



YENEPOYA

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Recognized under Sec 3(A) of the UGC Act 1956

Accredited by NAAC with 'A' Grade

2.3.1 Student-centric methods are used for enhancing learning experiences

List of student-centric methods used for enhancing learning experiences

2.3.1. Student –Centric methods are used for enhancing learning experience by:

Sl.No	Student-centric method	Faculty of Dentistry	Faculty of Medicine	Faculty of Nursing	Faculty of Allied Health & Basic Sciences	Faculty of Pharmacy	Faculty of Arts, Science, Commerce & Management	Faculty of Ayurveda	Faculty of Homoeopathy
1.	Experiential learning	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2.	Integrated / Inter-disciplinary learning	Yes	Yes	Yes	Yes	Yes	Yes	No	No
3.	Participatory learning	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4.	Problem-solving methodologies	No	Yes	Yes	Yes	No	Yes	Yes	No
5.	Self-directed learning	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6.	Patient-centric and Evidence –based learning	Yes	Yes	Yes	Yes	No	No	Yes	No
7.	The Humanities	Yes	Yes	Yes	No	Yes	Yes	No	No
8.	Project-based learning	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
9.	Role play	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes

YENEPOYA DENTAL COLLEGE

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2.3.1: LIST OF STUDENT CENTRE METHODS

DENTAL COLLEGE		
Courses: BDS/MDS		
STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. <i>Experiential learning</i>	Yes	<p><u>Department of Conservative Dentistry and Endodontics</u></p> <p>Experiential Learning is done in 2 steps. Developing the basic concepts of restorative Dentistry. Students practice on Mannequins or jaw models with typhodont teeth and acquire the basic skills needed before treating the patients.</p> <p>Eg: Students prepare cavity designs and restore them in plaster models and typhodont teeth.</p> <p>Learn steps of Root Canal Treatment on mounted extracted tooth.</p> <p>Clinical Training on Patients Student utilize the knowledge of preclinical training they acquired and treat the patients. With experience they build on their existing knowledge, gain confidence and develop clinical reasoning skills to effectively treat the patient</p> <p><u>Department of Oral Medicine and Radiology</u></p> <p>Students will have their practical demonstration on clinical examination, normal anatomy and demonstration of intra oral technique. Radiographic intra oral technique will be demonstrated to the students on radiographic simulator. After the training on simulator students will take radiograph on patients.</p> <p><u>Department of Oral and Maxillofacial Surgery</u></p> <p>The student records case history and performs dental extractions and</p>

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		<p>suturing under local anesthesia on patients.</p> <p>The post graduate students perform extractions along with other minor surgical procedures like apicectomy, cyst enucleation, frenectomy, debridement, suturing and alveoloplasty on patients.</p> <p>The post graduate students also perform simple fracture reduction procedures on patients under general anesthesia</p> <p>The post graduates learn intubation and extubation procedures on patients during their anesthesia postings.</p> <p>The post graduates undergo compulsory BLS/ACLS training conducted by ACTS-Yen during the course.</p> <p><u>Department of orthodontics and dentofacial orthofacial orthopaedics</u></p> <p>Under graduate Students are trained in Orthodontic basic wire bending exercises are demonstrated by the Staff and students are asked to perform the same.</p> <p>Students are taught to trace Cephalometric and to do the analysis.</p> <p>Students are trained to do the model analysis.</p> <p>Students are demonstrated and trained in impression making, pouring the casts and making Orthodontic study models.</p> <p><u>Department of Pedodontics</u></p> <p>Students have to perform Preclinical exercises on preventive and interceptive orthodontic procedures</p> <p>Restorative and endodontic exercises on phantom head jaws, models and extracted teeth.</p> <p><u>Department of Periodontology</u></p> <p>Students after taking case history carry out scaling procedure on the patient. Once the student completes case he/she reflects on how the whole experience of history taking, treatment planning went on. Students are expected to document their experience of at</p>
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		<p>least on 3 difficult cases in their record book. Necessary modification (suggested by teaching faculty) may be carried out by the student on patients based on previous experiences .</p> <p><u>Department of Prosthodontics</u> Students have their excercises of learning in practical hour -making of impression on models, pouring cast models, dies ,making of denture base and occlusal rims, arrangement of teeth in class-I relation, class-II and III. Fabrication of special tray.</p> <p><u>Department of Public Health Dentistry</u> Indices,Pit and fissure sealant placement Field visits (PHCs and water purification plants) Family adoption program</p>
<p>2. <i>Integrated/ Inter-disciplinary learning</i></p>	<p style="text-align: center;">Yes</p>	<p><u>Department of Conservative Dentistry and Endodontics</u> Esthetic Dentistry Course. Here the Interns are taught to comprehensively handle the patient. Experts in the different specialities teach based on module. Theory and Practicals are taught and cases are given.</p> <p>Eg: Designing Smile Restorative Part is taught by experts from Conservative Dentistry. Corrective Surgeries related to the gingiva taught by the department of Periodontics. Veneers taught by the department of Prosthodontics</p> <p><u>Department of Oral Medicine and Radiology</u> Integration with all the departments regarding treatment plan and radiographic interpretation. I MDS Postgraduate students attending One month posting in Medical hospital. II MDS Postgraduate students attending One month training in Regional Cancer</p>

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		<p>center- Trivandrum.</p> <p><u>Department of Oral and Maxillofacial Surgery</u> The department of OMFS collaborates with various dental and medical departments, as listed below, for its day to day functioning:</p> <p>Conservative and endodontics: for endodontic surgery</p> <p>Orthodontics: Orthognathic surgery planning and pre/post surgical orthodontics</p> <p>Prosthodontics: for pre-prosthetic surgery, obturators and maxillofacial prosthesis</p> <p>Oral pathology: incisional/excisional biopsies and FNAC are performed routinely and specimens are sent for histopathological analysis</p> <p>Pedodontics: pediatric trauma/pathology/cleft cases are operated along with the pedodontics department under LA/GA</p> <p>Community dentistry: students perform extractions and suturing during camps.</p> <p>Anesthesia: lectures are taken by faculty of anesthesia for undergraduates.</p> <p>The department faculty and students closely interact with general surgery, general medicine, orthopedic, ENT and surgical oncology departments for OP/IP references and assisting surgical cases.</p> <p>The students attend inter disciplinary programs such as tumour board and clinical society meetings regularly</p> <p><u>Department of orthodontics and dentofacial orthofacial orthopaedics</u></p> <p>Integration with Oral Surgery, Paedodontics and Conservative Dentistry, Periodontics and Oral</p>
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		<p>Medicine and Radiology for Interdisciplinary cases.</p> <p><u>Department of Pedodontics</u> Students are posted in the departments of Anesthesia, Pediatrics, ENT and craniofacial for interdisciplinary learning Child psychology and Behavior management classes are taken in collaboration with psychiatric department classes</p> <p><u>Department of Periodontology</u> Students discuss the interdisciplinary cases with teaching faculty members in the form of case history discussion (long case history group discussion) , chair side discussions to arrive at accurate diagnosis which will help them in planning the treatment based on different phases of treatment planning</p> <p><u>Department of Prosthodontics</u> Integration with conservative and Endodontics, DA/DH and oral medicine -radiograph interpretation.</p> <p><u>Department of Public Health Dentistry</u> Family adoption program with RHCDC</p>
<p>3. Participatory learning</p>	<p style="text-align: center;">Yes</p>	<p><u>Department of Conservative Dentistry and Endodontics</u> Students are given various clinical related topics and they are made to present in front of other students and also the Faculty. Group Discussion.: Interesting clinical cases are chosen and their clinical conditions, method of diagnosis and the treatment planning discussed with the students. During the course of the discussion students are encouraged to actively participate in the process of diagnosis and the various treatment modalities to be planned for the particular case</p> <p><u>Department of Oral Medicine and Radiology</u></p>

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		<ul style="list-style-type: none">· Case-history, discussion & demonstration of clinical procedure like pulp vitality test, oral cancer cases, habit related lesions and radiographic interpretation of intral oral radiographs.· Small group discussions· Blood Glucose intimation. <p><u>Department of Oral and Maxillofacial Surgery</u></p> <ul style="list-style-type: none">· Small group discussions are conducted during the clinical postings during which the students are given small topics to explain and discuss among their batchmates.<ul style="list-style-type: none">· Blunder lectures are arranged where the student identifies the error in the presentation.· The students are demonstrated IM/IV injection techniques in the simulation lab· The undergraduates participate in OT sessions where they observe scrubbing and asepsis procedures, anesthetic and surgical procedures under GA.· The post graduates practice draping procedure on each other in the minor OT. <p><u>Department of orthodontics and dentofacial orthofacial orthopaedics</u></p> <ul style="list-style-type: none">· Students are demonstrated to trace the cephalometric and do the analysis.· Students are trained in forming the base to make orthodontic study models. <p><u>Department of Pedodontics</u></p> <ul style="list-style-type: none">· Regular hands on demo on various preclinical and clinical exercises are demonstrated.· Students have to participate in dental health camps and School Dental health programmes <p><u>Department of Prosthodontics</u></p>
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		By giving a scenario like an articulator display and students are asked to identify the same and explain to each other the Pros and cons of the articulator, case-history, discussion & Demonstration of clinical procedure.
4. <i>Problem solving methods</i>	No	
5. <i>Self directed learning</i>	Yes	<p><u>Department of Oral Medicine and Radiology</u> Before every theory class the topic is put-up in yengage and students are asked to read and come prepared for the theory class.</p> <p><u>Department of Oral and Maxillofacial Surgery</u></p> <ul style="list-style-type: none"> · Before every theory class the topic is put-up in yengage and students are asked to read and come prepared for the theory class. This is followed by the online forum activity. · Discussion list is provided to the students on the first day of the clinical posting and the students are expected to come prepared for the discussion. <p><u>Department of orthodontics and dentofacial orthofacial orthopaedics</u> A powerpoint presentation of each class is uploaded before the theory classes, so that Students will be prepared for the class.</p> <p><u>Department of Pedodontics</u></p> <ul style="list-style-type: none"> · Students have to present seminars and prepare assignments <p><u>Department of Periodontology</u> Students are expected to prepare seminars on the topics given prior to the class. seminar shall be prepared by students as a part of self directed learning where they are expected to refer multiple standard textbooks, prepare PPT</p>

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		<p>and take a class for their peers in the presence of a staff</p> <p><u>Department of Prosthodontics</u> Before every theory class the topic is put-up in Yengage and students are asked to read and come prepared for the theory class.</p>
<p>6. <i>Patient – centric and Evidence based learning</i></p>	<p style="text-align: center;">Yes</p>	<p><u>Department of Oral Medicine and Radiology</u></p> <ul style="list-style-type: none"> · The necessary drugs to be prescribed to the patients is based on evidence. Prescription writing and sterilization procedures standard international protocol has been followed. · Problem based learning for all the III BDS, IV BDS and Postgraduates students. <p><u>Department of Oral and Maxillofacial Surgery</u></p> <ul style="list-style-type: none"> · Extraction and other surgical procedures are planned according to the clinical presentation. Based on the medical history, referral is given to the physician or other consultants for fitness or change in medication. · Post graduates undertake thesis and short study topics based on current scientific literature and evidence. <p><u>Department of orthodontics and dentofacial orthofacial orthopaedics</u> Students are demonstrated to take the case history and clinical examinations.</p> <p><u>Department of Pedodontics</u> Students treat cases with ECC, trauma, Preventive and interceptive orthodontics , habits etc. and in turn learn from the outcome/ result of the treatment done.</p>

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		<p><u>Department of Periodontology</u> Small group teaching, case history discussions, chair side discussions are taken by the teaching staff members with students to arrive at proper diagnosis thereby planning the best treatment plan for the patient. Patient is always given a final choice to accept or reject the treatment procedure by the department.</p> <p><u>Department of Prosthodontics</u> The lab procedures done during in complete denture, removable partial denture and fixed partial denture are checked in the patients to correlate .</p> <p><u>Department of Public Health Dentistry</u> PG case presentations Journal clubs</p>
7. The Humanities	Yes	<p><u>Department of Oral Medicine and Radiology</u></p> <ul style="list-style-type: none"> · Before taking the case history and arriving at the treatment plan, thorough understanding the patients psychology, attitude, maturity, behavior, professional ethics and confidentiality of the patients. <p><u>Department of Oral and Maxillofacial Surgery</u> Understanding the patients psychology, attitude, maturity, behavior, professional ethics and confidentiality of the patients.</p> <p><u>Department of orthodontics and dentofacial orthofacial orthopaedics</u> Students are trained to under patient's psychology behavior, professional ethics and confidentiality.</p> <p><u>Department of Pedodontics</u></p> <ul style="list-style-type: none"> · Students will be taught basic child psychology and Behaviour

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		<p>management along with soft skills and practice management.</p> <ul style="list-style-type: none">Also students are trained to manage children with special health care needs. <p><u>Department of Periodontology</u> Patient psychology, attitude, behavior is well understood by the students .they maintain professional ethics and confidentiality of the patients without fail.</p> <p><u>Department of Prosthodontics</u> Understanding the patients psychology, attitude, maturity, behavior, professional ethics and confidentiality of the patients.</p> <p><u>Department of Public Health Dentistry</u> Ethics and social sciences is part of the undergraduate and post graduate curriculum</p> <p><u>Department of Oral Medicine and Radiology</u></p> <ul style="list-style-type: none">Regular seminar, research project, CDE programme and workshop to enhance the current knowledge on the subject.Library Dissertation, Forensic study and Thesis for Postgraduates. <p><u>Department of Oral and Maxillofacial Surgery</u> Poster/paper Presentation, seminar, research projects, symposium and workshop.</p> <p><u>Department of orthodontics and dentofacial orthofacial orthopaedics</u></p> <ul style="list-style-type: none">Students are encouraged to involve in short term studies like ICMR projects etc. <p><u>Department of Pedodontics</u></p> <ul style="list-style-type: none">Students have to participate in SDH programmes and deliver oral and dental health talks, participate in table clinics, ICMR
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		<p>STS or other short term research projects.</p> <ul style="list-style-type: none"> Swacch and Swasth Bharath. <p><u>Department of Periodontology</u> Paper presentation, poster presentation, table clinic, seminar, research projects are encouraged and guidance is provided by teaching faculty</p> <p><u>Department of Prosthodontics</u> Poster Presentation, table clinic, seminar, research project, symposium and workshop.</p> <p><u>Department of Public Health Dentistry</u></p> <ol style="list-style-type: none"> Each BDS student is given a topic pertaining to the public health dentistry subject and student prepares material on the topic and does a presentation in the practical class for 30 mins using ppt Advanced learners are encouraged to take up research project and guided to apply for ICMR grants
<p>8. Project – based learning</p>		
<p>9. Role play</p>	<p style="text-align: center;">Yes</p>	<p><u>Department of Conservative Dentistry and Endodontics</u></p> <p>During the theory classes while explaining the certain clinical conditions in dentistry, faculty enact the way patients present themselves to the clinic. This is done to make the students understand better and also to visualize a particular clinical condition thus helping in diagnosis.</p> <p>For Eg: A Patient reporting with sensitive teeth, enacted by the faculty in the classroom.</p> <p><u>Department of Oral Medicine and Radiology</u></p> <ul style="list-style-type: none"> All the cases will be presented by the students to their guide and necessary diagnostic protocol is demonstrated to the students by the guide. Sometime imaginary cases have

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		<p>been presented.</p> <ul style="list-style-type: none">Basic science classes for I MDS Postgraduates <p><u>Department of Oral and Maxillofacial Surgery</u> The faculty/post graduates describe a chair side medical emergency and the students are required to identify the problem and suggest management strategies</p> <p><u>Department of orthodontics and dentofacial orthofacial orthopaedics</u> Students are given assignments on basic relevant orthodontic basic science subjects.</p> <p><u>Department of Pedodontics</u> Students are expected to learn problem solving and decision making through case based learning.</p> <p><u>Department of Prosthodontics</u> In teeth arrangement if the student has interchanged the teeth, they are asked to relook into dental anatomy and study the mistakes and correlate into current scenario.</p> <p><u>Department of Public Health Dentistry</u> Used in post graduate program. Students are given a problem based on a real-life situation in the community. They analyse the problem come to a community diagnosis and formulate a program plan for the problem</p>
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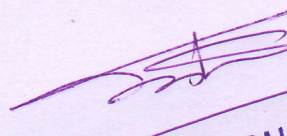

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YENEPOYA MEDICAL COLLEGE

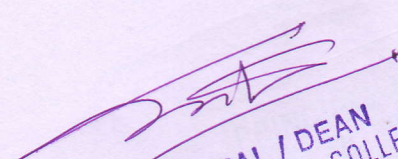
2.3.1: LIST OF STUDENT CENTRIC METHODS

MEDICAL COLLEGE -MBBS		
STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. <i>Experiential learning</i>	Yes	Skills are imparted hands on in the OPD, wards and OT. Interns also attend multi Specialty and other screening camps when learning happens.
2. <i>Integrated/ Inter-disciplinary learning</i>	Yes	The UGs have both horizontal and vertical integration sessions
3. <i>Participatory learning</i>	Yes	Student led seminars and group Discussions are conducted to Ensure participatory learning. Postgraduates are also involved in undergraduate teaching.
4. <i>Problem solving methods</i>	Yes	Case based learning is employed for UGs.
5. <i>Self directed learning</i>	Yes	Yengage- E Learning portal is utilized to ensure SDL E-resources available in the library are shared with students to Promote self directed learning.
6. <i>Patient – centric and Evidence based learning</i>	Yes	Case discussions, rounds discussions, Operating room discussions are conducted.
7. <i>The Humanities</i>	Yes	Attitude, Ethics and communication (AETCOM) classes are conducted for UG students
8. <i>Project – based learning</i>	Yes	Group projects- UGs and interns
9. <i>Role play</i>	Yes	Role play is conducted for UGs


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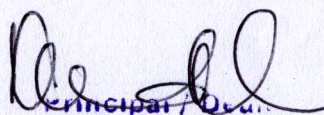
Post Graduate Course: MD/MS		
STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. <i>Experiential learning</i>	Yes	Skills are imparted hands on in the OPD, wards and OT. PGs also attend multi specialty and other screening camps when learning happens. Externship postings of postgraduates to the Regional Cancer Centre, Trivandrum and NIMHANS, Bangalore helps them get hands on experience in head and neck cancer surgeries and Neurosurgery- skull base procedures. CBD and reflection are being conducted regularly.
2. <i>Integrated/ Inter-disciplinary learning</i>	Yes	This is a regular part of our postgraduate Teaching.
3. <i>Participatory learning</i>	Yes	Student led seminars and group discussions are conducted to ensure participatory learning. Postgraduates are also involved in undergraduate teaching.
4. <i>Problem solving methods</i>	Yes	Case based learning is employed for PGs.
5. <i>Self directed learning</i>	Yes	Yengage- E Learning portal is utilized to ensure SDL. E resources available in the library are shared with students to promote self directed learning.
6. <i>Patient – centric and Evidence based learning</i>	Yes	Case discussions, Journal clubs, rounds discussions, operating room discussions are conducted.
7. <i>The Humanities</i>	No	-----
8. <i>Project – based learning</i>	Yes	Research projects are done by the PGs.
9. <i>Role play</i>	No	-----


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Student centric method

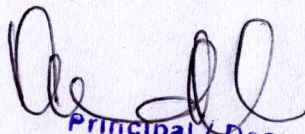
2.3.1: LIST OF STUDENT CENTRE METHODS

Nursing College		
STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. <i>Experiential learning</i>	Yes	The students are provided with learning experiences that enhances experiential learning by following the methods like Specialty Clinical posting where student learn nursing aspect of patient care. Students are taken for field visits in which the students visit, observe and write the report of the visits based on the objectives. Post graduates critically evaluate the visited Institutions as a part of their Nursing education course learning objective. Students are given opportunities for participating in health camps. Students do the return demonstration of procedures demonstrated by teachers to ensure that they have learnt it in right way. Students prepare the exhibits of various types and organize exhibitions like nutrition exhibitions, Audiovisual aids exhibition. Students are also given exposure of model Preparations either as a competition or as a group activity for their learning. When students are posted in the community they demonstrate healthy cooking methods. Students especially post graduates are involved in organizing workshops, conferences, in-service teaching, and Continuing nursing education programmes etc. The students take part in outreach programme, extension activities and in group or mass awareness programmes.
2. <i>Integrated/ Inter-disciplinary learning</i>	Yes	B.Sc nursing students are undergoing interdisciplinary courses like environmental science, Indian constitution, Gender equality, Self defense classes during the various time of their programme.
3. <i>Participatory learning</i>	Yes	Students are given the participatory learning experience by Group Discussion, Focus group discussion, Debate, Panel Discussion, Symposium and participating in Quiz.
4. <i>Problem solving methods</i>	Yes	Students are posted in different patient care settings and they are assigned to variety of patients where they learn by writing Care plans and Case studies, conducting Bedside clinic and



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		learning by Concept Mapping.
5. <i>Self directed learning</i>	Yes	Students are involved in self directed learning methods like Written Assignments, Online Assignments and self study.
6. <i>Patient – centric and Evidence based learning</i>	Yes	Students conduct methods like case presentation, Nursing Rounds, Growth and development assessments, and physical examinations.
7. <i>The Humanities</i>	Yes	Students are learning the humanity subjects such as languages like English and Kannada in the first year of B.Sc. nursing. They learn Sociology in the 2 nd year of their programme. Students also learn the psychology subject during first year of the programme.
8. <i>Project – based learning</i>	Yes	Students conduct the research project following all the steps of research process under the guidance of teachers
9. <i>Role play</i>	Yes	Students are involved in the extension activities, outreach programmes where they educate the general public by role play as one of the public awareness programme. Students also use this method with the help of puppets during health education as a part of achieving their course learning objectives


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YENEPOYA PHYSIOTHERAPY COLLEGE

LIST OF STUDENT CENTRIC METHODS

Physiotherapy College Courses: BPT/ MPT		
STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. Experiential learning	Yes	<p>Students of 8th semester, Interns are having rotatory out-postings at various centres intending to initiate experiential learning. The students are exposed to the role of Physiotherapists in palliative, geriatric and pediatric set ups. The students visit multiple centres viz;</p> <ul style="list-style-type: none"> - Geriatric Physio care- Olivinahalli Old age home. - Palliative care- Ave Maria Palliative Care, Vamanjoor, Mangalore - Rural Centres for Community services at Razia Rural health centre (Harekala), Centres at Kumpala and Bunder. - Paediatric Services in association with Lions Seva Kendra at Suraksha Health Centre, Vittla, Mangalore. - Postings at SaiNikethanSevashram (old age home) at Daigoli village of Manjeshwara Taluk, Kasaragod Dist, Kerala
2. Integrated/Inter-disciplinary learning	Yes	<ul style="list-style-type: none"> - MPT students have Choice of open elective in their 2nd and 3rd semester where they can choose a course from other programs offering CBCS.
3. Participatory learning	No	-
4. Problem-solving methodologies	No	-
5. Self-directed learning	Yes	<p>Post graduate students have seminars and Supervised UG teaching where PPTs are evaluated and feedback about the seminar is provided</p>
6. Patient-centric and Evidence-based learning	Yes	<p>Case Presentations – Postgraduates have weekly case presentations (Wednesdays) where each postgraduate is given a case which he/she will present along with the rehabilitation or treatment provided and the timely</p>

		<p>progression notes.</p> <p>Interns – The interns present cases from the wards where they are posted. The patient history, examination treatment and progress are documented and discussed with their respective ward incharges.</p> <p>Undergraduates- Bedside case discussions with respective ward incharges are conducted regularly The post graduate students have mandatory journal clubs every week (Saturdays). The PGs are exposed on how to analyse, criticize and appraise various articles published in national and international journals whereby exposing them to various forms research.</p>
7. The Humanities	No	-
8. Project-based learning	Yes	<p>Interns project- Project work for the undergraduates was started from 2009. A group of 4-5 students were made and were allotted guides or research supervisors. The intention is to expose the undergraduate to the various types of research.</p> <p>Evaluated Research work- The research work was introduced as an evaluation paper from 2016 batch (semester system) in the 8th semester batch of Undergraduates. 4-5 students are allotted a research guide or supervisor.</p>
9. Role play	No	-


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2.3.1: LIST OF STUDENT CENTRIC METHODS

Yenepoya (deemed to be University)-MSW		
STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. Experiential learning	Yes	Skills of case work' group work , community organization and Research will be imparted by posting students for community, Schools and rehabilitation institutions in the first year and and various medical ,HR and Psychiatric departments in the second year.
2. Integrated/ Inter-disciplinary learning	Yes	Through CBCS course students will be selecting interdisciplinary subjects. Also MSW Department collaborates with various Clinical Departments of the Medical College hospital and NGOs for medical camps, blood donation camps and health education wherein students learn to integrate with various settings related to health care. Through this they gain skills like communication, documentation, organization, observation and coordination.
3. Participatory learning	Yes	Student led seminars and group discussions are conducted to ensure participatory learning. Students as part of field work practice take participatory activities for women, children and community groups by their involvement. .
4. Problem solving methods	Yes	As Social work post graduates problem solving is the focus in social case work, social group work, and community organization. Students will get ample opportunities to involve in problem solving methods.
5. Self directed learning	Yes	Yengage- E Learning portal is utilized and shared with students to promote self directed learning.
6. Patient – centric and Evidence based learning	Yes	Case study, case work, psychosocial intervention, group work with patients and caretakers, going with doctors ward rounds and discussions during psychiatry posting are some

		the examples of student training.
7. The Humanities	No	----
8. Project – based learning	Yes	As part of curriculum students are required to undertake research projects in the 3 rd and 4 th semesters. By doing so they will gain research skills.
9. Role play	Yes	Role plays are used by students to demonstrate hand hygiene, waste management, importance of organ donation, women's problems , eye donation awareness etc during their posting in the community and hospital.



Dr. Mohammed Guthigar
HOD-Dept. Of MSW

Dr. Mohammed Guthigar
HOD-MSW
Yanapoya (Deemed to be University)



YENEPOYA
(DEEMED TO BE UNIVERSITY)

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YENEPOYA RESEARCH CENTRE

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Programme name: MSc. Bioscience			
Sl. No.	Student- Centric Methods Used	Yes/ No	Activities
1.	<i>Experiential learning</i>	Yes	Skills are imparted through creating real life situations for the problems and thereby the student is put to exercise his capacity to execute the solution. The practical sessions and the project work are oriented to this.
2.	<i>Integrated/ Inter-disciplinary learning</i>	No	The programme involves several opportunities for the students to interdisciplinary learning. E.g. <ul style="list-style-type: none">• Open electives (CBCS) offer opportunity to study different courses offered by the other specialization.• With chemists, the students learn the synthesis and physical and chemical characterization of the chemicals.• In toxicology: they are exposed to different sources of contaminants• The students have direct approach to the multidisciplinary team of research faculty and research scholars with who they learn different new things.• The close proximity of hospital setting exposure helps the students to get exposed to health science set up.
3.	<i>Participatory learning</i>	Yes	Student seminars, Journal Club presentations and practical sessions, and experiments with research scholars help them to be completely involved in the learning process. Group discussions and participatory learning in practical sessions help them
4.	<i>Problem solving methods</i>	Yes	Students are encouraged to come up with research/scientific problems and address them through group discussions or with experts in the field. Students may take forward these questions as short projects at their fourth semester. They are provided with appropriate guidance in Research methodology and result analysis and interpretations.
5.	<i>Self-directed learning</i>	Yes	Students are also encouraged to enroll for Swayam/ Coursera courses. They are given free access to internet for downloading the scientific/ technical materials of their interest. The new generation students are well prepared for self directed learning due to the easy access to information technology.
6.	<i>Patient – centric and Evidence based learning</i>	Yes	NA
7.	<i>The Humanities</i>	No	NA
8.	<i>Project – based learning</i>	Yes	Semester 4 is exclusively for the Project work with 24 credits
9.	<i>Role play</i>	No	NA



Deputy Director

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Programme name: PG Diploma in Multiomics Technology			
	STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1.	<i>Experiential learning</i>	Yes	Skills are imparted hands on in the various techniques of omics technology such as genomics, proteomics and metabolomics. The course is made only for experiment based learning and industrial exposure.
2.	<i>Integrated/ Inter-disciplinary learning</i>	Yes	The course content allows skilling in several technologies which can be applied to inter-disciplinary learning with various disciplines of life sciences and medical sciences such as genetics, molecular biology, biochemistry, oncology and infectious diseases.
3.	<i>Participatory learning</i>	Yes	Student led seminars and group discussions are conducted to ensure participatory learning. Ph.D. students with the skills are also involved in the skilling activities.
4.	<i>Problem solving methods</i>	No	
5.	<i>Self directed learning</i>	Yes	Tutorials and videos on Mass spectrometry and genomics methodologies which are available in the various companies are being shared with the students and trainers will be asking questions to confirm self-learning.
6.	<i>Patient – centric and Evidence based learning</i>	No	NA
7.	<i>The Humanities</i>	No	---
8.	<i>Project – based learning</i>	Yes	The second semester exclusively involves industry based training for six months and they will prepare a report on their work.
9.	<i>Role play</i>	No	Seminars are intended to make the student play the teachers role

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2.3.1: LIST OF STUDENT - CENTRIC METHODS

Yenepoya Pharmacy College and Research Centre		
STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. Experiential learning	Yes	Activities and Awareness Programmes Poster Presentation B Pharm and D Pharm students involved simulation training in ACTSYEN of Yenepoya
2. Integrated/Inter-disciplinary learning	Yes	List of Interdisciplinary Courses: 1 Remedial Biology Semester I – 30hrs. 2 Remedial Mathematics Semester I -30hrs. 3 Communication Skill Semester I -30hrs. 4 Environmental Science Semester II -30hrs. 5 Computer Applications in Pharmacy Semester II -30hrs. 6 Pharmaceutical Microbiology Semester III - 60 hrs. 7 Pharma Marketing Management Semester VIII – 60 hrs 8 Pharmaceutical Regulatory Science Semester VIII – 60hrs 9 Pharmaceutical Biotechnology Semester VI – 60hrs 10 Drug Store and Business Management Diploma II – 75hrs 11 Hospital & Clinical Pharmacy Diploma II - 75hrs
3. Participatory learning	Yes	Quiz Competition Debate competition/ Essay google hangouts classes done by different departments.
4. Problem-solving methodologies	NO	
5. Self-directed learning	Yes	The self directed learning is one of the methods adopted for students training. The main tasks being undertaken under this method are SWAYAM and Coursera.
6. Patient-centric and Evidence-based learning	No	
7. The Humanities	Yes	Personal and Professional Development Centre Yenepoya Pharmacy College & Research Centre (YPCRC) and Centre for Health Professions Education (CHPE), Yenepoya (Deemed to be University) had inaugurated one day workshop on “Interview Skill Workshop” on 13th Feb 2020 to upgrade the Skills and knowledge to face the interview in various fields such as Hospital pharmacy, marketing and industries, the aim to



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		<p>organize “Interview Skill Workshop” is to make D. Pharm II year Students enough competent that, they can be able to face Interview. Workshop was well attended by Second year D pharma 30 students of Yenepoya Pharmacy College & Research Centre.</p> <p>Yenepoya Pharmacy College & Research Centre, Mangalore organized one day Workshop on “Blueprinting & Question Bank Management System” 02nd January 2020.</p>
8. Project-based learning	Yes	<ul style="list-style-type: none">• Yenepoya Pharmacy College & Research Centre, Mangalore Yenepoya (Deemed to be University) in association Rajiv Gandhi University of Health Sciences and Association of Pharmaceutical Teachers of India (APTI) conducted a Two Days Workshop on Faculty development Program “Basic Course in Educational Methodology (Level - I, Phase - I) on 27th & 28th June 2019.• Centre for Health Professions Education, Yenepoya (Deemed to be University) in association with Yenepoya Pharmacy College & Research Centre, Mangalore conducted a Two Days Basic Skill Workshop on Health Profession Education technology, on 05th & 06th July 2019.• Centre for Health Professions Education, Yenepoya (Deemed to be University) in association with Yenepoya Pharmacy College & Research Centre, Mangalore conducted a Two Days Basic Skill Workshop on Health Profession Education technology, on 27th & 28th February 2019.• The NSS Unit, Yenepoya Pharmacy College & Research Centre (YPCRC), Yenepoya (Deemed to be University) organizes an online awareness programme entitled “Risk communication for COVID -19 among communities” on 8 April 2020 as per the training conducted by UNICEF in association with NSS Dept of Youth empowerment and Sports Govt. of Karnataka on 31 March 2020 in order to prepare and response to the Novel Corona virus Disease (COVID-19) outbreak which was declared as pandemic by WHO on 11 March 2020.• Yenepoya Pharmacy College & Research Centre (YPCRC) and staff welfare committee (SWC) in association with Yenepoya incubation technology, Yenepoya (Deemed to be University) had conducted

		<p>one day national level Webinar on “Regulatory Perspective in Pharmaceutical Product Development-An Introduction” on 29th July 2020 to upgrade the skill of students and faculty in Regulatory Perspective in Pharmaceutical Product Development.</p> <ul style="list-style-type: none"> • Yenepoya (Deemed to be University) has initiated a program called Research Incubation Programme in association with C.L. Educate to cultivate practice of research in undergraduate level. Yenepoya Pharmacy College and Research Centre has adopted this initiative for B.Pharm students of 4th semester to expose the students with research and publication.
9. Role play	No	

Mg/Mms
19/03/2021
Principal / Dean
Yenepoya Pharmacy College & Research Centre
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2.3.1: LIST OF STUDENT CENTRE METHODS

UNDERGRADUATE COURSES		
STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. Experiential learning	Yes	<p>Students are taken on field visits wherein the students observe, learn and write the report of the visits based on the objectives. Students actively participate in workshops, conferences, etc. The students take part in outreach programme, extension activities and in group or mass awareness programmes. Computer training is given to the students of all the courses.</p> <p>1. On 22nd August 2018, 200 students participated in Drug awareness rally from Ramakrishna College to TMA Pai Hall.</p> <p>2. On 2nd February 2019, 100 NSS students visited a senior citizen's home at Olavinahalli.</p> <p>3. On 15th November 2019, 70 students of B.Sc(Hon) (FS) participated in the Crime Scene Investigation Seminar National Level Inter collegiate fest held at St. Aloysius College, Kodialbial.</p> <p>4. On 30th November 2019, 45 Final Year BCom students visited Butterfly Garden and Soans farm.</p> <p>5. On 3rd December 2019, 35 students of BSc (Hon) (FS) participated in the National Conference held at Srinivasa College, Mukka.</p> <p>6. On 30th and 31st January 2020, 12 students participated in the National Level Science Fest and Exhibition Inter collegiatheld at St. Aloysius College, Kodialbial</p> <p>7. On 24th January 2020, 70 students participated in the National Level Inter collegiate fest held at St. Aloysius College, Kodialbial.</p>


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		<p>7. On 4th August 2020, 5 NSS volunteers participated in Rice Plantation (Kara Seve) Activity at Padavu.</p> <p>8. On 9th March 2020, the Gender Sensitization Cell organized Women's Day Celebration at YMC Auditorium, Deralakatte. 50 students participated in it.</p>
2. Integrated/ Inter-disciplinary learning	Yes	In the First Year of their UG programme, students undergo training in interdisciplinary courses like environmental science, Indian constitution and Gender equality.
3. Participatory learning	Yes	Student led seminars and group Discussions are conducted by the concerned faculty in their respective classes to ensure participatory learning.
4. Problem solving methods	Yes	Case based learning is employed for UGs.
5. Self directed learning	Yes	Yengage- E Learning portal is utilized to ensure SDL E-resources available in the library are shared with students to promote self-directed learning. Students are encouraged to take up courses like SWAYAM and Coursera.
6. Patient – centric and Evidence based learning	No	-----
7. The Humanities	Yes	Students are taught languages like English, Kannada and Hindi in the first year of the programme.
8. Project – based learning	Yes	As an integral part of student's growth in research and development skills, the University has started undergraduate student driven Research Incubation Programme. Forensic Science students have taken up research projects

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		<p>following all the steps of research process under the guidance of faculty.</p> <p>Final Year students are encouraged to take up projects in any organization of their choice.</p>
9. Role play	Yes	<p>Through the NSS and Rotaract, students are involved in the extension activities and outreach programmes where they educate the general public as one of the public awareness programme.</p>

P. Jay
13/02/21

PRINCIPAL

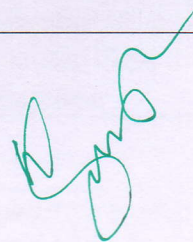
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Yenepoya Ayurveda Medical College Hospital

STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. Experiential learning	Yes	Every student in first year undergoes dissection of Cadaver in Shareera Rachana and ayurvedic method of shareera kriya in Shareera Kriya departments as per the syllabus. Every student from second year has to attend rasashastra and bhaishajyakalpana laboratory wherein they study about different medicinal preparation and has to prepare medicine by themselves. Students are also exposed to hands on laboratorial tests in department of Roganidana. In the third year the students will be taken to different community set ups, and industrial visits to help them receive better learning opportunities.
2. Integrated/Inter-disciplinary learning	No	
3. Participatory learning	Yes	Most of the students experience participatory learning by involving in Group Discussions organized by the departments for the students. Department of Kriyashareera has conducted quiz competition on the occasion of world health day. Sanskrita shibira was conducted by department of Samhita, Siddhanta and Sanskrit for better language skill. Department of shalya tantra has conducted Blood donation camp in which students have actively participated.
4. Problem-solving methodologies	Yes	This approach has been adopted across the units. The students are posted in different patient care settings and they are assigned to variety of patients where they have to learn by following methods: Care plans, Case history and studies and Bedside clinic .All the students learn about the formulations, dose calculations, adverse drug reactions, nutrition balance, diet, and sports. The community teaching in most cases involves problem solving methods as they work in most resource limited scenarios.
5. Self-directed learning	Yes	The self directed learning is one of the methods adopted for students training. The main tasks being undertaken under this method are written assignments, SWAYAM and Coursera.
6. Patient-centric and Evidence-based learning	Yes	This method has been adopted across majority of the programmes offered by the University. The student in second year undertakes bedside teaching, early clinical exposure and case presentations periodically.
7. Humanities	No	
8. Project-based learning	Yes	Many of the UG students have taken up research project following all the steps of research process under the




		guidance of teachers and mentors. As an integral part of student's growth in research and development skills, the University has started undergraduate student driven Research Incubation Programme.
9. Role play	Yes	Students are involved in the extension activities, outreach programmes where they educate the general public by role play as one of the public awareness programme. Students used dance as a mode for depicting 'Ayurveda Avatarana' as a part of World Health Day. Students also learn the different symptoms of different disease in the form of role play in Roganidana.



Dean
Yenepoya Ayurveda Medical College & Hospital

2.3.1: LIST OF STUDENT CENTRE METHODS

Yenepoya Homoeopathic Medical College Hospital		
STUDENT- CENTRIC METHODS USED	Yes/No	Activities
1. Experiential learning	Yes	Blood donation camp Amrita Aarogya mela Sexual & reproductive health awareness programme
2. Integrated/Inter-disciplinary learning	No	
3. Participatory learning	Yes	<ul style="list-style-type: none"> Using anatomy 3D software's for correct visualization of structures & their relations. SIMULATION LAB: Integrated teaching with ACTS-YEN (Advance comprehensive clinical training & Simulation centre) which provides students an opportunity to learn Virtual dissections on Anatomage table. Handouts for difficult topics to be inculcated in teaching methodology which helps the students to understand method of framing answers for examination purpose. Using seminars, discussion and presentations by students for clarifying their doubts in intricate areas of the subject.
4. Problem-solving methodologies	NO	
5. Self-directed learning	Yes	The self directed learning is one of the methods adopted for students training. The main tasks being undertaken under this method are written assignments, SWAYAM and Coursera.
6. Patient-centric and Evidence-based learning	NO	
7. Humanities	NO	
8. Project-based learning	Yes	Student Incubation Programme on Research
9. Role play	No	


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