

## **Details of innovative teaching and learning process evaluation**

### **Active learning**

It involves the engagement of students and educators in the learning process through collaborative classroom activities and reflection. Multiple computers are used strategically around the classroom to enhance visual learning and create a dynamic learning environment.

### **Flipped class room**

Teachers prepare online lectures and interactive lessons that students are required to review before coming to class, and class time is spent engaging in hands-on “homework,” discussion, and other classroom activities. The model is such that the educator moves from “on-stage” lecturer to “on-the-side” tutor, thereby providing more personalized instruction; in this regard, flipped learning embraces several of the principles of active learning.

### **Skill enhancement training**

This training is provided to students taking up research in animal models and clinical trial to improve their learning and research skills by orientation trainings.

### **Interactive learning:**

Students participation in interactive lectures, guest lectures, Seminars, group discussions and symposia.

### **Problem based learning-**

Students are trained for case discussion, before and after the conduct of the cases in clinics.

### **Journal club presentation and discussion:**

Journal club sessions should be used by students to learn to search medical literature, to learn how scientific data is to be presented and disseminated, to develop skills in presentation of research papers, to critically analyze and evaluate data, to become familiar with research methodologies, to keep oneself updated on new developments/emerging trends in drug research and to learn to communicate effectively

### **Practical exercises**

These exercises are used by students to equip themselves with knowledge, expertise and hand-on skills in various techniques used in research labs and clinical labs.

### **Thesis:**

Students are guided for MD dissertation. Students are expected to generate a hypothesis/research question and design a research protocol to test/answer it. The protocol should have clearly



defined objectives and a work plan. Students obtain ethical clearance for the work proposed, carry out the work proposed, analyze data, interpret results and write a thesis/dissertation based on the work done and results obtained.

### **Presentation of work done on thesis to peers**

Students are encouraged to make a poster/oral presentation of research work done at a national/state conference. They are encouraged to publish the work done

### **Horizontal and vertical integration of teaching**

Students should participate in joint teaching sessions and seminars with different departments/participation in clinical rounds for discussing cases of interest and in small group discussions of case-based problems.

### **Development of communication skills**

Students are trained for effective communication skills by making presentations at seminars and journal club sessions.

### **Professional competency teaching**

Theoretical learning is translated to practical experience by organizing

- **Industrial visits-** to gain knowledge on Drug production, working environment, regulatory requirements, safety measures and ethics.
- **Field visit-** to Botanical garden, farm fields, Hill stations for identification and collection of medicinal herbs.
- **Field Survey:**  
Students are engaged in the field surveys to conduct surveillance on disease prevalence, Siddha practices in various ailments, adoption of health practices in various areas, strengthen the Siddha home remedies practiced in society
- **Visit to Research Organization-** Students are posted to various research organization to broaden and update their knowledge on various fields of research in specific to siddha drug formulation, validation of quality, safety and efficacy of siddha drugs.
- **Medical camps:**  
Students are engaged in is to screen the patients in each and every village of the taluka at their door step covering the whole state, give **health** related awareness, distribute medicines to treat common diseases and refer, as the case may be for surgery/treatment.
- **Field posting and work**
  1. Posting at Urban and Rural Health camps
  2. Encouraged to attend Conferences, Seminars and CME
  3. Training in the Unique siddha clinical procedures
  4. Orientation to- Hospital, wards and peripheral areas



- Clinical labs including Pathology, Microbiology, Biochemistry and Radiology
- Research Labs- Pharmacology, Botony, Physiology and Anatomy

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