

Best Practice 1:

Teacher of the Year and The Best Department of the year award

Objective

To inculcate the competitive spirit among the faculty members and departments

To motivate and recognized for outstanding teaching efforts

Context and Practice

The Academy encourages the faculty for healthy and competitive spirit in academic activities, clinical services, research and related activities. Every year faculty members have to compulsorily submit the achievements through self-appraisal (EFAP) form to the Academy. The criteria to which the teachers have to respond include research publication, contribution as resource person and organizing the scientific events, teaching skills and other qualities. A committee constituted for the purpose evaluates the forms and the committee consolidates the performance of the teacher for selection of the teacher of the year award. Vice chancellor based on the report submitted by the committee identifies the award winning teachers cadre wise. Teacher of the year is awarded given on September 5 teacher's day celebration.

The academy also encourages all departments to involve in institution development and accreditation through their performance in teaching learning, research and support to the administrative activities. At the end of each academic year the departments are advised to submit the achievements and contributions in the prescribed format. These include research publication, CME/ workshop activity and other relevant contributions. The data is analyzed by the respective committee and prepare a merit list for submission to the Vice chancellor and he based on the report submitted by the committee shortlist the award winning department of the year. Department of the year is awarded given during Independence Day celebration on August 15.

List of previous award winning teacher of the Year award

Year	Teacher Name	Designation
2012-13	Dr.M.L.Harendra Kumar	Professor
2013-14	Dr.N.Sarala	Professor
2014-15	Dr.T.N.Suresh	Professor
2015-16	Dr.S.M.Azeem Mohiyuddin	Professor
2016-17	Dr.A.Bhaskaran	Professor

	Dr.Bhuvana	Assoc. Professor
	Dr.Anitha.D	Asst. Professor
2017-18	Dr.N.Sarala	Professor
	Dr.Hemalatha.A	Assoc.Professor
	Dr.Sangeetha.T	Asst.Professor



Teacher of the year award:
Professor Cadre.
Dr.N.Sarala
Professor of Pharmacology
receiving the award from
Dr.C.V.Raghuveer, Vice
Chancellor of the Academy



Teacher of the year award:
Asso.Professor Cadre.
Dr.Hemalatha
Asso.Professor of Pathology
receiving the award from
Dr.C.V.Raghuveer, Vice
Chancellor of the Academy



Teacher of the year award:
Asst.Professor Cadre.
Dr.Sangeetha
Asst.Professor of Ophthalmology
receiving the award from
Dr.C.V.Raghuveer, Vice
Chancellor of the Academy

List of Department of the Year

Year	Department
2012-13	Pathology
2013-14	Pathology
2014-15	Pharmacology
2015-16	Anesthesiology
2016-17	Pathology
2017-18	Medicine

Evidence of Success

- Improvement in participation of teaching staff in faculty development programs, Workshops, CME, Conferences.
- Improvement in the number and the quality of publications.

Year	Number of publications
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2011	125
2012	190
2013	190
2014	203
2015	168
2016	176
2017	179

Problem encountered and resource required

- Constrains on attracting / generating extra mural research funding due to government administrative policies-delay in awarding Scientific and Industrial Research Organization (SIRO) status by DSIR to the Academy.
- To resolve this, the Academy has increased allocation of funds for research. Further it also has signed MOU with other academic institutes to expand collaborative research activities

Best Practice 2

Integration of Community Health Care with Medical Education

Objectives

- To orient the students towards community-based health care system
- To provide need-based community health care services
- To develop a network with the Government, NGOs and the local administration

The context and practice

Process started with an understanding of the community health issues of the rural areas Kolar and the neighboring districts. The focus is on the health of the disadvantaged sections of the society, prevention of blindness, cancer of cervix in women, malaria, diabetes, scarcity of drinking water, excess of fluorine in drinking water, health of people in unorganized occupations, health of children, etc.

To ensure the orientation to community-based education from the early phase of undergraduate medical program, the university has revised/modified the curriculum. The students of 1st year MBBS undergo three-day rural Residential Community Orientation Training at the Rural Health Training Centre, wherein they visit the community, interact with family, visit community-based institutions and create awareness on the role of environment and social factors in health while learning for themselves. These students undergo a 60 hour modular course on environment. The second year students visit households in selected rural communities to identify their health problems and health needs as part of learning process. The post-graduate students and interns undergo residential training at Rural Health training center.

The students during these programs carry out many social surveys related to problems of fluorosis, health problems of ex-miners, identification cancer of uterine cervix in rural women, identification of health problems of Police Personnel and Health screening of school children, etc.

The Department of Community Medicine in association with the clinical and para-clinical departments regularly conducts General Health Camps, Mega Health Camps, Cataract Camps, Diabetic Retinopathy camps and School Health Camps during the academic year. Besides this, it also conducts Vajpayee Arogyashree Camps to cater to the needs of the patient for super-specialty care. The poor and needy patients requiring further consultancy or care are transported from the camp location and admitted to Academy hospital which offers treatment at very low cost to all the patients.

All the activities undertaken by the Academy not only communicate a clear message to the students during their formative period in the college but also helps them to inculcate the sense of social responsibilities and commitments towards the community and to acquire competencies required to offer community oriented patient care, conduct community based research and initiate community development activities.

Evidence of success

The impact of the social and outreach activities carried out by the students' shows the visible impact on the health of the people living in and around Kolar and nearby districts. The outcome of above efforts is as below:

The frequency of eye camps conducted to prevent blindness has increased over the past years reflecting awareness of the population on the relevance of periodic eye examination. The number of health camps and outreach clinics conducted in the district has phenomenally increased and utility of such camps also has been commendable.

Students are eager to stay in the rural settings during their course and rotatory internship. All these efforts of the Academy aims towards making students socially responsible health care professionals and preparing their mind set to serve in rural set up.

Problem encountered and resource required

- Publicity required for the camps, to reach the deeper pockets of rural area and treat the needy patients.
- Required man power to follow-up at the community level.
- These issue are resolved by involving local community leaders and ASHA workers