

INNOVATIVE TEACHING AND LEARNING PROCESS

A. Contribution to innovations in Teaching

Ayurveda is a unique science, whose origin dates back to ancient Vedic days but relevance remains intact in the current neo-scientific era. Therefore, a customized approach involving both modern and ancient teaching methodologies provides the maximum efficiency in learning. NIA has been following this model with periodic evolutions. The salient contributions of innovative teaching are

1. Participative Learning by involving students in the learning process.
2. Practical training both on site and through digital method.
3. Memorization of Verses which form the basis of Ayurvedic theoretical knowledge along with simultaneous demonstration of their application on patients.
4. Students are given multi-faceted skills like textual knowledge, practical experience, public handling at OPD and IPD, etc.
5. Students are provided with entrepreneurial skills to develop their

B. Innovative programmes in teaching and research by the institute

Various innovative and practices activities are continuously going on in all programmes for improving teaching-learning. Being an apex institute we are preparing M.D., Ph.D. students as good teachers, good researchers and good clinicians for which we are always using innovative ideas to enhance teaching learning process. All PG students are taking practical class of UG in the presence of faculty. Ph. D students are supervising key result areas in the presence of their guide and faculty. To enhance the Teaching learning process we are using these tools as a routine strategy. Various activities are going on for Innovation and creativity in teaching-learning are as follows:

1. Innovative programmes throughout the year are conducted for teachers as well as Ph.d., P. g. and U.G scholars e.g., workshops on research methodology, Charak chintan, teaching and learning skill development programme, Yoga programmes etc.
2. Group work for medical audit, patient care, and for brain storming sessions.
3. Classroom quizzes to increase recall capacity and also to enhance memory and competitiveness.
4. Assignments for a scheduled time periods for writing a case history, spot diagnosis and compilations to write a research article.
5. Computer / multi-media aided learning on diseases specific ,area specific health problems, gender specific health problems.
6. Seminar presentations on the specific subject or topic very minute and deep.
7. Small projects for a limited time period under the guidance of a faculty member and or under senior colleague who is already working on the problem.



INNOVATIVE TEACHING AND LEARNING PROCESS

8. Preparing PPTs for presentation by himself and to present them in the departmental seminars and laboratory practical teaching or to teach the UG students in presence of faculty member to practice of lecture delivery in a specific time span on a specific topic and to reply the questions from the audience and
9. Study tour to visit distant hospitals for specific purpose.
10. Use of ICT tools for teaching the fundamentals of Ayurveda effectively.
11. Effective feedback mechanism for further improvement of teaching as per need and demand of students.
12. Use of information and communication tools for evaluation of students
13. Objective based teaching and assessment of outcomes through well defined criteria
14. Preparation and distribution of e-learning materials to students
15. Effective mentor mentee policy provides special attention by mentor to their mentees for development of the students in all aspects as their individual need and as whole.

Institute has adopted following innovative method of teaching and research:

1. Flipped classroom method:

Students are motivated to come in class with prior reading of topic and reciting slokas of concerned topic before starting teaching it in classroom, so that student can easily understand the topic and can share their queries and curiosities with teachers

2. Design thinking method (Case Method):

Institute offers effective teaching through individual need and demand satisfaction method by analysing every student and their baseline knowledge and grasping capacity.

3. Self learning motivation: Students are motivated to learn themselves and try to understand the topics and the difficulties arising in understanding the topics are discussed with students and being taught that topic above the level they can understand themselves.

4. Gamification:

Few topics which are difficult to understand and recall are being taught to students through games that can increase interest of students and can help to recall and understand the topic very easily eg. Teaching various *Mahakashaya* and *Rasa, Guna, Virya, Vipaka* of *Dravya* etc through various games

5. Use of social media for teaching and learning

Learning material, e books, Articles or any news related to any topic of the syllabus are shared by faculty with students through various social Medias like Whats app, facebook, twitter etc

6. Use of free online learning tools

Students are motivated to use various free online learning tools like software for statistical analysis, various online lectures by expert, blog of learned person of the field,



INNOVATIVE TEACHING AND LEARNING PROCESS

use of some android applications for competitive exam preparation and to understand the subject through subject related mobile and computer applications too.

7. Interactive method:

Interaction between students and teachers is well practiced by faculties of Institute while teaching in class rooms. Every student is motivated to interact with teacher in form of asking any question or asking for further information on topic to satisfy his/her curiosity.

8. Competence method:

The teaching methods practiced in institute mainly aim to produce competent Ayurveda Physician, Ayurveda Teacher, Ayurveda surgeon etc through skill based teaching modules prepared for practical propose. Various field surveys, dead body dissection, surgery on dummy model and then on patients, clinical class, on patients teaching of various clinical methods are practiced in institute to make the students competence in the subject.

C. Whether the Institute has demonstrated the characteristics of university through diverse curricular provisions and contribution to teaching

- i. Institute provides an academically challenging curriculum that includes attention to the development of higher-level cognitive skills and clinical practice orientated skills.
- ii. Instruction focuses on students' creation of meaning about content in an interactive and collaborative learning environment.
- iii. Teachers help students to see learning tasks as meaningful to treat the patients and maintenance of health.
- iv. Curricula include the contributions and perspectives of the different contemporary and ancient medical science.
- v. Institute provides scaffolding that links the academically challenging curriculum to the cultural resources that students bring to institute.
- vi. Students are taught the culture of the institute and motivated to maintain students' sense of ethno-cultural pride and identity.
- vii. Community members and parents or guardians are encouraged to become involved in students' education and are given a significant importance in making important institute decisions related to programs (such as resources and staffing).

