



SWAMI VIVEKANAND SUBHARTI UNIVERSITY

Subhartipuram, NH-58, Delhi-Haridwar Bypass Road,

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BEST PRACTICES

1. Title of the Practice:

“From Known to Unknown “

2. Goal/Objectives of the Practice

“Harmonious development of the head, hand and heart is the mark of a model man.”

To impart Knowledge in such a manner that the facilitator comprehends a learner’s ability to understand the meaning of what has been taught and tries to simplify the deliberations while taking a student from his journey of known to unknown. Effort is to make our students to shed inhibitions and outreach to the society thus making difference at the grass root level.

3. The Context

Following the Vedic system of teaching is imprudent in the modern era yet we aim for the sky with our roots firmly set on the ground. Gone are the days when chalk and blackboard were the only methodology of teaching and learning. The lectures are planned in such a way that they combine domains so that topics covered and learning are more holistic and multidimensional. The University stresses upon the need of developing cognitive, affective and psychomotor domains while sustaining and enhancing healthy teaching and learning quality.

4. The Practice

Knowledge is imparted by using multimedia methods and simultaneously the facilitator comprehends a learner’s ability to understand the meaning of what has been taught and tries to simplify the deliberations while taking a student from his journey of known to unknown. The diversity while planning the lectures helps to create more well-rounded learning experiences and meets a number of learning styles and learning modalities, thus aiding trouble-free recall.

A buzz method of teaching is followed where the students turn to their neighbours for a quick buzz. The Buzz method of learning showcases the effectiveness of the lectures by analyzing the response of the students to the lectures delivered, **through** the participation of the learner in the discussions which are held periodically. This allows almost everyone to express an opinion. While they are buzzing, participants are able to exchange ideas and draw on their wide collective experience. It provides a good opportunity for learners to reflect on the content of a lecture. A buzz session generates many ideas, comments and opinion. It encourages participants to reflect on what they have learnt and how they might apply it in their work. We

value the learner's ability to see the worth of something and express it. Participation in these group discussions does provide an equal opportunity to all the stake holders, the ability to internalize values and at the same time let them control the personal behaviour.

While developing the psychomotor domain, there is a clear educational intention for growth. The lectures are planned in such a way that they combine domains so that topics covered and learning are more holistic and multidimensional. Some courses run by the University like Medical College, Dentistry, Nursing, Fine arts etc. require different approach where stress is laid more on the development of psychomotor domain while maintaining a balance between the cognitive and affective domain. We achieve this is by overall development of skills, behavioural endurance, agility, dexterity, effective decision making in an individual.

5. Evidence of Success

The bottom line of following any healthy practice is that the success of the project will be measured. The stakeholders will decide whether the healthy practice was well implemented and how well was it managed. At Subharti we can proudly say that our students are going places with all that they have acquired during their stay at the University. You can find our alumni as prominent faces in many fields like medical and dental, television, hotel industry, fine arts, education, sports and many more. Our alumni have already made names for themselves in public oration, and recommendations to join the University as a learner are always forthcoming from them. Our students have excelled in the field of sports and have already crossed the international borders thus setting new benchmarks for the peers to follow.

6. Problems Encountered and Resources Required

No methodology of teaching learning has been perfect and everyone has their inherent shortcomings. To begin with the buzz method, there was unfamiliarity among the facilitators in using this particular technique. Although everyone gets an equal opportunity to be the group leader but some learners may not be vocal enough and may hesitate in voicing their opinions initially. The time required for this type of learning may not be adequate for all the students to come up their own ideas and some of them may be slow thinkers. Another problem encountered is that it is difficult to objectively evaluate the learner's ability by these sessions. This method requires special seating arrangement in the class as the students may be discussing the things with their next door neighbor only. More time is required and Group leaders are required to carry out this methodology.

7. Notes

By adopting this methodology of teaching learning we can help students to learn better, be a participant in group activities, assume the role of leaders, and a learner can contribute better to his as well as other student's prowess of thinking and analyzing. This technique can be used at anytime throughout the deliberation, particularly when we want trainees to become actively engaged with the topic at hand.