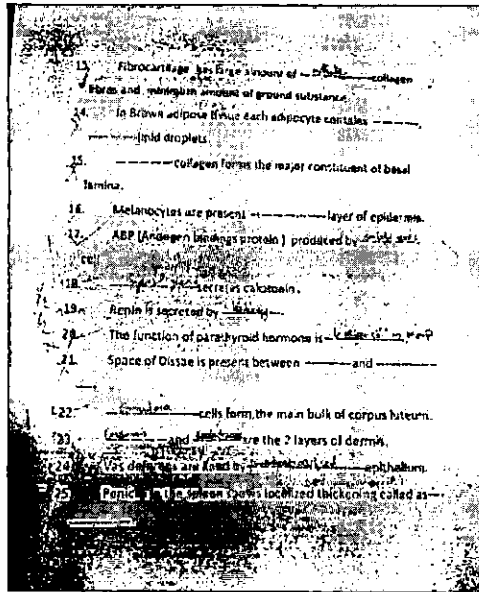
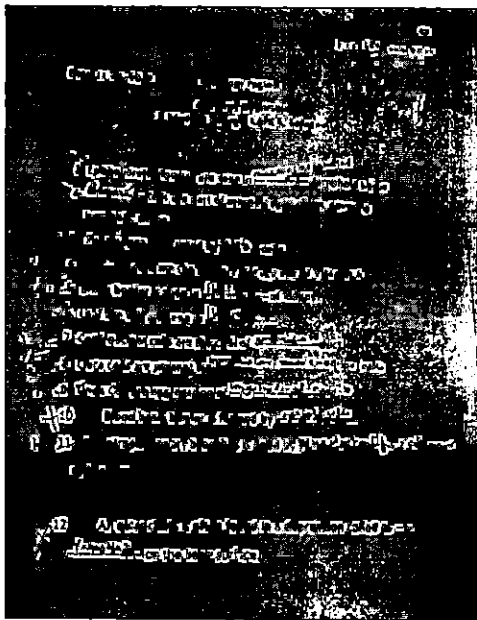


Fig. 6 & 7-
Histology

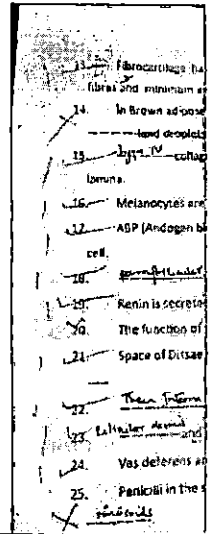


Fig. 8 & 9 - Histology Post- intervention Test

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5) Theme: Educational Strategies

Title: Perception and Effectiveness of Mentorship Programme on first year Medical students

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Abstract

Introduction : Mentoring is a partnership between two people that builds upon trust. In medical teaching mentoring will help the students as a carrier guidance and as a tool for personal and professional development of the students. The mentorship programme will also help the students to have emotional support, and in turn good academic performance

Materials and Methods: 10 students of 1st MBBS were selected for the programme. The mentee is sensitized about mentorship programme

The mentorship programme is approached by **Five Phase Approach Model**

Forming stage, Storming stage, Norming stage, Implementing stage, Evaluating

Results: The academic performance (scores) of the mentees is increased after undergoing the mentorship programme. The students developed the skills: self-confidence, their communication skills have changed, become more focused on their carrier plans, developed the skills to overcome the stress .

Key words: Mentorship programme

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Department of Community Medicine

Sl.No.	Innovation in Education	Highlights of the module/ Method	Feedback from the Participants/ Faculty (if taken, mention highlights of the same)
1	Flipped tutorials	<p>Department: Department of Community Medicine Students: III part I Students group is created Educational material – Literature, charts, videos etc provided to students 1 week prior In the class on the day of tutorial- Introduction is given Students are divided in the group of 6-8 Each group has to work on the scenario given and present the solution before the class Then discussion takes place among the students and faculty will give additional information if needed</p>	<p>Feedback taken from the students Students appreciated the method Students felt that concepts can be made easy when they work in group and learn from others Students felt that application of concepts will become easy Students take the onus of learning</p>
2	Community Diagnosis	<p>Department: Department of Community Medicine Students: III part I Conducted in 3 sessions 1st session: Students are briefed about community diagnosis and the questionnaire to be filled They visit the rural area, students in group are allotted 10 families. They collect information about the family and all individuals present in the family 2nd session: Students again visit the rural area and collect the data 3rd session- Presentation of the profile of the rural area (provided to them) Presentation about type of family, housing condition, water supply, waste disposal Based on Individual health data-</p>	<p>Students- Felt the need for health care for the people residing in rural area after the session on community Diagnosis Students felt this as hands on training about collection, analysis and presentation of data</p>

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		Identify the diseases common in that area, discuss the measures to be taken	
3	Concept map	Department- Community Medicine Students: III part I Conducted in 3 sessions 1 st session - pre test by students and introductory class on concept map by the teacher 2 nd session- students prepared concept maps for diseases in groups of 8-10 members and feed back by teacher 3 rd session – post test and feed back by students Award to be given to best concept map	Feedback taken from the students Students appreciated the method and learnt formulation of new concepts Students felt that concepts can be made easy and improved their insight when they work in group and learn from others Students felt it improved their critical thinking skills
4	Debate as learning method	Department- Community Medicine Students: III part I Conducted for III part I students during their clerkship (10 weeks) Topic for debate is given by the batch in- charge (1 month prior) 5 students will speak for and 5 against the topic. Other students add additional points Chairperson(faculty) will add additional points The debate ends with whole class deciding whether to support or oppose the motion	Students feedback: Debate helps them to search for more information (SDL) They can be lifelong learner It improves their critical thinking component It improves their communication skills Faculty feedback: Debate helps students become self directed learners Onus of learning is also on students
5	Case based teaching	Department- Community Medicine Students: III part I Conducted in 3 sessions Session I: Students are asked about their expectation from a doctor to help them frame the learning objectives for the class Topic (disease) is allotted to	Feedback from students: Students felt that they came to know the responsibility of doctors Helped them to know the importance of acquiring soft skills

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		<p>students to discuss various aspects (aetiology till management)</p> <p>Session II: Presentation of the topic as seminar</p> <p>Session III: Role play based on the disease chosen, to identify the communication skills, ethical and professionalism issues</p>	<p>in patient care</p> <p>Helped them to understand the apprehension of patients</p>
6	<p>Critical appraisal of published articles</p>	<p>Department- Community Medicine</p> <p>Students: III part I</p> <p>Students are explained the steps of critical appraisal of published research papers after the student seminar on Epidemiological study designs</p> <p>Students are divided into groups of 10 students and each group is given article based on different study designs</p> <p>Next 4 days each group presents the article and identify the basic steps of particular study design and comment on it</p>	-----
7	<p>Cinemeducation to promote professionalism among Medical Students</p>	<p>Department- Community Medicine</p> <p>Students: III part I</p> <p>ICT Enabled-you tube</p> <p>During rotatory clinical postings (10 weeks) in our department, one session of two hours cine-meducation was planned. First interactive lecture was taken to introduce Professionalism with more emphasis on doctor patient relationship. Gibbs Cycle of Reflection was explained to UG students with suitable examples. Five movie clippings of 2-8 minutes from the 'Patch Adams' Hollywood movie (YouTube) was shown to students with the objective to observe doctor patient relationship. Lastly the students were asked to reflect on their</p>	<p>Students' reflections were collected.</p> <p>Informal feedback from the UG students found that all the students enjoyed Cinemeducation sessions. We can see the students' active involvement in the photographs .They wanted more such sessions. Many reported that they watched full movie of 'Patch Adams' later with their friends. Students told they want more such sessions to be continued in future</p>

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		<p>individual learning experiences using Gibbs cycle of Reflection. The same was recoded in a semi-structured questionnaire and the data was analysed.</p>	<p>also. 'Treat the person not disease" ,"you may win or lose if you treat diseases; but if treat a person you will always win." were some of the memorable quotes remembered by students</p>
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Cinemeducation



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Medical Education Publications

S L N o	Name of the Author / Co-authors	Title of the Article	Name of the Journal Year Volume & Page No	Level	IF	Indexed in	ISSN	
20 16	1	Dr. Sheetal Harakuni, Dr. Vijaya S D, Mr. M.D. Mallapur	A Seven – step approach to master the practical skills in Microbiology among 2 nd year medical undergraduates: A randomized control trial	Indian Journal of Health Sciences Vol 9 (1), Pg No 101-107, Jan-April 2016	Regional	-	Index Copernicus	2349-5006
	2	Dr. Ashwini Ratnakar, Dr. Sunita Y Patil, Dr. Manasi Gosavi, Dr. Bhagyshree Hungund, Dr. Hema Bannur	In Search of Research – Cross Sectional Study to Assess Knowledge, Attitude and Practice of Research in Undergraduate Medical Students.	National Journal of Integrated Research in Medicine, July Aug 2016, Vol 7 (4), pg no 68 – 72	National	2.507	Scopemed, Medline, Index copernicus	0975-9840 (e) 2230-9969 (p)
	3	Dr. Madhumati Patil, Dr. S.G. Kardesai	To determine the Effectiveness of case Based Tutorial as compared	National Journal of Integrated Research in Medicine, Vol 7 (2), Pg No 5-8, March –April 2016.	National	2.507	Scopemed, Medline, Index Copernicus	0975-9840 (e) 2230-9969 (p)

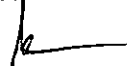
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		to Traditional Tutorial in Refining the Journal Club Presentati ons of Postgradua te Students in Seven Clinical Departmen ts for Better Evidence- based Practice.	Annals of Medical and Health Sciences Research Vol 6 (3), Pg No 185- 9, 2016 May- June	Interna tional	--	PubMed Central, Index Copernicus, E merging Sources Citation Index, Exlibris, Google Scholar, Hinari	2141-9248
5	Dr. Suneel I majagi, Dr. Shashikant Torgal	Introductio n of designing of Problem in Problem Based Learning in Pharmacol ogy under — graduates	American Journal of Pharmacology and Pharmacothera peutics	Interna tional	1.2 8	Google Scholar	
6	Dr. Nayana Hashilkar Dr. Netravathi B Angadi 3rd	Effectivene ss and student perspectiv e of a pilot effort in team based learning in pharmacol ogy for medical undergrad uate	International Journal of Basic and Clinical Pharmacology, July –Aug 2016, Vol 5 (4), page no 1413 – 1416	National	0.9	Index Copernicus, google Scholar, Scopemed	2319-2003 (p) 2279- 0780 (e)
7	Dr. Kriti Arora , Dr.	Effectivene ss of	Indian Journal of	National	0.6 91	PubMed Scopus	0253-7613

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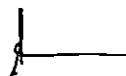


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		Nayana Hashilkar	student – led objective tutorials in pharmacology	Pharmacology, Vol 48, pg no 78 -82, Oct 2016				
	8	Dr. R B Nerli Dr. Shridhar Ghagane	Need to study biostatistics in medical curriculum	Indian Journal of Health Sciences, Vol 9 (2), p no 129-130, May – Aug 2016	Regional	-	Index Copernicus	2349-5006
20 17	1	Dr.Jyoti Nagamoti	Departing from PowerPoint default mode: Applying Mayer's multimedia principles for enhanced learning of parasitology.	Indian Journal of Medical Microbiology Vol 35 (2) Pg No 199 to 203, April-June 2017	National	2.2 48	Pubmed, Google Scholar, Embase	0255-0857 (p) 1998-3646 €
	2	Dr. R.B. Nerli 2 nd	Overcoming hindrance in writing research article : advice to novices	Journal of Scientific Society Vol 44 (2), P. No 61-62 , May – Aug 2017	Regional	-	Index Copernicus, D OAJ, Indian Science abstract	0974-5009
	3	Dr. Abhilasha S. Dr. Padmaja Walvekar, Dr. Sunita Patil, Dr. Roopa Bellad	Evaluation of case based learning to improve student participation and better understanding	Journal of educational research & medical teacher Vol 5 (2) P.No 31-35, 2017	National	-	Index Copernicus	-

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			ding of subjects among					
	4	Dr. Neha s. Kulkarni, Dr. Chetana Hadimani	Effectiveness of interactive small group discussion as a novel teaching learning methods for slow learners in Physiology	National Journal of Integrated Research in Medicine Vol 8(5), Sept-Oct 2017 P.No 49-52	National	2.5 07	Scopemed, Medline	0975-9840 e 2230-9969 (p)
20 18	1	Dr. Anita Teli,	A need for research implementation in Undergraduate curriculum	Indian Journal of health sciences and Biomedical Research Vol 11 (1), Jan – April 2018, P.no:183,	Regional		Index Copernicus,	2542-6214
	2	Dr. Gudadappanavar . A.M, Dr. Jabannavar . B.V, Dr.Shukla. G	Assessment of Educational Environment of Undergraduate Medical Students Using DREEM (Dundee Ready Education Environment Measure) questionnaire –A Cross	International Journal of Medical Science and Education April-June 2018; 5(1): P.No:132-139	National		Index Copernicus	2348-4438 (p) 2349-3208 e

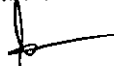
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			Sectional					
	3	Netravathi B. Angadi, Amitha Nagabhushana, Nayana K. Hashilkar	Item analysis of multiple choice questions of undergraduate pharmacology examinations in a medical college in Belagavi, Karnataka, India	International Journal of Basic and Clinical Pharmacology Vol 7(10), Oct 2018, P.No 1917 -1920	National	0.786	Index Copernicus, Google Scholar	2319-2003 (p) 2279-0780 (e)
	4	Dr. Anand nirmala	The underbelly of medical education in India	International journal of Biochemistry and physiology Vol 3 (2), April 25th 2018 Pg No 1	National	5.75	Index Copernicus, Google Scholar	2577-4360
	5	Dr. Sheetal V.P., Dr. Daksha Dixit, Dr. Shilpa Bhimalli, R.D. Virupaxi	MBBS Undergraduate learners perspective regarding embryology teaching methodologies	Indian Journal of Anatomy Vol 7 (5), Sept-Oct 2018, P.No:522-527	National		Google Scholar , index Copernicus	2320-0022
2019	1	Rekha Nayaka M.R , Anita Teli	Comparison and Evaluation of Modified TBL method of teaching Versus	International journal of Advances in Health sciences (IJHS) Page 10 to 16 Vol -6 issue-1 , 2019	National		-	2349-7033

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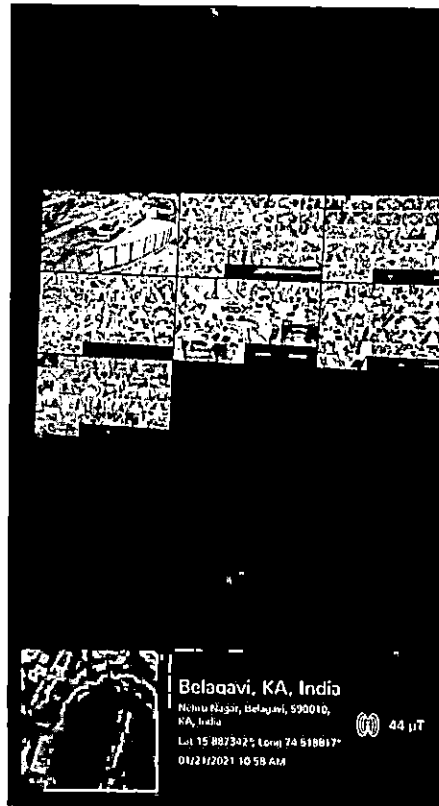
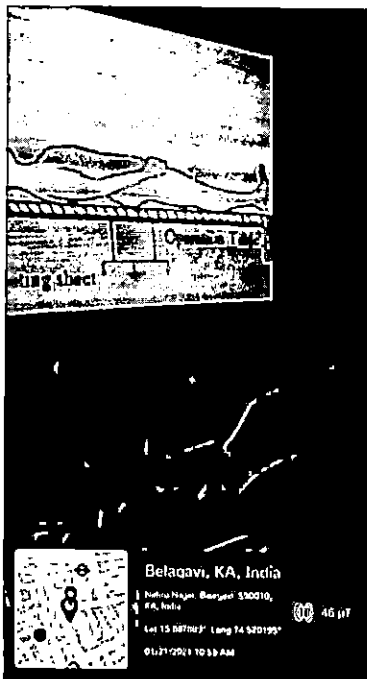
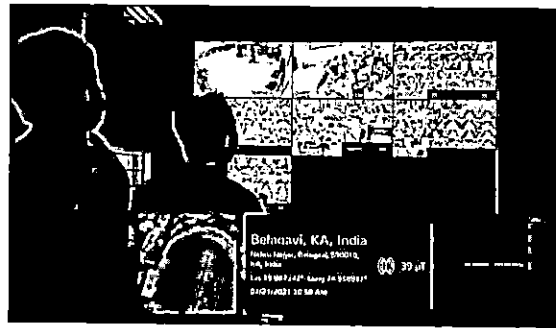
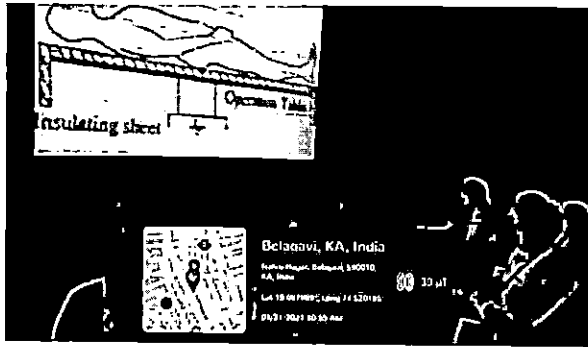
			tutorial method in pharmacology among slow				
	2	Netravathi A B, Avinash Kavi, Nayana K Hashilkar	Effectiveness of flipped classroom as a teaching-learning method among undergraduate medical students – An interventional study	Journal of education and health promotion 2019 October 2019 , Vol : 8			22779531[p] 2319-6440 [e]
	3	Dr. Deepti M. Kadeangadi, Dr. Shivaswamy M.S.	Cinemeducation: Using Films to Teach Medical Students	Journal of the Scientific Society Vol.46, Issue 3, 73 to 74, Sept.-Dec. 2019	National		0974-5009
20 20	1	Dr. Sheetal Harakuni, Dr. Reshma Davanageri, Dr. Netravathi A B, Dr. Bhagyashri Patil, Dr. Jayasheela Bagi, Dr. Shilpa Bhimall	Designing of An Integrated Team Based Learning Module To Teach Undergraduate Students - Tuberculosis	National Journal of Integrated Research in Medicine : Vol. 11 (2) Pg no.:70 - 73 March-April 2020	National		Scopemed, Medline, index Copernicus, Pubmed
						2.5 07	eISSN: 0975-9840 pISSN:2230-9969

Live telecast from Operation Theatre to lecture halls

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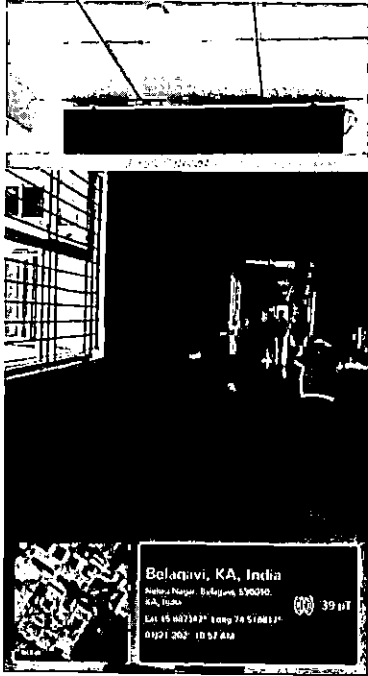
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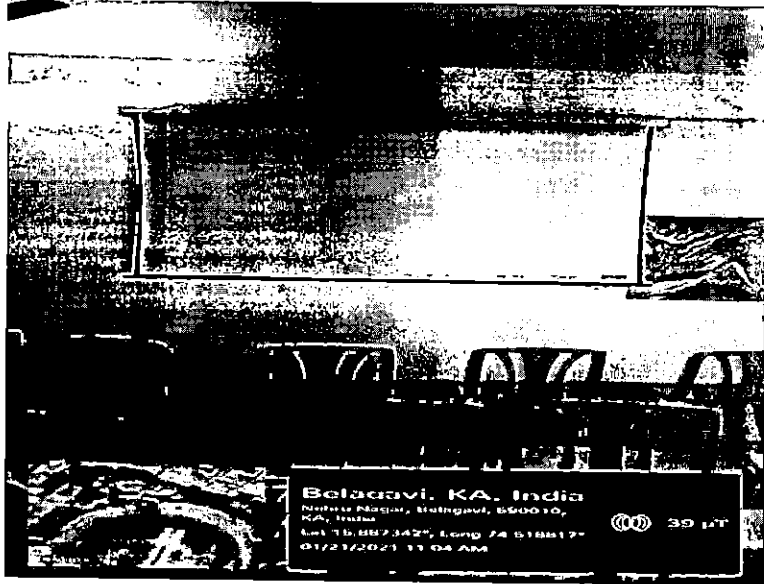
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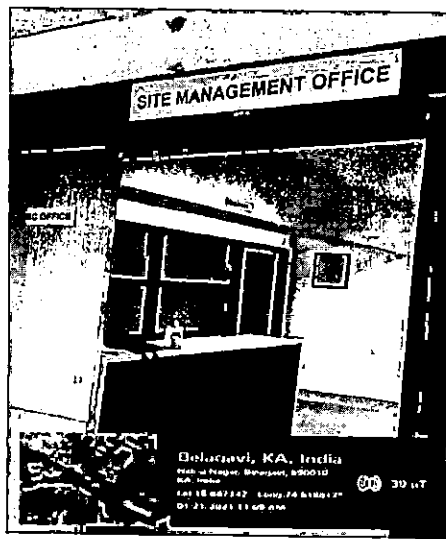
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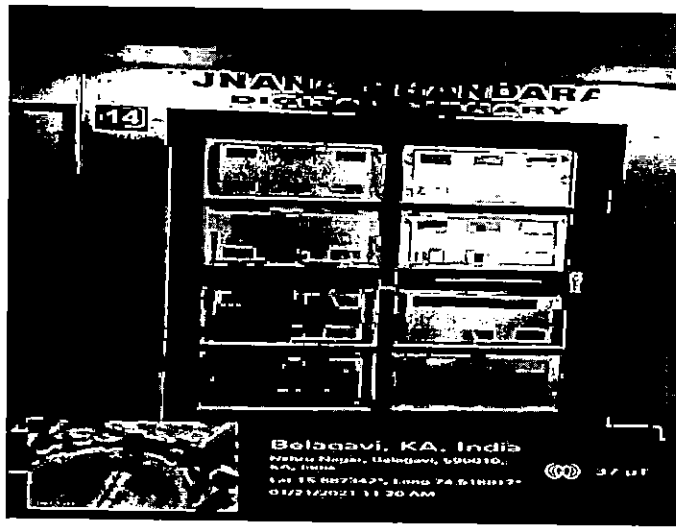
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[Handwritten signature]

Principal,
 J.N. Medical College, Belagavi.
 ATTESTED

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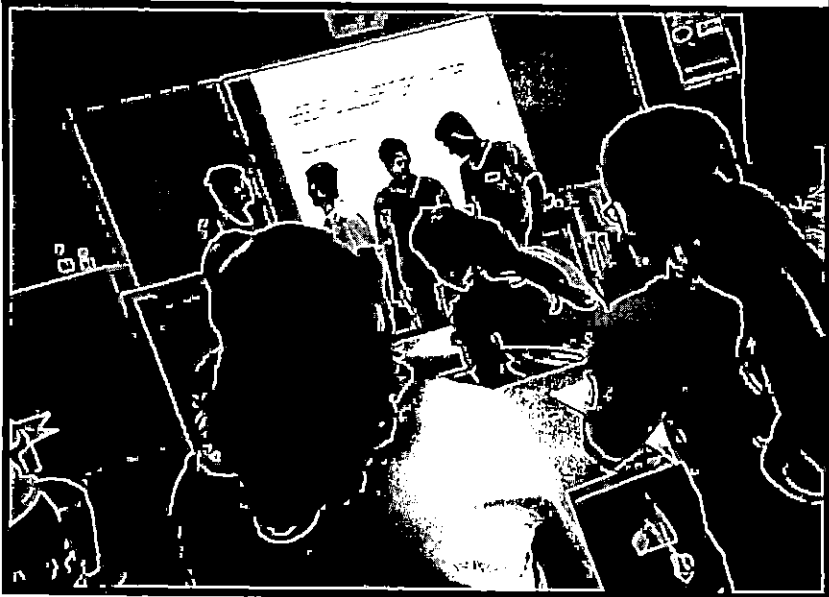


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E-mail:principal@kledental-bgm.edu.in

List of student centric teaching learning methods

Sr. No.	Particulars	Proofs
1	Educational CD available in libraries	http://10.0.0.81:8080/jspui/
2	You-tube video	https://www.youtube.com/channel/UCcjOvEqMx6mtRsQM4ycRryg
3	E-journal and e-text books	https://www.clinicalkey.com/#!/ https://search.proquest.com/200996 http://10.0.0.81:8080/jspui/ https://health.ebsco.com/products/dentistry-ora https://www.wileyindia.com/Wiley Online Reso https://www.wileyindia.com/Wiley Online Reso
4	Blended learning	https://new.edmodo.com/groups/IV-bds-odd-batch-35336948 https://new.edmodo.com/groups/3rd-bds-2nd-term-2019-batch-a-28935122 

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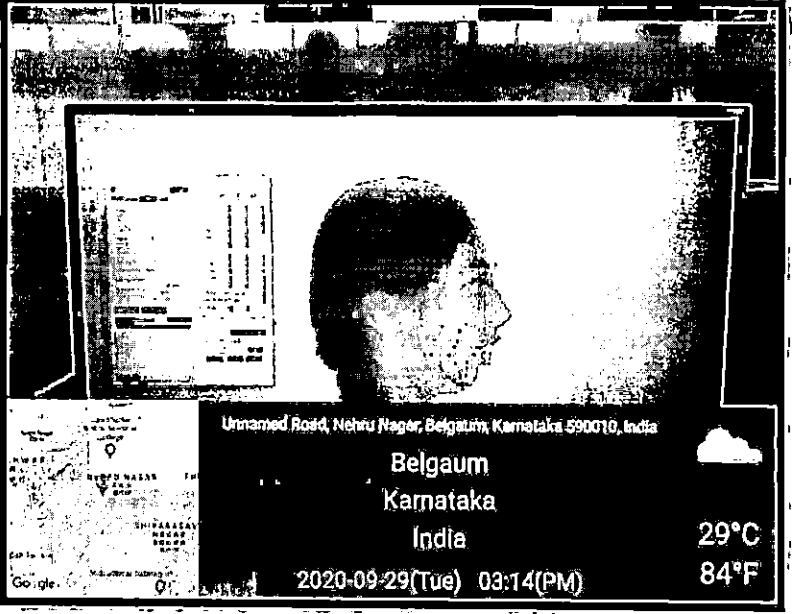

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5	Dolphin software Orthodontics dept.	
6.	Integrated Teaching and Learning	Time table enclosed
7.	Enrichment course for Interns	

Alka Kale

Dr Alka Kale MDS, Ph.D
Principal
KLE VK Institute of Dental Sciences
Belagavi

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KLE Shri BMK Ayurveda Mahavidyalaya, Shahapur, Belagavi

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Student-centric methods are used for enhancing learning experiences

KAHER, KLE Shri BMK Ayurveda Mahavidyalaya has a unique bench mark in organizing systematic student centric teaching methods. The teaching-learning process of the college is learner centric. Every effort is made to make the teaching-learning process interesting, interactive and meaningful. Some of the participatory methods adopted by the university are practical demonstrations, role play, group discussion, seminars, field trips. Students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

Predominantly two gross teaching methods are used,

1. **Unitized Syllabus teaching Pattern:** In this method, topics are planned, scheduled and announced well in advance, so that student can see and read about the topic and come prepared with queries and involve actively in the process of learning. This technique has shown the following advantages
 - a. Institute could overcome the doubt of syllabus being incomplete, as the method allows covering the entire syllabus. Therefore a student receives teaching in the entire prescribed syllabus.
 - b. The department also has the freedom of adding topics that are important but are not covered in the syllabus. This allows the students to learn important aspects even other than the curriculum.
 - c. The topics become time bound, thereby reducing the dragging of the favorite topics of particular teachers.
 - d. The entire syllabus goes on in a sequential order, so that multiple topics of the same subject being started at different time points are avoided.
2. **Modular Teaching method:** The modular teaching has Vertical and Horizontal integration which allows the concerned topic in a module to be engaged by the concerned expert of the field. It imbibes the following teaching methods,
 - a. **Experiential learning:** The student is provided with infrastructure and facilities and is allowed to experiment under observation and then independently on dummies and mannequins.
 - b. **Integrated/Inter-disciplinary learning:** *There is Vertical Integration and Horizontal integration in almost every module, e.g anatomical aspects and physiological aspects in a Shalya tantra subject module are taught by the specific concerned departments.*
 - c. **Participatory learning:** Participatory learning is brought about in the form of small group and large group discussions. Where individual groups are given tasks monitored and assisted by a group facilitator.
 - d. **Problem-solving methodologies:** *Students are taught in a module based on "Problem Based learning" Where e.g clinical scenarios are given in a clinical module and the*

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students are engaged in developing the "diagnostic and treatment protocols for the given clinical scenarios".

- e. **Self-directed learning:** A module allows incorporating the self directed learning and also self study hours. Students are given a topic and are directed to collect information about the given topic from different available sources and discuss. Thought provoking assignments are given and are asked to hunt out the outcomes. E.g a case is allotted and the students are asked to reach the diagnosis
- f. **Patient-centric and Evidence-based learning:** Regular Clinical classes are conducted for the patient and hospital exposure of the students. Where every student interacts, examines and discusses the case. The module also incorporate topics on evidence based medicines which are documented, presented and discussed with the students.
- g. **The Humanities:** Students are taught the ethics concerned to research and practice. Students are also posted to villages through NSS camps where they are taught and made to understand the human approaches and also to experience the way a common man lives
- h. **Project-based learning:** Students are given holiday and regular projects e.g Projects were developed on Pharmacy by 2016 batch.
- i. **Role play:** Modules also have Role plays on many clinical, legal role plays, where students are involved in roleplay to understand and present a scenario. Students learn the etiquettes, SOPs, approach and the scenario in totality in the role plays.

Along with the formative examinations, teachers assign seminars and assignments to the students to evaluate their subject understanding in relation to theoretical and practical aspects in order to develop the behavioural needs, communication skills, leadership qualities and also industry based skills. Majority of the faculty use the innovative techniques like ICT, Computer Simulations, Demos and Models in their teaching. Faculties use digital notes, PowerPoint presentations as preferred e-resources for the respective subjects.

Audio video visuals available on the internet have also been used as one of the resource to simplify the complex ideas. Net browsing facility and the wifi facility helps the students to present papers at National Seminars and Workshops.

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Following are the list of Student Centric methods used:

- Educational CD/Videos available in libraries
- E-journal and e-text books
- You-tube video
- Simulation based learning on Mannequins
- Webinars
- Community based activities
- Didactic Lectures/Group Discussions/ AV/Quiz/Seminar/Entrance exam coaching/Self study hours in Library

Details of Student Centric Methods

S.NO	Particulars	Proofs
1.	You-tube video	https://www.youtube.com/results?search_query=leayurworld
3.	E-journal	http://kleayurveda.in/e_journal/ http://search.proquest.com/publication/55039
4.	E-text books	https://www.kleayurworld.edu.in/akshara-e-books-1/

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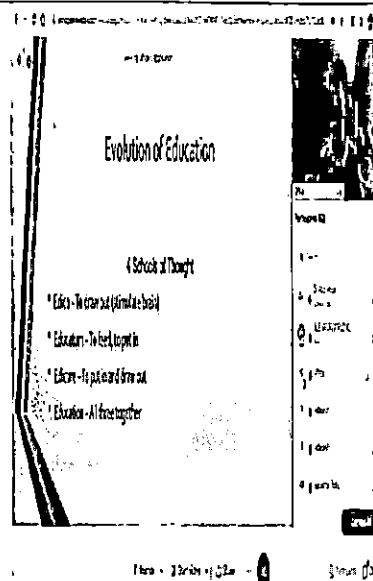
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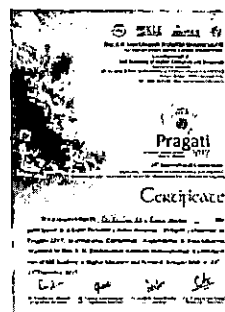
5. Simulation learning lab



6. Webinars




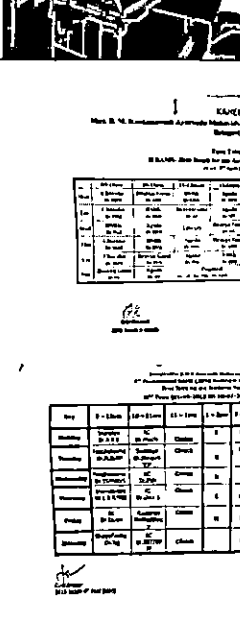
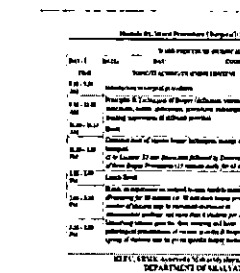

7. Paper Presentations by Students



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8.	Community Based activities		Blood donation camps, NSS activities
9.	Didactic Lectures/Group Discussions/ AV/Quiz/ Seminar/Entrance exam coaching/Self study hours in Libraray		
10.	Modular teaching		e.g of Shalya tantra ward procedure Module
11.	Field visits		Visit to Amruta Pharmacy
12.	CD ROMs		

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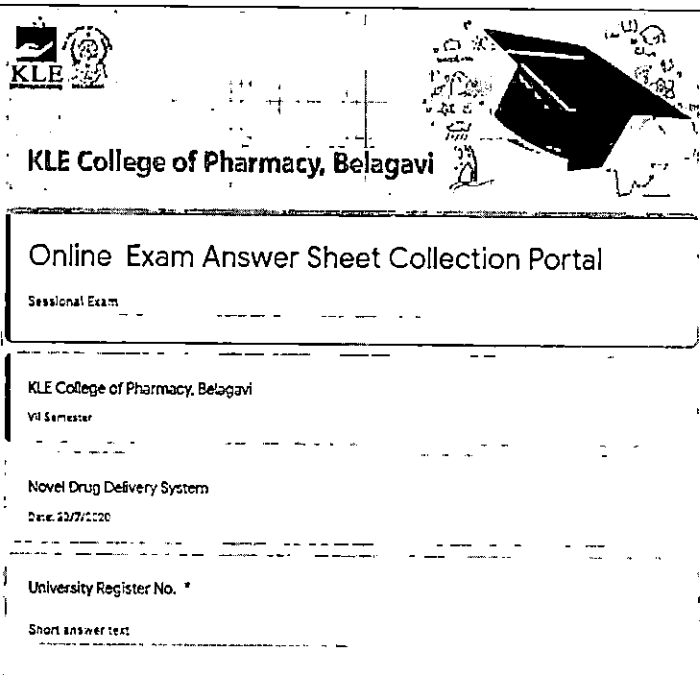


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Details of Student Centric Methods

Sr. No.	Particulars	Proofs
1	Educational CD available in libraries	http://10.0.0.81:8080/jspui/handle/123456789/1593
2	You-tube video	https://youtu.be/t3nx7Z4SNVc
3	E-journal and e-text books	E-Books https://kledeemeduniversity.edu.in/library/#1562727627885-82d8bca6-59b0 E-Journals https://kledeemeduniversity.edu.in/library/#1579673498558-ed400dfd-6fa2 E-Resources https://kledeemeduniversity.edu.in/library/#1562734785537-73ff76a2-b166
4	Google Forms	

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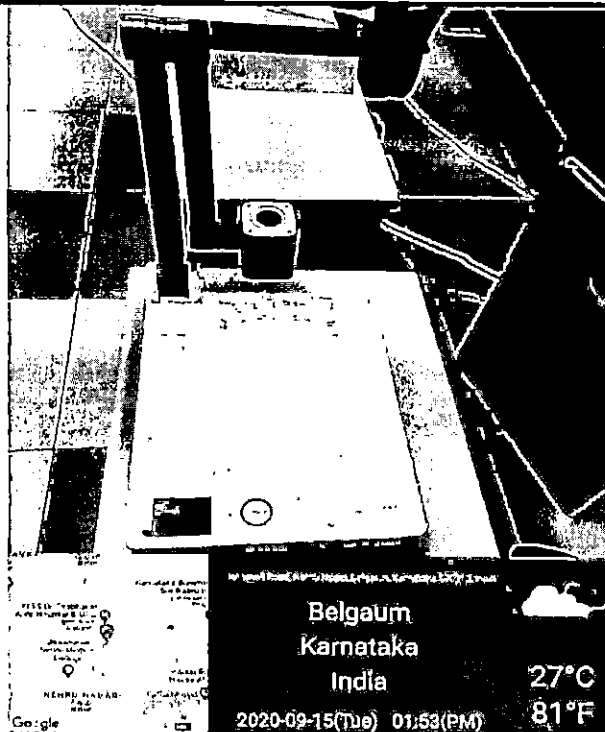

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5	Interactive electronic whiteboard	
7	Simulation software like ChemSketch and ChemDraw	

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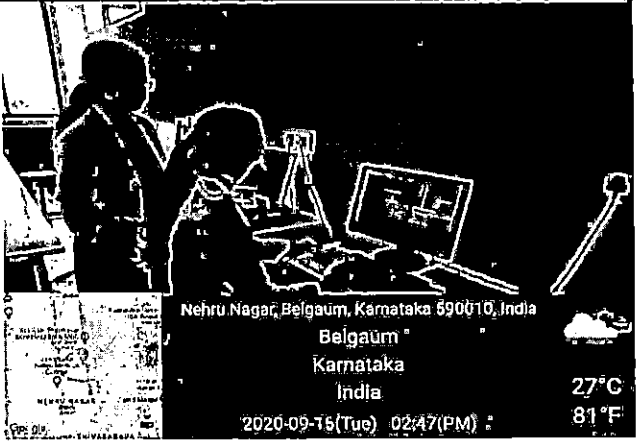
Fax: 0831-2472387

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8 SYSTAT-Version-13 software for design of experiment (DOE) and basic statistical studies

9 Ex-Pharm Series Software - This software helps UG students to understand, remember and recall drug actions as it simulates drug actions on different animals.

10 Simulation learning lab



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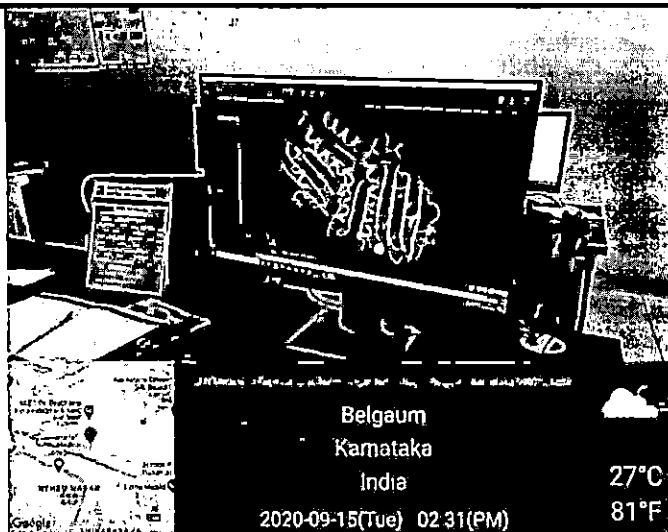


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11 Schrodinger Molecular and Material Simulation Software: Used for lead discovery and lead optimization



12 Data Equisition System MP35 and MP100 California- To measure electrical or physical phenomenon



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Fax: 0831-2472387

Web: <http://www.klepharm.edu> E-mail: principal@klepharm.edu

13	Webinars	
14	Project work	Under Graduate students are allowed to carry out minor Projects.
15	Online certificate Course	TCS iON Career Skills Course

ATTESTED

Dr. V.A. Kotniwaie

Registrar

KLE Academy of Higher Education and Research,
(Deemed-to-be-University u/s 3 of the UGC Act, 1956)
Belagavi-590 010, Karnataka



KLE College of Pharmacy

A Constituent Unit of

KLE Academy of Higher Education and Research

(Deemed-to- be University established u/s 3 of the UGC Act, 1956)

Accredited 'A' Grade by NAAC (2nd Cycle) Placed in Category 'A' by MHRD (GoI)

Vidyanagar Hubli - 580031, Karnataka, India

(Recognized by PCI, AICTE)

Phone: 0836-2373174

Fax: 0831-2371694

Web: <http://www.klescoph.org>

E-mail: principal.klescoph@gmail.com

Details of Student Centric Methods

Sr. No.	Particulars	Proofs
1	Educational CD available in libraries	https://sites.google.com/site/infopharmcenter/home
2	You-tube video	<a href="https://www.youtube.com/channel/UCd-
knkHW7lbDoo9KEoMRYBw">https://www.youtube.com/channel/UCd- knkHW7lbDoo9KEoMRYBw
3	E-journal and e-text books	http://elibrary.kledeemeduniversity.edu.in:2048/menu https://sites.google.com/site/infopharmcenter/home
4	Google Forms	
5	Simulation software like V-Life Science, ChemSketch and ChemDraw & SYSTAT-Version-13 software for design of experiment (DOE) and basic statistical studies	

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Dr. V.A.Kothiwale
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Vidyanagar Hubli - 580031, Karnataka, India



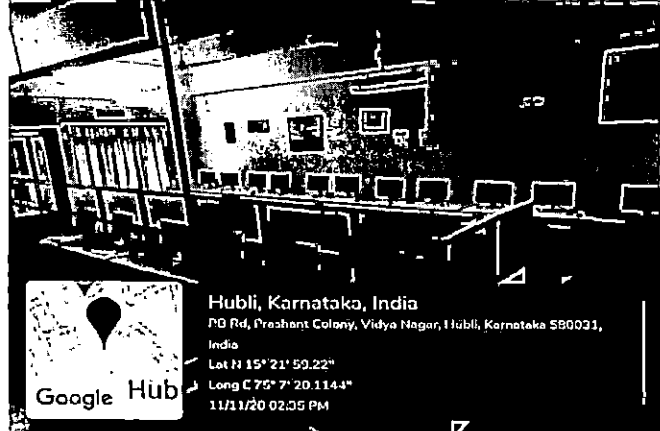
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Fax: 0831-2371694

Web: <http://www.klescoph.org>

E-mail: principal.klescoph@gmail.com

6	Drug Information – The information Centre provides details of drugs to students	 <p>Hubballi, KA, India NH 67, Hubli, Hubballi, 580031, KA, India Lat 15°22'0"N, Long 75°2'22"E</p>
7	Central Instrumentation Lab – All the spectrometric and other experiments are carried out here.	 <p>Hubballi, KA, India 4th A Cross Road, Sidheshwara Park, Hubballi, 580021, KA, India Lat 15°21'52"N, Long 75°7'4"E 11/03/2020 12:40</p>
8	Ex-Pharm Series Software - This software helps UG students to understand, remember and recall drug actions as it simulates drug actions on different animals.	 <p>Hubli, Karnataka, India PO Rd, Preshant Colony, Vidya Nagar, Hubli, Karnataka 580031, India Lat N 15° 21' 59.22" Long E 75° 7' 20.1144" 11/11/20 02:35 PM</p>

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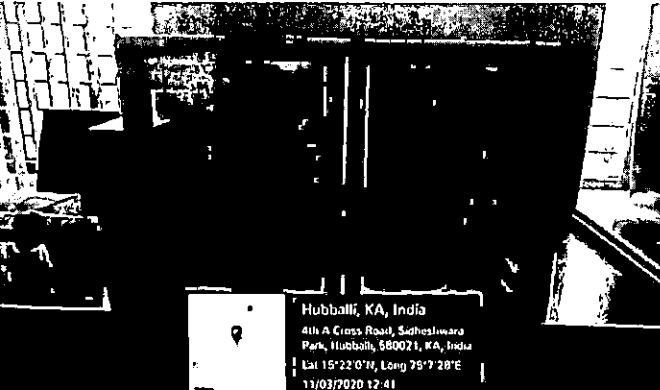
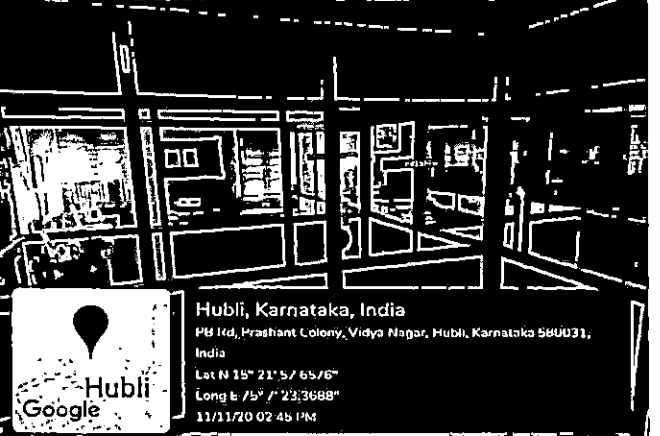
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E-mail: principal.klescoph@gmail.com

<p>9</p>	<p>Cell & Molecular Biology lab – To carry out cellular and molecular experiments</p>	 <p>Hubli, Karnataka, India S.K.A. And H.S.K. Science Institute, Vidyanagar, Hubballi, Vidya Nagar, Hubli, Karnataka 580031, India Lat N 15° 21' 57.6504" Long E 75° 7' 23.45888" 11/11/20 02:53 PM</p>
<p>10</p>	<p>Data Acquisition System MP35 and MP100 California- To measure electrical or physical phenomenon</p>	 <p>Hubballi, KA, India 4th A Cross Road, Sadheswara Park, Hubballi, 580021, KA, India Lat 15°22'0" N, Long 75°7'28"E 11/03/2020 12:41</p>
<p>11</p>	<p>Pilot Plant – Simulates the condition of Industry to enhance the learning of drug manufacturing for students</p>	 <p>Hubli, Karnataka, India PB 1td, Prashant Colony, Vidya Nagar, Hubli, Karnataka 580031, India Lat N 15° 21' 57 65/6" Long E 75° 7' 23:3688" 11/11/20 02 45 PM</p>

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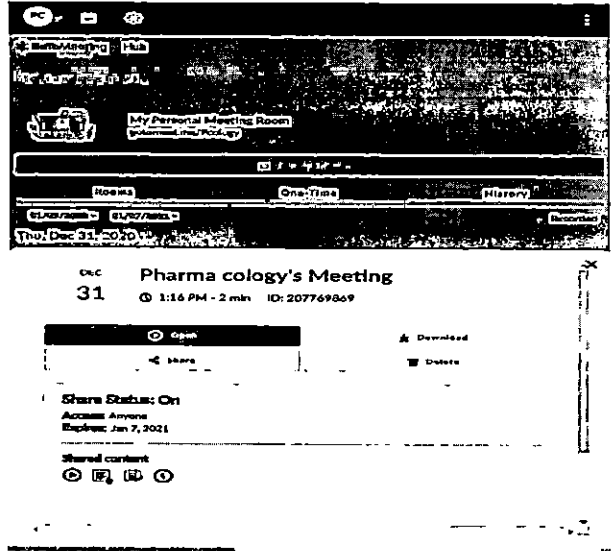
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12	Digital Library	
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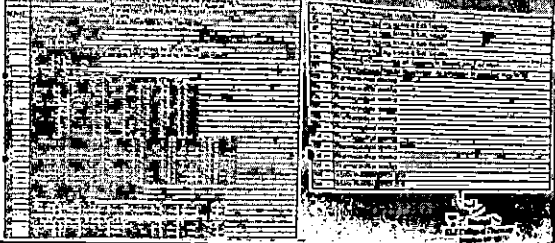
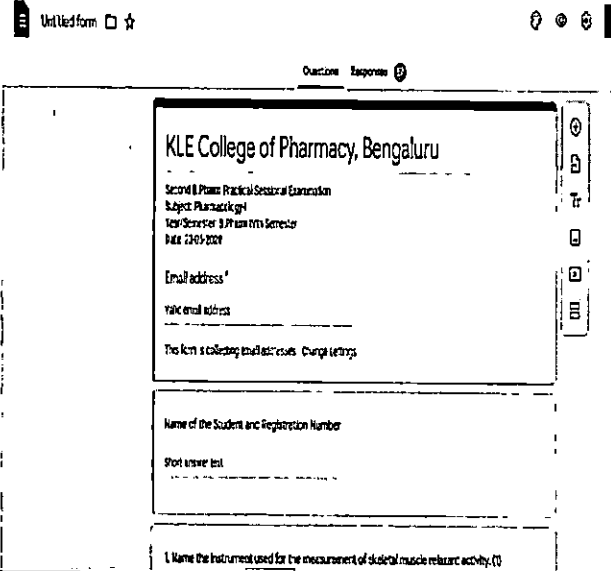
ATTESTED

(Signature)
Dr. V.A.Kothiwale
Registrar

KLE Academy of Higher Education and Research,
(Deemed-to-be-University u/s 3 of the UGC Act, 1956)
Belagavi-590 010, Karnataka



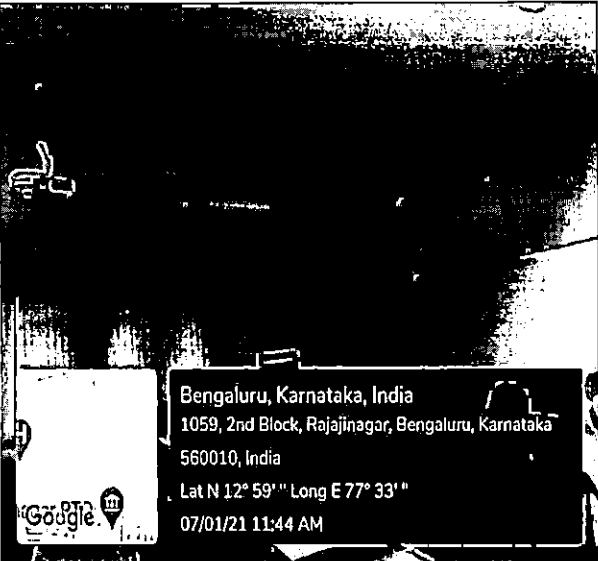


Details of Student Centric Methods

Sl. No.	Particulars	Proofs
1	Educational CD available in libraries- Number 199 CDs	
2	Class video	http://klepharmblr.org/e_learning
3	E-journal and e-text books	E-Books https://kledeemeduniversity.edu.in/library/#1562727627885-82d8bca6-59b0 E-Journals http://elibrary.kledeemeduniversity.edu.in:2048/login E-Resources https://kledeemeduniversity.edu.in/library/#1562734785537-73ff76a2-b166
4	Google Forms	

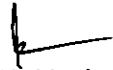
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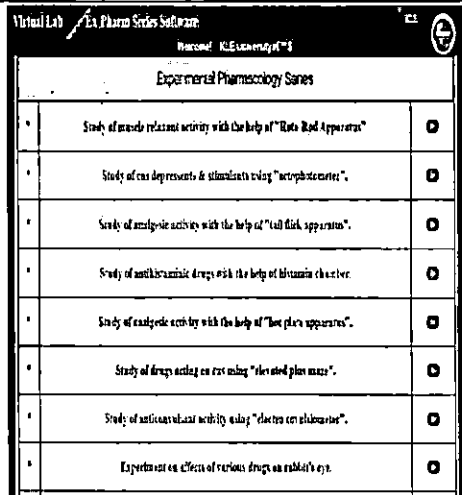



5	Interactive electronic whiteboard	 <p>Bengaluru, Karnataka, India 1059, 2nd Block, Rajajinagar, Bengaluru, Karnataka 560010, India Lat N 12° 59' " Long E 77° 33' " 07/01/21 11:44 AM</p>
6	Software like SYBYL for drug designing.	 <p>Bengaluru, Karnataka, India 643/2, 12th Main Rd, near Basaveshwara Gir's High Sch 2nd Block, Rajajinagar, Bengaluru, Karnataka 560010, In Lat N 12° 59' " Long E 77° 33' " 09/01/21 10:15 AM</p>
7	SYSTAT software used for statistical studies	 <p>Bengaluru, Karnataka, India 25/1, 17th Main Rd, 2nd Block, Basaveshwar Nagar, Bengaluru, Karnataka 560010, India Lat N 12° 59' " Long E 77° 33' " 12/01/21 11:12 AM</p>

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Registrar


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Belagavi-590 010, Karnataka

8	<p>Ex-Pharm Series Software -</p> <p>This software helps UG students to understand, remember and recall drug actions as it simulates drug actions on different animals</p>	 <table border="1"> <thead> <tr> <th colspan="2">Experimental Pharmacology Series</th> </tr> </thead> <tbody> <tr> <td>Study of muscle relaxant activity with the help of "Roto Rod Apparatus"</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Study of CNS depressants & stimulants using "actophotometer".</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Study of analgesic activity with the help of "tail flick apparatus".</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Study of anticholinergic drugs with the help of "bituminous checker".</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Study of analgesic activity with the help of "hot plate apparatus".</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Study of drugs acting on rat using "elevated plus maze".</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Study of anticonvulsant activity using "electro convulsometer".</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Experiment on effect of various drugs on rabbit's eye.</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Experimental Pharmacology Series		Study of muscle relaxant activity with the help of "Roto Rod Apparatus"	<input type="checkbox"/>	Study of CNS depressants & stimulants using "actophotometer".	<input type="checkbox"/>	Study of analgesic activity with the help of "tail flick apparatus".	<input type="checkbox"/>	Study of anticholinergic drugs with the help of "bituminous checker".	<input type="checkbox"/>	Study of analgesic activity with the help of "hot plate apparatus".	<input type="checkbox"/>	Study of drugs acting on rat using "elevated plus maze".	<input type="checkbox"/>	Study of anticonvulsant activity using "electro convulsometer".	<input type="checkbox"/>	Experiment on effect of various drugs on rabbit's eye.	<input type="checkbox"/>
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Experiment on effect of various drugs on rabbit's eye.	<input type="checkbox"/>																			
9	Simulation learning lab	 <p>1059, 2nd Block, Rajajinagar, Bengaluru, Karnataka 56001</p> <p>Latitude: 12.9956732° Longitude: 77.5535713°</p> <p>Local 04:32:35 PM Altitude 822.4 meters GMT 11:02:35 AM Wednesday, 18-11-2020</p>																		
10	LEXICOMP used for lead discovery and lead optimization	  <p>Bengaluru, Karnataka, India 2nd Block, PB NO 1040, 17th Main Rd, 2nd Block Rajajinagar, Bengaluru, Karnataka 560010, India Lat N 12° 59' " Long E 77° 33' " 09/01/21 10:21 AM</p>																		

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Belagavi-590 010,Karnataka

11	Webinars	<p style="text-align: right;">3:50 -9- 11 11 11 11</p> <div style="background-color: black; color: white; padding: 5px; text-align: center;"> WEBINAR SERIES HOME / DEPARTMENT WEBINAR SERIES </div> <p style="text-align: center;">Oct 15, 2020</p> <p style="text-align: center;">INFANT MORTALITY CHALLENGES : STRATEGIES AND THERAPEUTICS - SESSION 1</p> <div style="text-align: center;">  </div> <div style="text-align: center;"> ☰ □ ◀ </div>
12	Project work	Under Graduate students carry out minor Projects

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KLE ACADEMY OF HIGHER EDUCATION & RESEARCH, BELAGAVI

KLE College of Pharmacy

(Re-Accredited by NAAC, NBA – AICTE, PCI New Delhi)



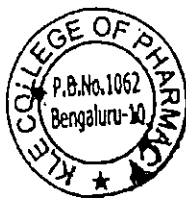
[Declared as Deemed-to-be-University under section 3 of the UGC Act, 1956 vide Government of India Notification No. F.9-19/2000-U.3(A)]

P.B.No. 1062, 2nd Block, Rajajinagar, Bengaluru - 560 010, Karnataka, India.

☎ 080-23325611 FAX No.: 080-23425373 Web :<http://www.kleblpharm.org> E-mail:princpharmblr@kledeemeduniversity.edu.in

Details of Student Centric Methods

Sl. No	Particulars	Proofs
1	Educational CD available in libraries- Number 199 CDs	
2	Class video	http://klepharmblr.org/e_learning
3	E-journal and e-text books	<p>E-Books https://kledeemeduniversity.edu.in/library/#1562727627885-82d8bca6-59b0</p> <p>E-Journals http://elibrary.kledeemeduniversity.edu.in:2048/login</p> <p>E-Resources https://kledeemeduniversity.edu.in/library/#1562734785537-73ff76a2-b166</p>
4	Google Forms	



Principal

KLE College of Pharmacy

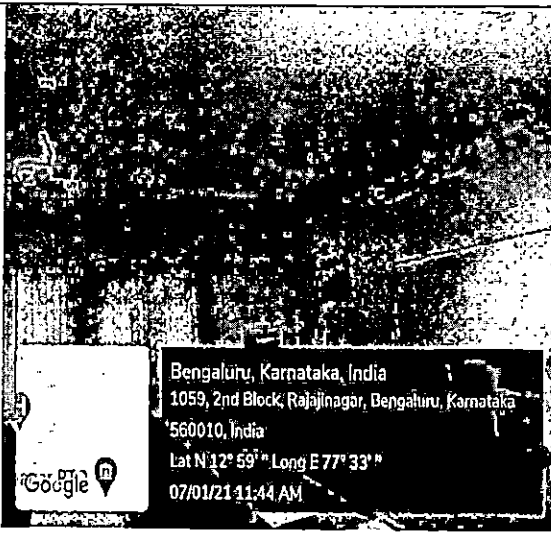
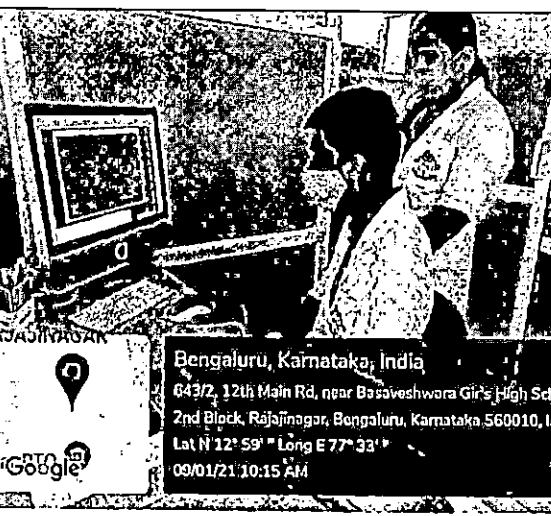
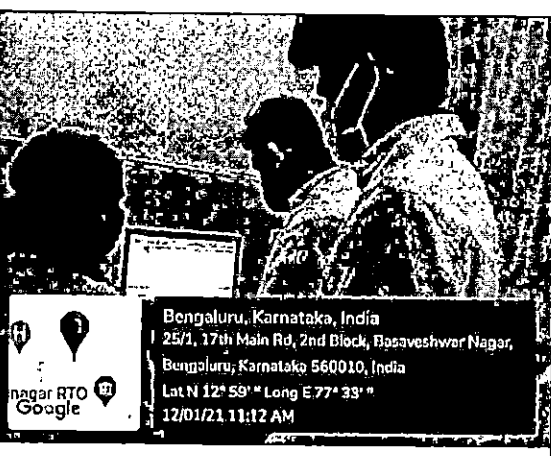
Bengaluru-560 010

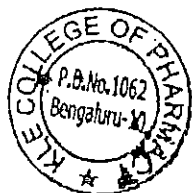
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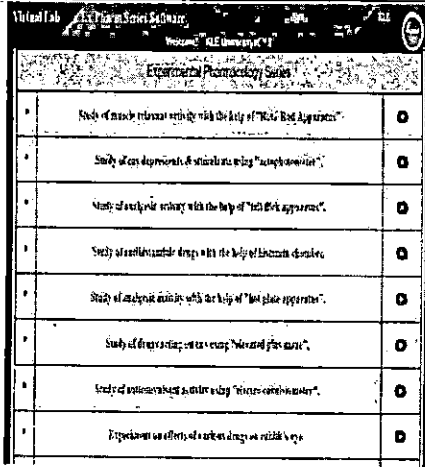
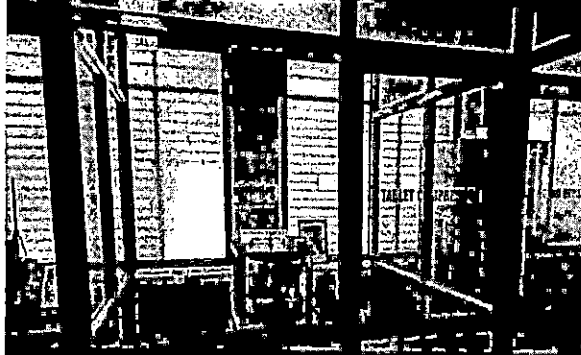




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Bengaluru-560 010

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Dr. V.A. Kothiwale
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 Bengaluru-560 010

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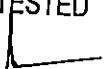
Dr. V.A.Kothiwale
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 Belagavi-590 010,Karnataka

11	Webinars	<p>3:50</p> <p>WEBINAR SERIES</p> <p>HOME / DEPARTMENTS WEBINAR SERIES</p> <p>Oct 15, 2020</p> <p>INFANT MORTALITY CHALLENGES : STRATEGIES AND THERAPEUTICS - SESSION 1</p>  <p>☰ □ ◀</p>
12	Project work	Under Graduate students carry out minor Projects

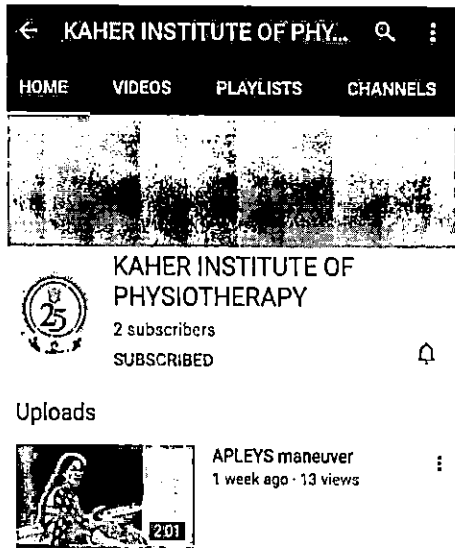


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Principal
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Ref. No/KAHER/ KIPT/

Details of Student Centric Methods used for enhancing learning experiences

Sr. No.	Particulars	Proofs
1	Educational CD available in libraries	Dissertation http://10.0.0.81:8080/jspui/handle/123456789/1585
		Project Works http://10.0.0.81:8080/jspui/handle/123456789/2598
2	You-tube video	<p>https://www.youtube.com/channel/UCgz3rGKrAhhV7Ge_XY2_e2w</p>  <p>KAHER INSTITUTE OF PHYSIOTHERAPY 2 subscribers SUBSCRIBED</p> <p>Uploads</p> <p>APLEYS maneuver 1 week ago · 13 views</p>
3	E-Resources	E-Books https://kledeemeduniversity.edu.in/library/#1562727627885-82d8bca6-59b0
		E-Journals https://kledeemeduniversity.edu.in/library/#1579673498558-ed400dfd-6fa2
		E-Resources https://kledeemeduniversity.edu.in/library/#1562734785537-73ff76a2-b166
		E-Learning https://kledeemeduniversity.edu.in/library/#1562735720996-250a7be9-19d0

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4 Skill Lab




5 Webinars


KLE Institute of Physiotherapy
A Constituent Unit of
KLE Academy of Higher Education & Research


is Organising National Webinar On
**Integrated Approaches for Upper Limb
Management in Subacute Stroke**

Date: 04th July 2020 | Time: 11 am

Speakers


Dr. Sanjiv Kumar
Professor
KARE Institute of
Physiotherapy


Dr. G. Varadharajulu
Dean
Faculty of Physiotherapy
KARE Deemed to be
University, Karol


Dr. Jisha Chitra
Dean
Faculty of Physiotherapy
KARE Institute of
Physiotherapy


Moderator
Dr. Aaghvendra Singh Dharwadkar
Lecturer
KARE Institute of Physiotherapy


PRE-REGISTRATION
<https://forms.gle/PJLs3FANUEZmgT9A>
After registration, Password will be provided


WORLD PHYSIOTHERAPY DAY
"YASHTOIRYH TADIAW"


24th July 2020

Speakers


Dr. Jisha Chitra
Dean
Faculty of Physiotherapy
KARE Institute of
Physiotherapy


Dr. Aaghvendra Singh Dharwadkar
Lecturer
KARE Institute of
Physiotherapy


Dr. Sanjiv Kumar
Professor
KARE Institute of
Physiotherapy



Dr. G. Varadharajulu
Dean
Faculty of Physiotherapy
KARE Deemed to be
University, Karol


KARE Institute of Physiotherapy
A Constituent Unit of
KLE Academy of Higher Education & Research


is Organising National Webinar On
Cervical Spine Injury Acute Stage Physiotherapy Management


Date: 24th July 2020 | Time: 8:30 am

Speakers


Dr. Jisha Chitra
Dean
Faculty of Physiotherapy
KARE Institute of
Physiotherapy


Dr. Aaghvendra Singh Dharwadkar
Lecturer
KARE Institute of
Physiotherapy


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KARE Institute of
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University, Karol

KLE ACADEMY OF HIGHER EDUCATION AND RESEARCH


KLE INSTITUTE OF PHYSIOTHERAPY, BELAGAVI - INDIA


Shoulder Dysfunction to Head & Neck Cancer
24th July, 2020
EST: 8:00 - 10:30 am


7JU in Association with KLE Cancer Rehabilitation


Management of Face and Neck Edema
26th July, 2020
EST: 6:30 - 8 pm

Speakers


Dr. Jisha Chitra
Dean
Faculty of Physiotherapy
KARE Institute of
Physiotherapy


Dr. Aaghvendra Singh Dharwadkar
Lecturer
KARE Institute of
Physiotherapy


Dr. Sanjiv Kumar
Professor
KARE Institute of
Physiotherapy

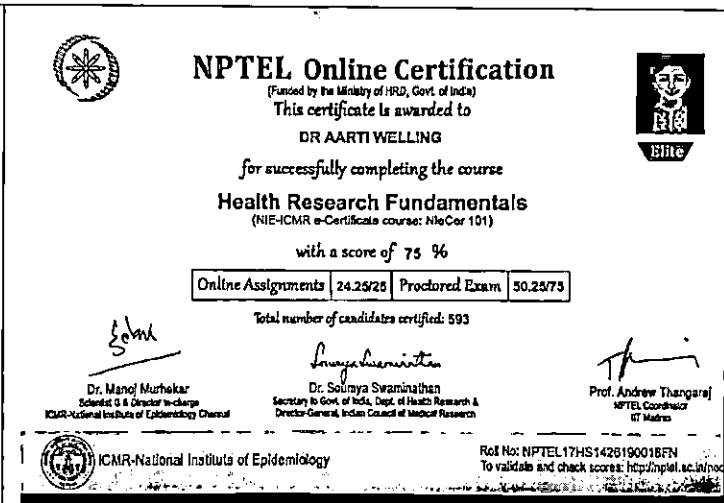

Dr. G. Varadharajulu
Dean
Faculty of Physiotherapy
KARE Deemed to be
University, Karol

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Dr. V.A.Kothiwale
Registrar

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Belagavi-590 010, Karnataka

6 Online Certificate Course



NPTEL Online Certification
 (Funded by the Ministry of HRD, Govt. of India)
 This certificate is awarded to
DR AARTI WELLING
 for successfully completing the course
Health Research Fundamentals
 (NIE-ICMR e-Certificate course: NleCer 101)
 with a score of **75 %**

Online Assignments	24.25/25	Proctored Exam	50.25/73
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Total number of candidates certified: 593

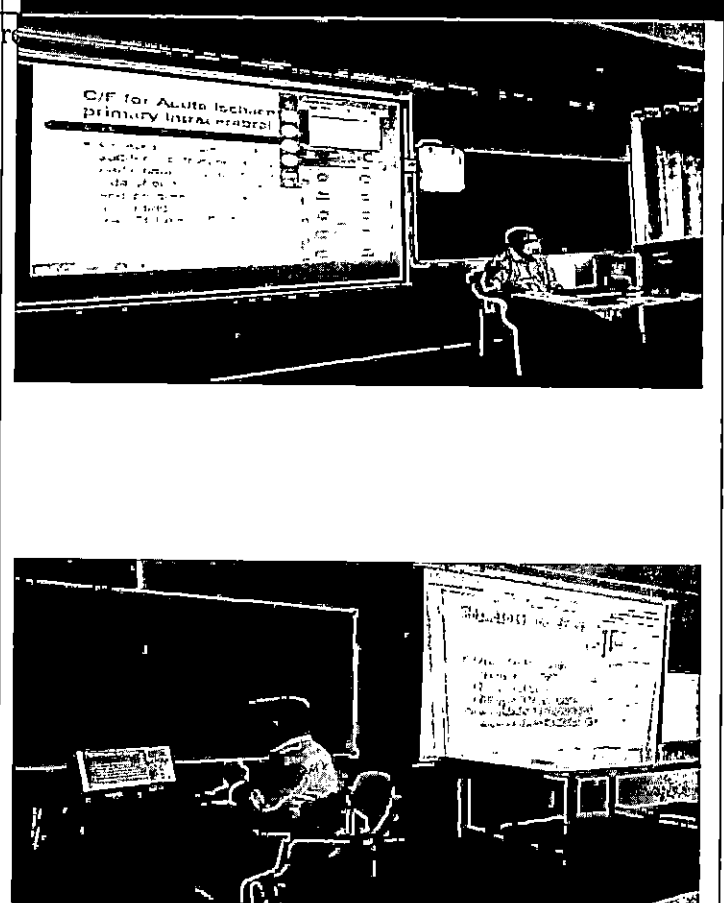
Dr. Manoj Murhekar
 Scientist G & Director in-charge
 ICMR-National Institute of Epidemiology, Chennai

Dr. Souraya Swaminathan
 Secretary to Govt. of India, Dept. of Health Research &
 Director-General, Indian Council of Medical Research

Prof. Andrew Thangaraj
 NPTEL Coordinator
 IIT Madras




ICMR-National Institute of Epidemiology
 Roll No: NPTEL17HS1426190018FN
 To validate and check scores: <http://npTEL.sc.in/poc>

7 Virtual classrooms (lecture capture system)



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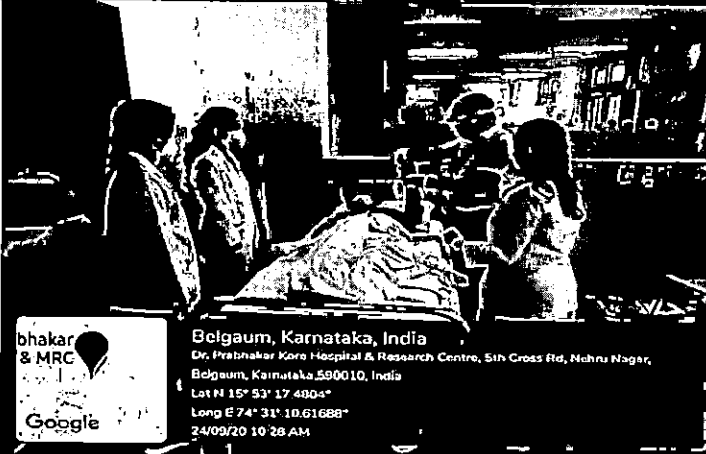
	
<p>8 Demonstration</p>	
<p>8 Didactic lectures</p>	

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9	Seminars	 <p>Temperature: 26.00°C Accuracy: 54.765 Course: 2020-09-18 12:28:48 Longitude: 74.5200451 Latitude: 15.8869553 Belgaum Kargi/Belgaum Karnataka</p>
10	Small group discussions,	 <p>11:11 AM India Longitude: 74.51993431678792 Latitude: 15.8869715 65278271</p>
11	Bed Side Teaching Learning	 <p>bhakar & MRC Belgaum, Karnataka, India Dr. Prabhakar Koro Hospital & Research Centre, 5th Cross Rd, Mohru Nagar, Belgaum, Karnataka 590010, India Lat N 15° 53' 17.4004" Long E 74° 31' 10.61688" 24/09/20 10:28 AM</p>

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12	Case presentations	 <div data-bbox="702 562 1348 757" style="border: 1px solid black; padding: 5px;">  <p>Belgaum, Karnataka, India KLE Prabhakar Kore Hospital Nehru Nagar, Belgaum, Karnataka 590010, India 26/09/20 09:27 AM</p> </div>
13	Field visits	<p style="text-align: center;">INSURANCE OFFICE BELAGAVI</p>   <p style="text-align: center;">DESHPANDE FOOD FACTORY</p>

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HALF MARATHON BELAGAVI






HYDROPACK HONAGA BELAGAVI



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Registrar

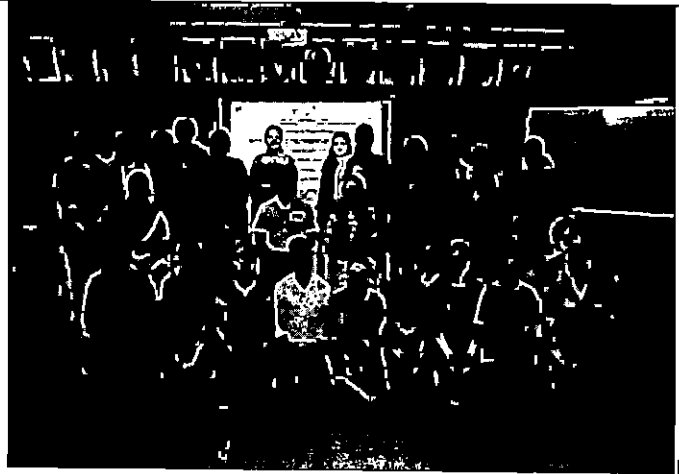
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14	Project work	http://10.0.0.81:8080/jspui/handle/123456789/2598
15	Guest lectures / seminars and workshops	<p style="text-align: center;">MENTORSHIP LECTURE</p>  <p style="text-align: center;">RESEARCH METHOTOLOGY WORKSHOP</p>  <p style="text-align: center;">Brain Gym Workstop</p>

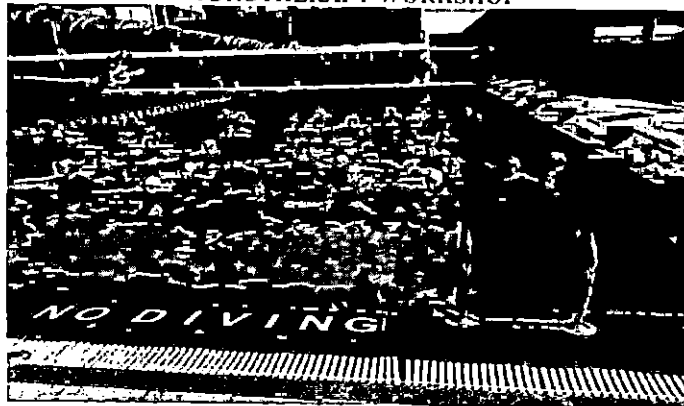
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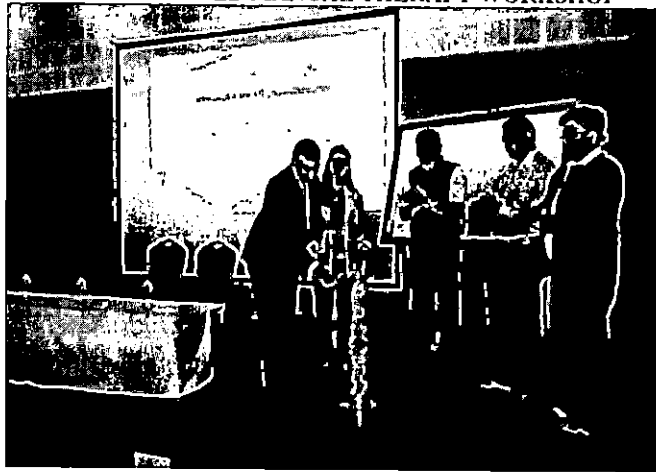
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HYDROTHERAPY WORKSHOP



INTEGRATED MANUAL THERAPY WORKSHOP



Guest lecture on career guidance

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Registrar

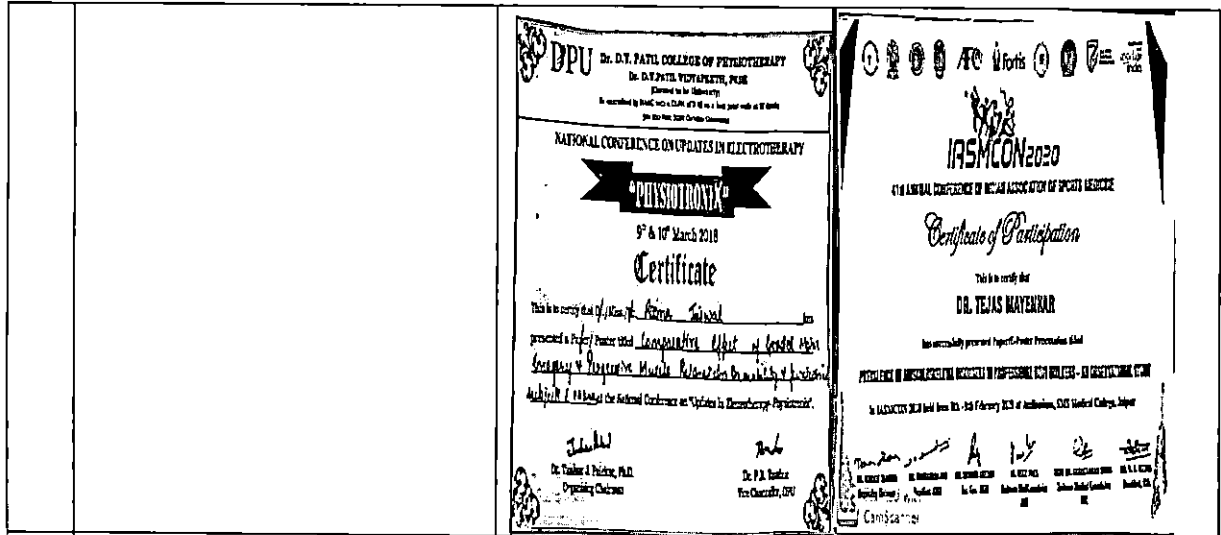
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16	Paper-poster presentations conferences	

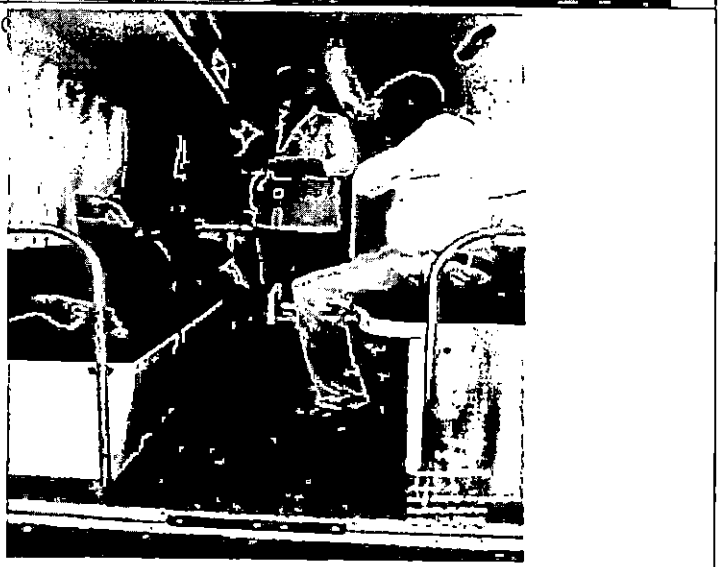
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Dr. V A [Signature] hiwale
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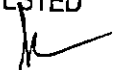


17 Participation in diagnostic and treatment health camps



Mega health checkup Camp Ramdurg



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18 Community awareness programs



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Awareness at Government School Kiniye



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Details of Student Centric Methods.

Sr. No	Particulars
1.	Webinars



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2.	Online Certificate Courses:	<ul style="list-style-type: none"> ➤ Value Added Courses: https://kleunursingbgm.edu.in/index.php/value-added-course/ ➤ Add On Courses: https://kleunursingbgm.edu.in/index.php/add-on-course/



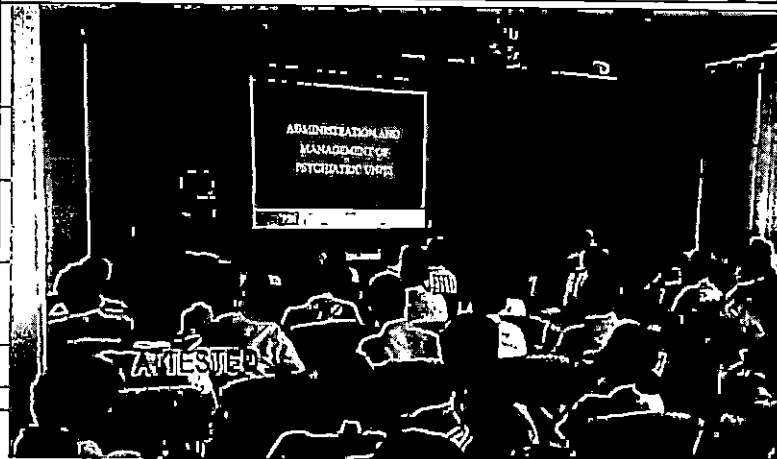
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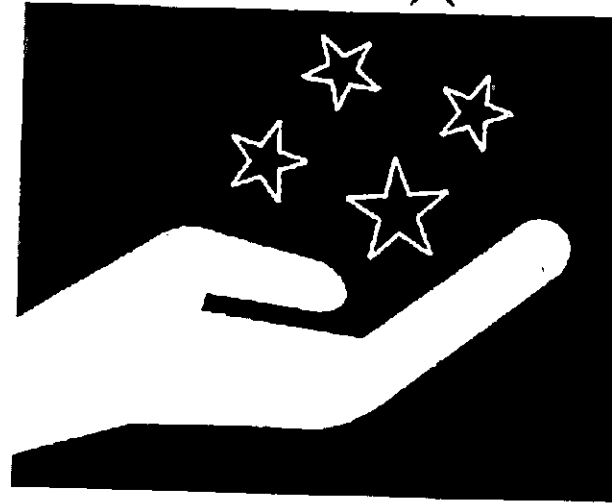
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3.	You-tube Videos
4.	Educational CD available in Library
5.	E-Journals and textbooks
6.	Didactic Lectures



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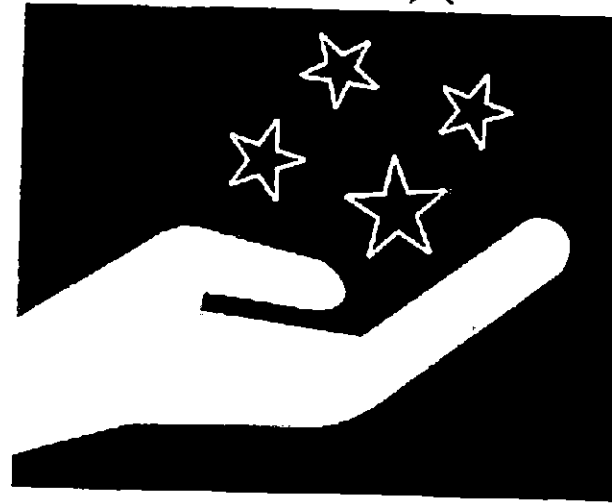


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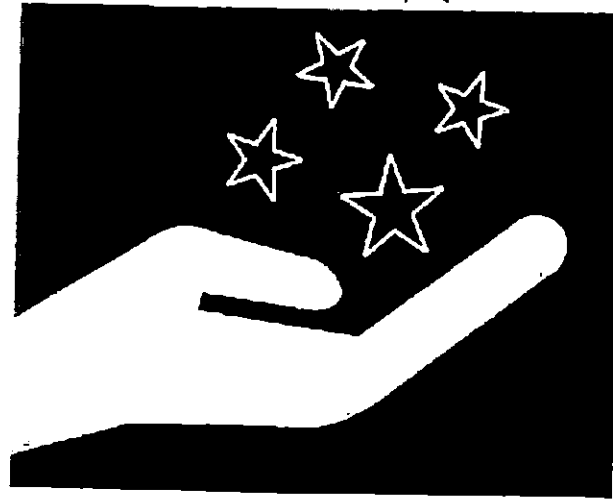
7. Seminars, Guest Lectures & Workshops

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Small Group
Discussion

8.

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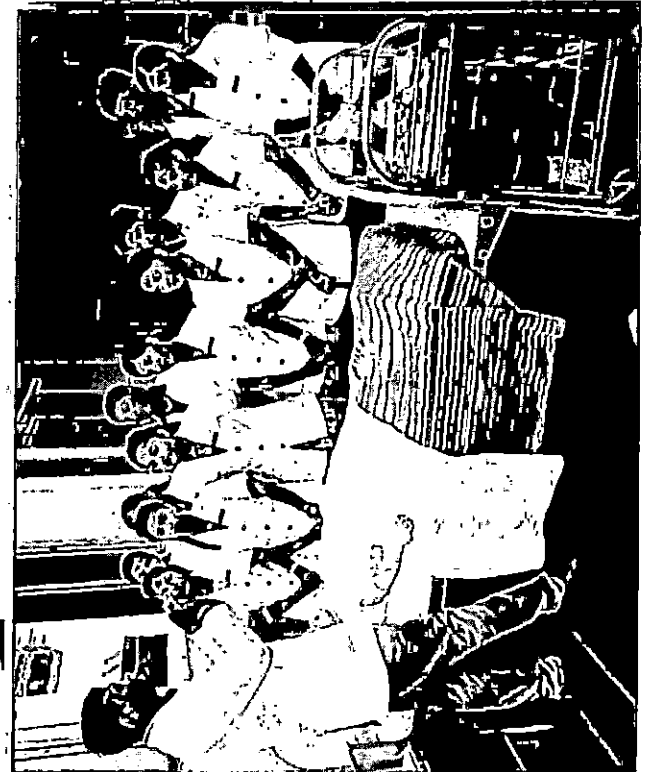
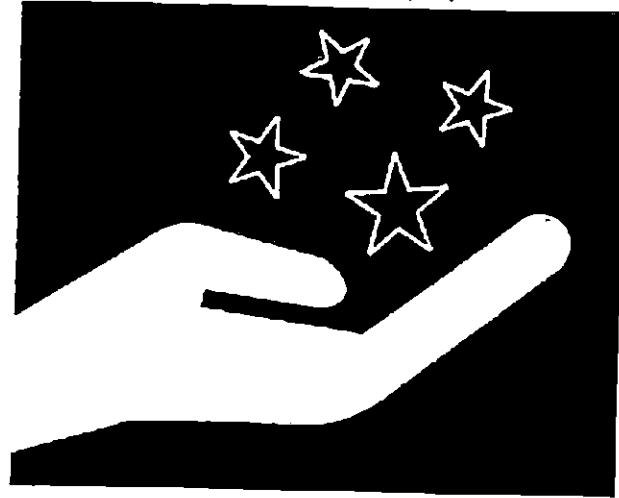
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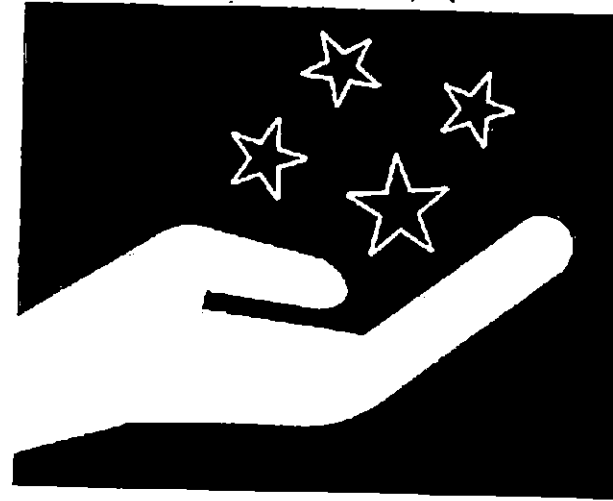
	Demonstration
9.	ATTESTED

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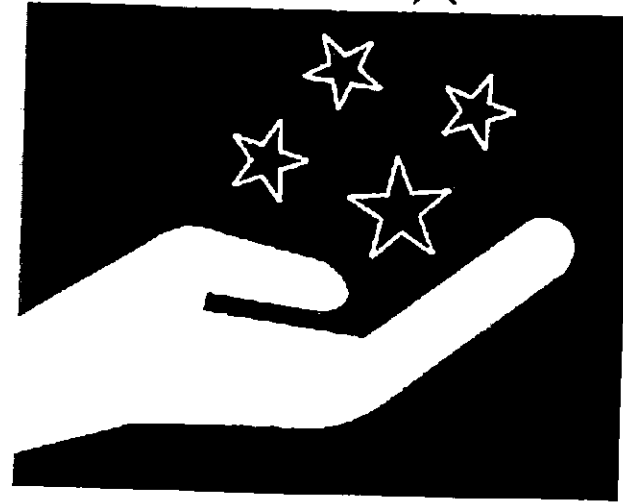


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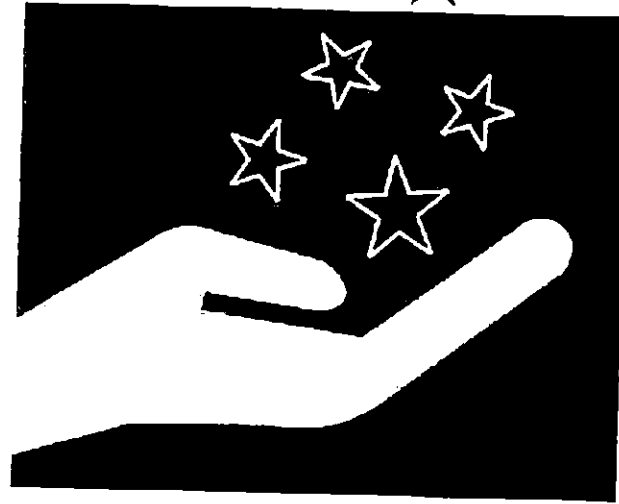


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	Bed Side Teaching
10.	<p style="text-align: center;">ATTESTED</p> <p style="text-align: center;">Dr. V.A.Kothiwale Registrar</p>

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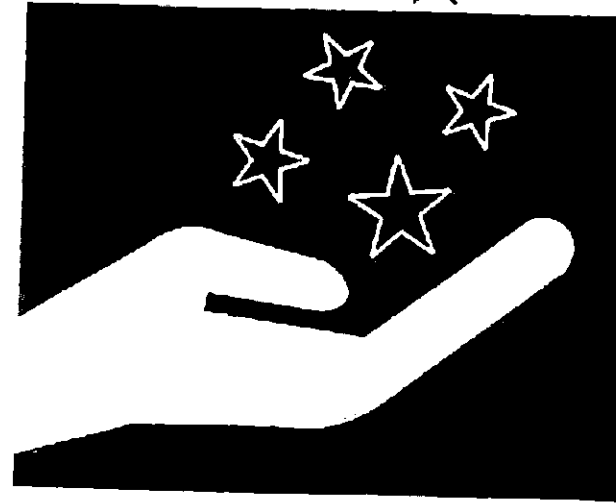
75

	Case Presentations
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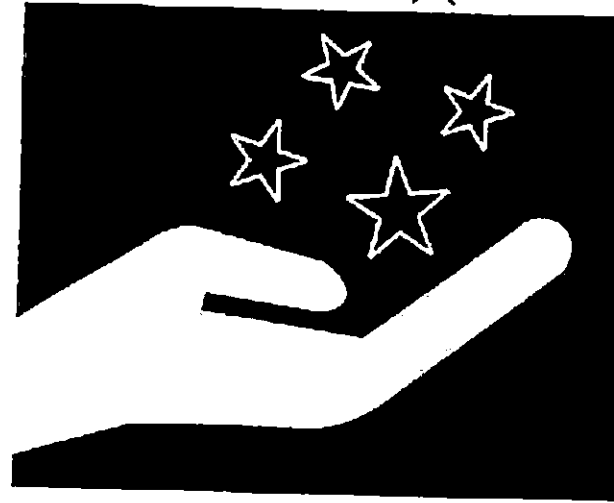
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12. Problem Based Learning

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Registrar

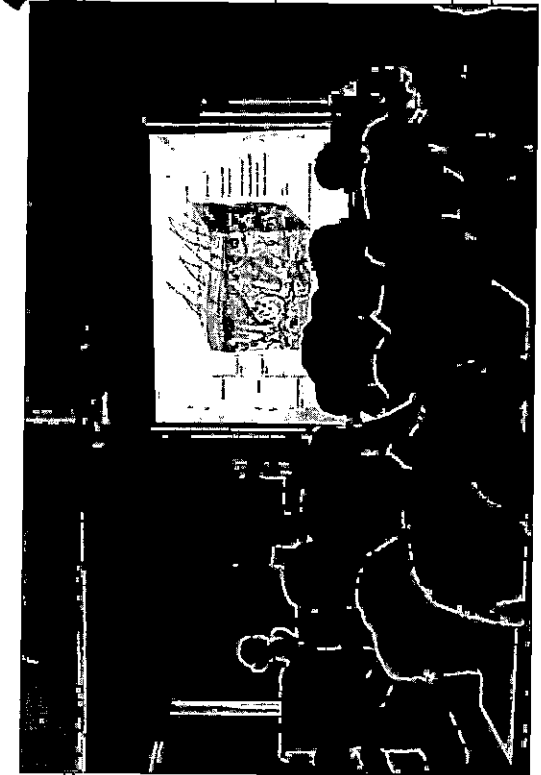
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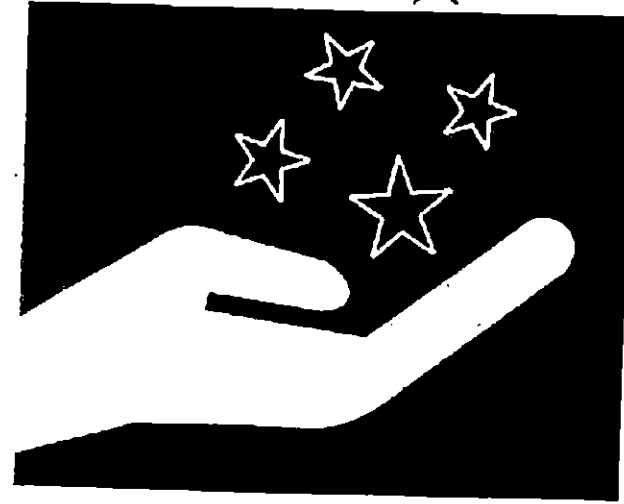
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	Flipped Classroom
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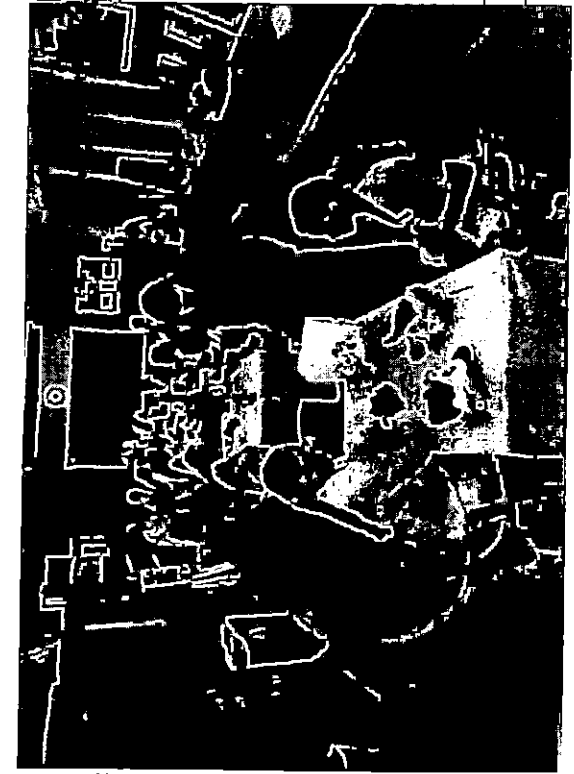
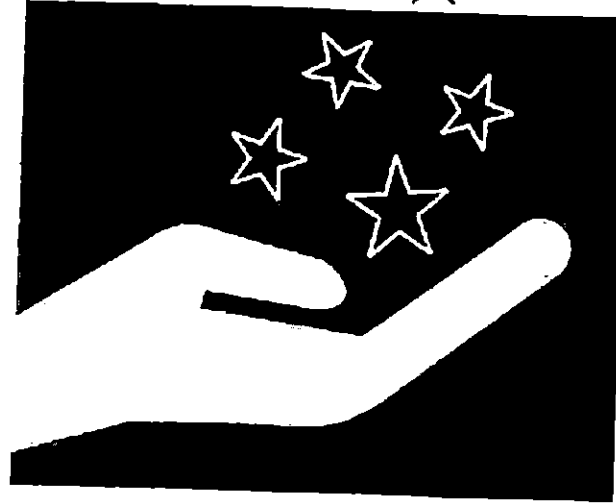
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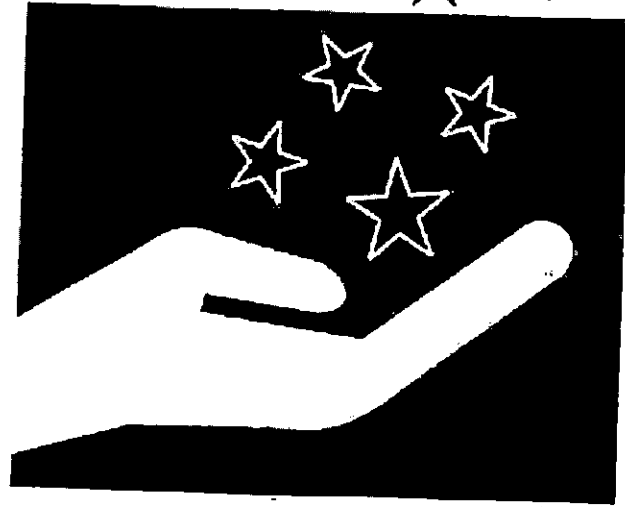
14. Skill Lab

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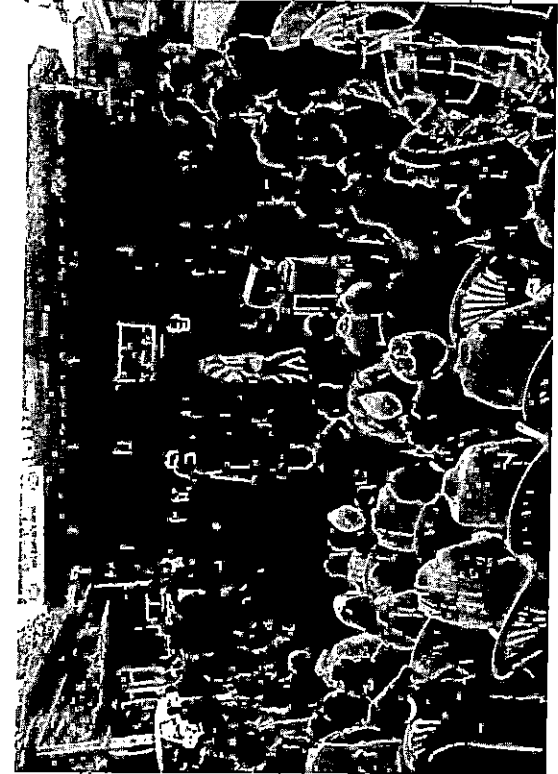
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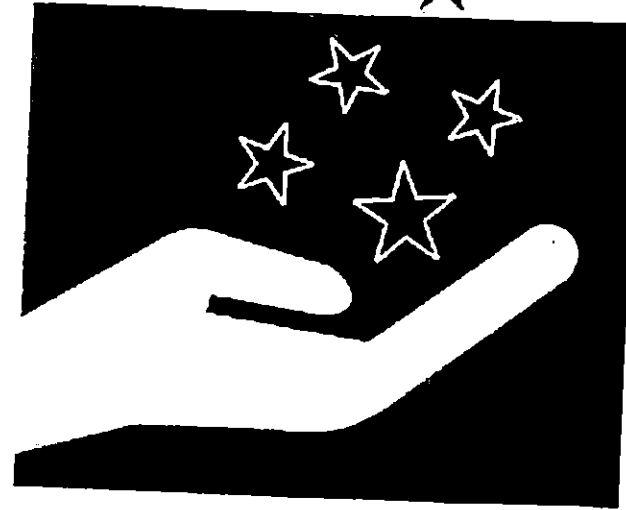


	15. Role Play



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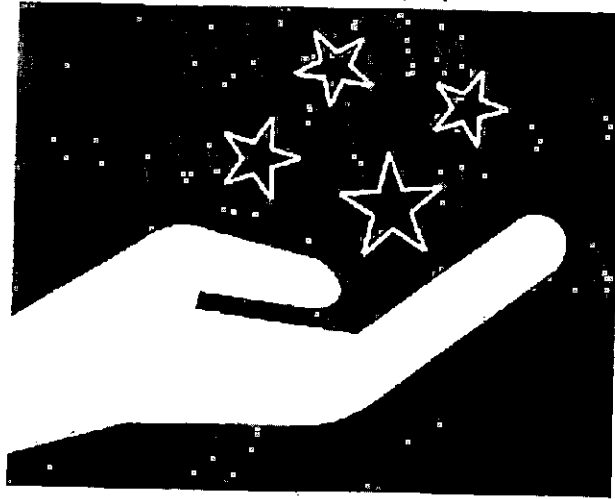


Dr. V.A.Kothiwale

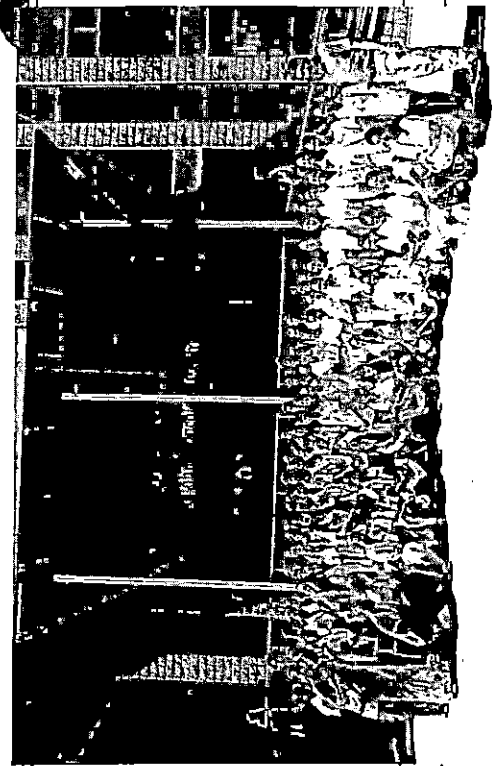
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Field Visits

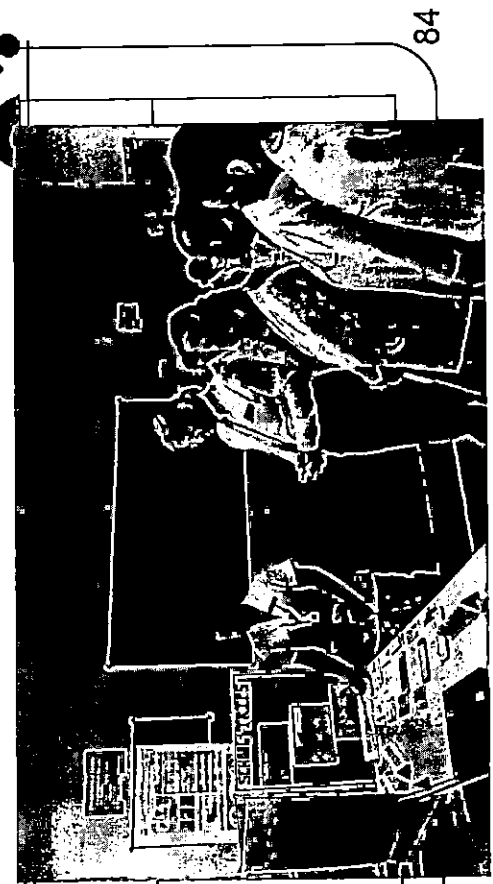
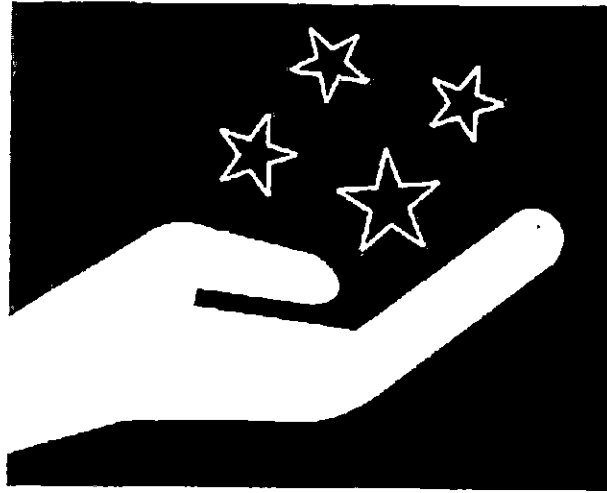
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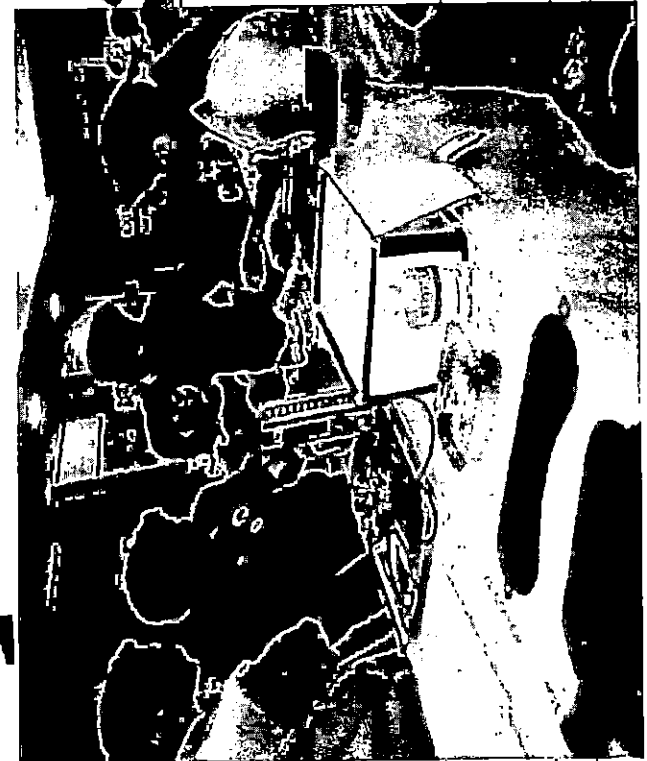
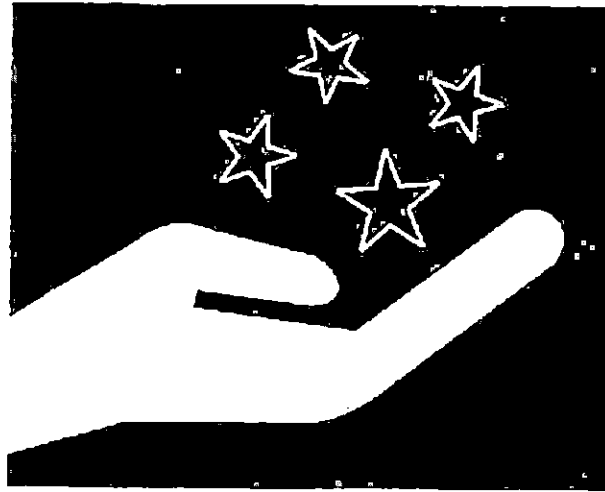
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	Medical Exhibition
18.	



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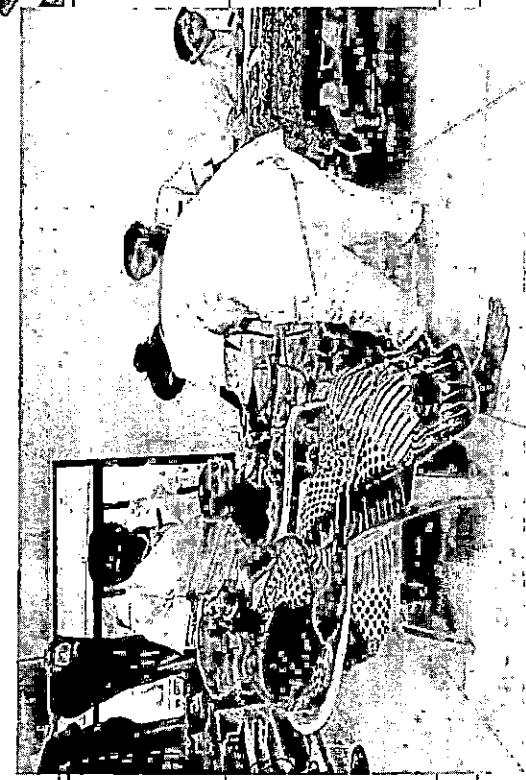
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	Participation in Diagnostic & Treatment Camps
19.	

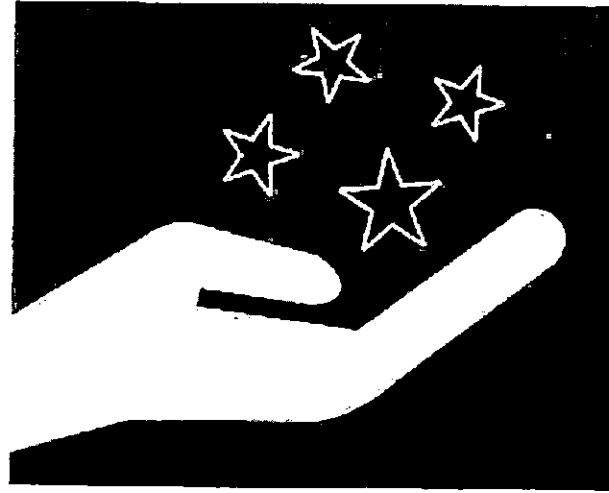
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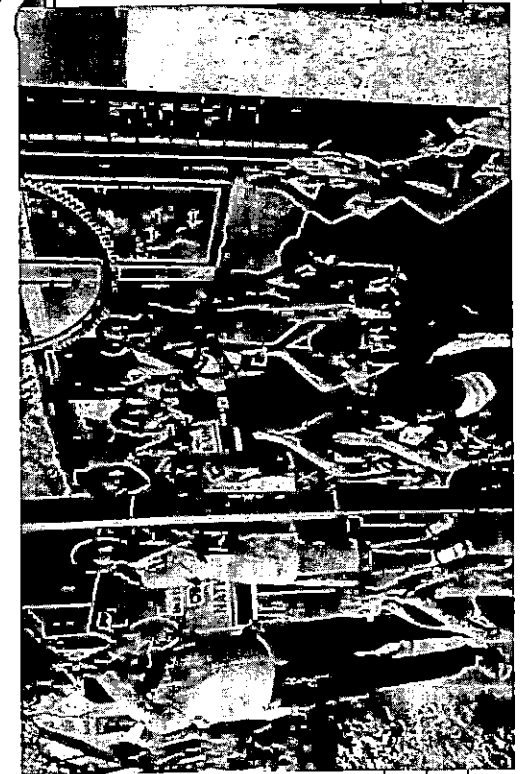
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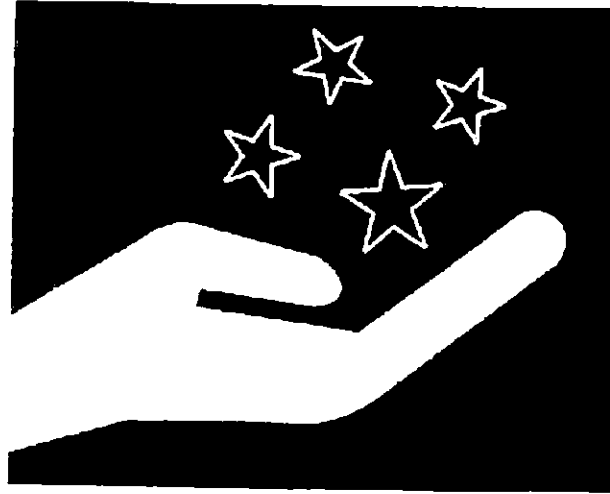
	Community
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KLE Academy of Higher Education and Research



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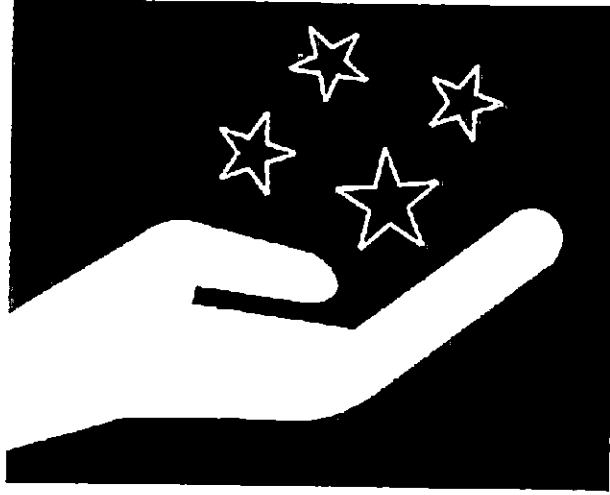
Awareness Program

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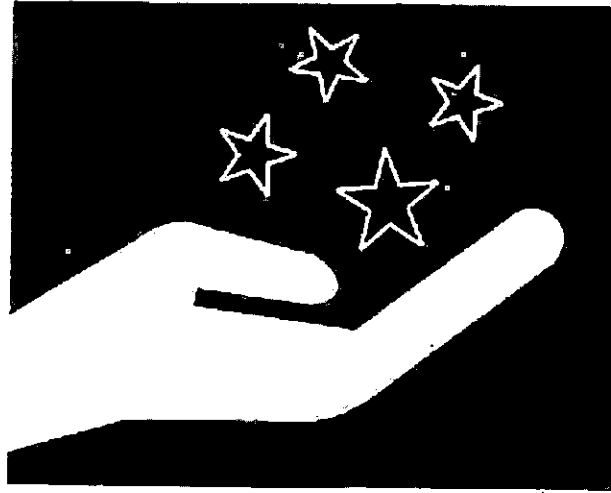
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21. Project work	Under Graduate students are allowed to carry out minor Projects.	
22. Online certificate Course	https://dth.ac.in/medical/national.php	

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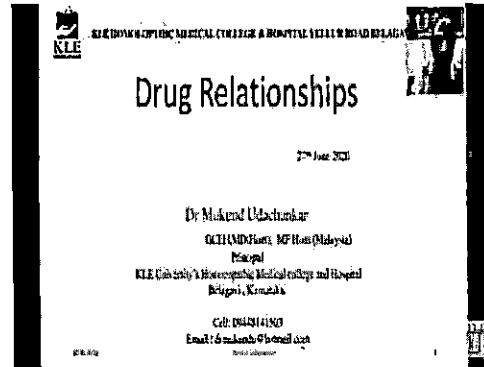
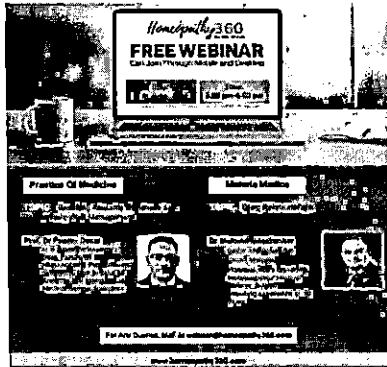
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Registrar



List of students – centric methods used for enhancing learning experiences

1) Webinars by KLE HMC, Belagavi



Faculty of Homoeopathy Parul[®] University

WEBINAR ON
 Concept of Case receiving and perceiving in the Clinical Practice
 - By Dr. Shevprasad K.
 Logic of understanding Homoeopathic Therapeutics
 - By Dr. Mukund Udachankar

15 MAY 2020 | 03:00 PM TO 04:00 PM

Dr. Shiv Prasad K.
 B.Sc., B.H.M.S., M.D.
 Principal, Father Muller HO-HMC,
 Mangalore, Karnataka.

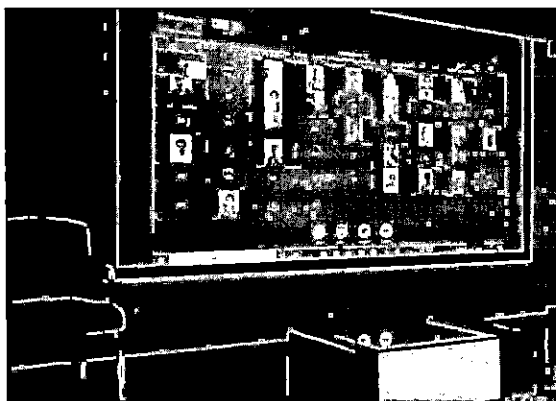
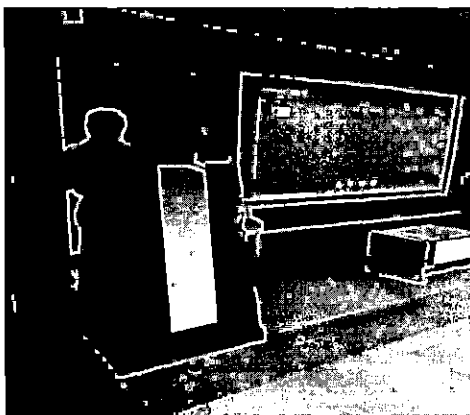
Dr. Mukund Udachankar
 O.C.E.H., M.D.(Hom), M.F. Hom (Malaysia)
 Principal, KLE University's Homoeopathic
 Medical College, Belagavi, Karnataka.

www.paruluniversity.co.in



IHMA ILLUMINARE'S - Miasmatic Approach To Drugs Subscribe t...
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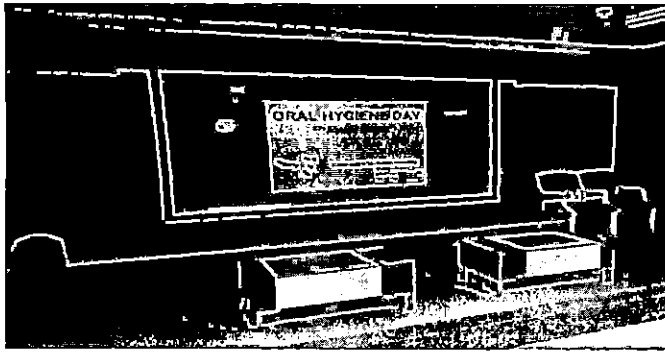
2) National Pollution Prevention Day Presentation made by Students Online



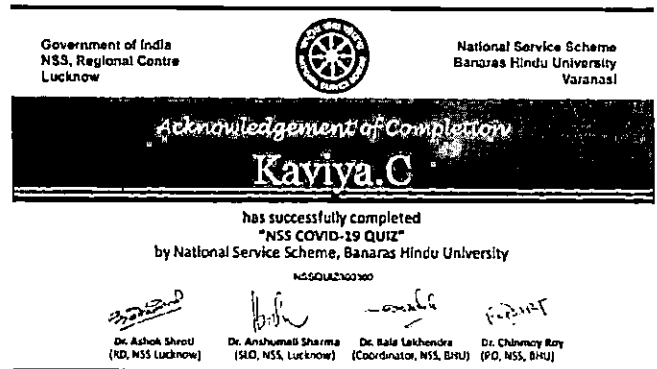
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3) Oral Hygiene Day Presentation made by Students Online



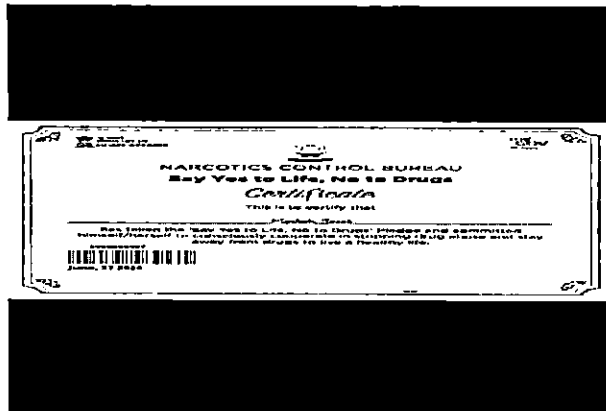
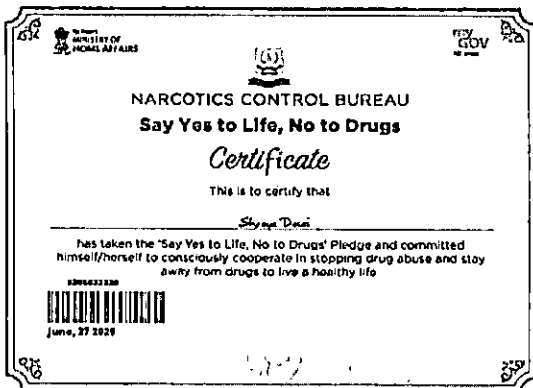
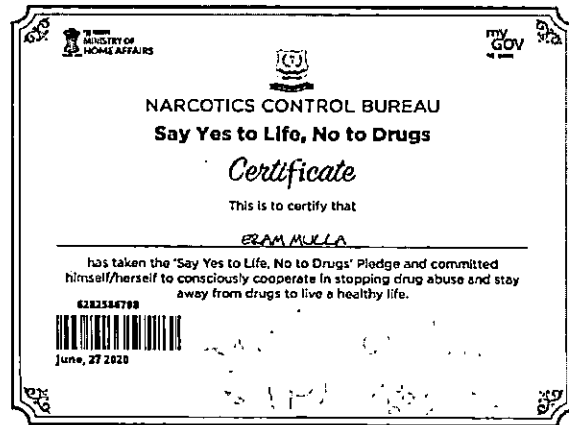
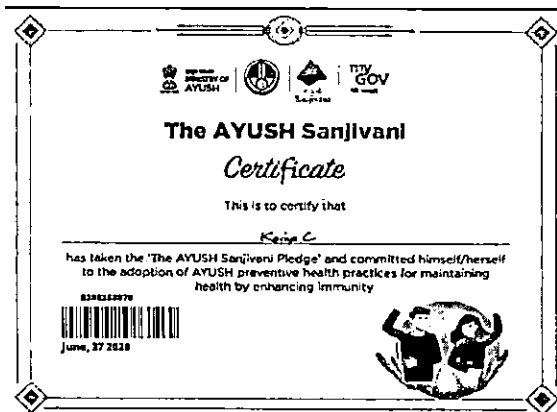
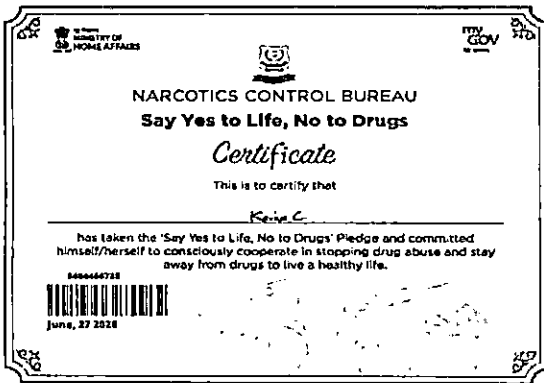
4) Online Certificate Courses/Community Awareness Programs



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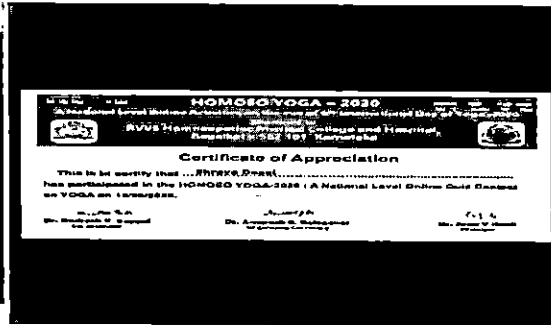
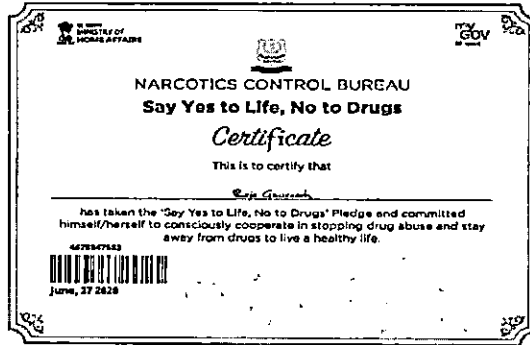
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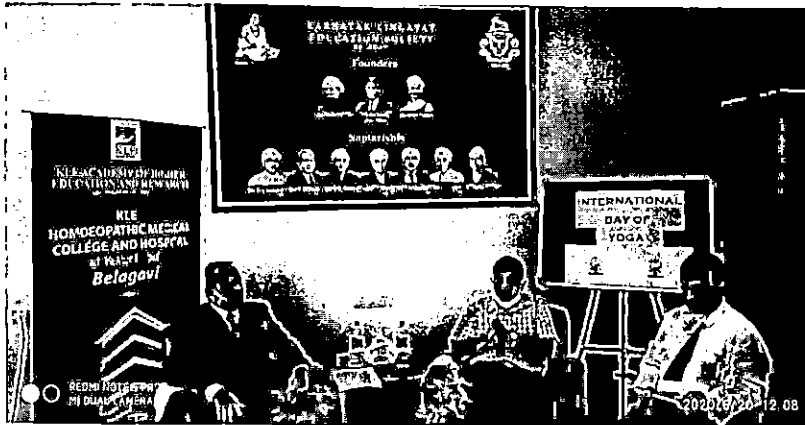
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5) Online Interactive Session on Yoga & Wellness



6) Guest Lectures / Seminars & Workshops

Guest Lecture by Dr. S. K. Tiwari

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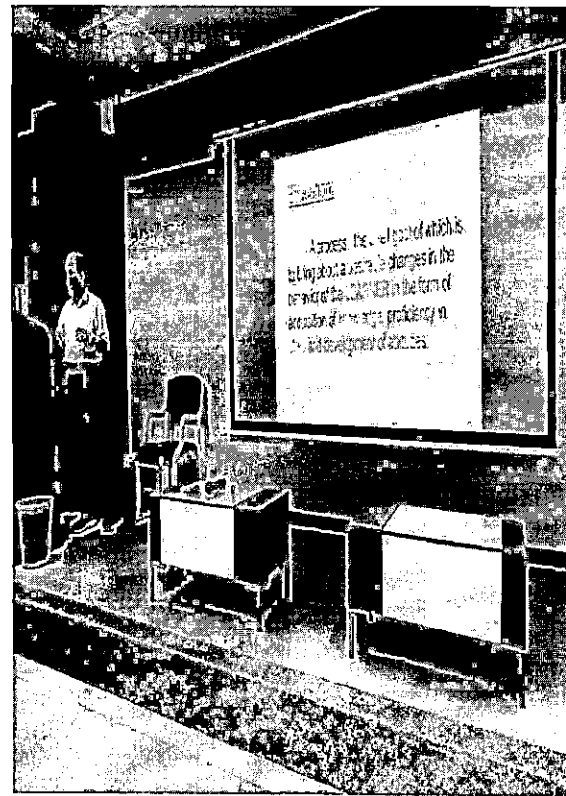
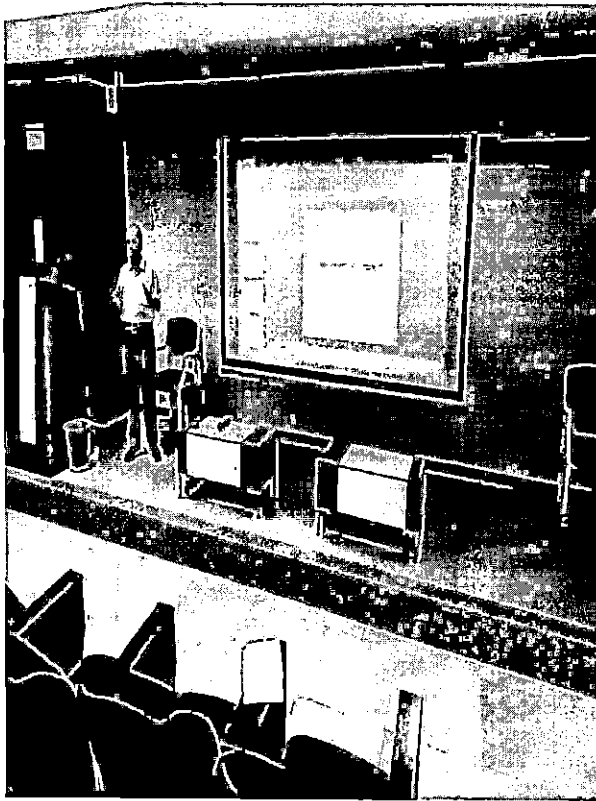
7) Teaching Learning Workshop for Staff by Dr. M. A. Udachankar, Principal, KLE HMC, Belagavi on following Topics;

- 1) Education Taxonomy
- 2) Small and Large Group Teaching
- 3) Bloom's Taxonomy of Education
- 4) Teaching Learning objectives
- 5) Lesson Planning

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8) List of e-content / e courses / video lecturers / demonstration developed / Seminars

Sl. No	Department	Content	Link
01	Anatomy	Cranium Dissection-Demonstration Video	Video attached Anatomy -01
02		Muscles of Upper Limb – Dissection	Video attached Anatomy -02
03	Physiology including	The Vestibular system, balance and dizziness – video lecture	https://youtu.be/1AZnFszUrol

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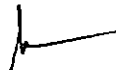
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04	Biochemistry	Physiology of heart sounds made simple – video lecture	https://youtu.be/a_dGqsobGK8
05		Glomerular filtration, GFR and factors affecting GFR –video lecture	https://youtu.be/ejF7GTrnhHK
06		Introduction to the Biophysics course – e – course	https://youtu.be/NX0VQ8Uj4PY
07	Homoeopathic Pharmacy	Laboratory Methods – PPT with Videos	Laboratory Method – PPT attached
08		Instruments – Seminar video	http://www.google.com/url?q=https://transcripts.gotomeeting.com/?utm_source%3DrecordingReadyNotification%26utm_medium%3Demail%23/s/693e69534053b8f42ee5cbfd9ce6579f00f83f1789c5efd4b2463a1272f70b7d&source=gmail&ust=159229675524100&usg=AFQjCNFzUstpxOubHfOitd6BNgcfmXAOZw
09	Pathology	Inflammation –PPT with video	Video attached Pathology -01
10		AscariusLumbricoides –PPT with video	Video attached Pathology -02
11		Malaria –PPT with video	Video attached Pathology -03
12		Hookworm –PPT with video	Video attached Pathology -04
13	Forensic Medicine & Toxicology	Snake Poisoning	PPT attached
14	Homoeopathic MateriaMedica	History and Evolution of MateriaMedica- Seminar	Link attached
15		CalcareoCarbonica- Drug	PDF file attached
16	Organon of Medicine with	Baron Clemens Franz Von Boenninghausen	PPT attached
17	Hom. Philosophy	History of Medicine	PPT attached
18		Life and works of Dr Hahnemann	PPT attached

9) Group Discussions and Demonstration

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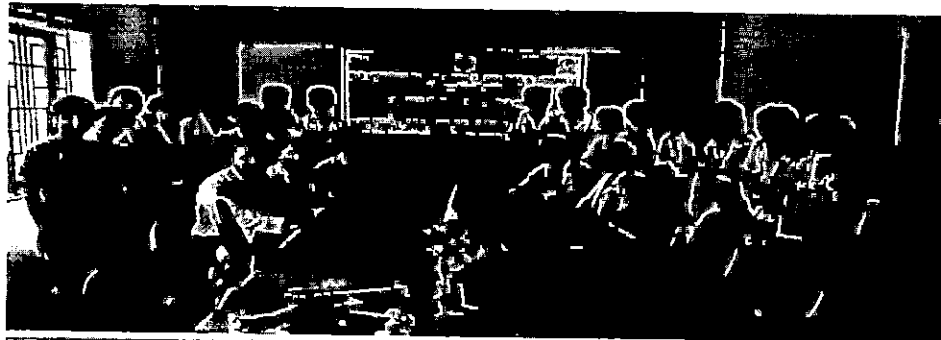
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HEALTH CHECK-UP CAMP CONDUCTED AT M/S. EXPERT ENGINEERING WORKS, UDYAMBAG, BELAGAVI ON 7TH DEC-2019



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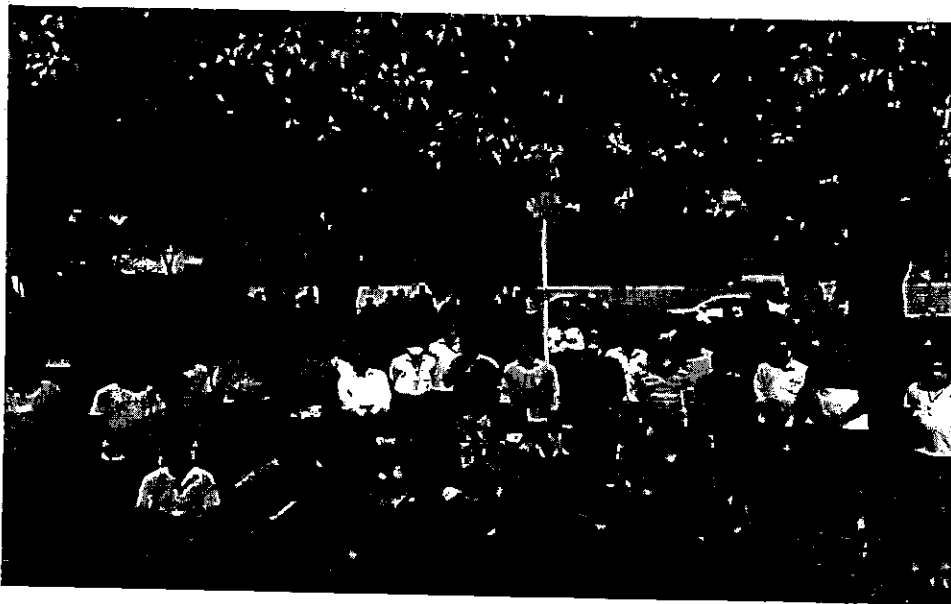
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**HOMOEOPATHIC MEDICINE WERE DISTRIBUTED TO
MUNICIPAL CORPORATION WORKERS, VADAGAON,
BELAGAVI ON 6TH MAY 2020**



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**GERIATRIC HEALTH CHECK-UP CAMP CONDUCTED
AT KLE HMC BELAGAVI, ON 27th May 2019**



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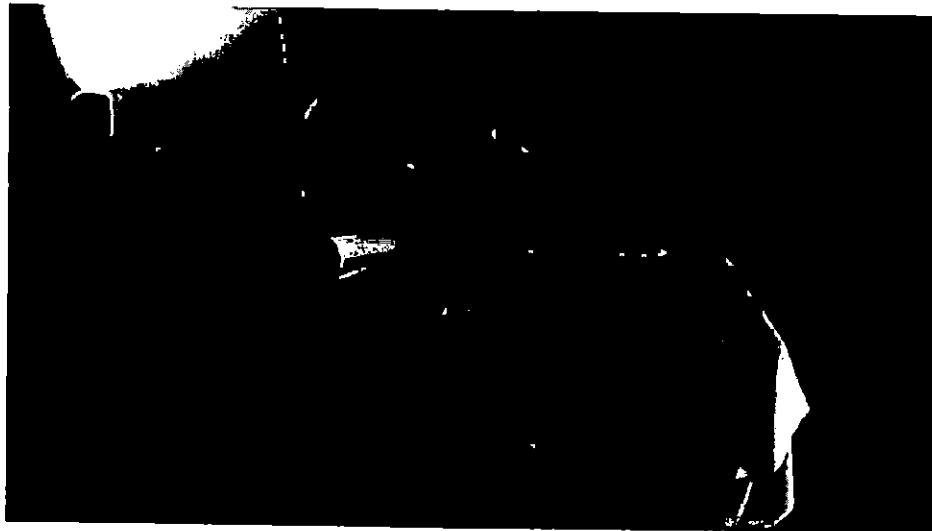
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HEALTH CHECK-UP CAMP CONDUCTED AT RAMDURG ON MARCH 2019



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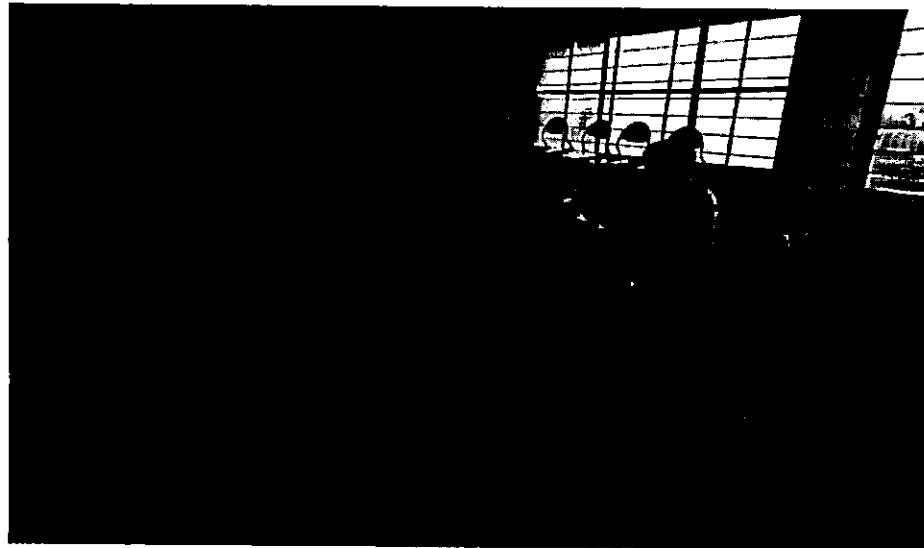
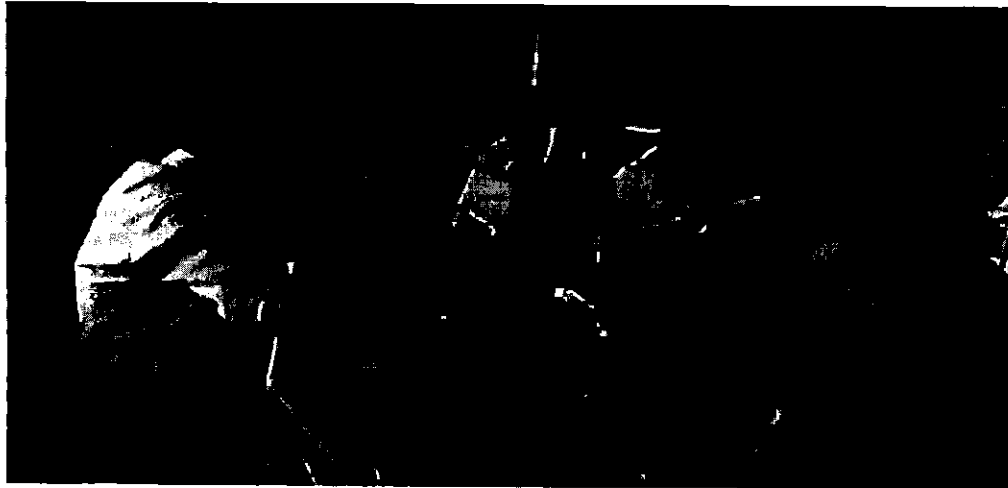
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ANKALI MEGA HEALTH CHECK-UP CAMP CONDUCTED AT ANKALI, ON 1ST AUGUST 2019




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