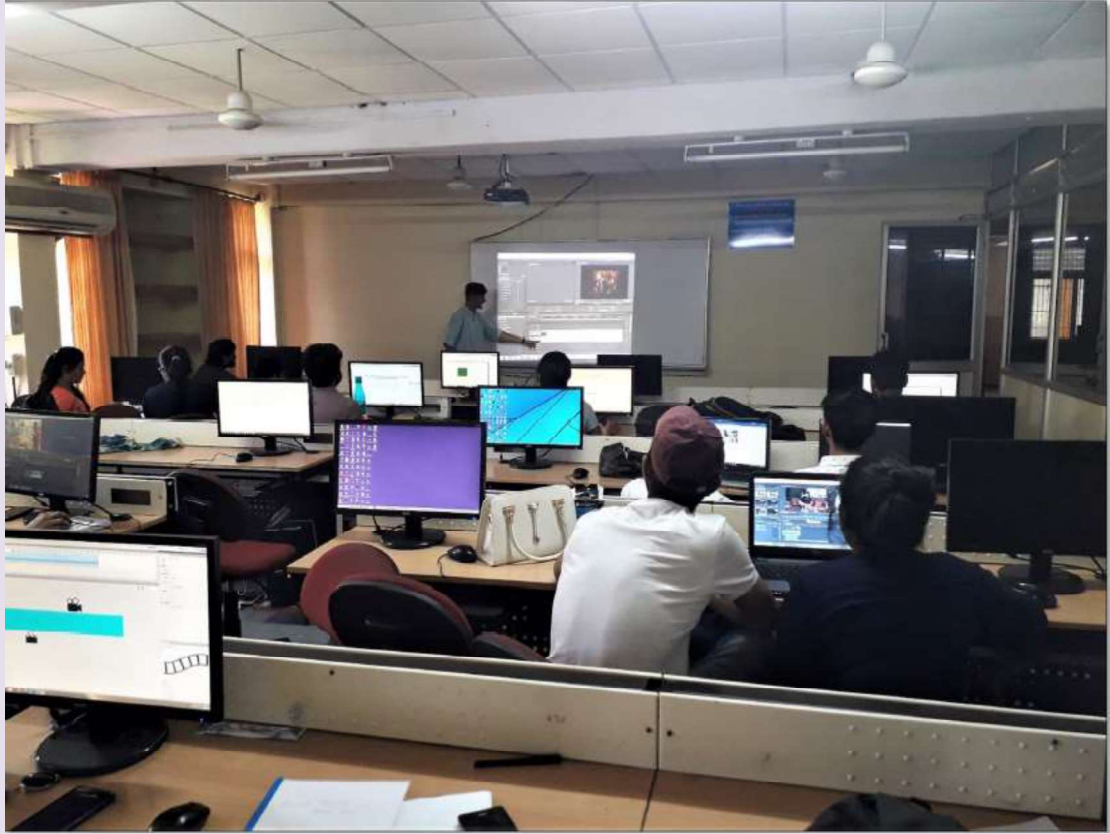


DEVI AHILYA VISHWAVIDYALAYA, INDORE

Student Centric Methods







DESCRIPTION OF SOME SAMPLE ACTIVITIES

Theatre activities –Like all forms of art, theatre activities allow students to communicate with and understand others in new ways. Theatre activities are an important tool for preparing students to live and work in a world that is increasingly team oriented rather than hierarchical. Theatre also helps students develop Tolerance, Cooperation/Collaboration, Problem solving, Fun, Trust, Memory, Social Awareness, Aesthetic appreciation, Self-confidence and empathy.

The students are engaged in various activities such as –

- a) Throwing a ball to another group member while introducing oneself with his/her name. Once all participants had done this, the action was repeated – but with a variation where this time the name of the group member to whom the ball was being thrown was called out. The motive was to make every group member acquainted with another.
- b) Each group was assigned with a topic on which a short story was to be written.
- c) The story was then asked to be converted into a play with dialogues.
- d) Finally, the play had to be enacted with members of each group participating in the cast.



Literary activity – Being social creatures, the ability to communicate with the world is something that makes us unique amongst all other creations of nature. It enables us to express our emotions and thoughts, share our ideas and develop new relationships. It strengthens bonds and spreads love.

Communication skills are essential for any important position in almost all sectors. Considering all this, a session on literary activity is held in which the students were divided into groups and a common task was given to each group to be completed in a given time frame. The task is designed by the expert in such a way that it challenged the participants to be creative and logical simultaneously.

It involved writing a story spontaneously – that is, without a pre-conceived idea or plot – to be completed with equal participation by each and every group member. Thus, the spirit of team work and co-ordination was also inculcated through this exercise.



Artistic activity -

Art is one of the universal languages all human beings understand and use to communicate. We use art to express ourselves and to speak to others across time and place. Human beings have an essential drive to create and understand visual imagery. Arts help in developing creativity, academic performance, motor skills, confidence, visual learning, decision making, perseverance and focus.

In fine arts activities students are asked to draw or sketch their career or life dreams. After completion of drawing this, students were asked to draw on board other's aspirations using sign language. Both the activities helped students in developing understanding about self and feelings of others.

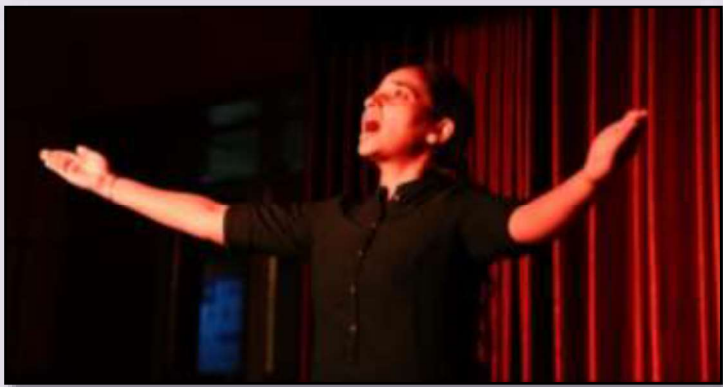


Physical Activities & Film Appreciation – Physical activity simply means movement of the body that uses energy. Walking, jogging, climbing the stairs, playing are all good examples of being active. For health benefits, physical activity should be of moderate or vigorous intensity. Light warming up physical activities which could be performed everyday by students, followed up by team games like networking games and passing the ball in group activities which was enjoyed by the participants.

The ability to appreciate a film, not just as a common spectator but as a student of cinema, is one of the salient features of developing an understanding of this medium. To bring this about, a brief lecture by an expert covering various angles to be considered while watching a film is held, followed by screening of a feature film.



Cultural activities and Alumni interactions - Various cultural events are organized including solo classical dance recitals, group dance, orchestra, skit, solo musical performances etc.



SESSIONS ON HUMAN VALUES

A. Student Aspirations; Family Expectations, Relationship in Family –

In this session each student is asked to introduce himself/herself with details of his/her name, family and educational background, place of domicile and hobbies and interests etc.

This is followed by questions on what the student wanted to achieve in life – professionally or in career, and whether he/she would be satisfied only with this or had any other ideas about finding fulfillment.

Next, they are asked about their expectations from their family members.

The objective of this exercise is to make the students understand their own goals relating to their ambition in life, and whether they were consciously making efforts to achieve the same.

Assignments are also given to the students – one to write about a person known to them who had influenced them a lot and the other based on observations of people around them whose actions they would like to emulate for their self development.



B. Gratitude; Mulya in Relationship: Trust –

The types of relations that a person may have are explained. Then, the students are asked to share their views about what they considered as the most important element for ensuring a lasting relationship. Thus, the need to have trust was underlined.

Then, the students are given some situations and asked their opinion if they feel they should be grateful to anyone. Gradually, they are asked to share their own experiences in which they might have felt grateful to someone. Finally, it is asked as to how they would like to repay their obligation.

The aim of this exercise is to make the students realize the various acts by people in the society for which we needed to be grateful and also the importance of gratitude for all that we derive from nature.



Self and Body; Mulya in Relationship: Respect (Samman)

To help the students to identify their material and non-material needs, for which each are asked to do the following –

- (i) To prepare a list of desires
- (ii) Give a reason for such a desire, i.e., why he/she felt its requirement
- (iii) Segregate the listed desires into those that were required for the basic sustenance of the individual (i.e., needs for the body) and those that were required for fulfillment of the mind (i.e., needs for self)

The purpose sought to be achieved by this session is to bring home the realization that usually we already possess much more than we really need for survival. Hence, although we feel there is a large gap between what we need and what we aspire for – (as far as material needs are concerned)- in reality, this gap is smaller. On the other hand, much more satisfaction is derived when the needs of self is obtained, for which we must have certain values in our relationship. The foremost of these is mutual respect.



Peer Pressure –

After explaining the meaning of the term, examples of various actions or desires that are prompted by peer pressure are given. Then, the students are asked to react to a few situations related to their dressing and occasion and whether they would decide to participate or stay away from the events described. Thus, an understanding about how peer pressure often affects us was arrived at.

The students are also asked to examine whether they identified themselves with the type of clothes they wear, gadgets they carry, vehicles they ride etc. and if so, how much of this was due to peer pressure. The discussion is taken to a different level by asking their experiences on their actions which had not been voluntary but under the compulsion of peer pressure.

The negative effects of peer pressure – particularly those related to consumption of products injurious to health, self and society were also discussed. On the other hand, peer pressure could also lead to constructive or positive outcomes, and it was up to us to identify and decide on whether to comply with or to deny such pressures.



TEACHING & LEARNING

Earn while Learn is unique system of student participation in academic and associated activities. Students are paid for their efforts.



Feedback : Regular Feedback is taken from Employer, Alumni, Parents and other stakeholders for the curriculum development and placements.

Adherence Academic Calendar : Academic calendar is prepared at the beginning and followed at UTD.

Regular Curriculum up gradation : Curriculum of all courses is updated regularly in consultation with industry experts, alumni, students and other stake holders

Transparency in Examination : Compulsory display of evaluated answer sheets to students.

Learning resource in the form of e-content and MOOC : For promoting online education, Devi Ahilya University has developed more than 2500 e-contents in various subjects. Along with e-content 15 MOOC are offered by DAVV on SWAYAM platform of MHRD, New Delhi.



Remedial Classes : Remedial classes conducted for slow learners.

Career Guidance and Placement Activities : Common Placement Cell, Departmental Placement Cell and Model Career Centre for helping students in getting better career pathways.



Incubation Centre and Entrepreneurship opportunities : Incubation Centre is established for promoting startups and entrepreneurship.

Industrial Visit : Compulsory industrial in professional courses to observe industrial environment closely.

CBCS : All courses of University are having CBCS option for students for promoting Inter disciplinary

Computer Lab for Differently abled : A specialty computer Lab is created with help of NTPC for Differently abled students.



Clubs Activities : UTD school are having multiple activity clubs like - Photography, Advertising, Drama/Acting, Dance, Movie, Music, Literature etc. for all round development of students



Induction Program : Six day Comprehensive Induction program is carried for new students



Expert Lectures : Lectures from Eminent persons



RESEARCH & INNOVATION

Seed Money : Monetary aid of Rs. 1 Lakh is provided to teachers for research project.

Scholarship : Golden Jubilee Scholarship of Rs. Ten Thousand provided to Ph.D. Students by the University.

Policies : For Fostering Excellence in Research, IT, Human values and Environmental awareness, policy document is developed and implemented.



Award : Best Research Paper Award is given on 26 Jan every year to the teachers and researcher for promoting research.



Social Implication : Every Ph.D. Scholar has to link his/her research with Social implication and submit a report with Thesis.

IPR - To curb piracy and develop a Plagiarism free research practice a plagiarism control software is installed and every Thesis submission is finalized after plagiarism check.

EXTENSION ACTIVITIES

Adoption : DAVV has adopted and supporting 49 Children suffering from Tuberculosis

07 Villages adopted by University for social upliftment

Energy Audit : Energy Audit program is carried out at all school of studies in the University and Green Calendar is prepared and followed for environmental consciousness.



Skill Development : Art and Craft Skill imparted to senior citizen through Lifelong Learning



Skill Development workshop on Food & Beverages for Housewives & Computer Hardware Workshops for Increasing social participation through Deen Dayal Kaushal Kendra

Workshops for Skill development amongst differently abled persons



Skill upgradation : Skill upgradation activities carried out for nonteaching staff



Health Checkup & Yoga : Regular Health Checkup for students and staff
Crèche Facility for staff



Single window : Single window facility created for students

Reservation : Reservation to Employees ward in the courses offered by university and subsidized fee