

**2.3.1 Student-centric methods are used for enhancing learning experiences by:**

**Experiential learning Integrated/interdisciplinary learning /Participatory learning/discussions**

**Problem solving methodologies/spots**

**Self-directed learning/seminars**

**Patient-centric and Evidence-Based Learning Learning in the Humanities**

**Project-based learning**

**Role plays**

**Experiential learning Integrated/interdisciplinary learning /Participatory learning/discussions**

**Response**

**Experiential learning:**

Since it is the process of learning through experience maximum interaction with patients is encouraged, in order to improve communication skills. Simulator based learning is conducted such as BLS (Basic life support) training, even guest lecture taken for the same. Securing IV line, central line, catheterization, suturing techniques etc. We encourage students to do maximum practice (trying things out, making things happen with perfection) by giving them hands on training on simulators. Under graduate students in the clinical departments are given the opportunity to treat the patients and assist surgeries under supervision and guidance by faculty.



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**Participatory learning:**

For the Under Graduates, the teaching schedule involves journal clubs, case discussions and seminars. Students present seminars as well as case studies on different clinical topics in different subjects. Students participate in academic competitions like quiz and debates



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**Problem solving methodologies/spots**

Training done on identification & diagnosing case studies, discussions on the clinical scenarios. In clinical departments, clinical meetings, group discussions are carried out and students are trained with possible complications and anticipated problems of the critical cases & complicated conditions.



  
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Self-directed learning:



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E- library both, central and departmental is fully equipped for e- learning. Numbers of videos, animated videos for better demonstration of certain topics, procedures are available. Students divided into batches and encouraged them to ask question on the topic given by teachers and discuss.



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### Patient-centric and Evidence-Based Learning:

During clinical posting, students interact with patients taking the history and carry out examination. A thorough discussion is then carried out regarding the diagnosis and management for the particular patient. Students keep updating themselves with the latest research or literature-based evidence on current trends and the effectiveness of various treatment modalities Regular clinics & clinic-pathological meetings arranged.



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### **Reflective learning:**

The students have to document records of their clinical experiences, observation and management of specific clinical problems. During didactic lectures, they are encouraged to note the key points in the note books. They are provided with log books in which they are directed to complete the assignments and refer it before examinations. They have to maintain log books to write the reflections. Log books & home assignments taken, assessed, kept the records of the same.

### **Learning in the Humanities.**



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The institution holds lectures on moral and ethical values during the white coat ceremony and foundation programme. During this, lectures are taken on Communication, Doctor-Patient relationship, Code of Ethics, Confidentiality, Common malpractices, Research Ethics, and Patient Record Maintenance. Personality development programmes and communication skills programmes are periodically conducted by department of Psychiatry. By celebrating National days and various activities such as “Swacha Bharat Abhiyan”, the citizenship spirit is inculcated in their minds. The student’s role as a good citizen is projected by holding diagnostic and treatment camps for the underprivileged and adopting villages where public health centers are situated.



  
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### Project-based learning:

Students are encouraged to perform research projects such as ICMR projects, research publications under guidance of faculty. This helps to enhance their knowledge and interest in research and their



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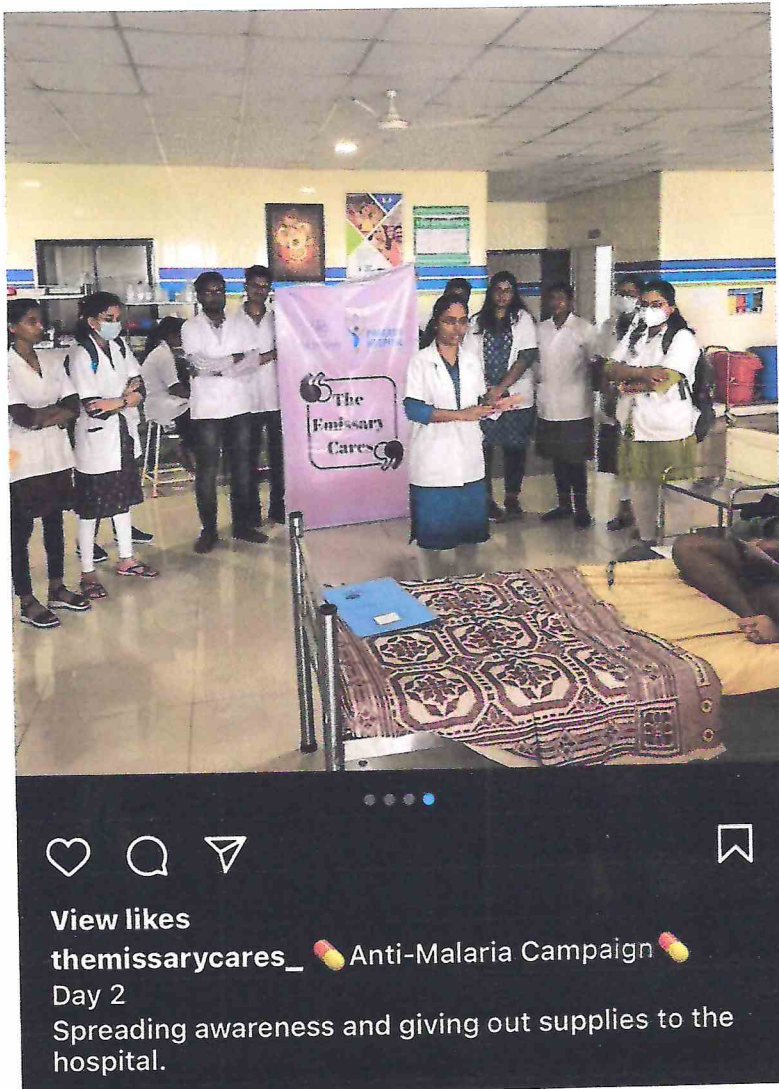


analytical skills.



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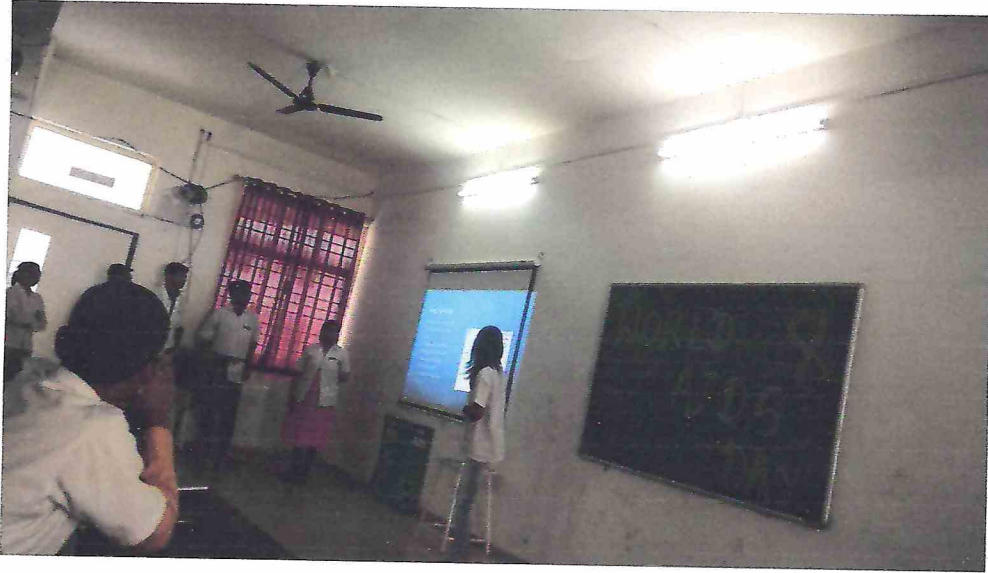


**Role play:**

Planned and structured role plays such as celebrating “Swachh Bharat abhiyan”, AETCOM are used to deliver components in the curriculum in clinical rotations of medical programme. Students enjoy along with learning the course objectives.



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