


Criteria 2: Teaching Learning Process

2.3.1 Student Centric Methods are used for enhancing learning experiences

**Experiential Learning
for undergraduates**

Family Adoption Programs
Community Based Medical Education (CBME)
Field visit to Primary Health Centre
CRRIs- Hearing Screening Program in Community
Reflective Writing
Skills Training
Hands on training on various suturing techniques


Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
K. THEERTHAKUPPAM,
PODUCHERRY-605107.

Department of Community Medicine

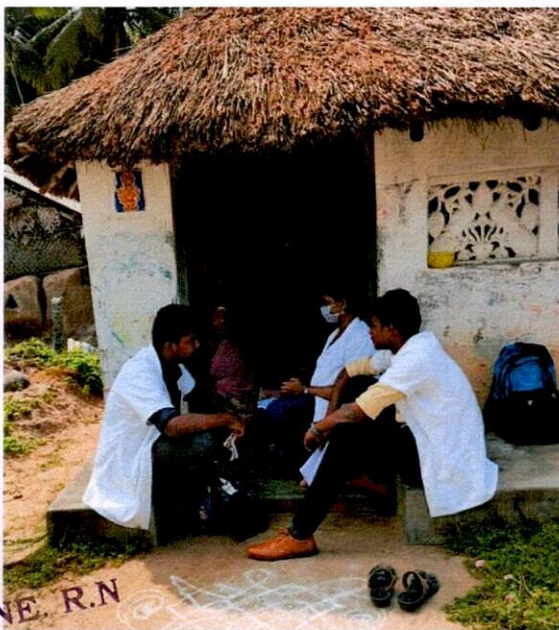
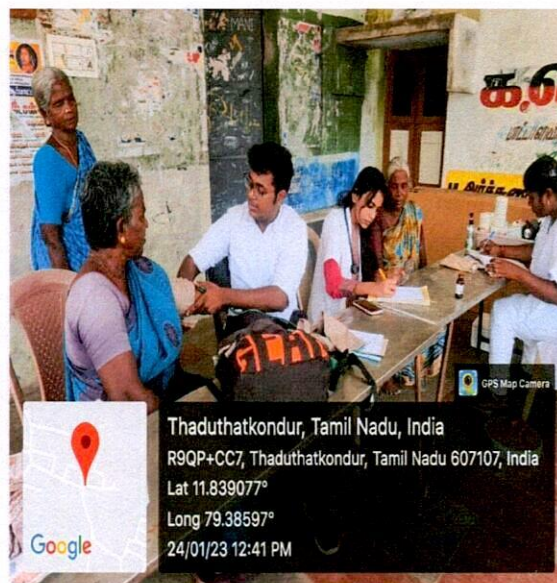
Name of the Method	<i>Family Adoption Program</i>
Objectives of the Method	To develop communication skills and to describe the socio-cultural factors, family (types), identified the environmental risk factors and personal hygiene, its role in health and disease.
Competencies/Topics addressed by the method	<p>CM 2.2 Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status.</p> <p>CM 3.4 Describe the concept of solid waste, human excreta and sewage disposal</p> <p>CM 3.5 Describe the standards of housing and the effect of housing on health.</p> <p>CM 3.6 Describe the role of vectors in the causation of diseases. Also discuss National Vector Borne disease Control Program.</p> <p>CM 17.2 Describe community diagnosis</p> <p>CM 5.1 Describe the common sources of various nutrients and special nutritional requirements according to age, sex, activity and physiological conditions</p> <p>CM 5.2 Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families and communities by using appropriate methods</p> <p>CM 8.2 Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for Non Communicable diseases (diabetes, Hypertension, Stroke, obesity and cancer etc.)</p>
Short description of the method (200 words)	<p>Family Adoption Program was conducted for first year MBBS students by the Department of Community Medicine, Sri Manakula Vinayagar Medical College and Hospital, Puducherry, India. The program was started with introduction and briefing about Family Adoption. The students were divided into small groups and each group was guided by a faculty or postgraduate and exposed to the community. The students were introduced to the allotted family by the guide. The students collected demographic characteristics, identified the environmental risk factors and personal hygiene habits of the family members, addictions, immunization, family planning methods of the allotted house using the format. The students also identified the family members suffering from acute and chronic medical problems. Medical camp was organized in the village to treat the acute medical condition. To ensure early clinical exposure, the students were asked to accompany the family members with medical problems to the medical camp and to observe the management by the treating doctor.</p>

Dr. KAGNE. R.N

DEAN


**SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.**

	In continuation with Family Adoption program, students revisited the household allotted to them during their second year under graduation.
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	Pre and post-test evaluation (MCQ question) was also done on the beginning and at the last day of the program.
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	Feedback in the form of retro-pre and open ended questions were obtained from the students on the final day



Dr. KAGNE, R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAKUPPAM,
PUDUCHERRY-605107.

Name of the Method	<i>Community Based Medical Education (CBME)</i>
Objectives of the Method	To develop communication skills and to describe the socio-cultural factors, family (types), its role in health and disease
Competencies/Topics addressed by the method	<p>CM 2.2 Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status.</p> <p>CM 3.4 Describe the concept of solid waste, human excreta and sewage disposal</p> <p>CM 3.5 Describe the standards of housing and the effect of housing on health.</p> <p>CM 3.6 Describe the role of vectors in the causation of diseases. Also discuss National Vector Borne disease Control Program.</p> <p>CM 17.2 Describe community diagnosis</p> <p>CM 5.1 Describe the common sources of various nutrients and special nutritional requirements according to age, sex, activity and physiological conditions</p> <p>CM 5.2 Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families and communities by using appropriate methods</p> <p>CM 8.2 Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for non-Communicable diseases (diabetes, Hypertension, Stroke, obesity and cancer etc.)</p>
Short description of the method (200 words)	<p>A CBME program was conducted for second year MBBS by the Department of Community Medicine, Sri Manakula Vinayagar Medical College and Hospital, Puducherry, India. The program was started with self-introduction and briefing with the student about the importance of the program. The students were divided into small groups and each group was guided by the faculty or postgraduate. The students were introduced to the allotted family by the guide. The students collected demographic characteristics, identified the environmental risk factors and carried out personal hygiene for the family members of the allotted house using the format. The students also identified the family members suffering from acute and chronic medical problems. Medical camp was organized in the village to treat the acute medical condition. To ensure early clinical exposure, the students were asked to accompany the family members with medical problems to the medical camp and to observe the management by the treating doctor. To know the perception of the community regarding the CBME program, two Focus Group Discussion (FGD) (one each among men and women) was conducted in the village.</p> <p>In continuation of community based medical education program, Interns revisited the household allotted to them during their second year under graduation.</p>


DR. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 ALITHI EERTHAKUPPAM,
 PUDUCHERRY-605107.

Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	Pre and post-test evaluation (MCQ question) was also done on the beginning and at the last day of the program.
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	Feedback in the form of retro-pre and open ended questions were obtained from the students on the final day



DOI: 10.7554/JCDHS.2018.02304.11383

Education Section

Commentaries

Process of Developing of Community Based Medical Education Programme Curriculum in Puducherry, India

KALAISELVAN GANAPATHY¹, AMOL R DONGRE²

ABSTRACT

We have developed, implemented and evaluated context specific Community Based Medical Education (CBME) programme. The present CBME programme was developed and implemented in villages served by the Rural Health Training Centre (RHTC) of the Department of Community Medicine, Sri Manakula Vinayagar Medical College and Hospital (SMVMCH), Puducherry, India. It was a programme development and evaluation design consisted of feedback from students, group interview with small group tutors and Focus Group Discussion (FGD) with community members. Five batches consisting of 629 medical students over a period of five years were exposed to the CBME programme. The following steps were used in the process of curriculum development:

Need for a CBME programme: It was observed that students had difficulty in relating health problems with social, economic and environmental conditions. Medical Council of India (MCI) envisions the curriculum to be an active process, student-centred and addressing the needs of the community.

Development of expected outcomes: We reviewed previously published needs-assessment survey and FGD findings from local community. It was followed by Delphi study with experts.

Plan for teaching and learning: In a selected village, students were allotted three to four families for family study and each small group of students were supervised by trained small group tutors.

Feedback to students and faculty reflections: Students were given feedback on their assignments. It was followed by reflections by small group tutors to further improve the teaching programme.

Team formation and training: We formed a team consisting of faculty, post-graduates in community medicine, medical interns, medical social workers and active members of 'gram-panchayat' for implementation and supervision.

Evaluation: Students perceived improved ability to identify health problems and relate them with social, economic and environmental conditions. They learned to interact with local community on common health issues. Community members felt that students could sensitise them to various environmental issues such as mosquito breeding places, stagnation water and waste disposal.

Keywords: Learning, Teaching, Small group tutors


Dr. KAGNE, R.N.
DEAN
MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
THEERTHAKUPPAM,
PUDUCHERRY-605 107.


Name of the Method	<i>Field visit to Primary Health Centre</i>
Objectives of the Method	To describe the essential components of primary health care and explain the principles of primary health care
Competencies/Topics addressed by the method	CM 17.3 Describe primary health care, its components and principles
Short description of the method (200 words)	Briefing on field visit and preparation of checklist will be done in the department before starting to field visit. In the primary health centre students were elaborated on the functions, manpower and various services of the primary health centre by medical officer In-charge, Staff nurse, Laboratory technician, pharmacist and ANM.
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	Reflective writing at the end of the visit.
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	-




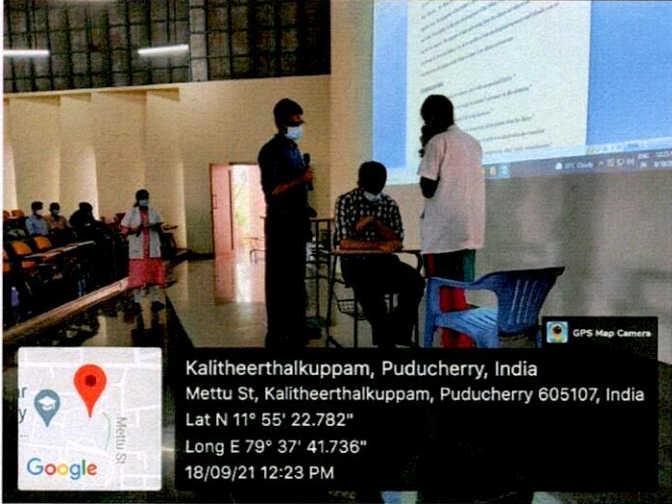
Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAL KUPPAM,
PUDUCHERRY-605107

Department of Otorhinolaryngology

Name of the Method	<i>CRRIs- Hearing Screening Program in Community</i>
Objectives of the Method	<ul style="list-style-type: none"> - To encourage the CRRIs involvement in hearing screening of general population - To reinforce correct Tuning fork test methods - To appraise the importance of National Deafness screening Programs among CRRIs - To enhance the communication skills
Competencies/Topics addressed by the method	- Hearing Screening among the rural population at RHTC, Thiruvannainallur
Short description of the method	<ul style="list-style-type: none"> - CRRIs posted in ENT were actively involved in the Hearing Screening activity at RHTC, Thiruvannainallur as part of "World Hearing day" - Interns were encouraged to communicate with the patients, answer their queries and suggest the next line of management 
Any kind of assessment done	- Hearing disabilities identified by the CRRIs were confirmed by the faculties and any corrections were suggested.
Feedbacks	<ul style="list-style-type: none"> - Interns felt very enthusiastic about the screening program and participated actively - Got an opportunity to contribute to a National Program - Got an insight into the Hearing impairment in the rural population - Building the rapport and Communication with the patients was very satisfying


Dr. KAGNE. R.N
 BEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

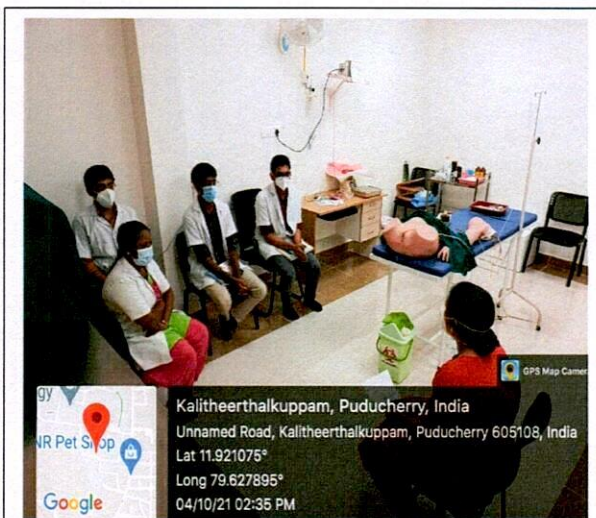
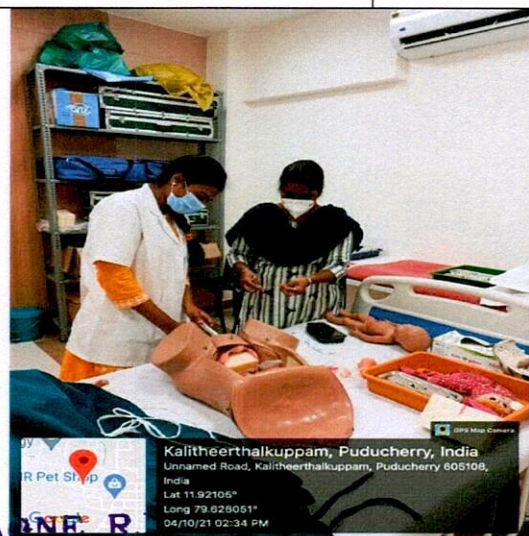
Department of Forensic Medicine

Name of the method	<i>Reflective Writing</i>
Objectives of the method	<ul style="list-style-type: none"> To improve the students perception of important clinical events in daily practice. To show how critical issues in the medical practice can be analysed in a better way.
Competencies / topics addressed by the method	Medico-legal issues in critical areas. Ethical, social and moral problems of various important topics in Forensic Medicine.
Short description of the method	Before the starting of the session a case scenario will be displayed for all the students and time will be given for them to reflect on the given case on few criteria. Then there will be role play or video demonstration on the exact case by the students. Later the students will be again given similar case and asked to reflect.
Any kind of the assessment done with the use of the method (Ex: Pretest / Post-test)	--
Feedback obtained from the students and faculty regarding the method	Following feedback were obtained both from students: Students told that reflective writing gives them time to see a critical issue in different perspective. They were able to find the areas of improvement and things to be handled cautiously in future medico-legal issues.
	

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Obstetrics & Gynaecology

Name of the method	<i>Skill training</i>
Objectives of the method	1) To ascend the quality of teaching. 2) To provide hands on to students with mannequins to improvise their clinical skills.
Competencies/Topics addressed by the method	PPH management , Conduct of labour Antenatal examination, Pelvic examination
Short description of the method	A group of 25 students were sensitised theoretically on how to manage a case of PPH. Then they were divided into 3 small groups. Each group was demonstrated the PPH drill, explained using a mannequin by the team of faculties. Then each student was made to demonstrate the PPH drill in mannequin.
Assessment done	Yes, the knowledge and clinical skill of the students conducting the drill were assessed by the faculty and documented
Feedback obtained from the students and Faculty regarding the method	Students feedback: 1)The hands on gave better understanding of the subject. 2)They said being in small groups, they could participate more effectively. Faculty feedback: 1) small group teaching is an effective method of teaching. 2) The teacher to student interaction is more effective when in small groups and students concerns could be addressed more effectively





Dr. K. S. R.

DEAN

**SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.**

Department of Ophthalmology


Name of the method	<i>Skill Training</i>
Objectives of the method	To understand the correct method of ocular examination
Competencies or Topic addressed by the method	Visual acuity assessment Examination of extraocular movements (DOAP)
Short description of the method	Theory part was taken to a group of 24 students Practical method was then taught Students were divided into two member team and made to demonstrate vision testing and EOM on each other
Any kind of assessment done by this method	Skill was assessed by the faculty
Feedback obtained from students and faculty regarding this method	Student found the practical demonstration to gain in depth knowledge Helped in improving teacher student interaction
	

DR. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Paediatrics

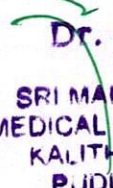
Name of the method	<i>Skills lab training</i>
Objectives of the method	To provide hands for individual students for their clinical skills.
Competencies or Topic addressed by the method	NRP (simulation in skills lab)
Short description of the method	Demonstration of procedures will be show in mannequin in small groups followed by individual performances.
Any kind of assessment done by this method	Skills lab teaching - pretest and posttest
Feedback obtained from students and faculty regarding this method	<p>Students feedback Students are of small group so they had better understanding of subject. They are able to participate in small groups. Students are much interested by bed side teaching method and using skills lab.</p> <p>Faculty feedback The teacher to student interaction is better in small group teaching.</p>

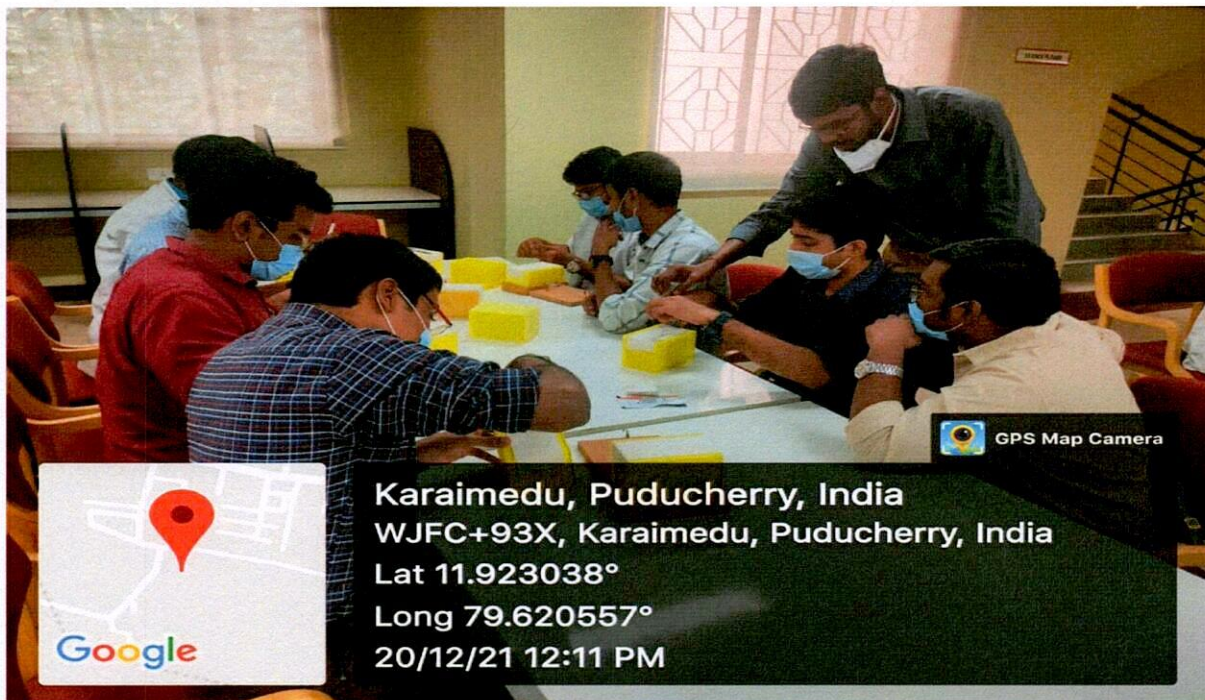
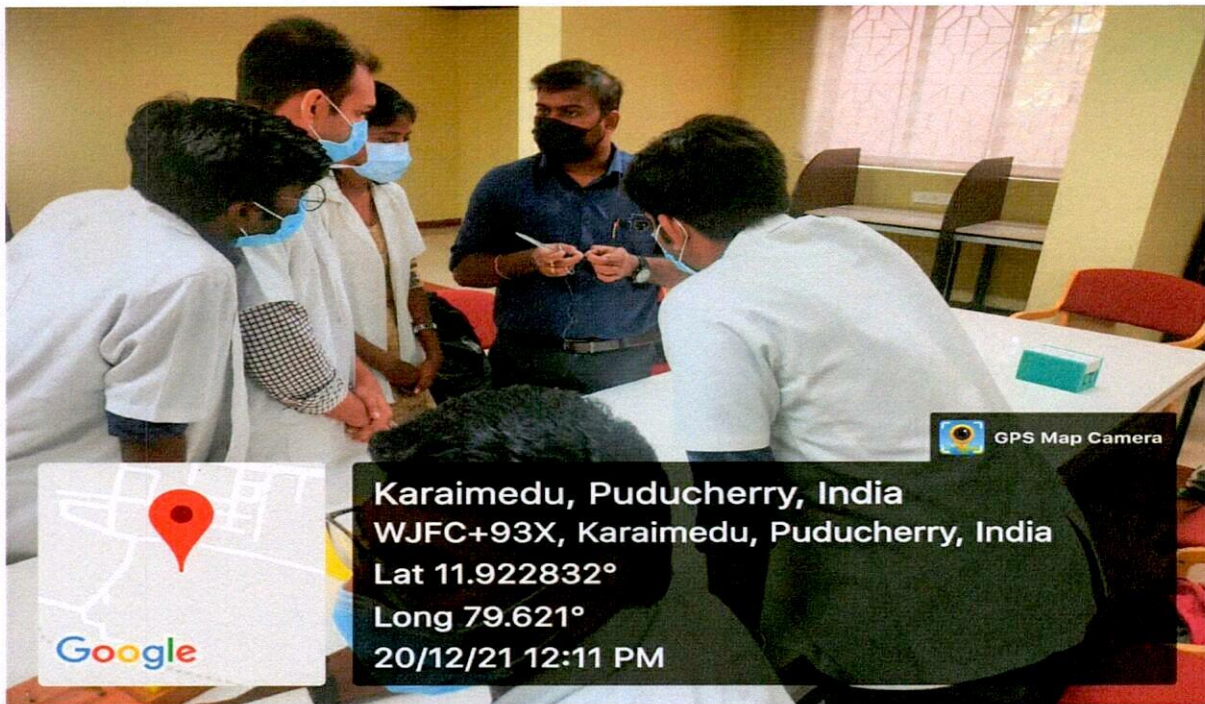




Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

Department of General Surgery

Name of the Method	<i>Hands on Training on Various Suturing Techniques (Workshop)</i>
Objective of the Method	<p>To promote knowledge and to get familiarize with surgical instruments, suture materials, needles.</p> <ul style="list-style-type: none">• To improve & impart surgical skills to students• To train them on basic surgical techniques• To augment interest on the subject of General Surgery
Competencies / Topics addressed by the method	<p>Small group – workshop Workshop materials : Instruments (Needle holder, Forceps, scissors) Suture materials, Suture pad</p>
Short Description of the method	<p>A brief lecture on various surgical instruments, suture materials, needles were presented to the students followed by a video clip on basic suturing techniques was played and explained to students. The students were formed into groups of 7 and faculties were assigned for each group. They demonstrated various suturing techniques, handlings of instruments and handling of tissues. Teachers guided, helped students to learn and practice suturing</p>
Any kind of assessment done with the use of the method(EX: Pretest / Posttest)	<p>Students were assessed during the methods</p>
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<ul style="list-style-type: none">• Positive feedback were obtained• Students became confident and developed interest to become a Surgeon


Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.




Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Experiential Learning for Postgraduates

**Model-based Surgical skill training of PGs during
COVID**


Reflective writing

Hands on training on temporal bone dissection

**Hands on training on conventional and Intestinal
Anastomosis**


Skills Training

Prosection



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Otorhinolaryngology

Name of the Method	<i>Model-based Surgical skill training of PGs during COVID pandemic</i>
Objectives of the Method	<ul style="list-style-type: none"> - To provide Hands-on surgical training of procedures like Tonsillectomy for PGs in simulated environment, in view of reduced airway surgeries during COVID pandemic - To appreciate the correct usage of instruments during the surgery
Competencies/Topics addressed by the method	- Tonsillectomy procedure
Short description of the method	<ul style="list-style-type: none"> - This is a Model designed for Hands-on practice of Tonsillectomy surgery, using real instruments. - Almost all the important steps of tonsillectomy can be practiced on the model 
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	- Steps followed during the procedure are assessed by the faculty using a Checklist, and any corrections are taught using the model

Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)

PubMed Central. Table 1: Eur Arch Otorhinolaryngol. 2020 Sep 26 : 1–6. doi: 10.1007/s00405-020-06383-z [Epub ahead of print] - Google Chrome
ncbi.nlm.nih.gov/pmc/articles/PMC7519701/table/Tab1/?report=objectonly

Table 1

Summary of feedbacks of six postgraduate residents on a five-point scale based on their experience with tonsillectomy model for training

Steps performed using the model	PG1	PG2	PG3	PG4	PG5	PG6	Average score (%)
1. Simulation of oropharynx	4	4	5	4	5	4	4.33 (86.7%)
2. Simulation of Rose's position	4	5	5	4	4	5	4.5 (90%)
3. Application of Mouth gag	5	4	5	4	5	4	4.5 (90%)
4. Training with ET tube in situ	5	4	5	5	5	5	4.83 (96.67%)
5. Simulation of tonsils	4	4	5	4	4	4	4.16 (83.33%)
6. Usage of tonsillectomy instruments	5	5	5	5	4	4	4.67 (93.33%)
7. Finding the plane of dissection near upper pole	5	5	4	5	5	4	4.66 (93.3%)
8. Dissection in peritonsillar space	5	5	4	5	5	5	4.83 (96.67%)
9. Elve's snare application	5	5	5	5	5	4	4.83 (96.67%)
10. Cutting and crushing of lower pole	5	5	5	5	4	5	4.83 (96.67%)
11. Ligation of lower pole	5	5	4	4	4	5	4.5 (90%)
12. Simulation of bleeding during procedure	3	3	3	3	3	3	3 (60%)
13. Ligation of bleeding vessels in tonsillar fossa	4	4	5	4	5	4	4.33 (86.67%)
14. Understanding the concepts of tonsillectomy	5	5	5	5	5	5	5 (100%)
15. Overall satisfaction with tonsillectomy training	5	5	5	5	5	4	4.83 (96.67%)
Total score (%)	69 (92%)	68 (90.67%)	70 (93.33%)	67 (89.33%)	68 (90.67%)	65 (86.67%)	67.83 (90.44%)

5—excellent, 4—good, 3—fair, 2—poor, and 1—bad

PG postgraduate resident

Model for hands-on tonsillectomy surgical training of postgraduate residents during COVID-19 pandemic

Poornima Shankar Bhat, Santhanakrishnan Kaliavaradan, Nisha Muruganidhi, and P. L. Sethu

► Author information ► Article notes ► Copyright and License information ► Disclaimer

Associated Data

► Data Availability Statement

Abstract

Go to:

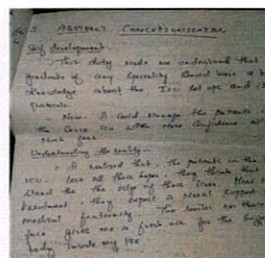
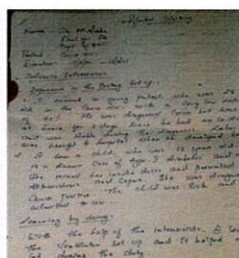
Purpose


Otorhinolaryngological surgeries being highly aerosol-generating carry the risk of transmission of SARS-CoV-2. Most centers have canceled elective surgeries. Surgical demonstration and hands-on training of postgraduate residents are challenging during the COVID-19 pandemic. Continued training of residents is of utmost importance in terms of time and skill development. Tonsillectomy is one of the most common and important surgeries in ENT. Resident training of tonsillectomy is essential. Here, we present a simple, inexpensive model for tonsillectomy hands-on training addressing critical steps of the surgery.

DR. KAGNE. R.N.
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Name of the Method	<i>Experiential Learning-Reflective writing</i>
Objectives of the Method	<ul style="list-style-type: none"> - To enhance experiential learning among PG students - To build compassion and empathy towards the patients - To encourage the PGs to develop an insight towards their learning experience
Competencies/Topics addressed by the method	Reflections on COVID-ward duties, Peripheral postings, Participation in Covid-vaccination drive
Short description of the method	<ul style="list-style-type: none"> - PGs are encouraged to Reflect upon their experience in a different setup other than the routine environment. - They are encouraged to reflect on various aspects like 1. Concrete experiences: <ul style="list-style-type: none"> - Experience in posting setup - Learning by doing 2. Reflective Observations: <ul style="list-style-type: none"> - ENT vs posting setup - Application of theoretical knowledge - Role of supervisors 3. Abstract conceptualization: <ul style="list-style-type: none"> - Self development - Understanding the reality - Compassion - Sense of responsibility 4. Active experimentation: <ul style="list-style-type: none"> - Immediate future plans - Suggestions to improve the curriculum - Plans after completing postgraduation - Suggestions to improve the policies
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<ul style="list-style-type: none"> - PGs were assessed on their learning in peripheral postings by the senior faculties - Discussions were held with the students about the experience and how it has impacted them
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<ul style="list-style-type: none"> - PGs felt that reflective writing on their experiences in different setups gave an opportunity to express themselves, especially after the overwhelming conditions of COVID-pandemic duties - Reflective writing helped the PGs to develop an insight into the experiences - Helped to develop a future plan - Helped in self-development

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

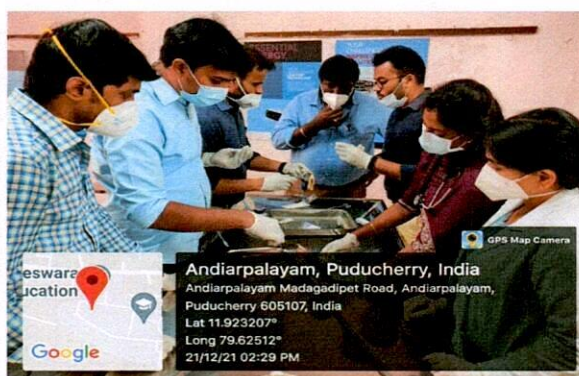
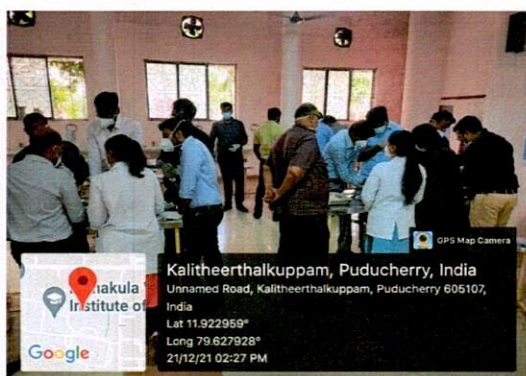


Name of the Method	<i>Hands-On Training of Temporal bone dissection</i>
Objectives of the Method	<ul style="list-style-type: none"> - To provide Hands-on surgical training of Otology procedures like Cortical mastoidectomy, Modified radical mastoidectomy, Labyrinthectomy on Cadaveric temporal bones - To build confidence and skills in the PG students in Ear surgeries
Competencies/Topics addressed by the method	<ul style="list-style-type: none"> - Otology Surgical Procedures
Short description of the method	<ul style="list-style-type: none"> - PGs are encouraged to practice their Otology procedural skills on Cadaveric temporal bones in the Temporal Bone dissection lab. - PGs are trained and guided by the faculties and peers. 
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<ul style="list-style-type: none"> - During dissection, the steps followed are assessed and mentored by the seniors and faculties. - Dissected bones are assessed by the senior faculties and corrections are suggested.
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<ul style="list-style-type: none"> - PGs felt Temporal bone dissection helps them to develop necessary skills in Otology procedures. - Mentoring during the dissection is desired throughout the session

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of General Surgery

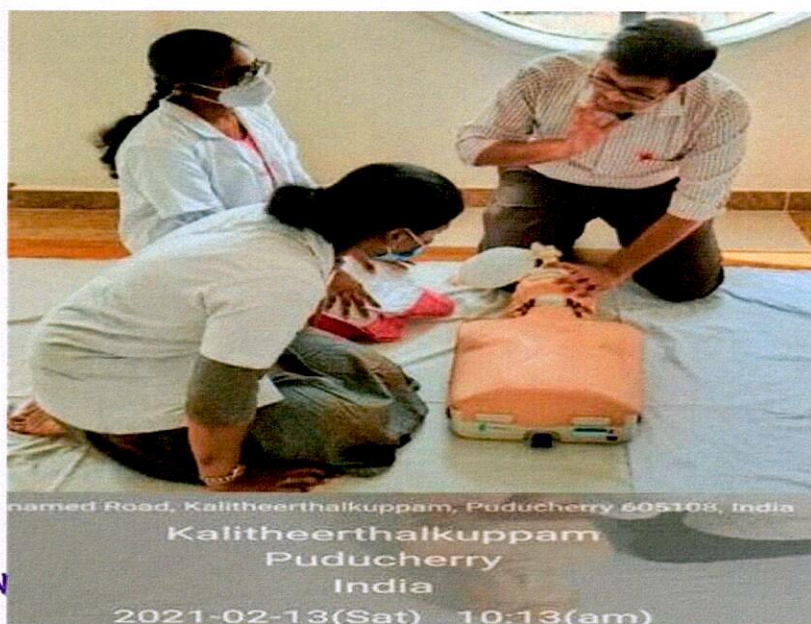
Name of the Method	<i>Hands on training on conventional and Stapled intestinal Anastomosis for PG's</i>
Objective of the Method	To improve surgical skills on hand sewn and stapled intestinal Anastomosis for PG's
Competencies / Topics addressed by the method	Hands on Intestinal Anastomosis training
Short Description of the method	Elaborative lectures were presented to the students on intestinal Anastomosis by resource persons. Students were divided into three groups. Faculties demonstrated various techniques on hand sewn intestinal Anastomosis, choice of suture materials, handling of instruments and tissues, techniques of intestinal Anastomosis using staplers in bovine intestine. Students were made to demonstrate procedure, assessed and corrected mistakes if any.
Any kind of assessment done with the use of the method (EX: Pretest / Posttest)	Students were assessed during the methods
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	Students gained confidence on Intestinal Anastomosis



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Anaesthesiology

Name of the method	<i>PG skill teaching</i>
Objectives of the method	To provide hands on training to students with mannequins to improve their clinical skills
Competencies/Topics addressed by the method	BLS
Short description of the method	A group of 10 Post graduate students from department of anesthesiology were sensitised theoretically on how to manage patients who were unresponsive. BLS drill was demonstrated and explained using a mannequin by the team of faculties. Then the PG'S were divided into 5 teams of 2 each and a case scenario of different cardiac events were narrated to each team one by one. Effective Cardiac Pulmonary Resuscitation as a component of BLS was accessed from the PG'S using the mannequin.
Assessment done	Yes, the knowledge and clinical skill of the students conducting the drill were evaluated by the team of faculties.
Feedback obtained from the students and Faculty regarding the method	1)The hands-on training was helpful in making them more confident clinically. 2)They wanted more hands-on teaching programs as part of their curriculum as and when possible.

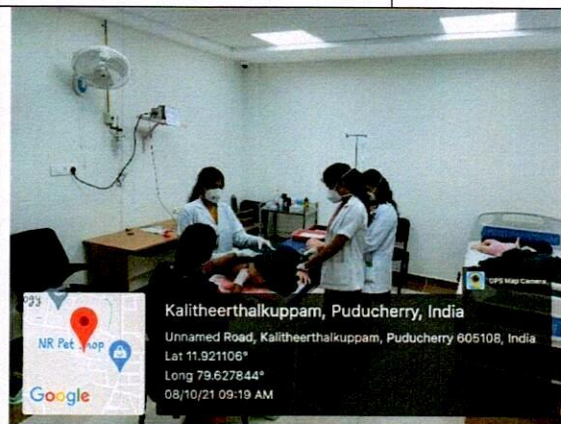



named Road, Kalitheerthalkuppam, Puducherry 605108, India
 Kalitheerthalkuppam
 Puducherry
 India
 2021-02-13(Sat) 10:13(am)

Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.


Department of Obstetrics & Gynaecology

Name of the method	<i>PG skill teaching</i>
Objectives of the method	1) To ascend the quality of teaching. 2) To provide hands on to students with mannequins to improvise their clinical skills
Competencies/Topics addressed by the method	PPH
Short description of the method	A group of 4 Post graduate students from department of obstetrics and gynaecology were sensitised theoretically on how to manage a case of PPH. PPH drill was demonstrated and explained using a mannequin by the team of faculties Then the PG'S were divided into 2 teams of 2 each and a case scenario of PPH was narrated to each team one by one and PPH drill was enacted by the PG'S using the mannequin.
Assessment done	Yes, the knowledge and clinical skill of the students conducting the drill were evaluated by the team of faculties and documented
Feedback obtained from the students and Faculty regarding the method	1)The hands on was helpful in making them more confident clinically. 2)They wanted more hands on teaching programs as part of their curriculum as and when possible.




Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

Department of Ophthalmology

Name of the method	<i>Skill Lab (wet lab training)</i>
Objectives of the method	To provide hands on training of surgical steps To improve their surgical skills using goat's eye
Competencies or Topic addressed by the method	Small incision cataract surgery steps (performing under guidance)
Short description of the method	PGs were taught surgical steps using videos They were then made to perform the surgical steps in goats' eye under microscope Suturing was also taught
Any kind of assessment done by this method	Nil
Feedback obtained from students and faculty regarding this method	Students felt that their hand eye coordination improved while practicing under microscope Their confidence improved Faculty- It is easy to teach using a goat's eye.
	

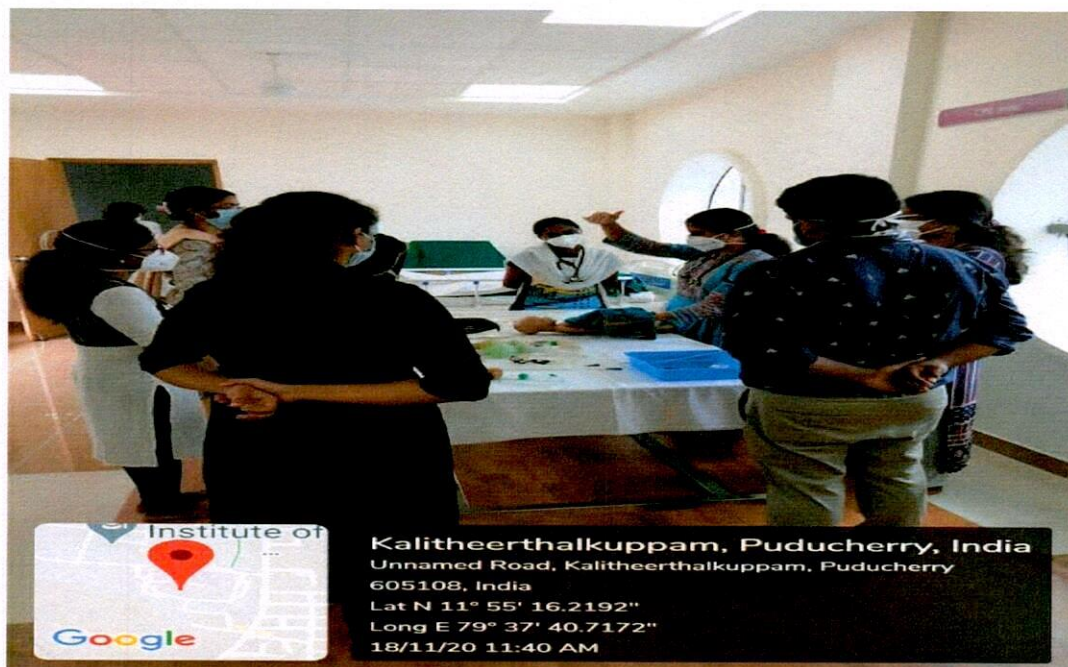
Dr. KAGNE. R.N


DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Paediatrics


Name of the method	<i>Skills Lab Session</i>
Objectives of the method	To perform the Neonatal Resuscitation on a manniqin
Competencies or Topic addressed by the method	NRP (skill lab session)
Short description of the method	Skills lab session - demonstration of procedures will be show in manniqin in small groups and performs individually.
Any kind of assessment done by this method	Feedback assesment filled by moderator. Pretest and post test for skills lab session
Feedback obtained from students and faculty regarding this method	Skills lab session are more time consuming nd to be organised prior. Register should be followed.




Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

Department of Anatomy

Name of the method	<i>Prosection</i>
Objective of the method	To impart better 3dimensional understanding of the anatomy
Topics addressed by this method	Gross anatomy
Short description of the method	Each students have to identify the anatomical structure discussed during previous sessions. Using the students response as scaffold clinical questions will be discussed. This method reduces the dissection time so that application of anatomy in clinical practice can be discussed.
Assessment	Spotters
Feedback	1) Useful for exam preparation 2) Better anatomical understanding


Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Integrated Learning/ Interdisciplinary Learning

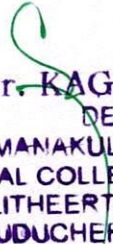
Integrated Learning is implemented in the Institution even before the implementation of the “Competency Based Medical Education” in the form of Modular teaching. The Medical Education Unit of our institute plays an active role in implementing and overseeing the integrated sessions. Meetings are held with the heads of the departments to decide on the topics as modules for Integration, based on the guidelines of National Medical Commission. Alignment of the topics across the phases is also taken care of as reflected in the timetable. These measures help the students to obtain a holistic view on a particular concept/topic/module. Proper communication is made between the integrating departments well ahead of the sessions like sharing of objectives to promote effective delivery of the sessions. All the departments have an “Alignment and Integration Coordinator”, under the Integration subcommittee of MEU for smooth implementation.



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Participatory Learning in Small Group teaching

Fish Bowl Technique
Quiz
Surgical procedure- E learning module for undergraduate students
Computer Assisted Learning
Jigsaw technique
UNCLE (Unconventional Learning Exercises)
Seminar, Group Discussion, Journal Club


Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Obstetrics and Gynaecology

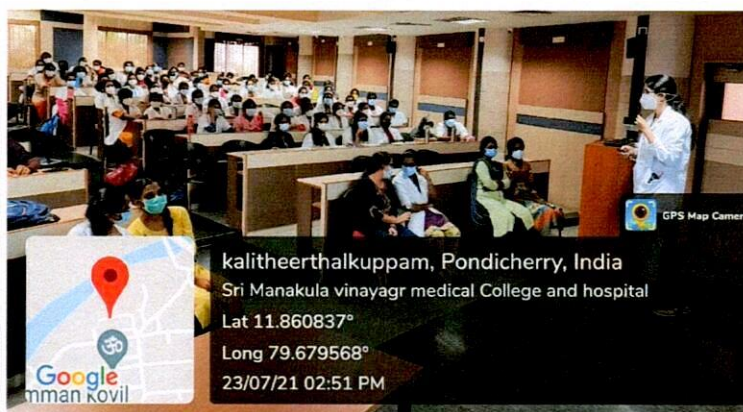
Name of the method	<i>Fish Bowl Technique</i>
Objectives of the method	To provide equal opportunity for all students to participate for an interactive educative session.
Competencies/Topics addressed by the method	Abnormal uterine bleeding, Postmenopausal bleeding, Fibroid uterus
Short description of the method	<p>Students were made to be seated forming an inner small and outer large circle.</p> <p>Students are seated in a circular fashion in 2 circles. inner circle. Faculty sits along with inner circle students. topic was discussed and the Faculty interacted with each student in the inner circle exchanging questions and attending queries in the first half of the session. Outer circle students were observing inner circle students. Then the students from the outer circle exchanged seats with those in the inner circle. The same mode of interaction was continued throughout the rest of the session</p>
Assessment done	No
Feedback obtained from the students and Faculty regarding the method	<p>Students felt that all of them were given equal opportunity to speak.</p> <p>Even the introvert students came out for discussion in this technique.</p>



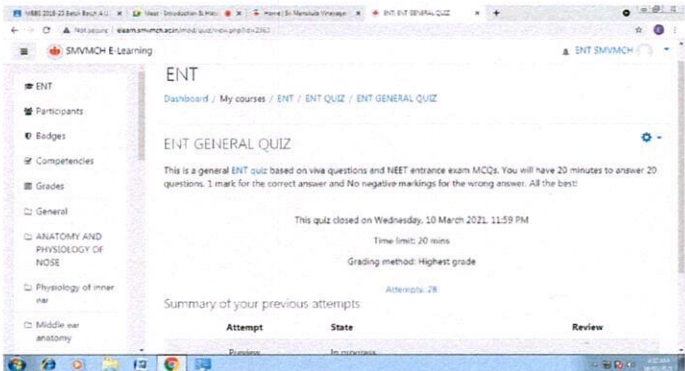
Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.


Department of Otorhinolaryngology

Name of the Method	Quiz
Objectives of the Method	<ul style="list-style-type: none"> - To encourage the students in advanced learning - To enhance MCQ answering skills among the students <p>To enhance students' interest in the subject</p>
Competencies/Topics addressed by the method	Rhinology
Short description of the method	<ul style="list-style-type: none"> - This was a quiz conducted on Rhinology - Prelims were conducted in the theory class, and best 4 teams were selected - Quiz was conducted based on MCQs and Images - Audience questions were also included to enhance participation of rest of the students
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<ul style="list-style-type: none"> - Preliminary responses were corrected and correct answers were discussed <p>Best 1st and 2nd teams were selected based on the scores.</p>
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<ul style="list-style-type: none"> - Students felt Quiz was helpful for them in understanding Rhinology better - MCQ questions were very helpful - More time was desired for preparation for quiz <p>Students want more quiz programs to be conducted, on frequent intervals</p>



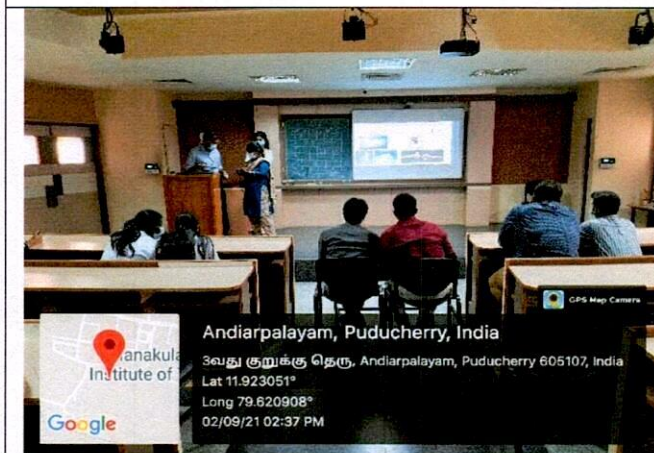
Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.


Name of the Method	Online Quiz
Objectives of the Method	<ul style="list-style-type: none"> - To encourage MCQ answering skills - To enhance interest of students in the subject - To promote higher order thinking
Competencies/Topics addressed by the method	- ENT general Quiz
Short description of the method	<ul style="list-style-type: none"> - This was an Online quiz conducted on ENT on LMS platform - Quiz was conducted based on MCQs - 
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	Scores were given on the Online Quiz
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	-


Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

Department of Ophthalmology

Name of the method	<i>UG quiz</i>
Objectives of the method	To assess the knowledge and awareness of eye donation among the students
Competencies or Topic addressed by the method	Eye donation
Short description of the method	Preliminary test was conducted based on MCQ Five teams were selected based on the marks scored Quiz was conducted to the selected team using PPT Winners were awarded
Any kind of assessment done by this method	Nil
Feedback obtained from students and faculty regarding this method	Students showed interest to participate They felt their knowledge improved on the topic concerned They also felt now they will be able to educate public about eye donation Faculty-Found it an interesting method to teach the students




Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

Postgraduates

Department of Obstetrics & Gynaecology

Name of the method	PG quiz
Objectives of the method	To check the in depth understanding of the postgraduates on that particular topic.
Competencies/Topics addressed by the method	1. Contraception 2. Postpartum haemorrhage 3. Gynecological cancers
Short description of the method	Quiz is usually conducted in a monthly basis. Topic of the quiz for the month will be announced one month earlier. Quiz will be framed in Kahoot. Each topic nearly 30 questions framed. Quiz was conducted for PGs in basement auditorium. Winner of the quiz was awarded at the end.
Assessment	Nil
Feedback obtained from the students and Faculty regarding the method	PG students felt they developed interest in learning the topics in depth before quiz for winning in competition They felt indepth understanding of topic happens, as they are encountered with difficult questions They go back and check the points again after quiz



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

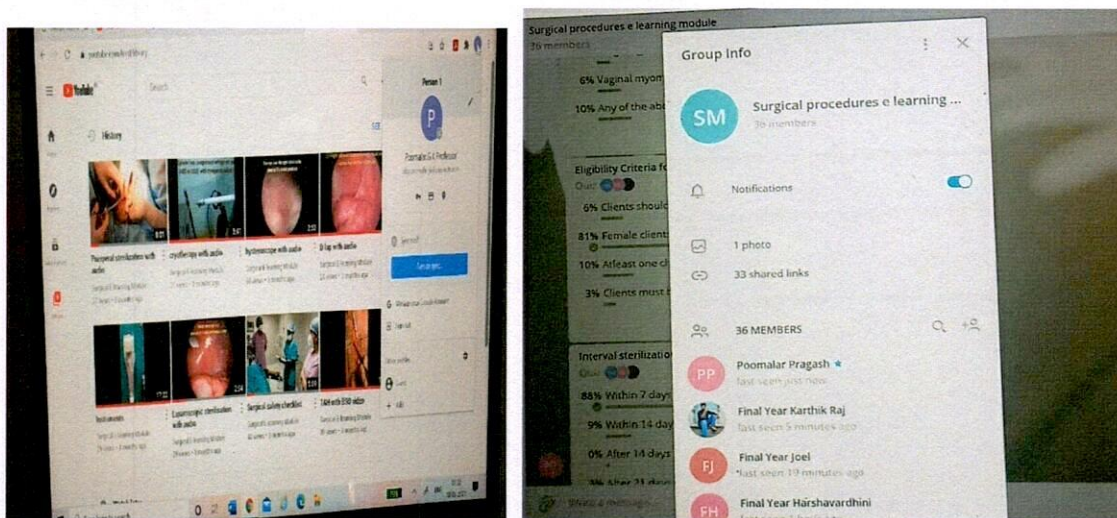
Undergraduates

Department of Obstetrics & Gynaecology

Name of the method	<i>Surgical procedure- E learning module for undergraduate students</i>
Objectives of the method	1. To assess the effectiveness of E-learning in teaching surgical procedures for undergraduate students To analyse the student's feedback regarding usefulness of E-learning in understanding surgical procedures
Competencies addressed by the method	must know surgeries in gynecology (cervix biopsy, dilatation curettage, copper-T insertion, diagnostic hysteroscopy, laparoscopy, tubectomy, myomectomy, abdominal hysterectomy, vaginal hysterectomy, ward mayo surgery, Fothergill's repair, ectopic surgeries, laparoscopic ovarian cystectomy)
Short description of the method	<ul style="list-style-type: none">Recording of videos for must know surgeries in gynecology were done after appropriate patient consent. Duration of each video were edited with a time limit of 5 and 15 minutes for minor and major procedures respectively. Audio description of surgical steps were done.You tube channel (Surgical E-learning Module) was created and surgical videos were uploaded. You tube links and additional teaching materials were uploaded in college learning management system. <p>Telegram group was formed with the students, for posting questions daily as a part of formative assessment.</p> <p>Students were encouraged to ask their doubts through the chat which were clarified instantly. Daily 2 videos were uploaded from Monday to Friday for 2 consecutive weeks at the end of 2 months OG posting.</p>

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALUHEERTHAKUPPAM,
PUDUCHERRY-605107.


Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	Pretest and post test done showed a significant increase in knowledge level of the students.
Feedback obtained from the students and Faculty regarding the method	<ul style="list-style-type: none"> Students mentioned that combining operation theatre (OT) posting with e-learning module helped them to build their knowledge of surgical procedures. They can view procedures more clearly in videos than in OT. Telegram quiz helped them to increase their understanding on surgeries. They can learn at convenient time, pause and view the videos in case of difficulty in understanding. <p>Students suggested to include vaginal deliveries and caesarean section in surgical E- learning module. 34 students wanted e-learning module in other topics also.</p>

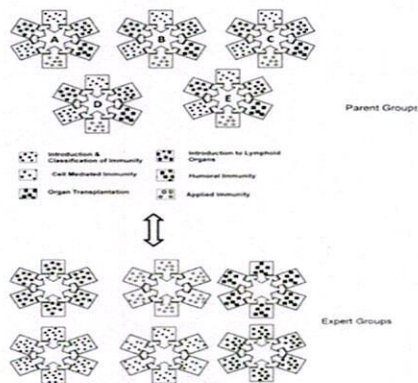



Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

Department of Physiology

Name of the Method	<i>Jigsaw technique</i>
Objectives of the Method	To facilitate active learning among the students
Competencies/Topics addressed by the method	PY 2.10 Define and classify different types of immunity. Describe the development of immunity and its regulation. PY 10.17 Describe and discuss functional anatomy of eye, physiology of image formation, physiology of vision including colour vision, refractive errors, colour blindness, physiology of pupil and light reflex
Short description of the method	A physiological concept is chosen. It is divided into sub-topics. The students are divided into parent groups, where each student in the parent group is assigned a sub-topic of the chosen concept. Then expert groups will be temporarily formed by having one student from each parent group join other students assigned with the same sub-topic. After discussion among the expert groups, the students will return to their original parent groups. Each student in the parent-group will give a presentation of their concerned sub-topic. As a result, every student will get a holistic view of the chosen physiological concept. Finally, there will be a presentation to the entire batch of students
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	Nil
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	Enhanced Concept understanding (5) Referral habits (10), Teaching habits (3) Categorization of the topic under study (5) Integration of learnt information with other subjects (4), Time consuming (15) Took time to adapt to this technique (10)


Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.



Research article

Jigsaw technique as an active learning strategy in Physiology for I MBBS Students

K. Soundarya¹, M. Senthilvelu², Shivayappa S. Tel³, V. Deepika⁴, K. Senthil Selvi⁵, S. Mangani Mangalavalli⁶¹Professor and Head, ²Associate Professor, ³Assistant Professor, Department of Physiology, Sri Manakula Vinayagar Medical College and Hospital, Puducherry, India⁴Assistant Professor, Department of Physiology, AIDS, Mangaluru, Andhra Pradesh, India

(Received: December 2020 Revised: August 2021 Accepted: September 2021)

Corresponding author: K. Soundarya, Email: dsoundarya@gmail.com

ABSTRACT

Introduction and Aim: Innovative learning strategies may be introduced along with the conventional methods to enhance active learning by the students. Jigsaw technique is a co-operative learning method, where students play a dual role as an active learner and teacher. Hence the present study aimed to introduce and assess the acceptability of the Jigsaw technique as an active learning strategy in Physiology for first year medical undergraduates.

Methods: Five parent groups were formed from 30 first year medical undergraduates with six members in each group. Each member in the parent group was allotted a sub-topic in "Immunity". Members with the same sub-topic joined to form the expert groups. After three sessions of face-face and asynchronous online discussions spanning a duration of three weeks, facilitated by faculty, the students returned to their parent groups for peer teaching and presentation. The content of the presentation was evaluated by faculty with help of a checklist. Feedback questionnaire was administered to both the students and the faculty to assess their perceptions and acceptability of Jigsaw technique.

Results: Jigsaw method was addressed as an innovative method that favored active participation, high interaction and promoted communication skills and referral habits among the students. However, it was time consuming, and students expressed difficulty in adapting to the technique.

Conclusion: Students consider the learning process enjoyable and effective with Jigsaw technique in Physiology. However, owing to the time consumption and its complexity it may be sparingly used in routine curriculum.

Keywords: Active learning, jigsaw technique, medical education, physiology.



www.gjhsr.org

Global Journal of Health Sciences and Research



Original Article

UNCLE (Unconventional Learning Exercises): An Innovative approach towards active learning in Physiology for I MBBS students

Krishnamurthy Soundarya¹, Deepika Velusami²¹Department of Physiology, Sri Manakula Vinayagar Medical College and Hospital, Puducherry, India.

*Corresponding author:
Deepika Velusami,
Department of Physiology,
Sri Manakula Vinayagar
Medical College and Hospital,
Puducherry, India.
deepy843@gmail.com

Received : 19 December 2022
Accepted : 04 January 2023
Published : 20 February 2023

DOI:
10.25259/GJHSR.16_2022

Quick Response Code

ABSTRACT

Objectives: Physiology is a constantly evolving subject; hence, it demands participation from the students for effective learning. In the current trend of medical education, medical teachers need to accumulate a good knowledge of efficient "Teaching-Learning Methods" that enable active student participation. "UNCLE- Unconventional Learning Exercises" is one such approach that facilitates learning through discussions with colleagues and helps in acquiring facts through "Participatory learning" rather than through rote memory. The present study aimed to assess the effectiveness of an active learning method "UNCLE" in learning physiology among I MBBS students.

Materials and Methods: Thirty I MBBS students were exposed to "Unconventional Learning Exercises" in small groups during the regular tutorial sessions. The study tools used for "UNCLE" were worksheets with critical thinking questions and analogies shown in flash cards. Pre- and post-test scores were obtained for the evaluation of their learning. Feedback was obtained from the students to elicit their perception about the effectiveness of the new method.

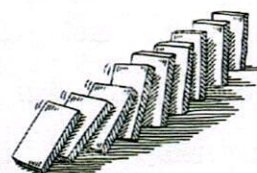
Results: The post-test scores (7.7 ± 1.37) were significantly greater than the pre-test scores (6.24 ± 1.57). The students reported the method to be innovative, interesting, refreshing, and more engaging. They reported that this method enhanced team-work and improved their communication skills.

Conclusion: UNCLE may be considered an effective active learning strategy in physiology for I MBBS students.

Keywords: Active learning, Physiology, Unconventional learning exercises

DR. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL,
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Name of the Method	<i>Unconventional Learning Exercises (UNCLE)</i>
Objectives of the Method	To facilitate active learning among the students
Competencies/Topics addressed by the method	<p>PY 1.1 Describe the structure and functions of a mammalian cell</p> <p>PY 1.2 Describe and discuss the principles of homeostasis</p> <p>PY 1.5 Describe and discuss transport mechanisms across cell membranes</p>
Short description of the method	<p>Students were exposed to unconventional learning exercises through worksheets with critical thinking questions and flashcards with analogies.</p> <p>It is a form of collaborative learning exercise, where the students work in small groups</p>
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<p>Pre Test score - 6.24 ± 1.57</p> <p>Post test score - 7.7 ± 1.37</p>
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<ul style="list-style-type: none"> - Favoured long term retention - Innovative, interesting and easy learning, quick, interactive learning - Enjoyed the learning process - Refreshing knowledge - Hidden points in the book are discovered



Compare this analogy to positive feedback mechanism

Dr. KAGNE. R.N
DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

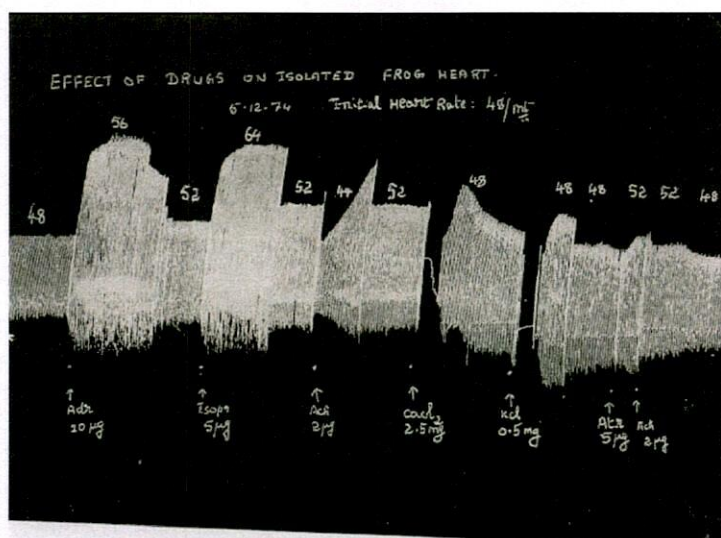
Department of Pharmacology

Name of the method	<i>Computer assisted learning</i>
Objectives of the method	To understand the receptor mediated drug action
Competencies/ Topics addressed by the method	PH 4.2 Demonstration of effect of drugs on animals using Computer assisted learning
Short description of the method	Observing and interpreting the effect of drug acting on Rabbit eye, Frog oesophagus, and Vasopressors & Vasodepressors on blood pressure (dog)
Any kind of assessment done with the use of the method (Ex: Pre-test/ Post-test)	Assessment done by giving Test drug



Oesophagus fixed with pins.

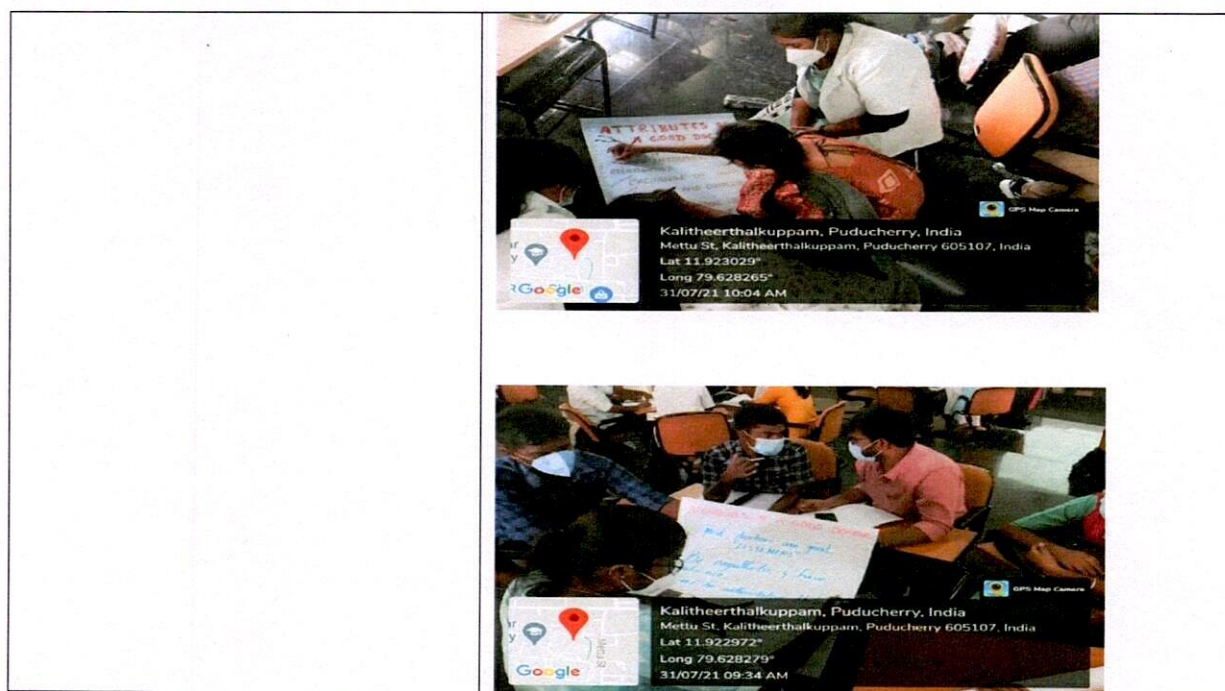
Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.



Department of Pharmacology

Name of the method	<i>Small group discussion</i>
Objectives of the method	To improve communication among the students and to develop leadership skills
Competencies/ Topics addressed by the method	PH 2.1 AETCOM conducted on 31.07.2021
Short description of the method	1)Batch divided into small groups and topics were assigned for discussion following which 2 students will represent each group and briefly present with the aid of charts prepared 2)All the other groups will give comments and feedback regarding the presentation 3)The session was closed with the concluding remarks by the faculty
Any kind of assessment done with the use of the method (Ex: Pre-test/ Post-test)	-
Feedback obtained from the students and faculty regarding the method (Mention the key points, up to 5)	Yes, feedback as well as reflection was collected from the students and faculties 1) Builds relationship 2) Opens the discussion 3) Gathers information 4) Understands the patient's perspective 5) Shares information 6) Manages flow 7) Overall rating

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAL KUPPAM,
PUDUCHERRY-605107.



Department of Pediatrics

Name of the method	<i>Seminar</i> <i>Group discussion</i> <i>Journal club</i>
Objectives of the method	Able to know how to prepare PPT Able to make presentation more interactive. Able to know how well they understood topic Able to critically appraise the journal.
Competencies/Topics addressed by the method	All topics in seminar and group discussion
Short description of the method	Seminar, group discussion, journal club classes all taken by using power point presentation by post graduates.
Assessment done	Feedback assessment filled by moderator. Monthly theory exam QUIZ
Feedback obtained from the students and Faculty regarding the method	Have to make PPT more of interactive and within time limit. More case-based discussion. Register should be maintained

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

SRI MANAKULA VINAYAGAR MEDICAL COLLEGE AND HOSPITAL
Department of Paediatrics
Journal club evaluation sheet for post graduate

Name of the resident: Dr. P. R. S. S. S. S. S. Date: 5/8/2021

SL. NO	POINTS TO BE CONSIDERED	SCORE (0-4)
1	Choice of article, relevance	4
2	Whether the postgraduate has understood the purpose and conveyed the gist of the article	3
3	Whether cross references have been consulted and discussed	3
4	Overall impression of article - strong points and reasons	3
5	Weak points of the article discussed adequately	3
6	Use of audio visual aids	4
7	Response to questions	3
8	Time scheduling	3
9	Overall presentation	3
10	Understanding of statistical aspects	3
TOTAL SCORE		<u>32</u>

	0	1	2	3	4
Scores	Poor	Below average	Average	Above average	Very good

Name of Faculty: Dr. P. R. S. S. S. S.

Signature: [Signature]

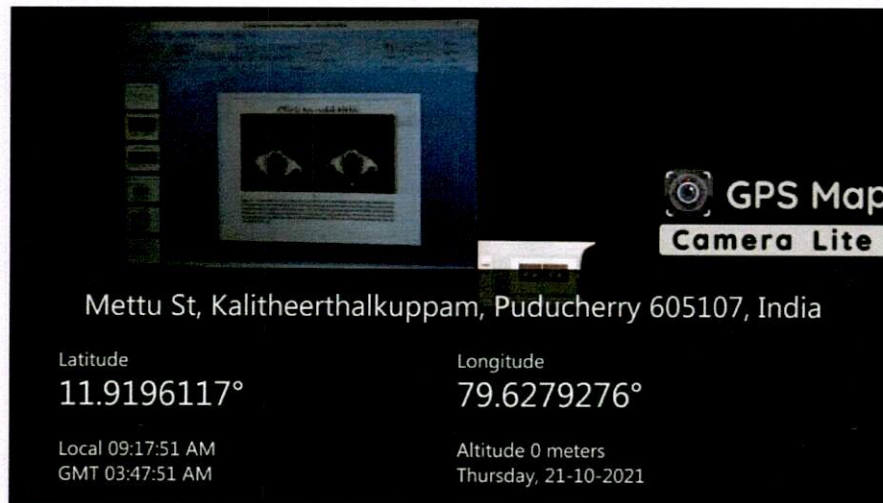
Name of the Method	<i>Power point presentation for CRRIs</i>
Objectives of the Method	<ul style="list-style-type: none"> ● To improve the presentation skill ● To learn the radiological approach to various pathologies
Competencies/Topics addressed by the method	Radiological approach to various pathologies are addressed
Short description of the method	<p>The CRRIs who get posted in the department of Radiodiagnosis are allotted topics related to basic radiological approach of various pathologies.</p> <p>The seminars are done with powerpoint presentation. Feedback is given for the same.</p>
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	Feedback given by the post graduates and faculties

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
FUDUCHERRY-605107.

Feedback obtained from the students and Faculty regarding the method

(Mention the key points, up to 5)


- CRRIs are introduced to the radiological approach of various pathologies
- Increases the confidence of the CRRIs to do stage presentations.



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Participatory Learning in Large Group teaching

Think, pair and share
Clarification Pause
Muddiest Point
Entry Exit Ticket
One minute Paper
Interactive activities - Diagrams
Symposium
Picturing to Learn



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.



Medical student's perception to different types of set induction in anatomy lectures

Suresh Narayanan¹, Nachiket Shankar², Vimala Ananth³¹Department of Anatomy, Sri Manakula Vinayagar Medical College and Hospital, Puducherry, ²Department of Anatomy, St. John's Medical College and Hospital, Bangalore, ³Department of Pharmacology, Mahatma Gandhi Medical College and Research Institute, Puducherry, India

Abstract: Set induction refers to the process of using a thought-provoking statement, interesting fact, or an audio-visual stimulus at the beginning of lecture to gain student's attention and give an overview about the lecture topic. In the present study, students were introduced to three types of set induction namely narratives, food-based analogies and humor-based images or activities at the beginning of anatomy lecture and their response to it is collected and analyzed. The objective of the study is to estimate the difference in a questionnaire-based perception score between the three different types of set induction; estimate sex differences in the questionnaire-based perception score. Students rated the validated, 7-item perception questionnaire using a 5-point Likert scale. Students felt that food-based analogies and humor-based images were more interesting, motivated them to participate in lecture-discussion than the narrative set induction. The familiarity of set induction varied between all the three different types of set induction. There was no significant difference in the perception of different types of set induction between male and female undergraduate students. Based on the student's feedback, it could also serve as a memory aid and ease the students learning experience. Majority of students responded positively to the use of set induction and recommended for its use in future classes.

Key words: Analogies, Food, Humor, Set induction

Journal of Taibah University Medical Sciences (2022) 17(1), 159–161

Taibah University
Journal of Taibah University Medical Scienceswww.sciencedirect.com

Letter to the Editor

Tips for conducting effective and interactive e-lectures in medical education

Krishnamurthy Soundariya, MD^a and Velusami Deepika, PhD^{b,*}^a Department of Physiology, Coordinator of Medical Education Unit, Sri Manakula Vinayagar Medical College and Hospital, Madagadipet, Puducherry, India^b Department of Physiology, Sri Manakula Vinayagar Medical College and Hospital, Madagadipet, Puducherry, India

Received 1 July 2021; revised 7 October 2021; accepted 10 October 2021; Available online 11 November 2021

Introduction

Medical educators face a dual challenge of curbing the spread of the COVID-19 pandemic on the one hand and resuming academic activities on the other. The prospect of the second wave of virus transmission has rendered "E-Learning" as an essential component in medical education. Medical education in India is currently experiencing a major transformation from "traditional learning" to "blended learning," with e-learning playing an imminent role.¹

The implementation of the "Competency-Based Medical Education" (CBME) in the undergraduate medical curriculum

intertwined with every component of the medical profession. This challenge should be considered like any other advancement in the field of medical practice. Readiness in the mind opens the doors for innovations that may inculcate interactivity in the planning of lectures.²

Planning the session and its content

Knowledge about the audience guides the planning of content delivery. It is essential to decide and share the objectives of the session. Internet bandwidth and connectivity settings should be verified well before the session. The set-

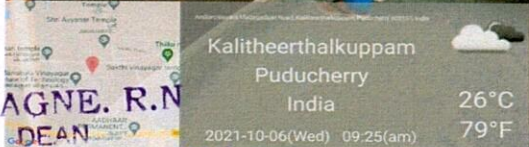
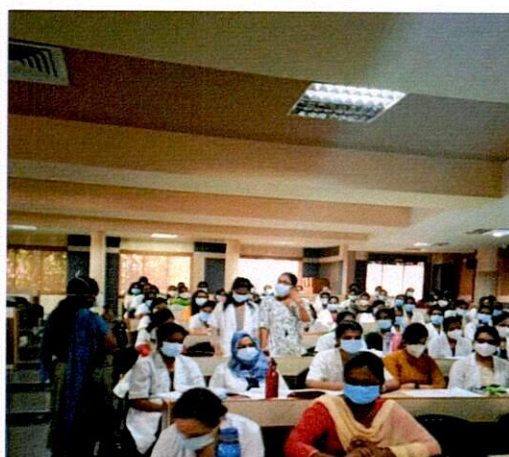
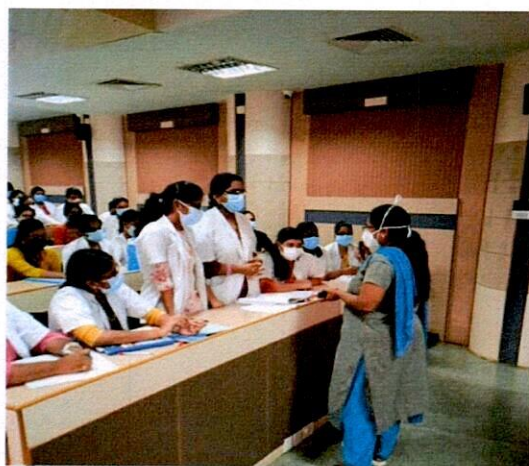
Dr. KAGNE. R.N

DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Obstetrics & Gynaecology

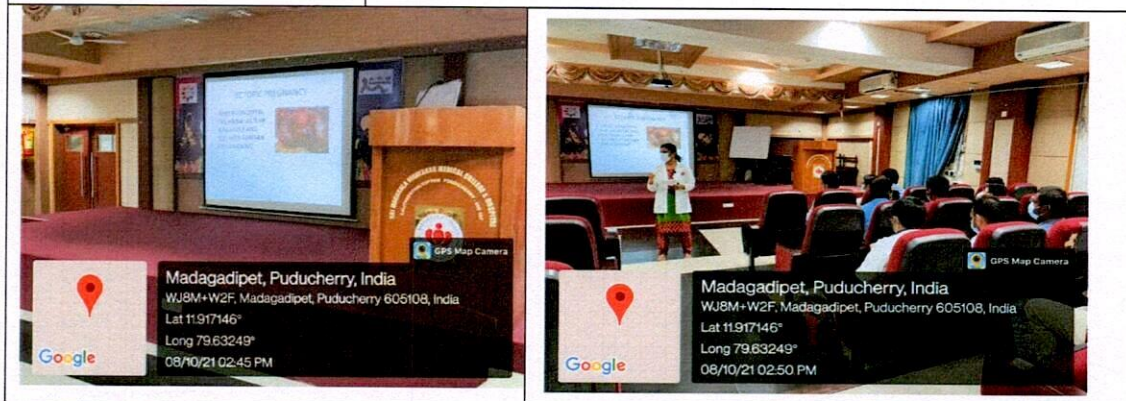
Name of the method	<i>Think, pair and share</i>
Objectives of the method	<ol style="list-style-type: none"> 1. To improve the involvement of students in the lectures 2. To increase the critical thinking capacity of the students 3. To help them answer confidently in front of large group of audience
Competencies/Topics addressed by the method	<p>Lecture classes in obstetrics and gynaecology.</p> <p>This is done for large group teaching for 6th and 8th semester students</p>
Short description of the method	A clinical scenario or challenging questions were raised in the middle of the lecture. Students were instructed to think answer to the question. After a minute, they were instructed to pair with neighbouring students. Followed by that random pair of students are asked to share their answer to large group.
assessment	Not done
Feedback obtained from the students and Faculty regarding the method	<p>They found it interesting.</p> <p>Due to fear of being questioned students were active in the classroom.</p> <p>Some concepts which were not understood, were cleared during discussion.</p>




Dr. KAGNE. R.N
DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Name of the method	<i>Muddiest Point</i>
Objectives of the method	To identify the most difficult part of lecture (Large Group Teaching). To increase their understanding of their own learning.
Competencies/Topics addressed by the method	Ectopic Pregnancy. Vesicular mole Abortions
Short description of the method	At the end of the lecture, the following question was projected- "Which concept in the above lecture was vague and you need further explanation?". Students were given slips of paper and were asked to take a few minutes to write down the most difficult part of the lecture. The students responses were reviewed. The difficult points were recapped.
Assessment	No
Feedback obtained from the students and Faculty regarding the method	<ul style="list-style-type: none"> Students felt that their queries are clarified In routine class room, students wont come out with doubts, but allotting considerable amount of time and asking them to write in a piece, all students wrote their doubts and got clarified.




Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

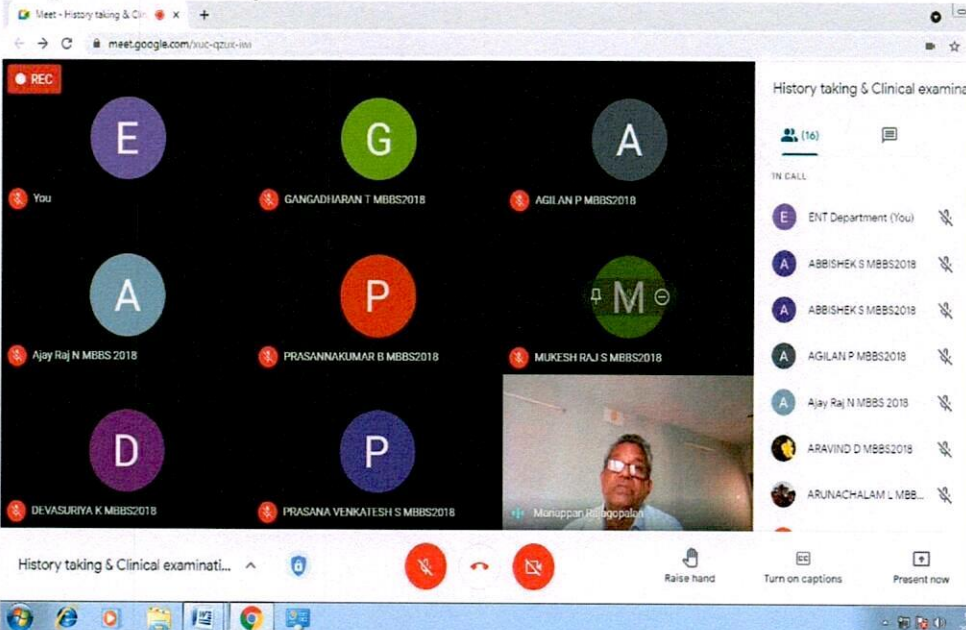
Department of Paediatrics

Name of the method	<i>Interactive Lecture Class</i>
Objectives of the method	<p>Able to make class attentive and interactive session.</p> <p>To know how well they have understood the topic.</p> <p>To encourage involvement of students in the lectures.</p>
Competencies/Topics addressed by the method	<p>Lecture classes in pediatrics.</p> <p>Eg. Topic on neonatal resuscitation programme.</p>
Short description of the method	The lecture class, initial start with questions related to topic after which lecture is taken by using power point presentation.
Assessment	<p>QUIZ - done by using pair & share correction method , answer are displayed after it.</p> <p>INTERNAL ASSESMENT - feedback seal , suggestion are given for this performance and overall improvement.</p>
Feedback obtained from the students and Faculty regarding the method	<p>Have to make PPT more of interactive and Audio visual aids.</p> <p>To make them attentive for 1 hour of whole batch is difficult.</p> <p>If the topic exceeds the time then there is lack of time for assesment.</p> <p>And it is difficult to check whether all students have done assesment.</p>

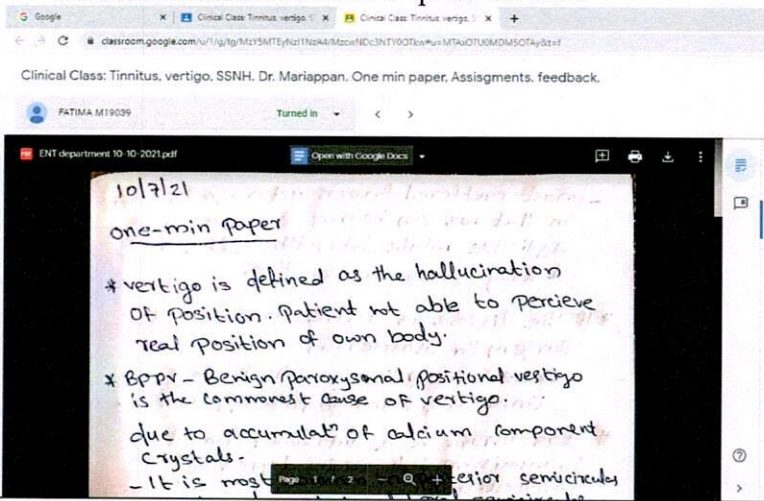
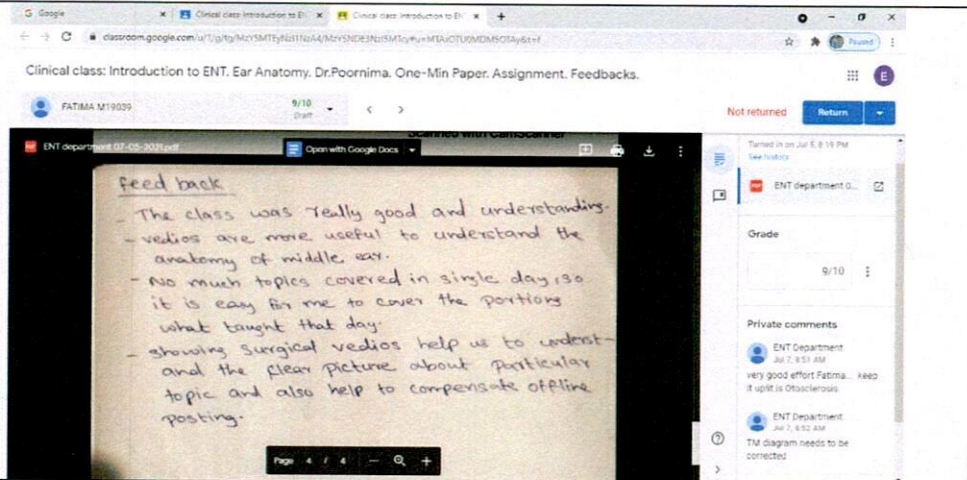

Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALLI THEERTHALKURPAM,
 PUDUCHERRY-605 107.



Department of Otorhinolaryngology

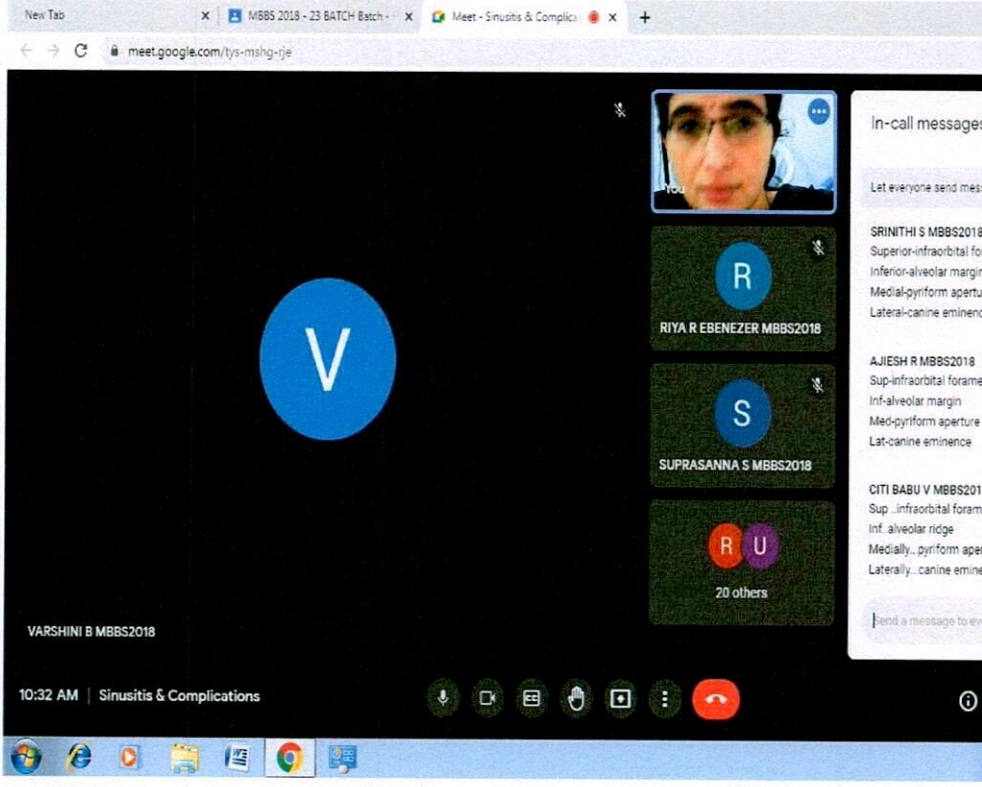
Name of the Method	Online Class- Clarification Pauses
Objectives of the Method	<ul style="list-style-type: none"> - To encourage the students imbibe the important points made - To reduce fatigue and promote active listening - To encourage students to clarify if there are any queries
Competencies/T topics addressed by the method	- History taking and Clinical examination of Ear
Short description of the method	<p>- During the class, after an important point is made, a pause is given before the next point is made, and students are asked whether they have understood the point. Any queries raised are clarified by the peers and faculty.</p> 
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	- Students are randomly asked to repeat and explain the points.
Feedback obtained from the students and Faculty regarding the method.	<p>Google forms</p> <ul style="list-style-type: none"> - Pauses given during the lecture are helpful in understanding the topic - Queries raised during the discussion are clarified well

Dr. KAGNE R.N.
DEAN
SRI MANAKULAKRISHNAN
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAKKUPPAM,
PUDUCHERRY-605107.

Name of the Method	<i>"One-Minute Paper"</i>
Objectives of the Method	<ul style="list-style-type: none"> - To enhance active involvement of the students during the class - To increase memory and recalling ability of the students - To assess whether the students' understanding of the concept is clear
Competencies/T topics addressed by the method	<ul style="list-style-type: none"> - Various ENT topics- Anatomy, physiology, diseases, clinical examinations
Short description of the method	<ul style="list-style-type: none"> - At the end of the session, all the students are encouraged to write a "One-Minute Paper" on the most salient features of the topic covered. - Students submit their "One-Min papers" in Google Classroom-Classwork section within a specified time 
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<ul style="list-style-type: none"> - All the "One-Minute Papers" submitted are corrected by the faculties and marks are given out of 10. - Individual feedbacks are given to the students in Google Classroom section for correction and further improvement
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	

Dr. KAGNE. R.N
DEAN

SHRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAL KURAM,
PUDUCHERRY-605107.

Name of the Method	<i>Online Class- Entry-Exit Ticket</i>
Objectives of the Method	<ul style="list-style-type: none"> - To encourage the students to come more prepared for the class - To promote attentive listening among students during online sessions
Competencies/Topics addressed by the method	<ul style="list-style-type: none"> - Nose and paranasal sinuses history taking and clinical examination - Sinusitis and complications
Short description of the method	<ul style="list-style-type: none"> - Entry- Ticket question is asked based on previous class topic in the Chat section during the Zoom and Google classrooms, each student should answer it before the beginning of session. - Exit-Ticket Question is asked based on the current session, which each student should answer before exiting the online class 
Any kind of assessment done with the use of the method (Ex: Pretest/Posttest)	<ul style="list-style-type: none"> - Answers are assessed by the faculty and corrections are explained in the class.

Dr. K. R. N.
DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAI, KUPPAM,
PUDUCHERRY-605107.

**Feedback
obtained
from the
students and
Faculty
regarding
the method
(Mention
the key
points, up to
5)**

MBBS 2018 - 23 BATCH Batch - f x Meet - Sinusitis & Complica x Exit Ticket - Google Forms x +

ns/d/1PfZnwDDZWx8vnTqG3PAvcjFEe-L7xwultdlPeO-Kh0k/edit#responses

Questions Responses 40

What would help make today's lesson more effective?

40 responses

More video.

Video

Today's class is more effective, as I learnt new things about COM and also sir's advice ☺ ...
My suggestions is...please use ppt slides , as many terminology and their details and order of history
taking & details are new to me....if possible ! ☺


Nothing

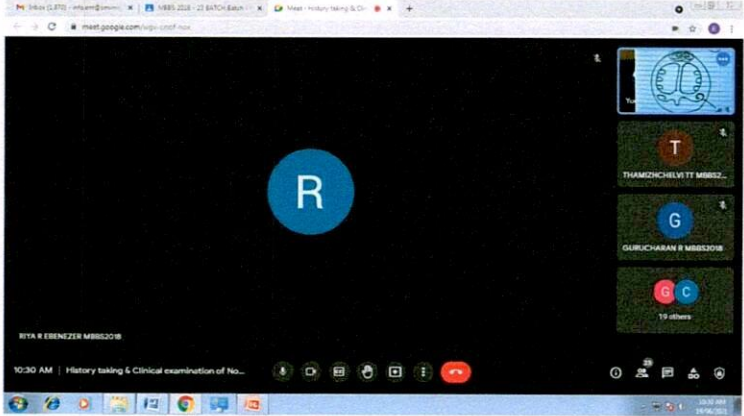
More effective class sir looking forward for like these class sir.


More videos if possible mam...thank u so much

Its an very effective class sir...Thank u so much..if possible..videos sir


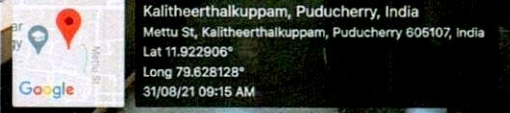
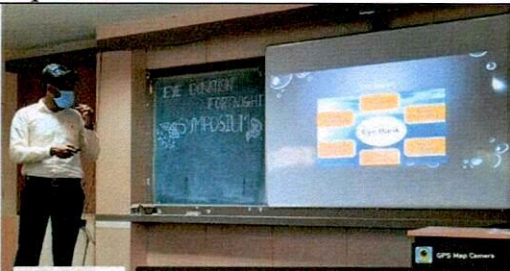
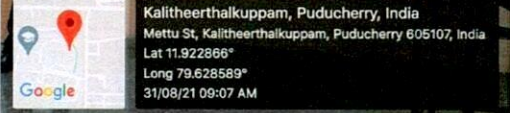
It was very more effective and hope to see more such interactive sessions.


Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Name of the Method	<i>Online Class- Interactive Activities during the Class</i>
Objectives of the Method	<ul style="list-style-type: none"> - To break the monotony of the lecture and increase students' interest in the topic - To promote attentive listening among students - To improve diagram drawing and concept understanding
Competencies/Topics addressed by the method	<ul style="list-style-type: none"> - Post-nasal Examination - Indirect laryngoscopy examination
Short description of the method	<ul style="list-style-type: none"> - During the class, students are asked to draw the diagrams with specified findings and share with the class.
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<ul style="list-style-type: none"> - The diagrams are assessed by the faculty and corrections are explained in the class. 
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<p>Feedbacks are obtained after each class using Google Classroom</p> <ul style="list-style-type: none"> - Drawing the diagram gives better understanding of the topic - Improves the diagram skills - Corrections made are helpful - Increases the attentive span during class

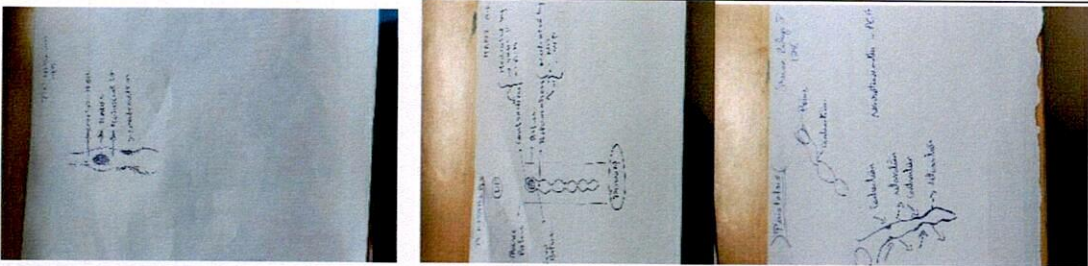

Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.


Department of Ophthalmology

Name of the method	<i>Symposium</i>
Objectives of the method	To understand in depth knowledge of students To assess the leadership quality of the students
Competencies or Topic addressed by the method	Keratoplasty and Eye Banking
Short description of the method	Topic was divided into subheadings and given to the students They were then made to talk on the particular talk given to them
Any kind of assessment done by this method	Nil
Feedback obtained from students and faculty regarding this method	In depth knowledge improved It helped the develop their academic performance Their communication skill and confidence improved
 	 

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Physiology

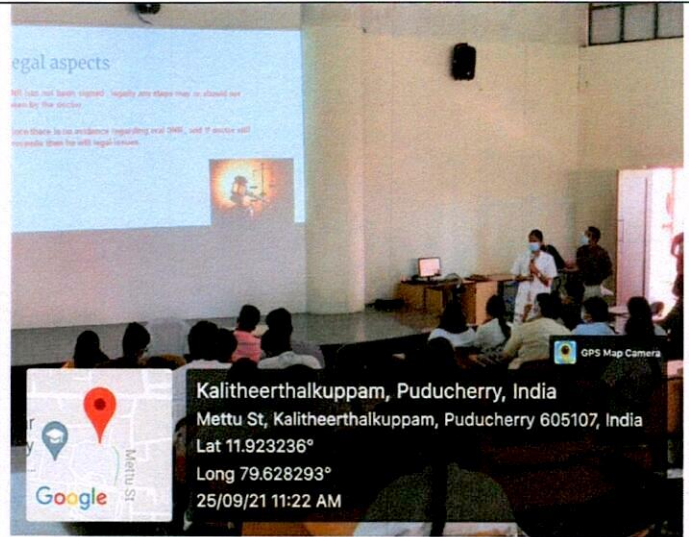
Name of the method	<i>Picturing to learn</i>
Objectives of the method	To make the students to get a deeper learning in the class and also to assess the reach of our teaching to the students
Competencies/Topics addressed by the method	Functional anatomy of heart Mechanism of action of Insulin Peristalsis
Short description of the method	During the teaching of the topic in the lecture class, the concept was explained without showing any related picture. After explanation the students were asked to depict the concept in the form of a picture by drawing in a paper. Correct diagram was shown after that for reference and correction
Assessment done	Based on the correct conceptions and mis conceptions in the diagram the percentage of marks were given for the topic "Route of blood flow through heart and the blood vessels attached to it. Only 6 students out of 135 students' drawing were more than 90% similar to correct diagram. Two students' drawings were completely wrong. Majority of the students (n=34) depicted 80 – 90 % of the correct diagram. 33 students scores were between 60-70%. 24 and 26 students scored 50 – 60% and 70-80% respectively. 9 students' drawings showed that they conceived below 50% of the explanation
Feedback obtained from the students and Faculty regarding the method	Feedback was not obtained
	


Dr. KAGNE. R.N.
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHAL KUNDEPALLY
 PUDUCHERRY-605007.

Department of Forensic Medicine

Name of the method	<i>Large Group Presentation</i>
Objectives of the method	<ol style="list-style-type: none">1. To make students learn the subject by teaching other students.2. To improve the presentation and communication of students at large group or large audience.
Competencies / topics addressed by the method	<ol style="list-style-type: none">1. Autopsy, Thanatology, Sexual jurisprudence
Short description of the method	After dividing the entire class into small groups of 5 to 6 members, each group will be given a problem based scenario and time will be allotted for discussion on the given scenario. Later anyone person from the group will be randomly called by the faculty to present on the given scenario using a power point presentation. Following this other students will be encouraged to ask any doubts or to clarify any facts of the given scenario.
Any kind of the assessment done with the use of the method (Ex: Pretest / Post-test)	Assessment is done in the form of pre-test and post-test for the given session.
Feedback obtained from the students and faculty regarding the method	Following feedback were obtained both from students and faculties: <ol style="list-style-type: none">1. Students were eager to analyse the given topic using a real life problem based scenario.2. Students were able to understanding the hidden practical issues in each case scenario.3. Faculties also expressed that the students were better in finding out the practical solutions for the given scenarios.

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Problem Solving Methodologies

Case based Learning

Chart Based Learning

Case Presentation – Postgraduates

Problem Based Learning

Clinico pathological Discussion



Dr. KAGNE. R.N

DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Physiology

Name of the method	Case Based Learning
Objectives of the method	To make the students to learn the applied conditions of physiology by discussing a case scenario
Competencies/Topics addressed by the method	All the systems in physiology
Short description of the method	Each tutorial group were divided into small groups with five students in each group. They were given a case scenario in a paper with the specific learning objectives. The students were asked to discuss and learn the information specified in the objectives. They were allowed to use any source of information to learn. The teacher's role was only to facilitate learning. At last, one student was asked to give an overview of what they learnt through discussion.
assessment done	No assessment was done
Feedback obtained from the students and Faculty regarding the method	Feedback was obtained from students. The main responses were <ol style="list-style-type: none"> 1. Made the learning clear 2. More time should be given for discussion



Res Dev Med Educ, 2021, 10, 12
doi: 10.34172/rdme.2021.012
https://rdme.itsm.ac.ir



Taylor & Francis Group

Original Research

Design, Implementation, and Evaluation of Student-centric learning in Physiology

Shivayogappa, S. Teji¹, M. Senthilvelour², K. Soundariya¹, Deepika Velusami², Senthamil Selvi, K¹, Mangani Mangalavalli, S¹

¹Department of Physiology, Sri Manakula Vinayagar Medical College and Hospital, Pondicherry University, Puducherry, India
²Department of Physiology, All India Institute of Medical Sciences (AIIMS), Mangalagiri, Andhra Pradesh, India

Article info

Article History:
Received: 5 May 2021
Accepted: 13 June 2021
Published: 7 July 2021

Keywords:
Physiology
Case-based learning
Likert scale
Evaluation

Abstract

Background: The quality of teaching and learning in health education determines the competency of doctors produced and ultimately the patient care. Realizing the necessity of active learning at the undergraduate level, curricular reforms are crucial to ensure that students play an active role in their learning process and absorb the prerequisite qualities of a competent health professional. The current study aimed to implement and evaluate case-based learning in a physiology curriculum.

Methods: The study included 150 first-year MBBS students using a mixed methods research design. A short lecture on anemia was followed by two sessions of case-based learning with a gap of one week. A structured questionnaire using a 5-point Likert scale was used to collect students' perceptions. The internal consistency of the questionnaire had a Cronbach's alpha of 0.8. Faculty feedback was collected using a Focus Group Discussion.

Results: Of 145 participants, 117 provided feedback. Students perceived that the case-based learning method promoted meaningful learning (83%); helped in the future application of knowledge (81%); helped to understand physiology concepts better (72%); improved student-teacher relationships (72%); was effective in understanding the anemia topic (71%); led to the development of problem-solving abilities (70%); encouraged teamwork (69%); motivated self-directed learning (66%); and improved communication skills (65%). Faculty members suggested developing an assessment plan for future case-based learning sessions.

Conclusion: According to student and faculty feedback, case-based learning is an effective, active teaching-learning tool that improves students' understanding of basic concepts, clinical knowledge, problem-solving abilities, teamwork, communication skills, student-teacher relationship, and self-directed learning.

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAKUPPAM,
PUDUCHERRY-605107.

Department of Biochemistry

Name of the Method	Chart based learning
Objectives of the method	To enhance the knowledge of the students in applied biochemistry As a part of revising the clinical biochemistry for university exam preparation
Competencies / Topics addressed by the method	BI11.17
Short description of the method	Charts are prepared for various disorders and applied aspects of biochemistry All the charts will be taught by the faculty in large groups, only in the beginning. Thereafter, students will be made into small groups and each chart will be discussed among them, where faculty will act as facilitator.
Any kind of assessment done with the use of the method (Pretest / Posttest)	No
Feedback obtained from the students and Faculty regarding the method (Mention the key points, upto 5)	Feedback obtained. Students felt easy to crack the answers for applied/clinical questions asked during the university / internal exams. Enhanced their confidence on clinical biochemistry

An edematous baby with puffiness of face, distended abdomen and leg swelling was brought with the history of recurrent respiratory tract infection. His investigations revealed

In Blood

Total protein : 5.0 gm/dl
Albumin : 2.5 gm/dl
Total Cholesterol : 350 mg/dl

In Urine

Protein : 3.8 gm/day
RBCs : 1 to 2 cells/ HPF
WBCs : 2 to 3 cells/ HPF

- What is the diagnosis for this baby?
- Mention the type of proteinuria present in this case
- What is the cause for hypoproteinemia?
- What is the reason for High cholesterol level in this patient?

Read the following parameters and answer the questions

Blood: Total bilirubin : 0.6 mg/dl

Direct bilirubin : 0.1 mg/dl

Indirect bilirubin : 0.5 mg/dl

Urine: Bilirubin : Negative

Urobilinogen : Normal color compared to control

Bile salts : Negative

- Interpret the chart
- Mention the test to detect Urine Bilirubin.
- Name the test to estimate serum bilirubin levels?
- Name the protein which on break down forms bilirubin.

Dr. KAGNE. R.N.
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAL KUPPAM,
PUDUCHERRY-605107.

Department of Pediatrics

Name of the method	Case Presentation
Objectives of the method	<p>Able to take history taking and examination of given cases.</p> <p>Able to diagnose the condition.</p> <p>Able to perform relevant investigations and therapeutic procedure for the given case.</p> <p>Plan and advise measures for the prevention of disease.</p>
Topics addressed by the method	Clinical cases
Short description of the method	Case presentation will be presented by PG according to schedule and discussion with moderator and demonstration will take place bedside.
Assessment done	<p>Feedback assessment filled by moderator.</p> <p>Monthly clinical exam</p>
Feedback obtained from the students and Faculty regarding the method	<p>Register should be followed.</p> <p>Monthly clinical exam will be able to assess student individually.</p>

SRI MANAKULA VINAYAGAR MEDICAL COLLEGE AND HOSPITAL
Department of Paediatrics
Clinical meeting evaluation sheet for post graduates
[CASE PRESENTATION]

Name of the resident: Dr. K. K. K. Date: 1/9/2021

SL NO.	POINTS TO BE CONSIDERED	SCORE
1.	Logical order in presentation	3
2.	Cogency of presentation	2
3.	Accuracy of general physical examination (whether all physical signs elicited correctly)	3
4.	Completeness and accuracy of systems examination	2
5.	Diagnosis (whether it follows logically from history and findings)	3
6.	Differential diagnosis - complete/relevant	3
7.	Investigations required (completeness of list, relevant order, interpretations of investigation)	3
8.	Management-principles and details	3
9.	Overall ability to react to questioning (whether answers relevant and complete), Ability to defend diagnosis, ability to justify differential diagnosis, acceptability of plan of management, confidence	3
10.	TOTAL SCORE	3

Guidance for Scoring:	0	1	2	3	4
	Poor	Below average	Average	Above average	Very good

Comments and suggestions if any: good an improve in asking an old

Name and signature of the faculty members: Dr. K. K. K.

Dr. KAGNE. R.N.
DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAKURUPPOM,
PUDUCHERRY-605107.

Name of the Method	<i>Problem based learning</i>
Objectives of the Method	To analyze and interpret the case scenarios
Competencies/ Topics addressed by the method	Difficult case scenarios
Short description of the method	Every month residents are given 4 – 5 case scenario and are made to solve it. They are asked to write prescription for that scenario. Their management skills are assessed
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	Each resident is encouraged to solve a different scenario
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<ul style="list-style-type: none"> - Helps in imaging different case scenario - Sharing of experience by the faculty of difficult cases

Name of the Method	<i>Clinicopathological Case Discussion</i>
Objectives of the Method	To discuss the challenging clinicopathological cases
Competencies/ Topics addressed by the method	To acquire basic knowledge in diagnosis of dermato pathological cases. Approach towards difficult to diagnose dermato pathological slides.
Short description of the method	Every month, dermatology and pathology department faculty are resident assemble and discuss about 8 to 10 cases which are interesting and rare. Exchange of knowledge takes Place between two departments.
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	-
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	Helps the resident to familiarize common and rare dermatology cases. Aids in approaching various reaction patterns

Dr. KAGNE. R.N

DEAN

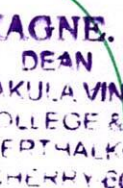
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
K. THEERTHALKUPPAM,
PODUCHERRY-605107.

Self-Directed Learning

Self-Directed Learning

Flipped Classroom

Assignments



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
POOTHEERTHALKUPPAM,
PODUCHERRY-605107.

Effect of Self-Directed Learning Module and Assessment on Learning of National Health Programme by Medical Undergraduates – A Mixed Methods Evaluation

M Rajalakshmi, Kalaiselvan Ganapathy

Department of Community Medicine, Sri Manakula Vinayagar Medical College and Hospital, Puducherry, India

Abstract

Background: Competency-based medical education (CBME) curriculum in India has introduced many new concepts like a foundation course, early clinical exposure, and self-directed learning (SDL). Sometimes SDL simply means self-study. Self-directed learning as defined by Knowles is a process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, setting their own learning goals, identifying appropriate learning resources, and selecting appropriate learning strategies. SDL is seen as a prerequisite for life-long learners, especially medical graduates. We found poor uptake of SDL sessions in terms of learning and attendance by students. To develop and assess the effect of the SDL module in Community Medicine for Phase -3 MBBS students. **Materials and Methods:** The study design was a program development and evaluation design. The program development consists of free listing and Nominal Group Technique (NGT). The evaluation design consists of a formative assessment, an end-of-module assessment, and feedback from undergraduate students, postgraduates, and faculties. **Data collection procedure:** SDL module was developed, agreed and implemented among undergraduates of Phase - 3 MBBS students. **Results:** Free listing was conducted among undergraduate students who had completed the phase 3 MBBS examination and Nominal Group Technique was conducted among the faculties (n = 7) and Postgraduates of the Department of Community Medicine (n = 2) to explore the appropriate topics for SDL in Community Medicine. The topic with the highest ranking and which was finalized for preparation of the SDL module was "National Health Programme". Three fourth 118 (75%) of the students scored $\geq 50\%$ at the end of the module assessment. Manual content analysis for the feedback was categorized into three themes such as facilitating factors, challenges, and solutions. **Conclusions:** Effective implementation and assessment of SDL sessions are one of the new concepts in the CBME curriculum.

Keywords: Community medicine, feedback, module, nominal group technique, perception

Department of Biochemistry


Name of the Method	Self-Directed Learning
Objectives of the method	To promote student centred learning To get in-depth knowledge on the topic To encourage team work
Competencies / Topics addressed by the method	BI 3.5 Disorders associated with Carbohydrate metabolism BI 4.3 & 4.4 Disorders associated with Lipid metabolism
Short description of the method	This activity was conducted in online mode during the lockdown period. The students were divided into small groups and topic / a disorder was allotted to each group. Each group were assigned a faculty as facilitator. Each group should gather information on the assigned topic and make a powerpoint presentation, which will be presented to the faculty. Only on the day of presentation the presenter will be decided and revealed, which made all the students to be ready for presenting the topic.

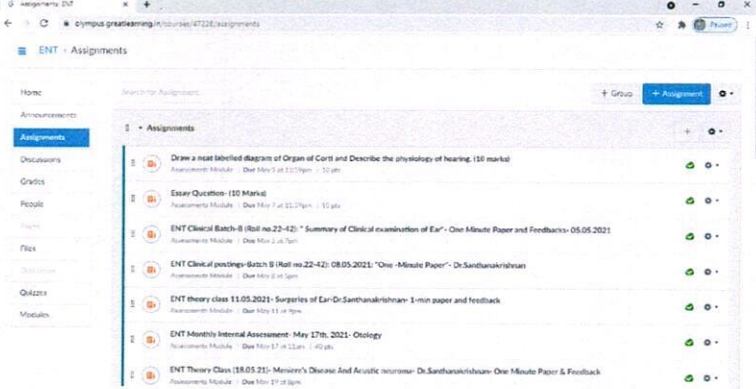
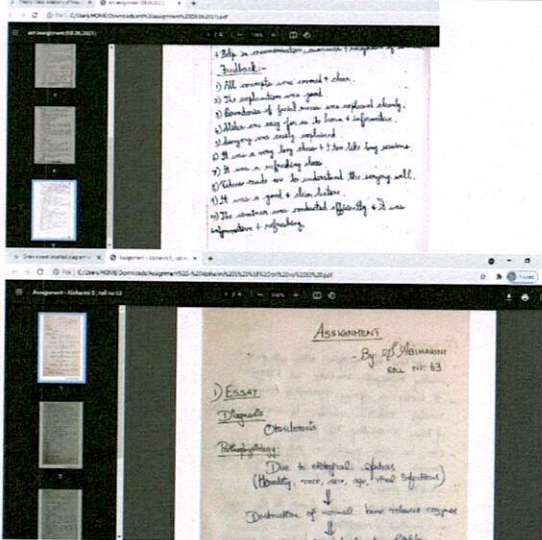
Dr. KAGNE, R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAKUPPAM,
PUDUCHERRY-605107.


Any kind of assessment done with the use of the method (Pretest / Posttest)	No
Feedback obtained from the students and Faculty regarding the method (Mention the key points, upto 5)	<p>Feedback was obtained. Students appreciated this kind of activity, since it kindled their enthusiasm and creativity in learning and presenting the topic</p> <p>As students are given one topic at a time, they were able to gather more information on that concerned topic.</p> <p>When the topic was presented in an open stage, students as audience acquired the knowledge on different topics in short course of time.</p> <p>This kind of activity during lockdown period, broke the monotony of the online classes conducted.</p>

Department of Otorhinolaryngology

Name of the Method	Assignments- Online and Offline classes
Objectives of the Method	<ul style="list-style-type: none"> - To promote understanding of the concepts - To enhance presentation abilities of the students - To promote memory and retention
Competencies/Topics addressed by the method	- Various ENT topics- Anatomy, physiology, diseases


Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEEPTHALKUPPAM,
 PUDUCHERRY-605107.

<p>Short description of the method</p>	<ul style="list-style-type: none"> - At the end of the session, students are given assignments on various specific topics - Students are asked to submit their assignments on Greatlearning App platform within specified time 
<p>Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)</p>	<ul style="list-style-type: none"> - Assignments are assessed by the faculties and marks are given - Feedbacks are given to students, and corrections are suggested.
<p>Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)</p>	


Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

Patient Centric and Evidence Based Learning


Video Demonstrations

Grand Rounds


Clinical postings

Objective Structured Video Examination

Virtual Grand Rounds


Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Otorhinolaryngology

Name of the Method	<i>Video Demonstrations</i>
Objectives of the Method	<ul style="list-style-type: none"> - To increase understanding of various clinical signs, maneuvers, surgical steps in ENT - To increase students active involvement during the class - To stimulate interest among the students regarding the topic - To help in visual memory and retaining of the crucial steps of a surgical procedure
Competencies/Topics addressed by the method	<ul style="list-style-type: none"> - Various ENT surgical procedures, clinical signs
Short description of the method	<ul style="list-style-type: none"> - During the Lecture classes and in clinical postings, various surgical videos, clinical videos are demonstrated to the students - Students are encouraged to ask queries, which are answered by the faculties. 
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<ul style="list-style-type: none"> - Formative assessment is done, at the end of the session, students are asked questions regarding the procedures and any doubts are clarified.
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<ul style="list-style-type: none"> -Students felt that video demonstration makes the class more interesting and interactive. -Videos helps to understand the topic better -Helps in better remembering the topic -Students desired more videos to be included in each class

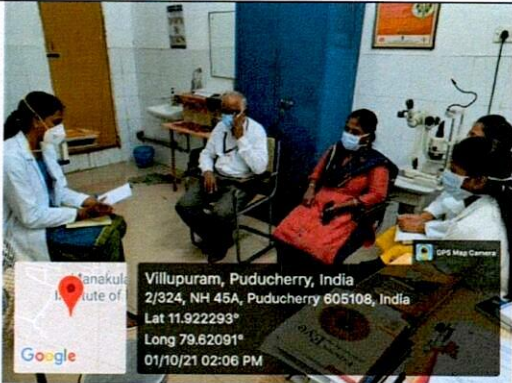

Department of Pediatrics

Name of the method	<i>Clinical postings</i>
Objectives of the method	<p>Able to take detailed history, perform examination for given case.</p> <p>Able to diagnose and list investigation & treatment for given case.</p> <p>To provide hands for individual students for their clinical skills.</p>
Competencies/Topics addressed by the method	<p>Pediatric case format and system wise history taking and examination.</p> <p>Neonate history taking and examination</p> <p>Instruments, spotters, vaccines, nutrition will all be discussed.</p>
Short description of the method	<p>The clinical posting, initial start with by giving the case scenario or case, so the student will have taken case within given time limit followed by which the case will be discussed by faculty, there also will be bed side demonstration for examination.</p>
Assessment done	Ward leaving
Feedback obtained from the students and Faculty regarding the method	<p>Students feedback</p> <p>Students are of small group so they had better understanding of subject.</p> <p>They are able to participate in small groups.</p> <p>Students are much interested by bed side teaching method and using skills lab.</p> <p>Faculty feedback</p> <p>The teacher to student interaction is better in small group teaching.</p> <p>Ward leaving assesment - can have individual student interaction so we will be able to get feedback from them.</p>

Dr. KAGNE. R.N
DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Ophthalmology

Name of the method	<i>Grand rounds</i>
Objectives of the method	To improve case presentation skills of PG To develop their clinical knowledge in depth
Competencies or Topic addressed by the method	3 rd cranial nerve palsy
Short description of the method	A case scenario was given to PGs They were made to write history and examination findings PGs discussed among themselves about the case and its management
Any kind of assessment done by this method	Faculties tested their skill of presenting a case
Feedback obtained from students and faculty regarding this method	PGs felt it was useful in improving their skills with regard to case presentation and its management in depth
	

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Obstetrics & Gynaecology

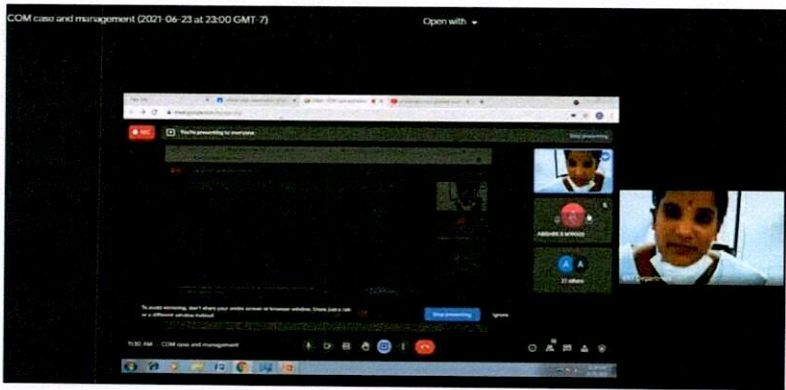
Name of the method	<i>Grand rounds</i>
Objectives of the method	<ol style="list-style-type: none"> 1. To improve the case presentation skills of CRRI's and Post Graduates 2. To evoke the understanding about the disease pathogenesis and arriving at multiple differential diagnosis 3. To understand the management of the disease and tailor treatment depending on case to case basis.
Competencies/Topics addressed by the method	<p>High Risk Obstetric cases</p> <p>Gynecological Malignancies</p> <p>Benign Uterine Diseases</p> <p>Postpartum Managemnt</p> <p>Pre and post operative evaluation</p>
Short description of the method	Students present the case scenarios of patients admitted in the Ante-natal, Post natal, Gynecological wards and Post operative ward. Bedside discussions about the differential diagnosis of every case, additional investigation, mode of surgery and follow up are discussed in an interactive and thought provoking manner.
Assessment	Not done
Feedback obtained from the students and Faculty regarding the method	<p>Students find this way of teaching to be useful in understanding about the overall management of a case.</p> <p>Faculties find this method of teaching to enable them have a close follow up of the case and prevent medical errors.</p>



DR. KAGNE. R.N
DEAN

**SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605101.**

Department of Otorhinolaryngology

Name of the Method	Online Class- Simulated Patients
Objectives of the Method	<ul style="list-style-type: none"> - To reduce the barriers of online teaching in clinical learning - To improve clinical history taking skills among the students - To improve communication skills among students - To impart Real-life like experience in dealing with the patients, as much as possible.
Competencies/ Topics addressed by the method	<ul style="list-style-type: none"> - Chronic Otitis media
Short description of the method	<p>The student is asked to take history from a simulated patient, respond to patient's queries, and suggest a plan of management. The simulated patients are designed for different diseases and also with different kinds of temperament, to promote spontaneous and responsible response from the students.</p> 
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<ul style="list-style-type: none"> - Rest of the class observes the session using a checklist - Positives and negatives of the sessions are discussed at the end of the session - Students are asked to write case sheets based on the history and submit in the Google classroom.
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<ul style="list-style-type: none"> - Students felt simulated patients gave an opportunity to develop communication skills - Tackling the difficult and anxious patient was overwhelming in the beginning, it gave a nice experience - History taking aspect could be covered, but the clinical examination part is still challenging on online platform

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAIKUPPAM,
PUDUCHERRY-605107.

Department of General Medicine

Name of the Method	<i>Objective structured video examination</i>
Objectives of the Method	To impart history taking skill to the first clinical year Students
Competencies/Topics addressed by the method	<p>IM11.7 - Elicit document and present a medical history that will differentiate the aetiologies of diabetes including risk factors, precipitating factors, lifestyle, nutritional history, family history, medication history, co-morbidities and target organ disease.</p> <p>IM10.12 - Elicit document and present a medical history that will differentiate the aetiologies of disease, distinguish acute and chronic disease, Identify predisposing conditions, nephrotoxic drugs and systemic Causes.</p> <p>IM8.9 - Elicit document and present a medical history that includes: duration and levels, symptoms, comorbidities, lifestyle, risk factors, family history, psychosocial and environmental factors, dietary factors.</p> <p>IM2.6 - Elicit document and present an appropriate history that includes onset evolution, presentation risk factors, family history, comorbid conditions, complications, medication, history of atherosclerosis, IHD and coronary syndromes.</p> <p>IM12.5 Elicit document and present an appropriate history that will establish the diagnosis cause of thyroid dysfunction and its severity</p> <p>IM18.3 Elicit and document and present an appropriate history including onset, progression, precipitating and aggravating relieving factors, associated symptoms that help identify the cause of the cerebrovascular accident</p>
Short description of the method (200 words)	<p>This teaching method was adopted during the lockdown period of first Covid wave.</p> <p>The students were about to commence their classes on “how to elicit history” when lockdown happened. In order to mimick the doctor patient interaction, this session was planned and executed utilising the faculty and post graduate students of General Medicine. In the planned competencies , a short video was taken , where a postgraduate student interacted with a real patient, focussing on ‘eliciting history’ alone. Each video was sent to a group of students well in advance through Google class room and the task for the student was to view individually and also interact with the other team members and present on the day of their class ,online.</p> <p>The facilitator then guided the students on the importance of those questions and clarified the doubts online. The interactions in some videos were made with some missing informations purposefully , to find out if the students were attentive enough to note it.</p>
Any kind of assessment done with the use of the method (Ex: Pretest/Posttest)	<p>Assessment(end of posting assessment)</p> <p>In the post Covid period the same videos were used for assessment, where each student has to write a case sheet after viewing.</p>

Dr. KAGNE VINAYAGAR
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM
 PUDUCHERRY-605107.

	This method enabled the students to remain connected to each other and also with their academics.
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<p>Feedback was obtained online using Google forms which is shared below in Student's own words.</p> <p>"In this pandemic also ,it was like a direct visual experience which is more useful rather than just describing it orally"</p> <p>"We had practical experience and learnt how seniors took the history taking It was very useful and gave real life experience. Got to learn how to Take proper history by watching the questions by the senior. it was like real history taking"</p> <p>Very interactive.</p> <p>Audio clarity in some areas needed improvement."</p>

feed back -Video based assignment- Batch E & batch F-Se ☆

Questions Responses 13 Settings Total points: 0

Video based assignment- Batch E & F -Sem 3

You have been learning clinical medicine online for the past 4 months due to the existing pandemic situation. In order to mimic a real life situation, an attempt was made to assess your understanding and to facilitate and enhance your history taking skill this video based assessment was initiated. I would appreciate your sincere feedback on this attempt to the questions provided below. Individual response (from Batch E & F) is expected. Thank you all.

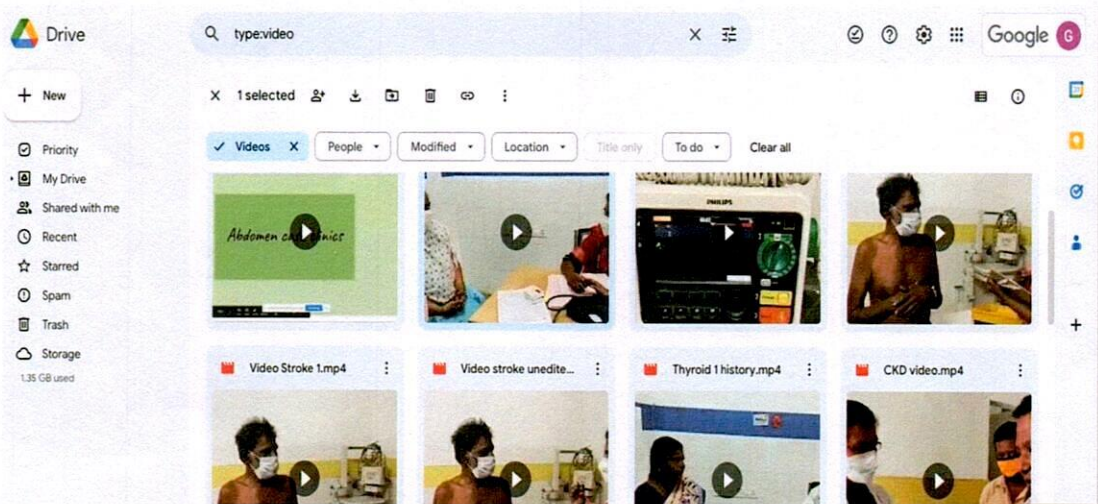
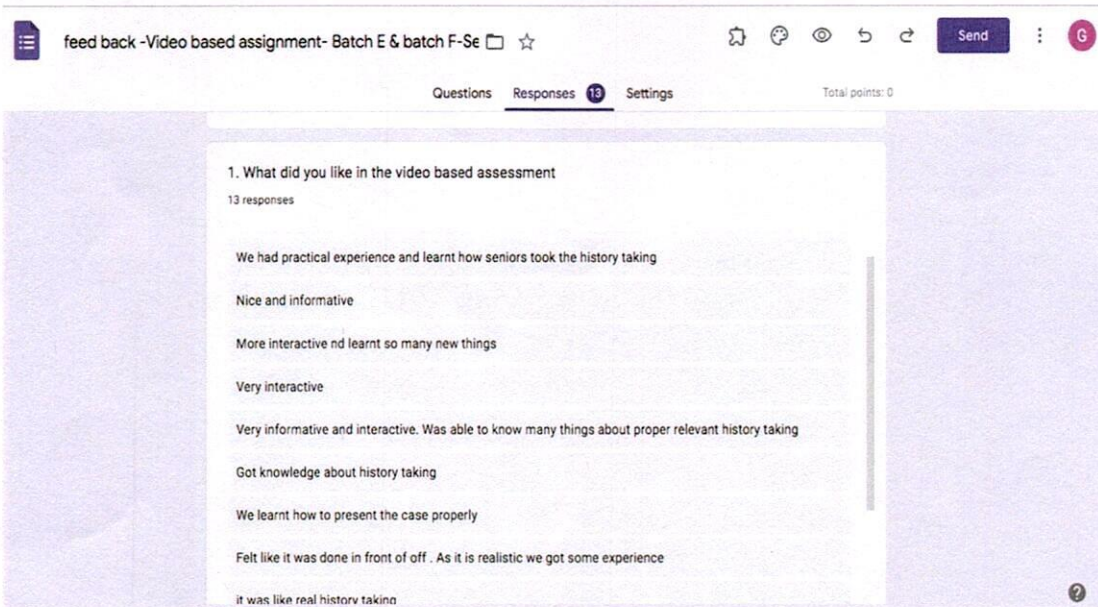
This form is automatically collecting emails from all respondents. [Change settings](#)

1. What did you like in the video based assessment *

Short answer text

- 2, What were the lacunae , compared to a face to face interview with the patient? *

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.




Dr. KAGNE. R.N
DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAL KUPPAM
PUDUCHERRY-605107.

Department of Dermatology

Name of the Method	<i>Image based teaching and assessment</i>
Objectives of the Method	To interpret the images

Competencies/Topics addressed by the method	To identify and diagnose common diseases from the image bank.
Short description of the method	Clinical posting is carried out through images. Images are taken from the department image bank. For each class, 10 to 15 images are selected covering the clinical, complications and laboratorial aspects. At the end of posting, computer assisted - OSCE is conducted in the digital library of our institutions.
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	MCQ based pre test & post test Computer assisted OSCE (CA - OSCE)
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	Students were more attentive in class CA - OSCE is less stressful Objective way of assessment
	

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
DICAL COLLEGE & HOSPITAL
KALITHEERTHAKUPPAM,
PUDUCHERRY-605107.

Department of Dermatology

Name of the Method	Virtual grand rounds
Objectives of the Method	To interpret and analyze the findings in the case sheets

Competencies/ Topics addressed by the method	To present common cases from case sheets in COVID era.
Short description of the method	Every week, or Thursday, one resident is asked to present a case to faculty through old case - record. They are given a schedule well in advance. Faculty read about approach to me case, differential discussion, management.
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	--
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	Details discussion of a case Helpful in university exam preparation

Letter to the Editor
Metamorphosis of "Traditional Grand Rounds" to "Virtual Grand Rounds" Amidst the COVID-19 Pandemic: A Cross-Sectional Survey among the Dermatology Postgraduates

Sir,
 Grand rounds (GRs) are considered to be a time-honored tradition conducted as a weekly educational activity in many teaching institutions.¹ "Traditional" (face-to-face) GRs have been the backbone of medical education for more than a century, allowing clinicians to learn from interesting cases presented by their colleagues.² Before the pandemic, GR was conducted in the bedside of ward routinely as a once-weekly session in our department. However, during the COVID-19 pandemic, most of the beds in our institution have been converted into COVID isolation wards. This unprecedented scenario has led to a standstill in regular inpatient flow. Most of the dermatological ailments are managed in the outpatient clinic or via tele-conferencing. Through certain dermatological emergencies, we restrict the ability of all residents and consultants to gather around the patient and discuss the case. This warranted us to introduce the virtual grand rounds (VGRs), and we would like to share our experience of it in this article.
 The maintenance of inpatient records in the Medical Records Department (MRD) enables easy retrieval of old case records for academic purposes. In our department, it is customary to take serial clinical photographs of the admitted patients every day to monitor their clinical status. Care is taken to conceal the patients' identity, and the photographs are stored in a designated folder in our departmental database with password restrictions providing access only to faculties and residents.
 In VGR, a senior faculty member handpicked the cases to be discussed during the VGR for next 3 months from the MRD, ensuring accordance to the prescribed curriculum for postgraduate education. The residents were given the roster well in advance. We have conducted VGR for a total of 24 once-weekly sessions. One case was discussed in a well-ventilated demonstration hall following the social distancing norms. The VGRs were divided into many small segments, with due time allotment for each. thereby all aspects were covered. One member of the faculty clinician acted as a moderator for each session. The resident presented the case history in detail from the selected old case record and the corresponding clinical images, of the patient during their course of stay were displayed on a projector screen. The differential diagnosis, clinical and laboratory approach to the case, and therapeutic options were discussed in detail.

With the first year postgraduates, discussions were primarily about history taking, clinical examination, and bedside procedures. The second year residents were trained to enhance their knowledge in clinical features and differential diagnosis of the disease. Final year students were tested primarily for their disease management skills. During the VGR, faculty members shared some fine nuances of clinical diagnosis, their valuable experiences of managing similar cases, and cleared the participants' doubts. Feedback was received from the residents and faculty at the end of meeting.

A cross-sectional survey was conducted with a self-administered feedback questionnaire among the 12 postgraduates. It included 11 questions, and the responses were recorded using a 3-point Likert scale. The questionnaire had a good reliability (Cronbach's alpha = 0.722). The data was entered into the Statistical Package for the Social Sciences (SPSS) version 23.0 (SPSS Inc., Chicago, Illinois, USA). The results were expressed as percentage responses.

All the residents who had attended the GRs sessions completed the questionnaire (response rate = 100%). The mean attendance recorded over the 24 sessions was 61%. The details of the response from students are tabulated in Table 1. The students gave high mean score for many of the attributes of VGR, including ease of presentation, opportunity to provide variety of cases, and adequacy of time for discussion.

According to National Medical Commission, postgraduate curricula consist of two types of ward rounds, namely, service rounds and teaching rounds. Service rounds involve providing daily care to the patient. Teaching rounds are considered as "GRs" conducted for teaching the postgraduate residents. The details of these rounds are to be entered and maintained in a log book.³ The difference between the ward rounds and GRs are shown in Table 2.^{4,5}

The benefit of GRs has been extensively demonstrated, and they remain a vital tool for improving medical knowledge.⁶ GRs educate the trainees of all levels, provide recent updates in diagnosis, treatment, and research; promote collegiality among various specialties; and provide a chance to acquire new knowledge and skills. However, there is even a threat that GRs may be at risk of completely vanishing in the future.⁷

In our survey, we received welcoming feedback to the major attributes of the VGR. The limitations of the survey include

Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107.

Learning from Humanities

Analogy Creation

Literary work - Poetry writing, Rangoli, Debate




Photo Contest

Poster Presentations



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHAKUPPAM,
PUDUCHERRY-605107.

Department of Otorhinolaryngology

Name of the Method	Online- Analogy creation
Objectives of the Method	<ul style="list-style-type: none"> - To encourage creativity among students - To promote understanding and active learning of difficult concepts - To enhance students' interest in ENT subject
Competencies/ Topics addressed by the method	<ul style="list-style-type: none"> - Anatomy, physiology and diseases of ENT
Short description of the method	<p>- This was an Online "Oto-Analogy competition" held on 20th May 2021, for the UG students, to encourage their creativity. Students were asked to create analogies related to the EAR anatomy/physiology/diseases using images/ collages/ Poetry/ Videos</p> <div data-bbox="440 936 1382 1646" data-label="Complex-Block">  <p>Sri MANAKULA VINAYAGAR Medical college and Hospital Kalitheerthalkuppam, Madagadipet, Puducherry-605107</p> <p>Department of ENT OTO - Analogy Online Competition</p>  <p><u>Instructions:</u></p> <ul style="list-style-type: none"> - Open for all the UG students of SMVMCH only - Any ANALOGIES related to EAR Anatomy or Physiology:- Drawings, Sketches, Images, Collages, Graphics, or Poetry - Unlimited entries allowed per student! - Last date: May 20th 2021 - Submit as image/pdf through Whatsapp to: 7867834401 - Full Name, Phase, Email ID to be mentioned separately - Best Three Creative ideas will receive attractive prizes!! - Participation E-Certificates for all the entries!  </div>
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<p>More than 150 analogies were received. They were analyzed and 3 best entries were selected in each section by the subject experts. E-Certificates were given to all students and winners. The compilations of the analogies were shared on Social media platform(Facebook)</p>

Dr. KAGNE. R.N
DEAN

SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)

Google forms

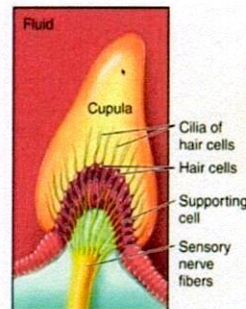
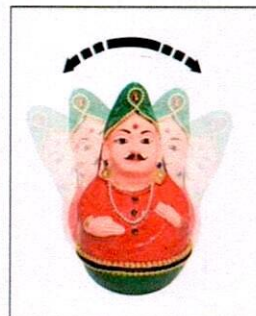
ology Competition ENT (Responses) (2).pdf - Adobe Reader

View Window Help

MBBS (e	3. What were the good things about this competition?	4. Is there a
	Gained more knowledge	No
ar	We can learn subject further!	No
	Helps us to think a lot and study more about that topic	Nil
	Help to improve our knowledge	No..... all fin
	It helped us to explore in depth about the ear	no changes
	Faculty were motivating nd encouraging	No
	We could explore more on the topic in an interesting way	Nil
	Gave indepth knowledge of the subject.	Nil... superb
	It make me to get better knowledge about the topic	No
	Preparation and collect of photos	Nil
	Giving analogy made us to explore our creativity	Nothing
	Concept understanding	No
	It helped us to explore more about the ear	no changes
	Easy understanding of concepts when it is pictured by self.	All things ar
	Creativity	No
	deep understanding about the ear and its funtion	nothing its
	Increased creativity	It would hav
	I developed my knowledge through this event.	Nothing, the
	Helped us to go through the chapter and think about it in a different perspective	No
	Creative works..	Nil
	I liked this as it's help in both studies and eca	No
	I heard many things about the parts of ear	No
	This competition not only facilitated my talents , also it triggered me to study ear in detail... That's awesome.... I re	Nil
		Nothing
	This event helps me to get clear ideas about ear anatomy and physiology	No
	During this stress time these kind of competition will help us to copeup with studies	everything v



CUPULA AND A BALANCING DOLL



- Cupula resembles a balancing doll both physiologically and anatomically
- Both look like a doom
- Both are involved in balancing

N GIRIRAJAN
ROLL NO - 30
I MBBS SMVMCH

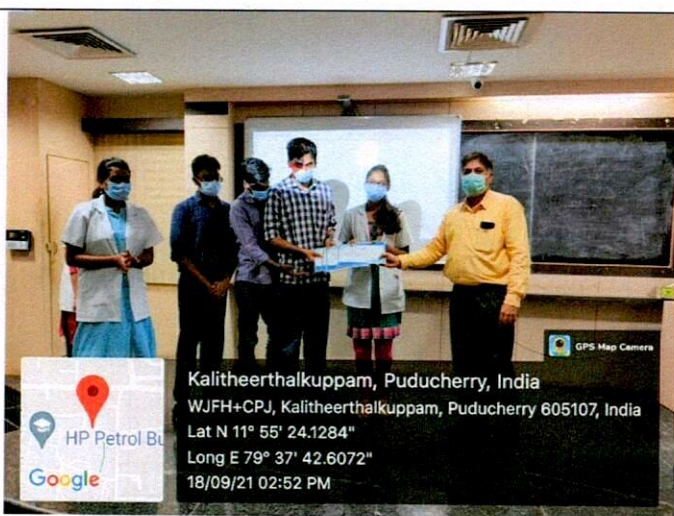
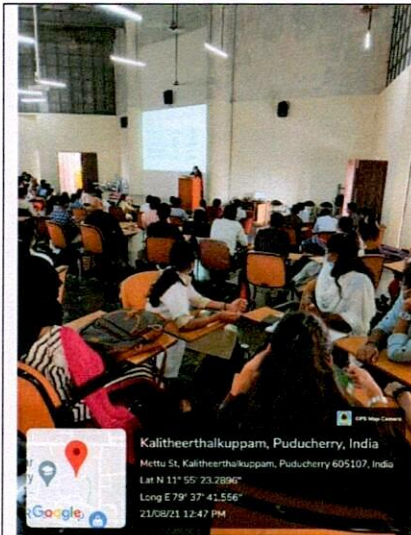
Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Department of Forensic Medicine

Name of the method	<i>Debate</i>
Objectives of the method	<p>1. To make the students update their knowledge on the current and latest trends in the field of forensic medicine.</p> <p>2. To improve the communication skills of the students.</p>
Competencies / topics addressed by the method	<p>1. Sexual offences</p> <p>2. Recent trends in Forensic medicine</p> <p>3. Legal cases in relation to Forensic Medicine</p>
Short description of the method	<p>Voluntarily willing students will be asked to pick from the list of topics available for the session one month before itself.</p> <p>Each student will be allotted to faculty to guide in preparing the debate session points.</p> <p>One week before the session students will be given resource materials collected by the debate speakers for reference reading.</p> <p>Along with the topic session debate will be conducted for a specific time period with voting for the best speaker followed by certificate distribution.</p>
Any kind of the assessment done with the use of the method (Ex: Pretest / Post-test)	Assessment is done in the form of pre-test and post-test before and after the session.
Feedback obtained from the students and faculty regarding the method	<p>Following feedback were obtained both from students and faculties:</p> <p>1. Students expressed that they felt confidence in themselves after delivering the session.</p> <p>2. They were able to get a 360 picture about the various issues in the given topic.</p> <p>3. Faculties were able to find out to what extent a student can go in depth to learn the trends in the given topic.</p>

Dr. KAGNE. R.N
DEAN

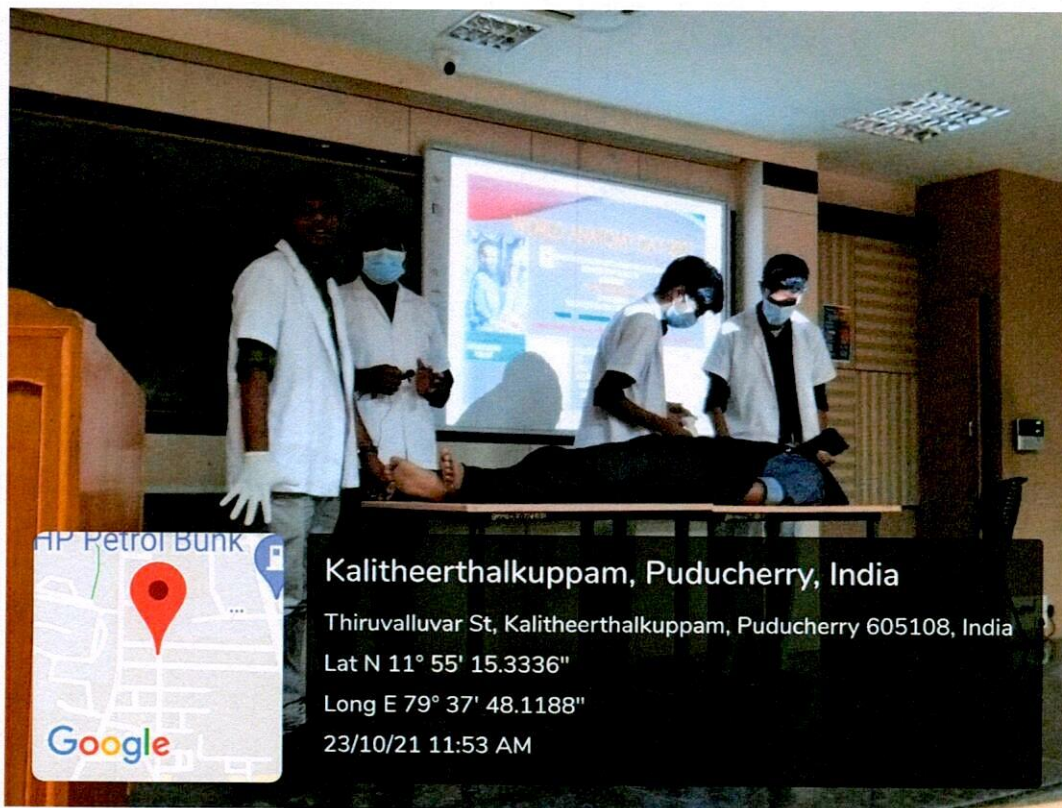
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKURDAM,
PUDUCHERRY-605107.



Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKUPPAM,
 PUDUCHERRY-605107,

Department of Anatomy

Department of Anatomy, SMVMCH organized world Anatomy Day celebration on 23rd October 2021. The theme was: Remembering my first teacher. The students presented their idea on importance of their first teacher - cadaver through their skills like Elocution, Painting, Role play, Rangoli, Poetry. Dr.A.Arul selvan ,Assistant professor of surgery delivered guest lecture on importance of cadaveric Dissection . The skills of the participants were assessed and the winners were awarded. Dr.Arul selvan and Mrs.Senthamizh Selvi were the assessors. Miss. Jennifer John and Mr. Hani Abdul Rasheed & team won the first and second prize.



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107

Department of Community Medicine

World Rabies Day Photo contest – 2022

On behalf of World rabies day, Department of Community Medicine conducted a photo contest for MBBS student from first year to final year based on various categories for rabies in our college. Students submitted their photos through soft and hard copy. All the photographs along with description were displayed on 28th of September marking the World Rabies Day. Best photographs were selected by Dr.Karthikeyan (Dean academic and HOD of dermatology, Dr.Suryakumari (HOD of Anatomy department), and Dr.Sanjay (HOD, Department of Dermatology). Winners were awarded with cash prize as First prize -Rs.1500, Second prize-Rs.1000 and Third prize-Rs.500 by Dr.Kagne (Dean) and Dr.Kalaiselvan (HOD of community medicine) on the same day at 4.00pm. E-certificate was distributed to all the participants.

Photos that were displayed in the exhibition



Students enthusiastically seeing the exhibition



Dr. KAGNE. R.N
DEAN

**SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.**

Project Based Learning

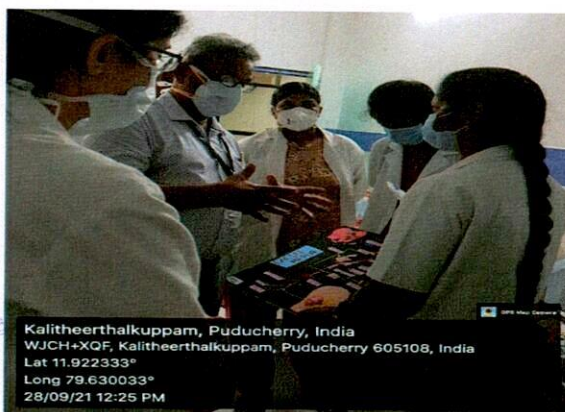
Model Preparation and Presentation


Dr. KAGNE, R.N.
DEAN
SRI MANJULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.


Department of Otorhinolaryngology

Name of the Method	<i>Model Preparation and Demonstration</i>
Objectives of the Method	<ul style="list-style-type: none"> - To nurture creativity among the students - To impart better understanding of the difficult concepts - To promote learning from Peers - To improve presentation skills among students - To enhance team-work capacity among students
Competencies/Topics addressed by the method	Various ENT topics including anatomy, physiology, diseases, clinical examination
Short description of the method	<ul style="list-style-type: none"> - During the clinical postings, students were encouraged to prepare and present Models on Various ENT topics, using easily available materials - Students presented and explained the Models to their peers, and faculties - Discussions were held on each topic and queries were answered - Suggestions for improvement of models were given
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<ul style="list-style-type: none"> - Models were presented to the senior faculties, the positive and to-be-improved aspects were discussed with each student
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<p>Google forms</p> <ul style="list-style-type: none"> - Students were very actively involved and were very enthusiastic about model preparation - Gave in depth understanding of topic - Helped identify their creativity side!

Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.



Role play

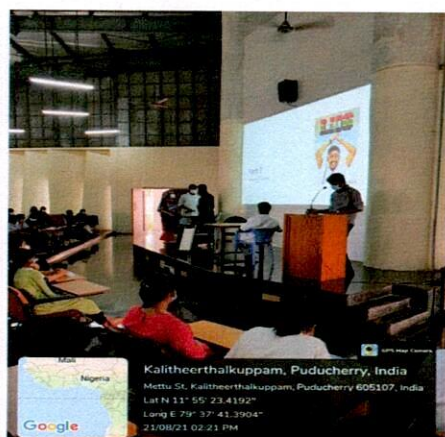


DR. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

Undergraduates

Department of Forensic Medicine

Name of the method	<i>Role Play</i>
Objectives of the method	1. To improve the students participation in understanding the subject better by active involvement in the subject 2. To make students improve their attitude and communication skills
Competencies / topics addressed by the method	1. Ethics 2. Medical Negligence 3. Consent Process
Short description of the method	Voluntary students will be called 3 weeks prior to the class and discussion will be done on the topic. A case scenario will be given to them and after one week the students will come up with a script for the role play which will be rehearsed in the department. Later corrections if any will be done and the final role play will be done during the session.
Any kind of the assessment done with the use of the method (Ex: Pretest / Post-test)	Assessment is done in the form of reflective writing on the given role play before and after the session.
Feedback obtained from the students and faculty regarding the method	Following feedback were obtained both from students and faculties: 1. Students have expressed more interest in learning the subject with more understanding on the subject. 2. Faculties were happy to see the students performing the given scenario way better than what they expected.



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107

Department of Pharmacology

Name of the method	<i>Role play</i>
Objectives of the method	For effective Doctor Patient Communication and counselling
Competencies/ Topics addressed by the method	PH 2.1 AETCOM conducted on 31.07.2021
Short description of the method	1) Case scenario given for each group followed by roleplay by 2 representatives from each group (1 to act as doctor and 1 to act as patient) 2) Other groups were allowed to observe and give feedback for the roleplay 3) The session was closed with corrective PPT regarding Doctor Patient Communication skills by the faculty
Any kind of assessment done with the use of the method (Ex: Pre-test/ Post-test)	Assessment done based on check list

Feedback obtained from the students and faculty regarding the method (Mention the key points, up to 5)


Feedback as well as reflection was obtained


- 1) Builds relationship
- 2) Opens the discussion
- 3) Gathers information
- 4) Understands the patient's perspective
- 5) Shares information
- 6) Manages flow
- 7) Overall rating



Dr. KAGNE. R.N
DEAN
SRIMANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.

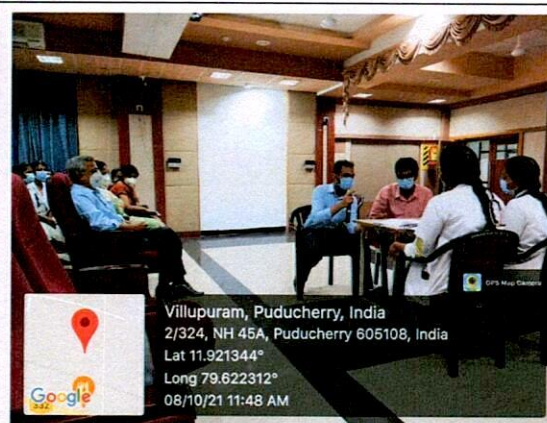
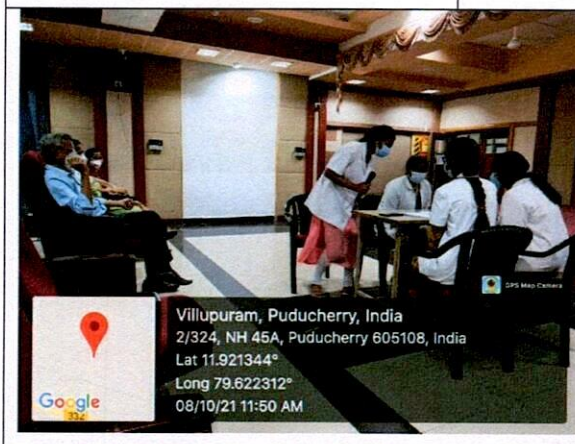
Department of Otorhinolaryngology

Name of the Method	Online Class- Roleplay
Objectives of the Method	<ul style="list-style-type: none"> - To improve clinical history taking skills among the students - To improve communication and language skills among students - To increase understanding of the disease symptoms and approach to management of the patient
Competencies/Topics addressed by the method	<ul style="list-style-type: none"> - Allergic rhinitis and Nasal polyposis
Short description of the method	<p>The students are asked to take up the Roles as doctor and patient. They enact the interaction with history taking, counseling of the patient.</p> 
Any kind of assessment done with the use of the method (Ex: Pretest/ Posttest)	<ul style="list-style-type: none"> - Rest of the students are made to observe the Roleplay, and notice the session based on a checklist and discuss what went well and what could have been improved at the end of the session.
Feedback obtained from the students and Faculty regarding the method (Mention the key points, up to 5)	<p>Google Classroom</p> <ul style="list-style-type: none"> - Students felt very excited about the roleplay - Helped to develop the communication skills with the patient - Better understanding of disease process - Realistic expectations- Difference between textbook descriptions and real life scenarios - Interactive and interesting session


Dr. KAGNE. R.N
 DEAN
 SRI MANAKULA VINAYAGAR
 MEDICAL COLLEGE & HOSPITAL
 KALITHEERTHALKURPAM,
 PUDUCHERRY-605107.

Department of Obstetrics & Gynecology

Name of the method	<i>Role play</i>
Objectives of the method	<ol style="list-style-type: none"> 1. To improve the communication skills among the students 2. To get real life experience of the patients 3. To understand the subject indepth
Competencies/Topics addressed by the method	<p>Female and Male sterilisation techniques</p> <p>Hormonal and non-hormonal contraception</p>
Short description of the method	<p>Students were grouped into a team of 4-5 and each team will enact a play on one contraceptive method depicting patient doctor interaction in the clinic. The common patient concerns, side effects, efficacy and safety of different contraceptive methods were discussed during the role play by each team.</p>
Assessment	<p>Post test assesment was done.</p>
Feedback obtained from the students and Faculty regarding the method	<p>Students found this role play to be fun and interesting.</p> <p>Faculty found the technique to be enjoyable and easy way to help students understand difficult scenarios.</p>



Dr. KAGNE. R.N
DEAN
SRI MANAKULA VINAYAGAR
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605 107.

Postgraduates

Department of Psychiatry

Name of the Method	Roleplay
Objectives of the method	To determine the role of the characters based on their characterisation. To develop communication and language skills
Competencies/ Topics addresses by the method	Mood disorders Burden faced by the care givers Treatment options
Short description of the method	The postgraduates of psychiatry department will be assigned role as a patient, care giver and doctor. They will act in front of the students and enrich them about history taking skills
Any kind of assessment done with the use of the method	Students were given 10 questions about mood disorders prior to role paly and the same questions were given post role play and their understanding about the topic is evaluated
Feedback obtained from the students and Faculty regarding the method	The role play session is very realistic and informative about the disorder Enhanced teaching strategy Motivates and aids in better manner of understanding Easy Learning module

Dr. KAGNE, P. N.
DEAN
SRI MANAKULA VINAYAK
MEDICAL COLLEGE & HOSPITAL
KALITHEERTHALKUPPAM,
PUDUCHERRY-605107.