



**Shobhit
University**

EDUCATION EMPOWERS

Babu Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7830810052
E-mail: registrargangoh@shobhituniversity.ac.in
U: www.sug.ac.in

School of Naturopathy

Student-Centric Methods

Introduction:

The Department of Naturopathy has actively adopted student-centric pedagogical approaches to foster critical thinking, collaboration, and self-directed learning. Emphasis has been placed on project-based learning, peer teaching, flipped classrooms, and problem-solving sessions, in alignment with NEP 2020 recommendations. The vision of the BNYS program is to promote quality education and adapt to contemporary trends and challenges in the healthcare system by creating excellent professionals in alternative medicine. This is achieved through an innovative, holistic curriculum and a strong emphasis on research

The following student-centric methods are practicing in School

- 1. Experiential learning** is a student-centered teaching method where learners gain knowledge and skills through **direct experience**, reflection, and application. Instead of passively receiving information, students actively engage in **real-world tasks, projects, and problem-solving activities**, making learning more meaningful and memorable
- 2. Integrated or interdisciplinary learning** is a student-centered approach where concepts from multiple subjects are connected and taught together. This method encourages students to see the relationships between different disciplines, helping them understand complex real-world problems in a more holistic way. It promotes **critical thinking, creativity, and collaborative learning**
- 3. Participatory learning** is a student-centered approach where learners actively engage in the learning process through discussion, collaboration, decision-making, and hands-on activities. It emphasizes **active participation, voice, and shared responsibility** between students and teachers, fostering deeper understanding, ownership of learning, and improved communication and social skills.
- 4. Problem-solving learning** is a student-centered approach where learners actively engage in identifying, analyzing, and solving real-world or subject-specific problems. It promotes **critical thinking, decision-making, creativity, and independent learning**. Students learn by exploring challenges, testing solutions, and reflecting on outcomes, making learning more practical and meaningful
- 5. Self-directed learning** is a student-centered approach where learners take initiative, set their own learning goals, identify resources, choose strategies, and evaluate their progress. This method builds **independence, self-motivation, responsibility, and lifelong learning skills**. Teachers act as facilitators rather than direct instructors.





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E-mail: registrargangoh@shobhituniversity.ac.in
U : www.sug.ac.in

6. **Practice-centric learning** focuses on applying theoretical knowledge through practical, hands-on experiences. **Evidence-based learning** emphasizes using research, data, and proven methods to guide learning and decision-making. Together, they help students develop critical thinking, analytical skills, and the ability to apply knowledge effectively in real-world contexts.

7. **Project-Based Learning** is a student-centered approach where learners actively explore real-world problems and challenges over an extended period. Through collaboration, research, and hands-on activities, students develop deeper understanding, critical thinking, creativity, and communication skills. PBL connects classroom learning with practical application, making education relevant and engaging.

8. **Role-play learning** is a student-centered teaching method where learners actively assume roles and act out scenarios to explore concepts, practice skills, or understand different perspectives. This experiential technique enhances communication, empathy, creativity, and problem-solving by immersing students in realistic or imagined situations

9. **Humanities learning** focuses on understanding human culture, history, society, and values through subjects like history, geography, literature, philosophy, and arts. Student-centric methods in humanities encourage active engagement, critical thinking, interpretation, and discussion, helping learners connect with diverse perspectives and develop empathy and cultural awareness.





Babu Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7830810052
E-mail: registrargangoh@shobhituniversity.ac.in
U.: www.sug.ac.in

2024-25



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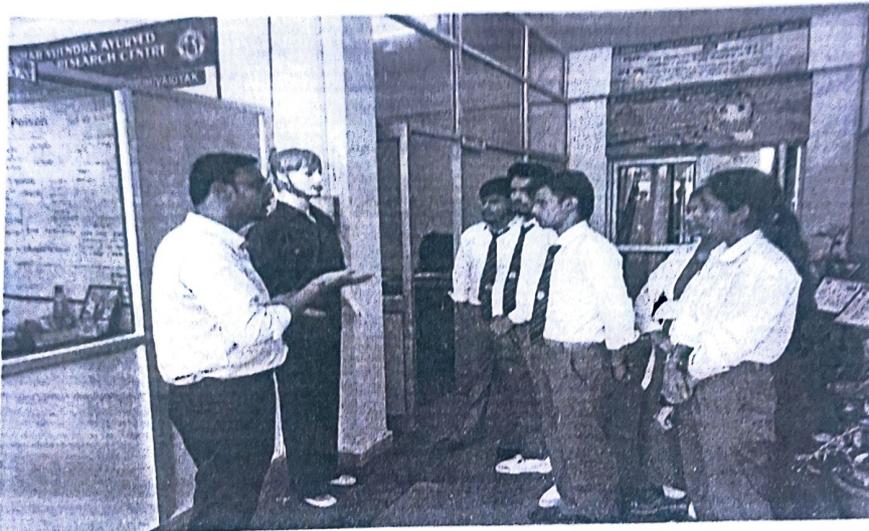
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Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7836810052
E-mail: registrar@shobhituniversity.ac.in
U: www.sug.ac.in

2024-25

I. EXPERIENTIAL LEARNING

SIMULATION BASED LEARNING

SUICIDAL HANGING



FIELD VISIT AND EXCURSIONS





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Area Gangoh, Distt Saharanpur (U.P.)
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E-mail: registrargangoh@shobhituniversity.ac.in
U. www.sug.ac.in

NATUROPATHY WORKSHOP

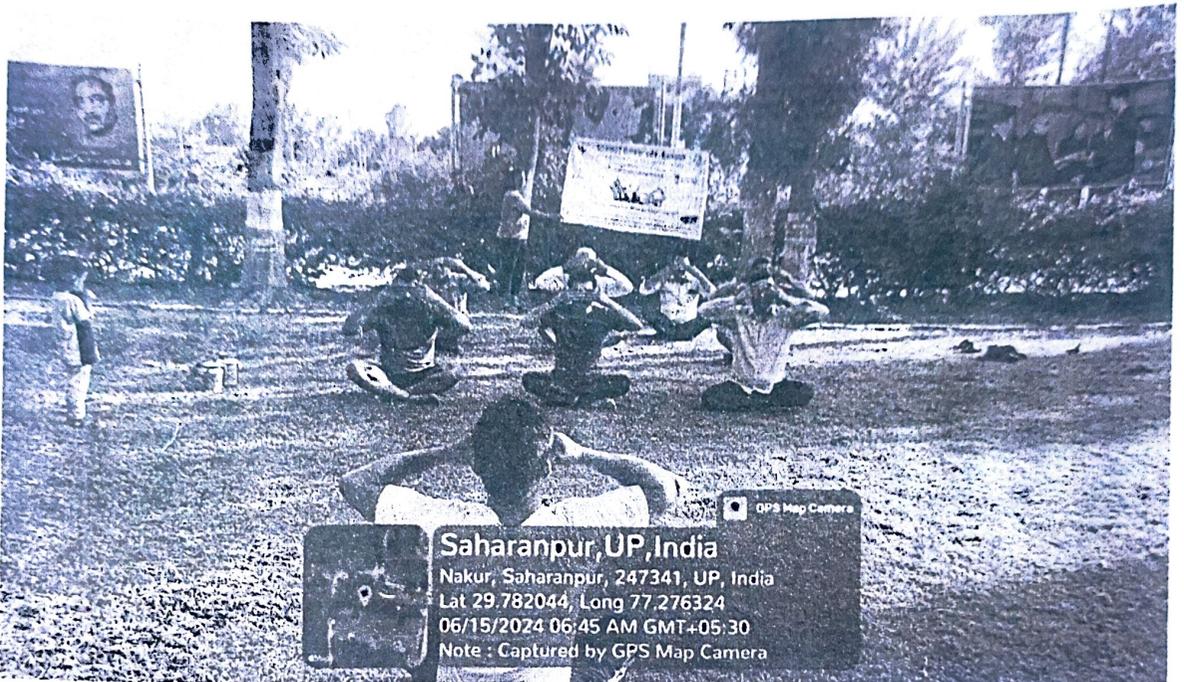




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247341, India
Tel: +91 7830810052
E-mail: registrar.gangoh@shobhituniversity.ac.in
U: www.sug.ac.in



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REGISTRAR
Saharanpur (U.P.)

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Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7830810052
E-mail: registrar.gangoh@shobhituniversity.ac.in
U: www.sug.ac.in

CASE STUDY



LABORATORY WORK



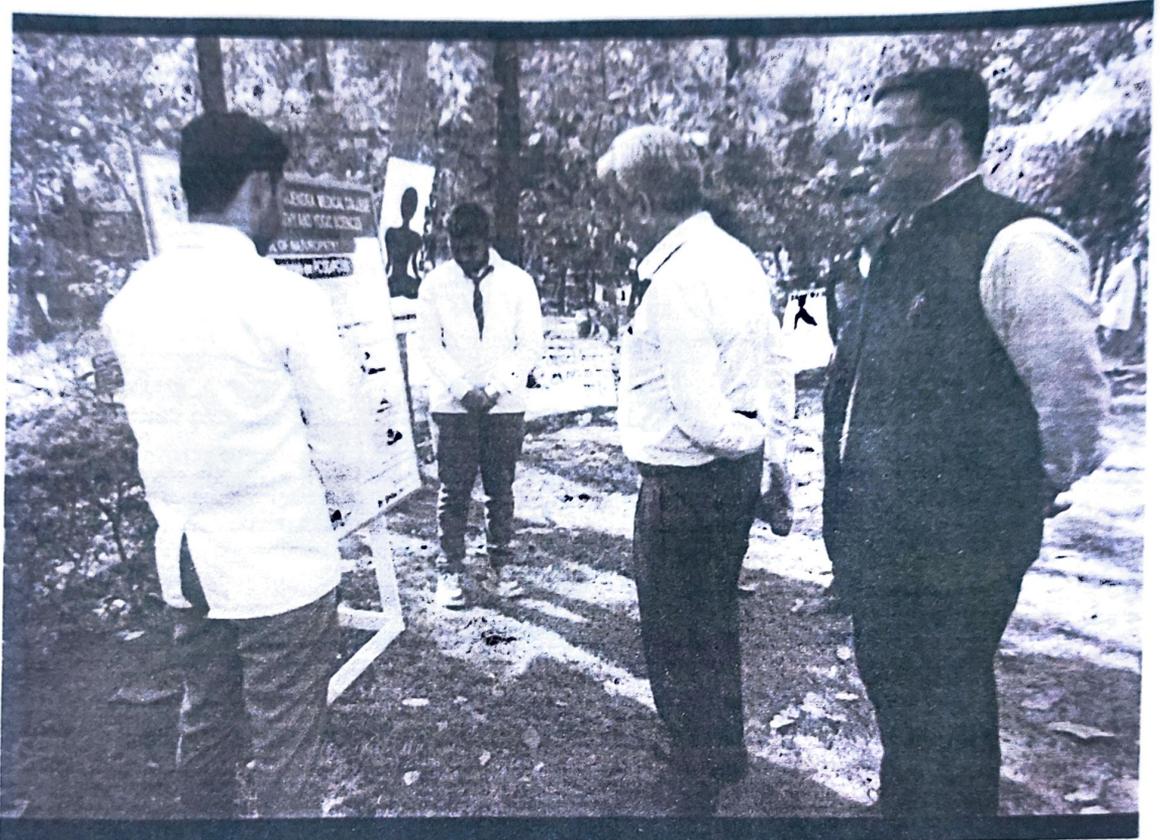


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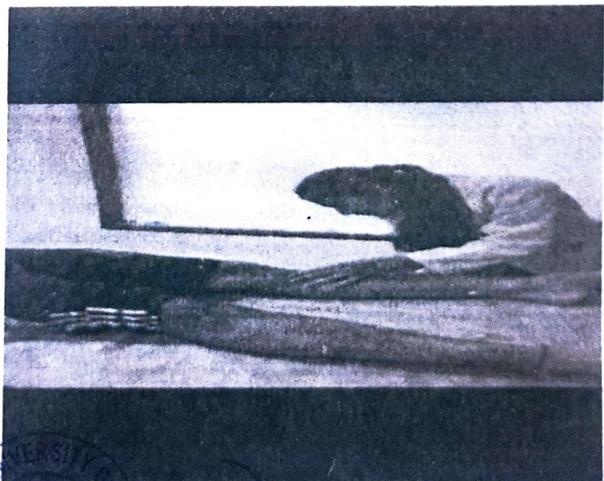
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E-mail: registrargangohs@shobhituniversity.ac.in
U: www.ssp.ac.in

PROJECTS



INTERNSHIP PROGRAM

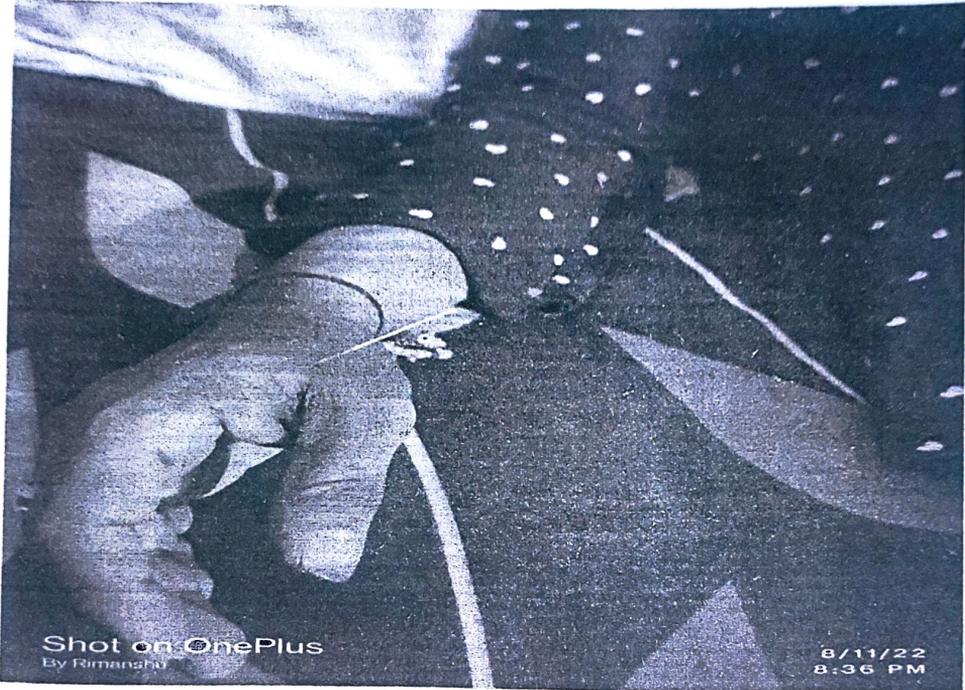




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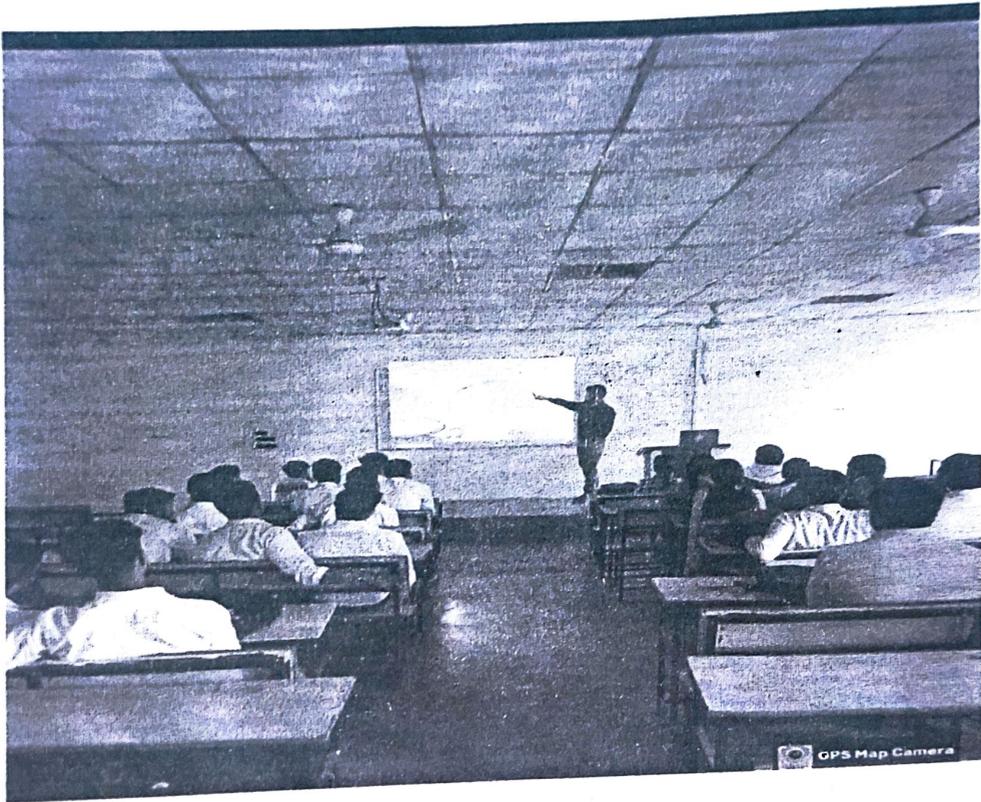
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Tel: +91 7830810052
E-mail: registrar@gangoh@shobhituniversity.ac.in
U: www.suj.ac.in

2. INTEGRATED/ INTERDISCIPLINARY LEARNING

PROBLEM -BASED LERANING MODULES



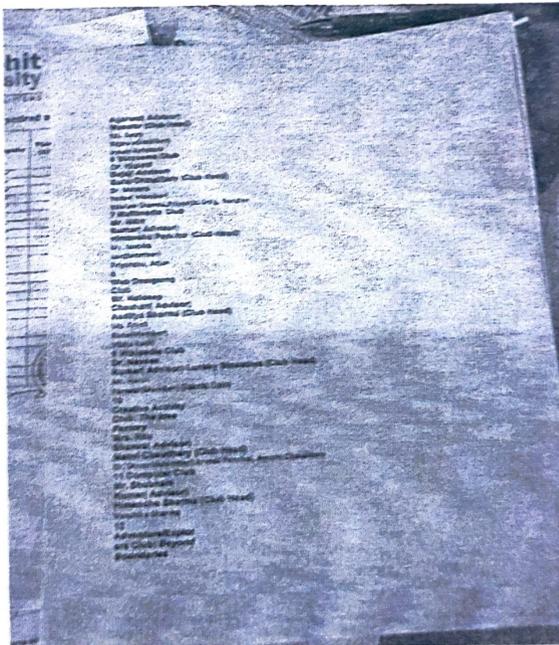


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Babu Vigendra Meeg, Adarsh Institutional
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247341, India
Tel. +91 7830890952
E-mail: registrar@shobhituniversity.ac.in
U: www.shobhit.ac.in

STUDENTS CLUB



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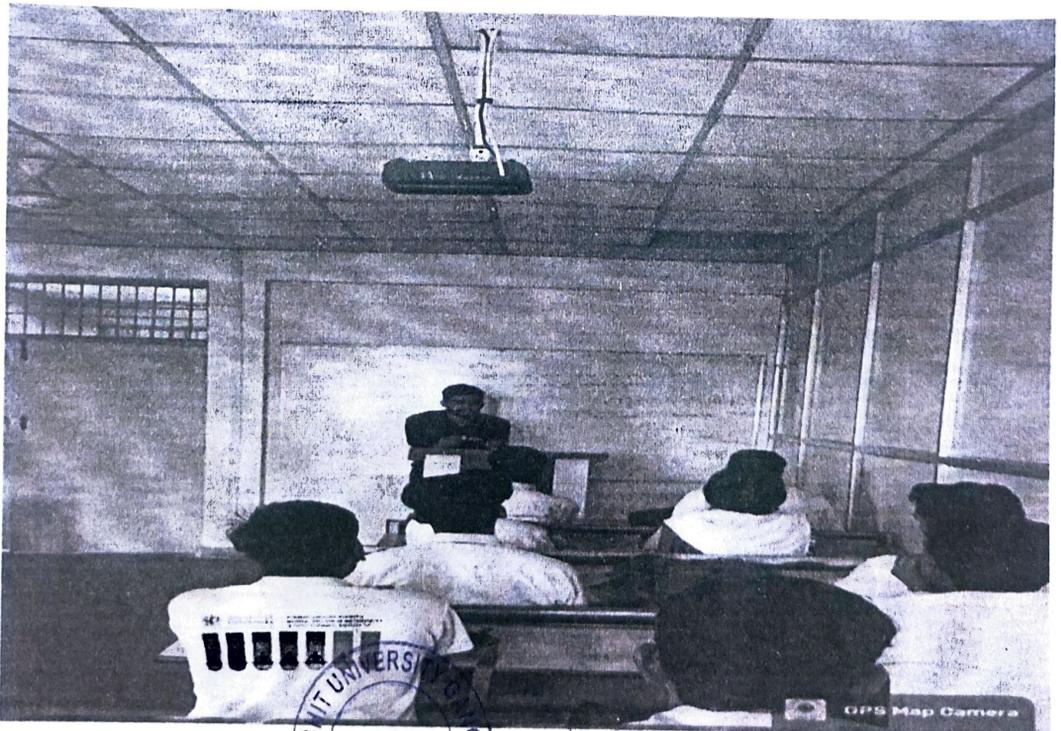
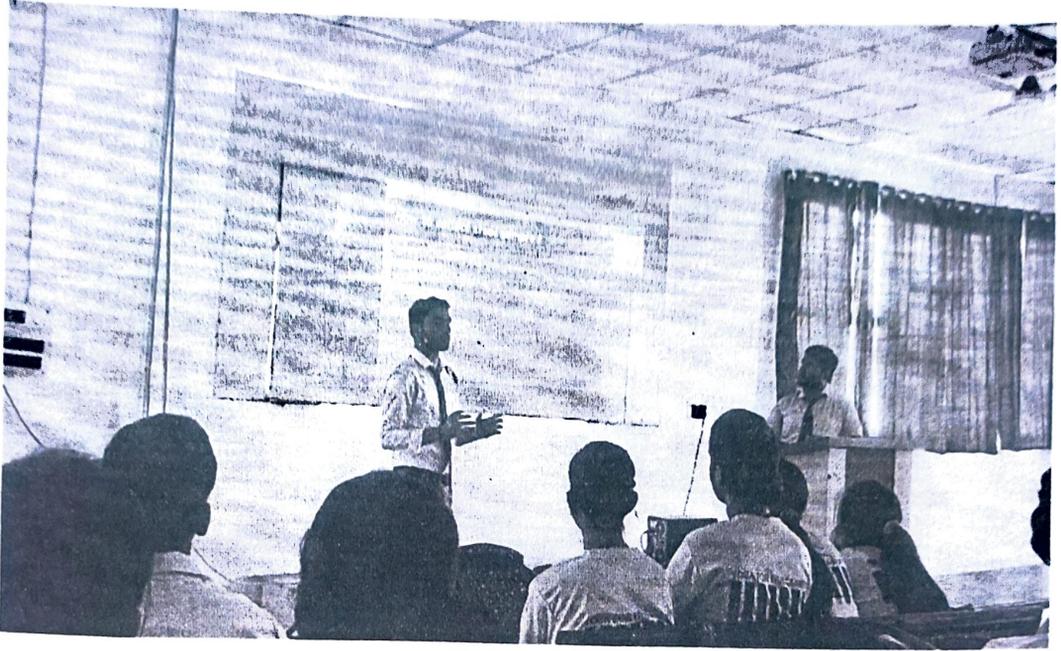


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E-mail: registrargangoh@shobhituniversity.ac.in
U: www.sug.ac.in

SEMINAR AND LECTURE SERIES



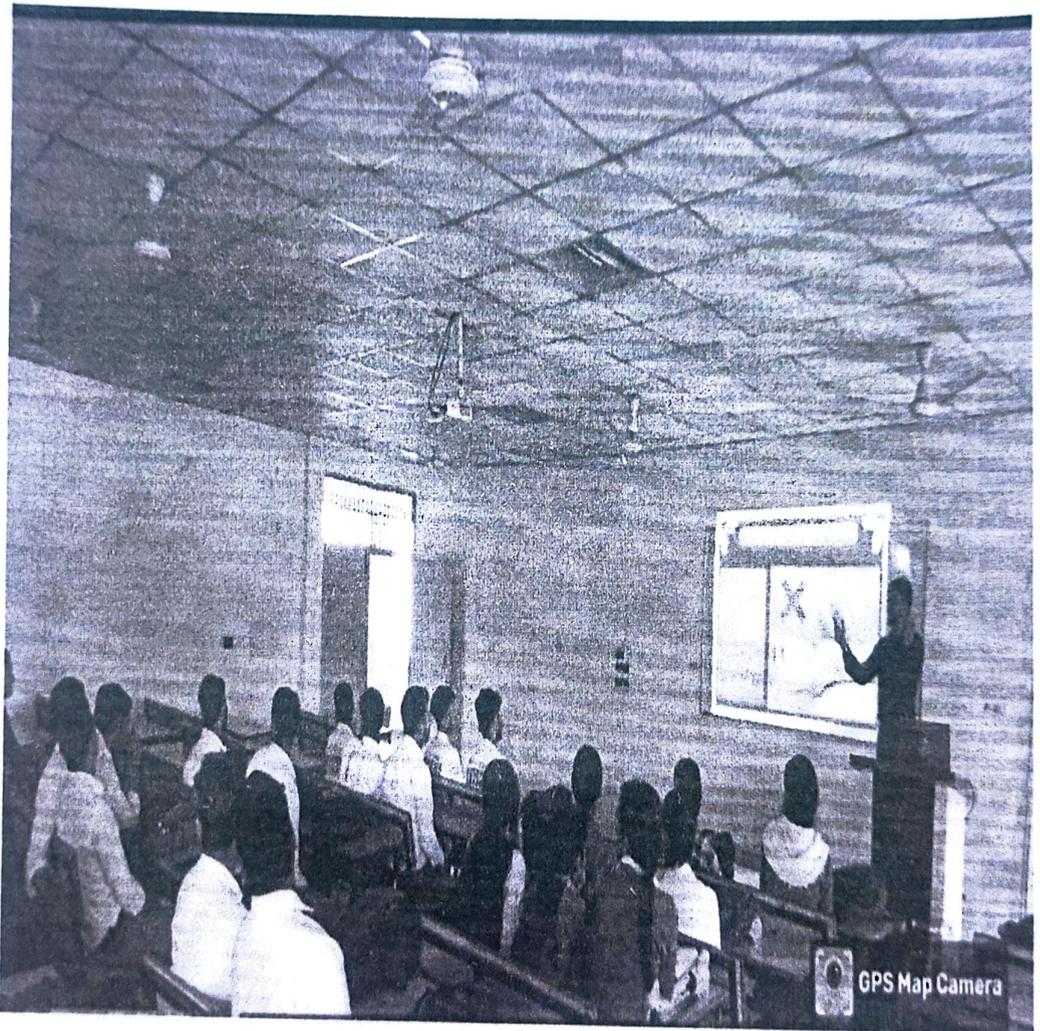
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Area Gangoh, Distt. Saharanpur (U.P.)
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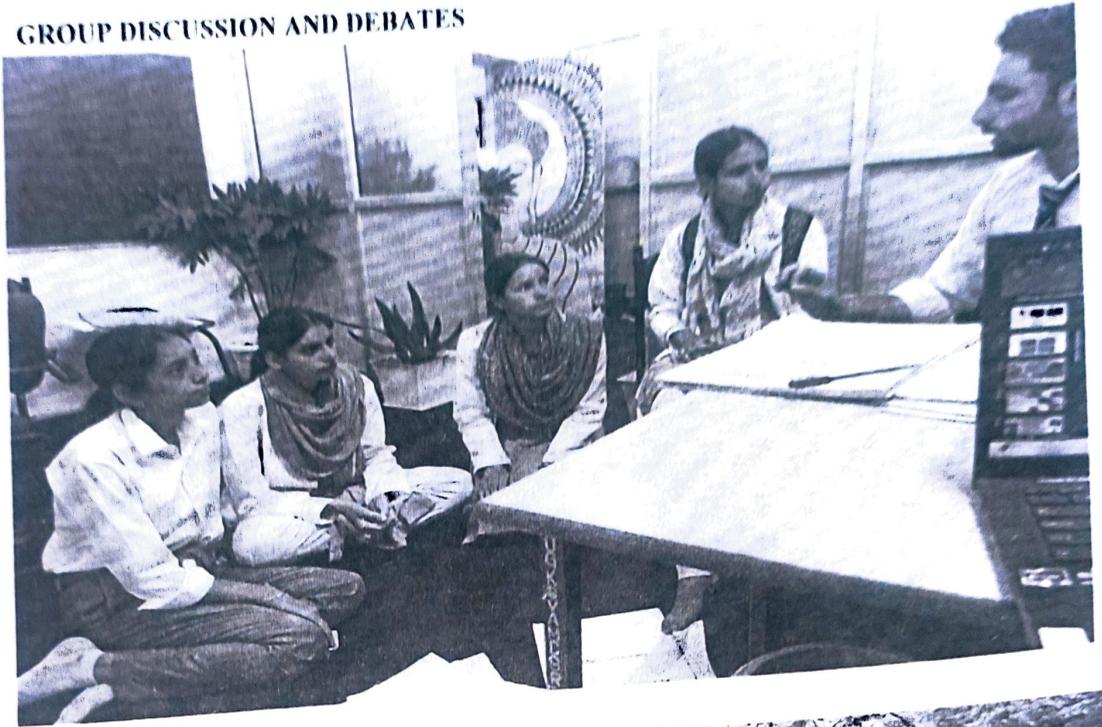
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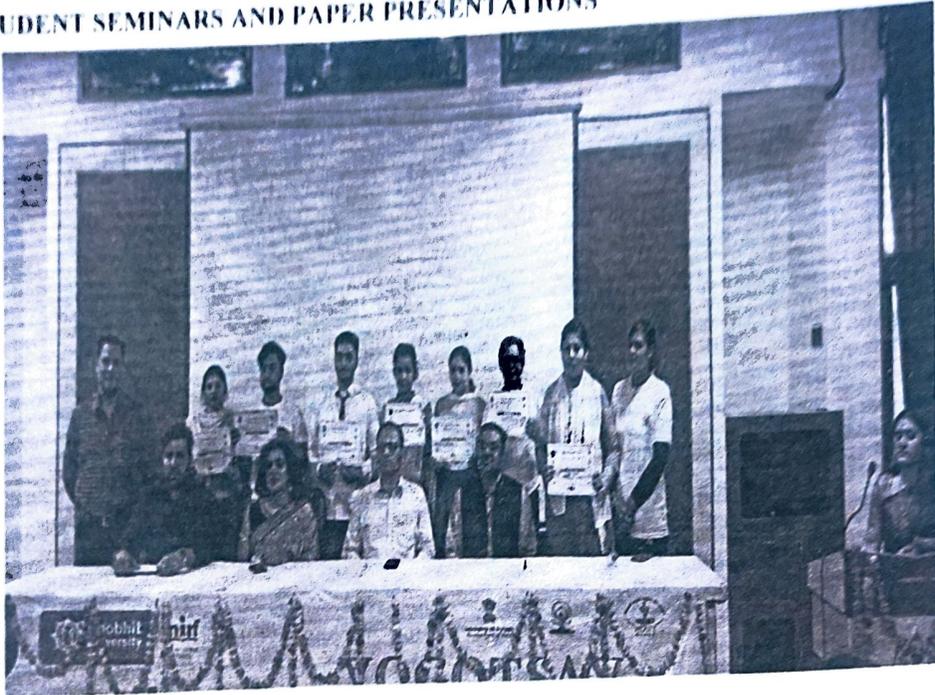
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247341, India
Tel: +91 7836819052
E-mail: registrar.gangoh@shobhituniversity.ac.in
U: www.sug.ac.in

3. PARTICIPATORY LEARNING

GROUP DISCUSSION AND DEBATES



STUDENT SEMINARS AND PAPER PRESENTATIONS



OPEN HOUSE DISCUSSIONS



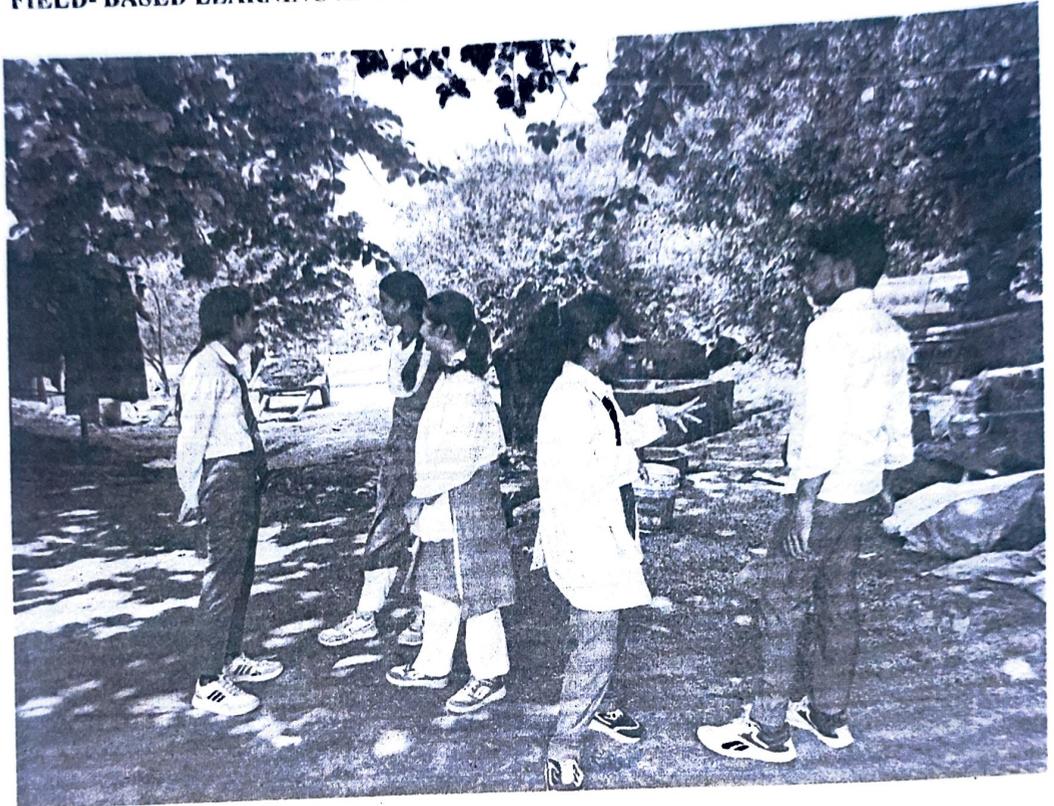


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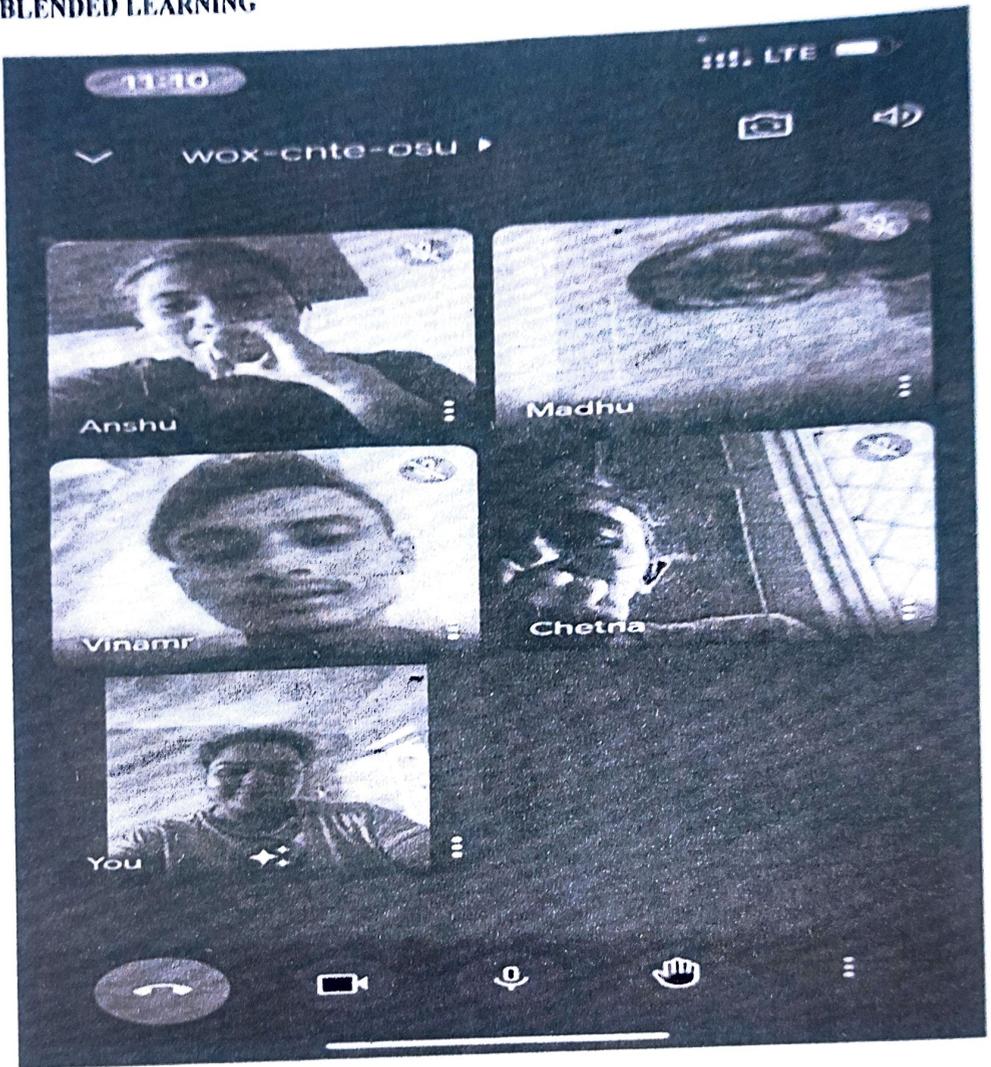
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Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel. +91 7830810052
E-mail: registrargangoh@shobhituniversity.ac.in
U. www.sug.ac.in

FIELD-BASED LEARNING AND RURAL IMMERSION



4. SELF DIRECTED LEARNING

BLENDED LEARNING



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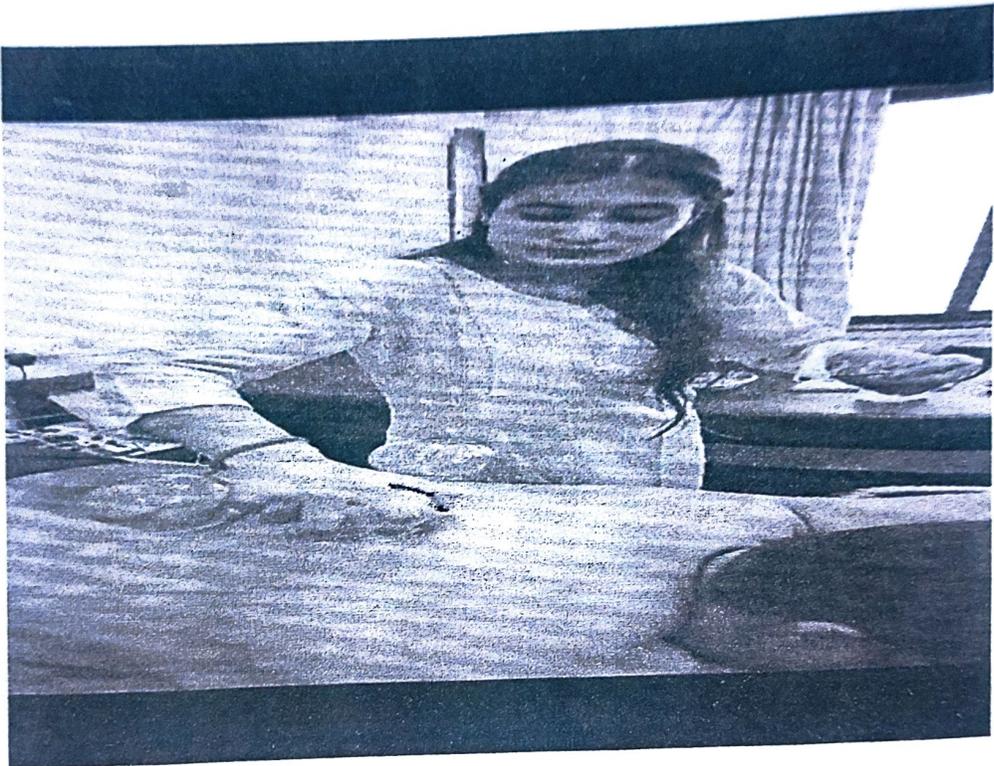
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Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
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E-mail: registrargangoh@shobhituniversity.ac.in
U.: www.sug.ac.in

6. PATIENT CENTRICEVIDENCE BASED LEARNING

PATIENT-CENTERED CARE PLANS





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Babu Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7830810052
E-mail: registrar.gangoh@shobhituniversity.ac.in
U: www.sug.ac.in

7. ROLE PLAY LEARNING

COMMUNITY-BASED PATIENT ENGAGEMENT





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Babu Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt Saharanpur (U.P.)
247341, India
Tel. +91 7830810032
E-mail: registrargangoh@shobhituniversity.ac.in
U. www.rup.ac.in

**8. HUMANITICS IN LEARNING
YOGA AND VALUE EDUCATION**



Saharanpur, Uttar Pradesh, India
Q7jg+px6, Saharanpur, Uttar Pradesh 247341,
India
Lat 29.781835° Long 77.27635°
21/12/24 02:48 PM GMT +05:30

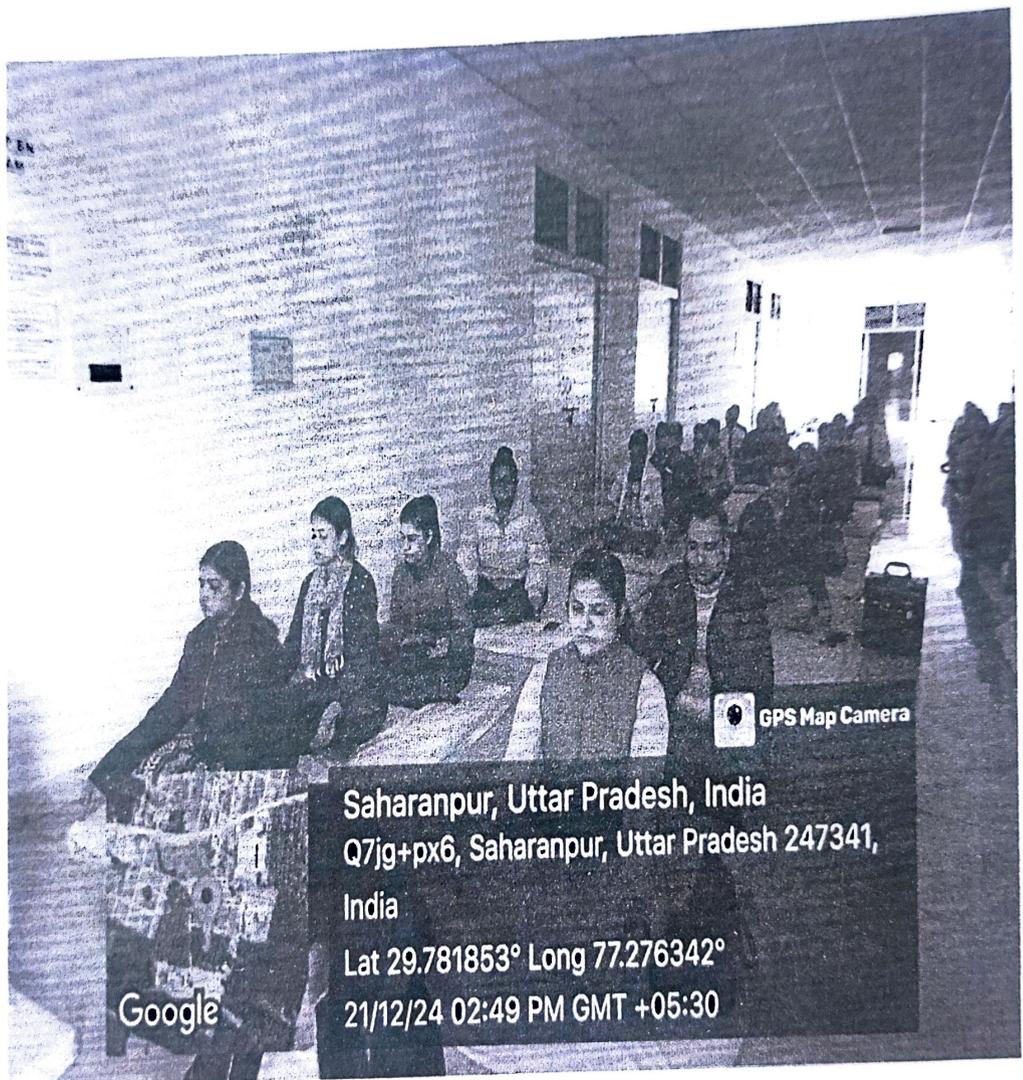




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E-mail: registrar.gangoh@shobhituniversity.ac.in
U: www.sug.ac.in



Saharanpur, Uttar Pradesh, India
Q7jg+px6, Saharanpur, Uttar Pradesh 247341,
India

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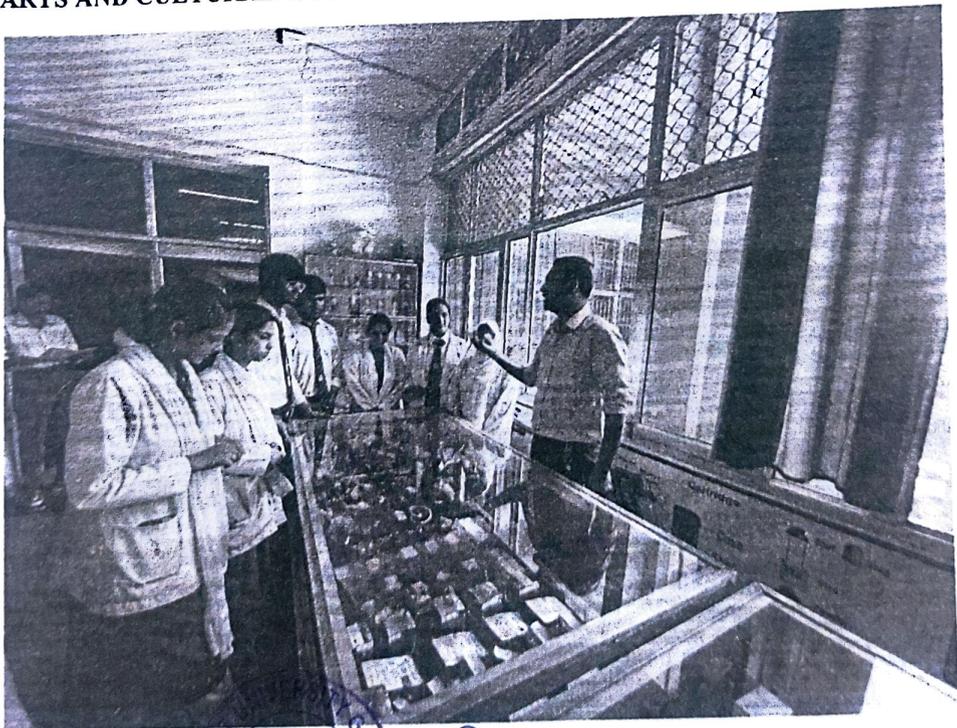
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ARTS AND CULTURAL WORKSHOPS



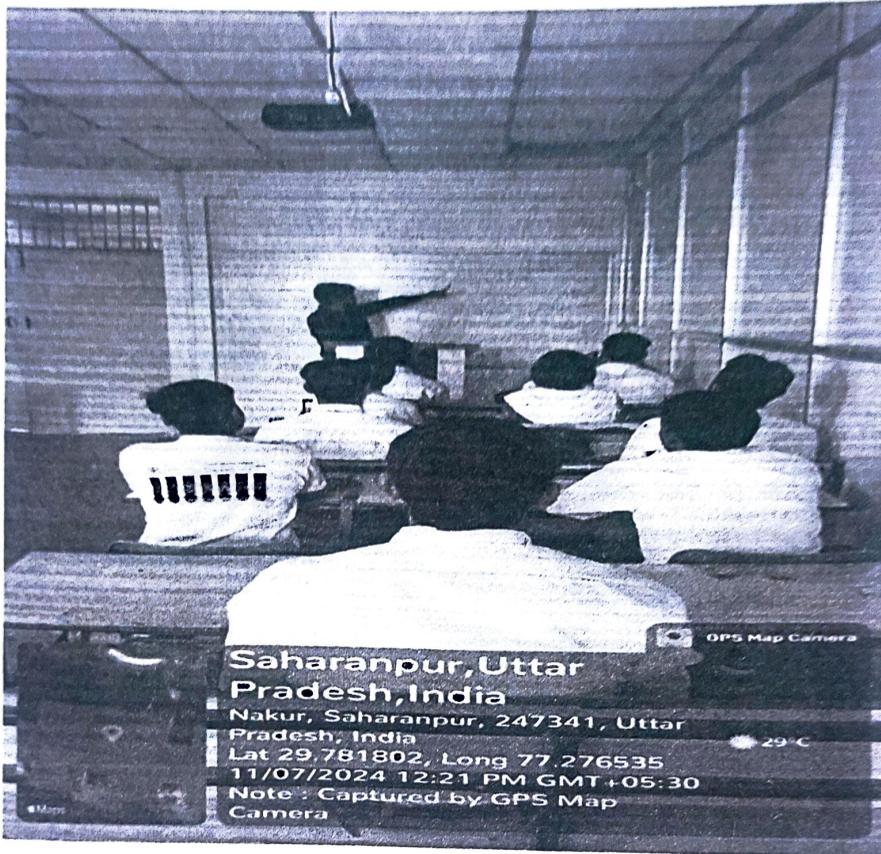


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247341, India
Tel: +91 7830810052
E-mail: registrar.gangoh@shobhituniversity.ac.in
U: www.nug.ac.in

TEACHER- STUDENT CLASSROOM SCENARIOS



Signature and Verification

Prepared by:

Name: *Dr. Anurag Debnath*

Designation: *A.P*

Date: *14/09/2024*

Verified by:

Name: *Dr. Shiba Jha*

Designation: *A.P*

Date: *11/10/2024*





Babu Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7830810052
E-mail: registrargangoh@shobhituniversity.ac.in
U.: www.sug.ac.in

2023-24

1. EXPERIENTIAL LEARNING

INTERNSHIP



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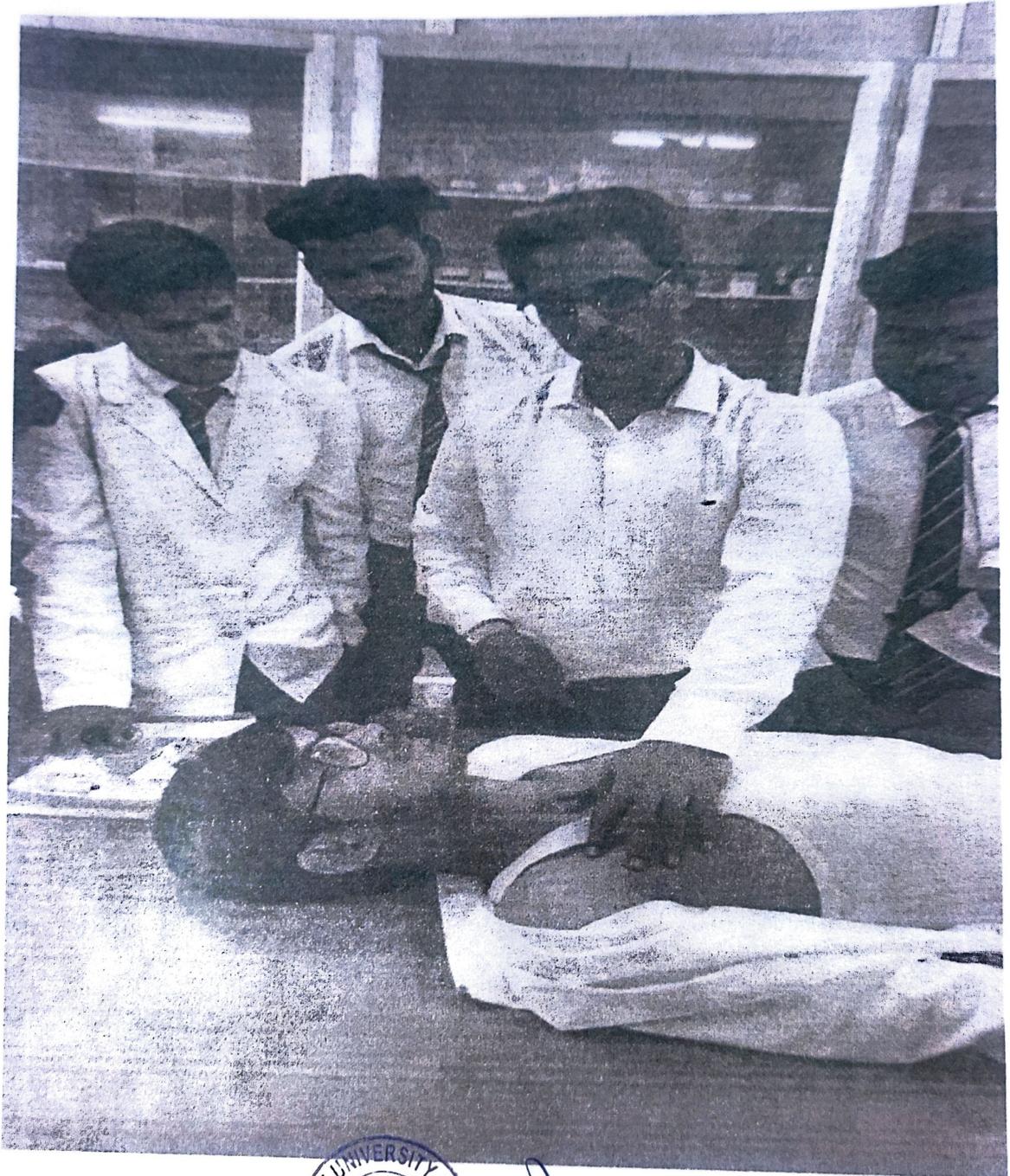


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ACUPUNCTURE WORKSHOP





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Saharanpur (U.P.)



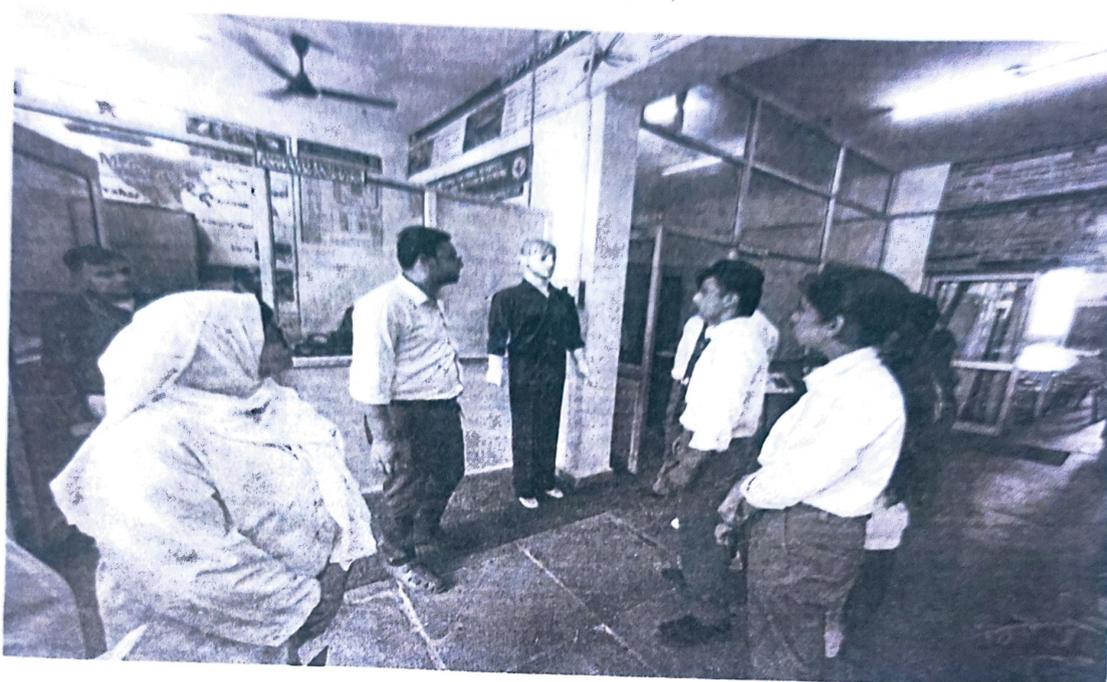


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E-mail: registrar@gangoh@shobhituniversity.ac.in
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SIMULATION-BASED LEARNING (SUICIDAL HANGING)



CASE STUDY





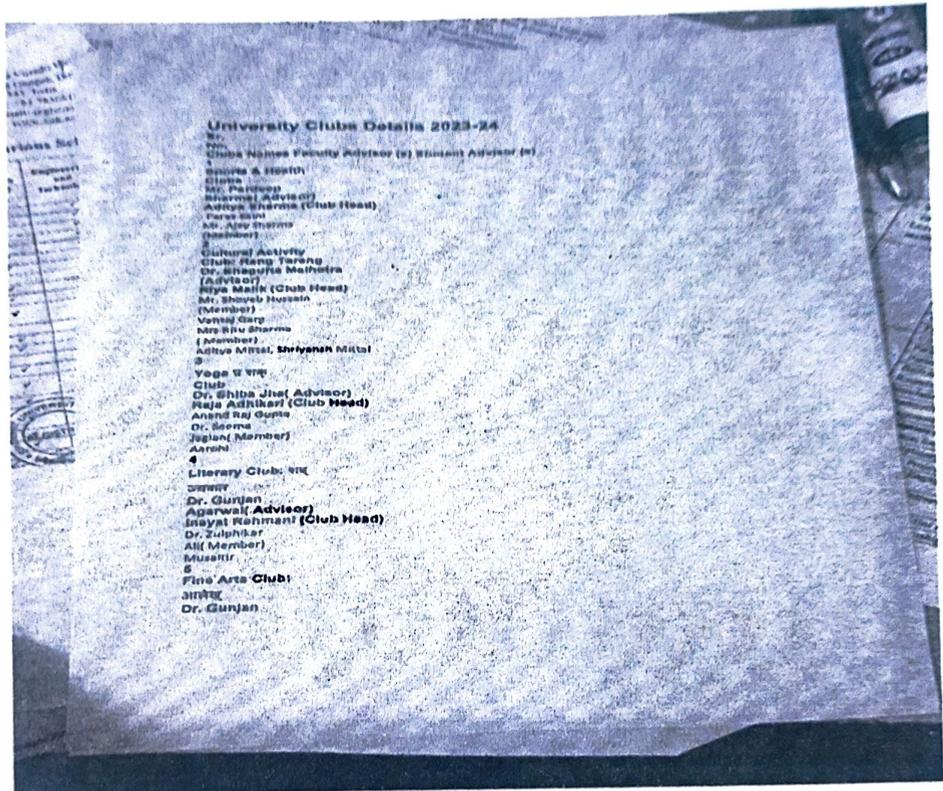
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Area Gangoh, Distt. Saharanpur (U.P.)
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E-mail: registrar.gangoh@shobhituniversity.ac.in
U.: www.sug.ac.in

2. INTEGRATED/ INTERDISCIPLINARY LEARNING

STUDENTS CLUBS





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Area Gangohi, Distt. Saharanpur (U.P.)
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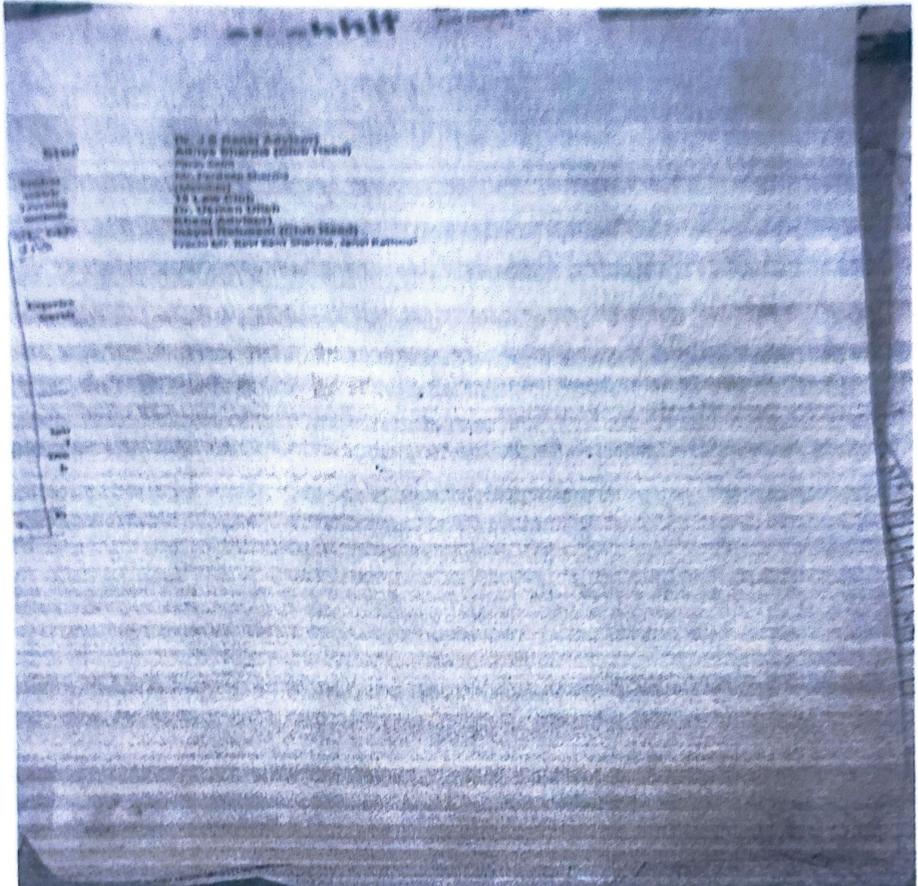
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Shobhit University, Saharanpur

Babu Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt. Saharanpur (U.P.)

247341, India

Tel: +91 7810610052

E-mail: registrar@gangoh@shobhituniversity.ac.in

U: www.shobhit.ac.in

3. PARTICIPATORY LEARNING

OPEN HOUSE DISCUSSIONS





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Area Gangoh, Distt. Saharanpur (U.P.)
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E: shobhit@shobhituniversity.ac.in



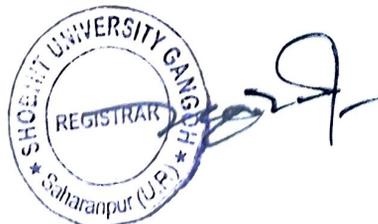
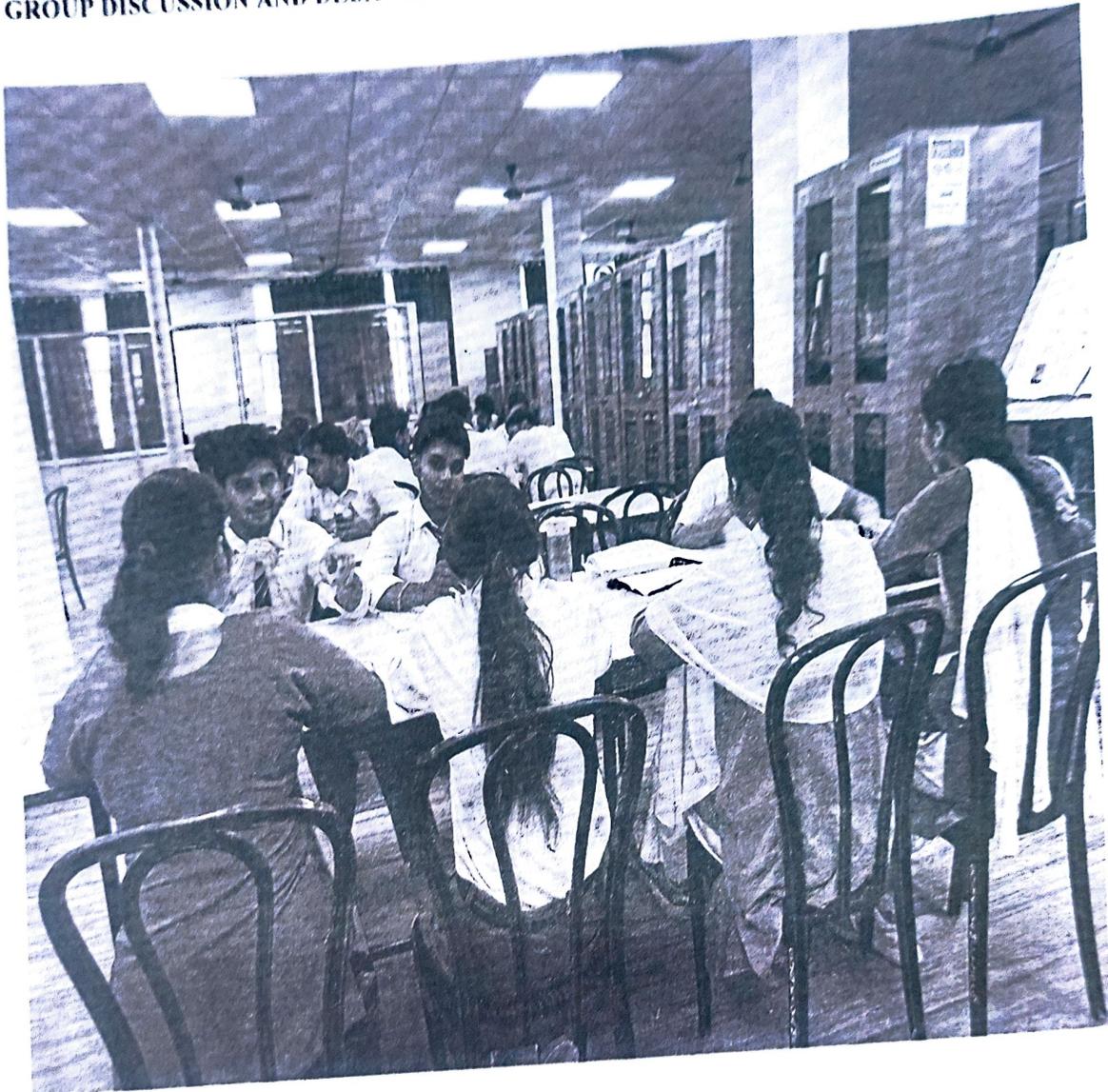


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U: www.shobhituniversity.ac.in

GROUP DISCUSSION AND DEBATES





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Babu Vijendra Marg, Adarsh Institutional
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247141, India

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E-mail: registrargangoh@shobhituniversity.ac.in

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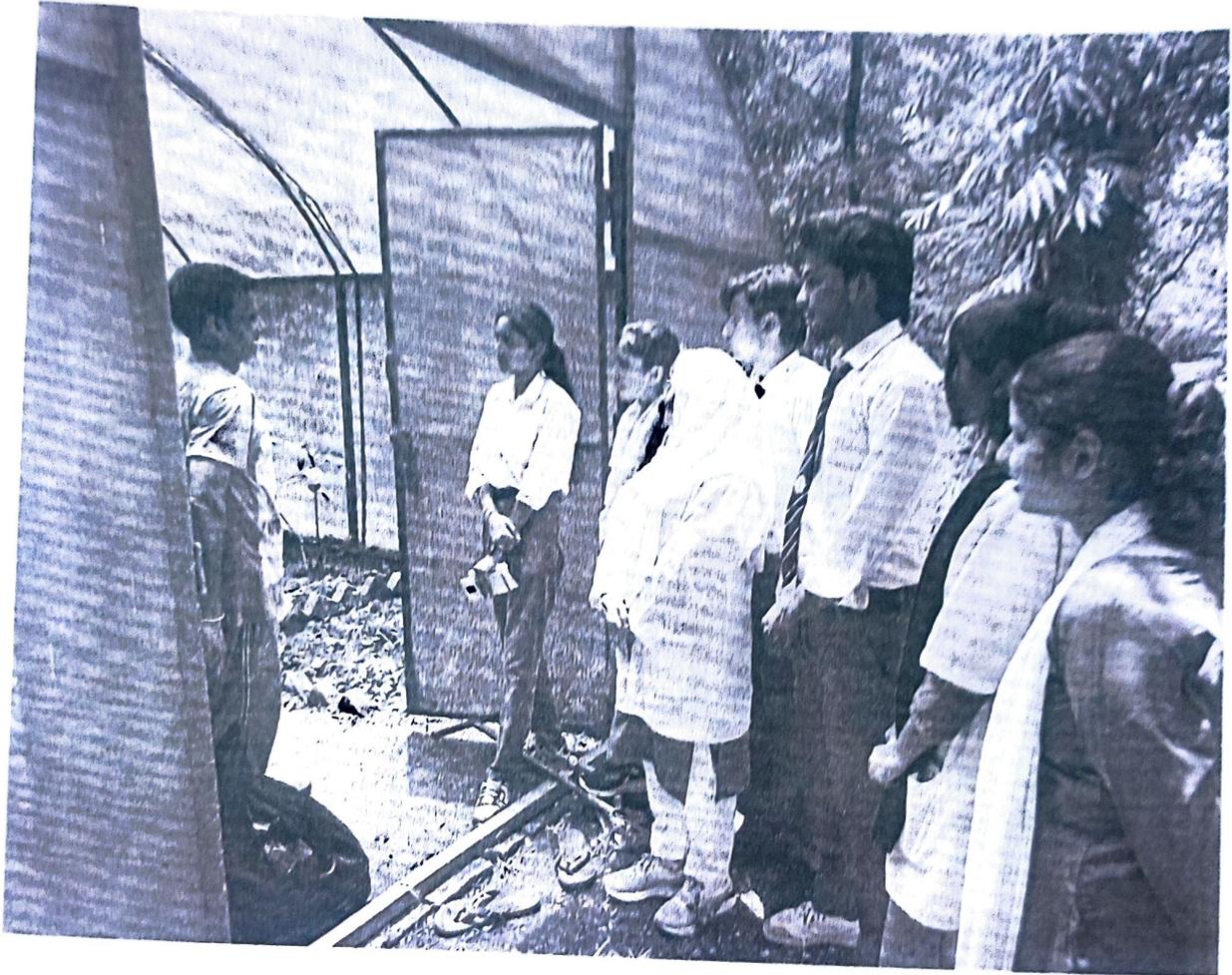


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247341, India
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E-mail: registrar@shobhituniversity.ac.in
U: 10207210@shobhituniversity.ac.in

FIELD- BASED LEARNING AND RURAL IMMERSION





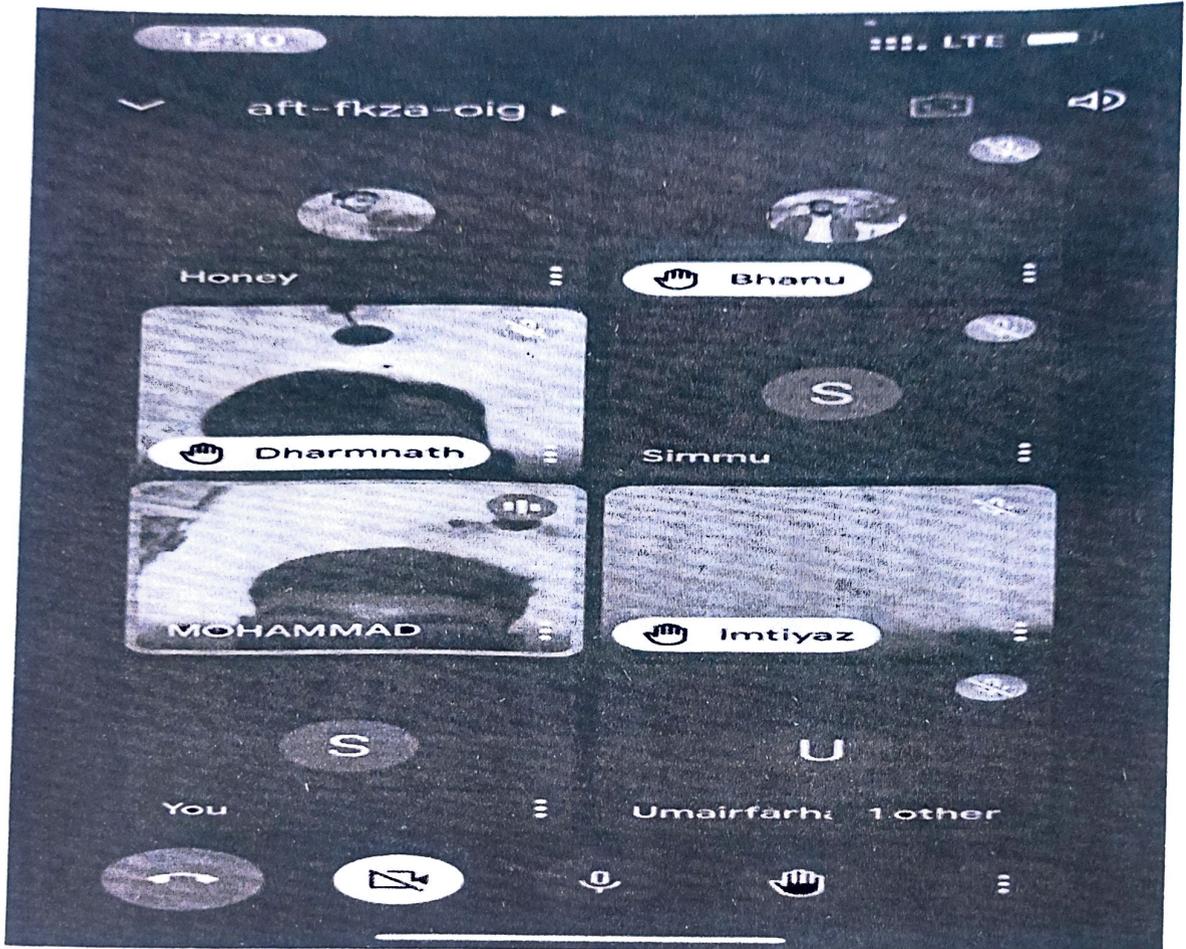
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4. SELF DIRECTED LEARNING

BLENDED LEARNING



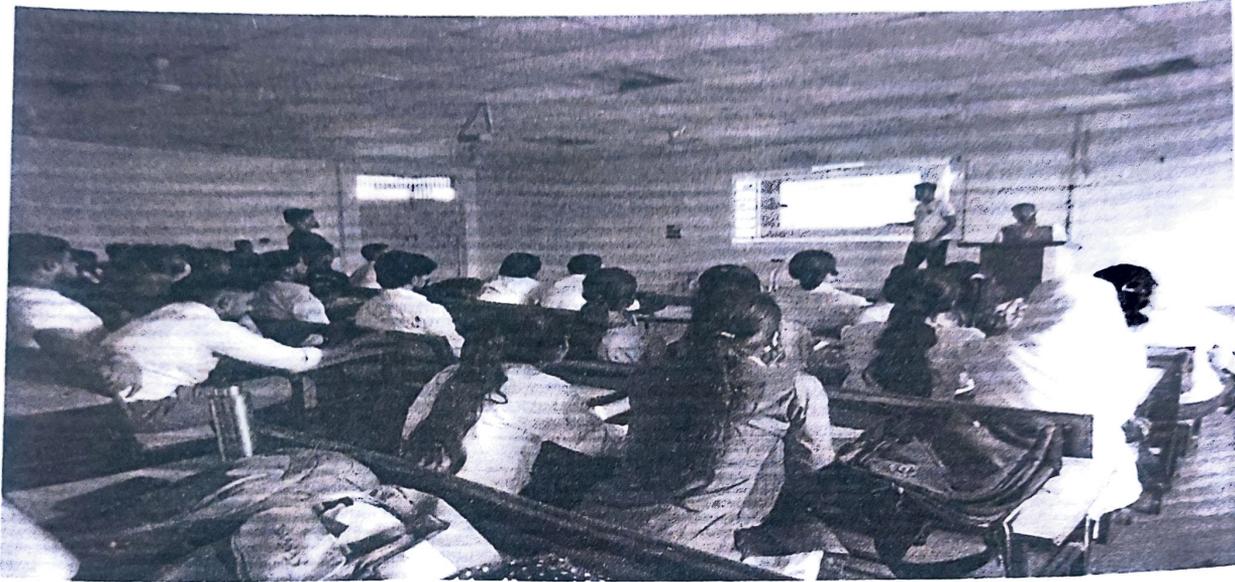


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STUDENT SEMINARS & QUIZ





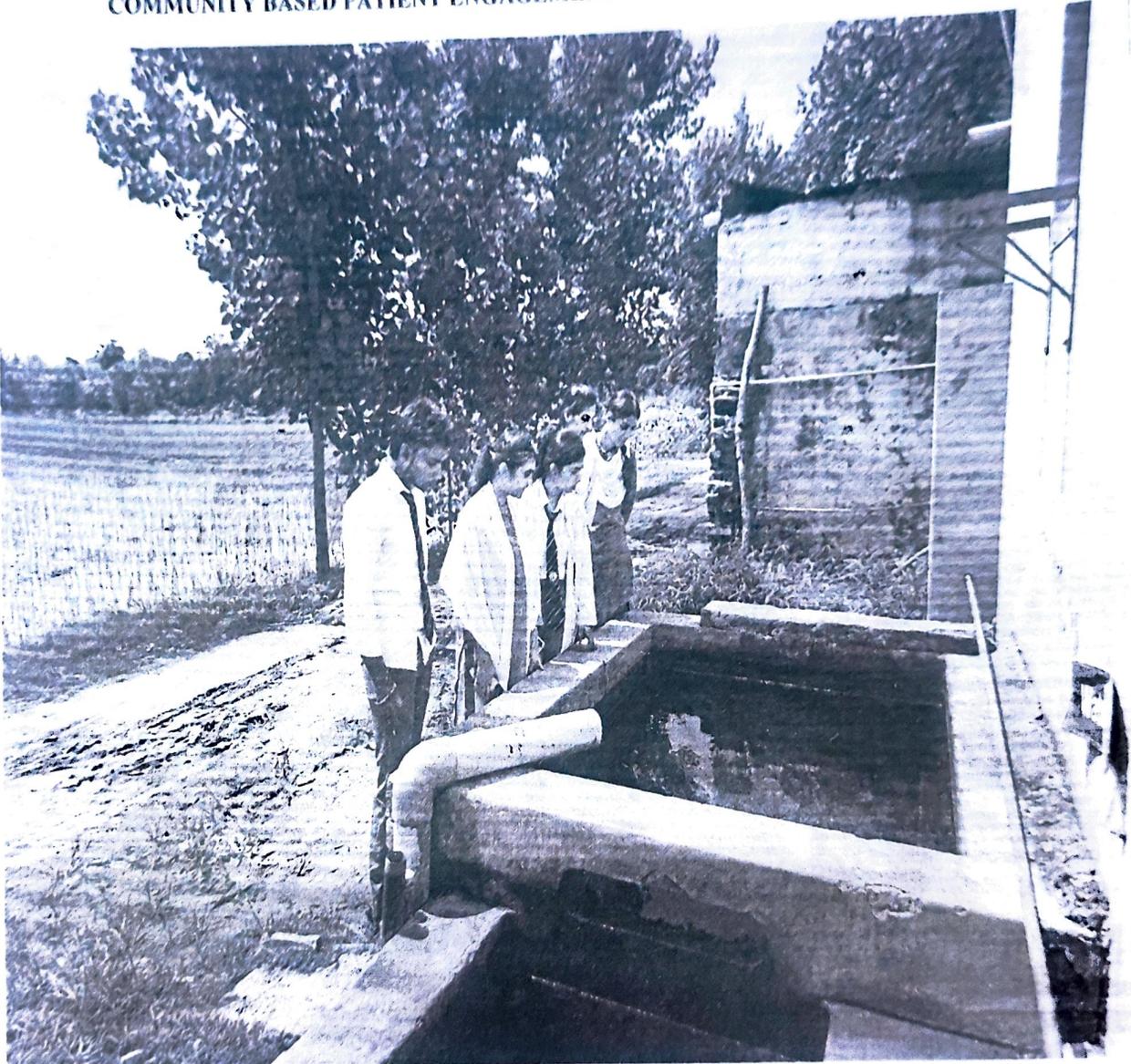
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U: www.sug.ac.in

5. PATIENT CENTRIC EVIDENCE BASED LEARNING

COMMUNITY BASED PATIENT ENGAGEMENT





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Babu Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt. Saharanpur (U.P.)
247341, India

Tel: +91 7830810052

E-mail: registrar.gangoh@shobhituniversity.ac.in

U: www.sug.ac.in

6. ROLE PLAY LEARNING STUDENTS-TEACHER CLASSROOM SCENARIOS





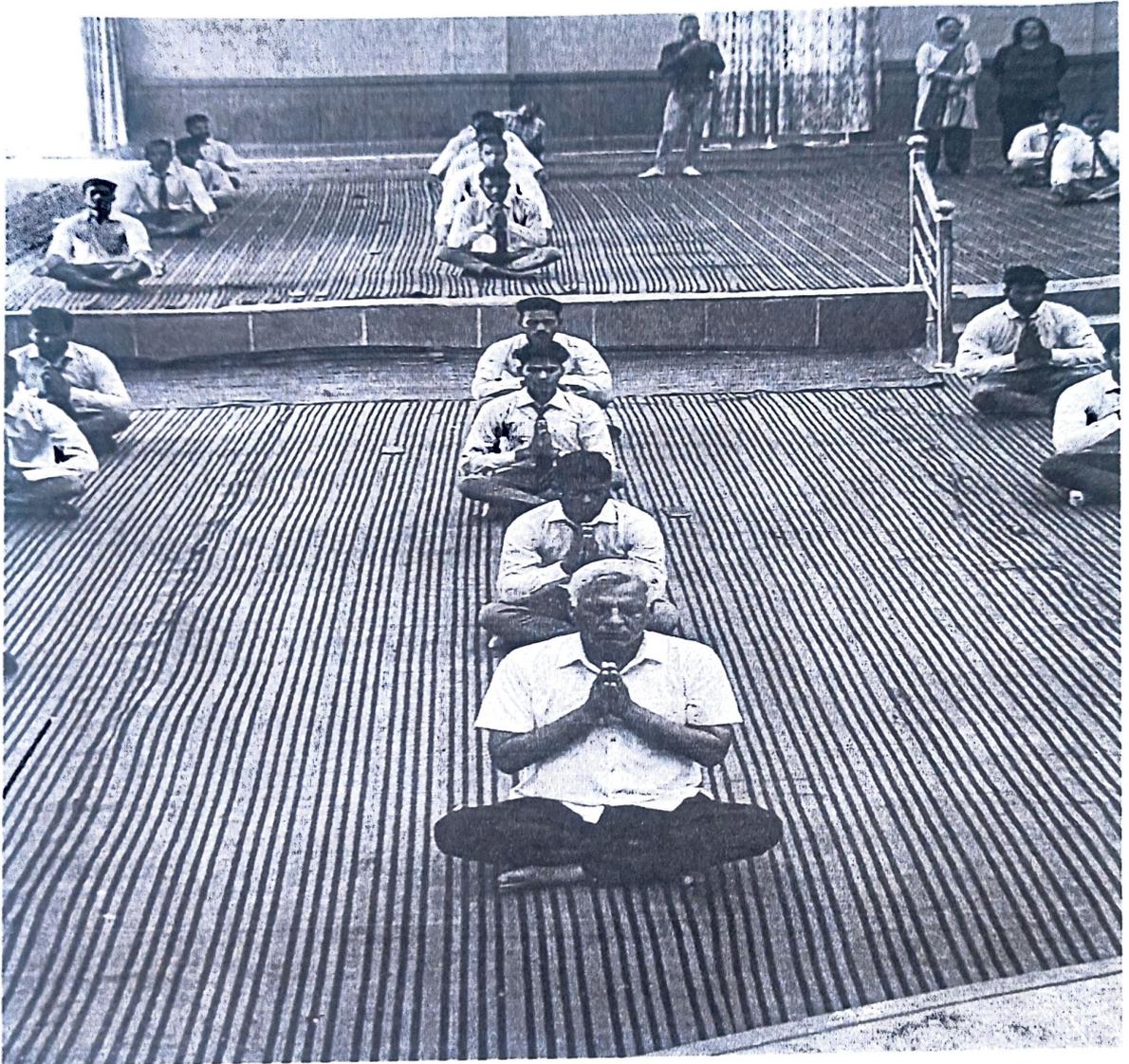
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247341, India
Tel +91 7830810052
E-mail: registrar.gangoh@shobhituniversity.ac.in
U: www.suh.ac.in

7. HUMANITICS IN LEARNING

YOGA AND VALUE EDUCATION





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Area Gangoh, Distt. Saharanpur (U.P.)
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Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7830810052
E-mail: registrargangoh@shobhituniversity.ac.in
U: www.sug.ac.in


Signature and Verification

Prepared by:
Name: Dr. Gauoav Dobhal
Designation: A.P
Date: 05/03/2024



Verified by:
Name: Dr. Shiba Tha.
Designation: A.P
Date: 11/03/2024.

