

2.3.1 Student centric methods, such as experiential learning, participative learning and Problem- solving methodologies are used for enhancing learning experiences

The university firmly ensures that the learning is made student-centric by converging all its teaching plans, ICT mediated resources and the pedagogy for the overall benefit of the students which includes traditional and modern techniques.

Student Centric Learning is one of the prime objectives of the Sri Venkateswara University where learners' autonomy and independence are given utmost importance by identifying the interests and skills of the students ensuring the style of teaching that shifts from directive to consultative thus facilitating the students to have ownership in learning. Diversified methods of student-centric participation are practiced in postgraduate programmes such as brainstorming sessions, group discussions, demonstrations, debates, live projects, case studies, peer team teaching, tutorial sessions field/trips, etc.

Experimental and Experiential Learning:

In the Outcome Based Education (OBE) curriculum, students are mandated to gain practical experience through industrial visits, field exposures, sharing of real experience by industrial / field experts and visit to research laboratories, employability and entrepreneurship-oriented skill courses. Councils of National Skill Development Corporation (NSDC) internships in industries and other organizations gives hands on experience on analytical instruments and enterprise based experiential trainings and case analysis. Internships are integrated into the course structure of most programmes as they are benefitted in gaining experiential knowledge. New teaching-learning methods like peer-assisted learning, scientific projects, and journal clubs are in regular practice. The institute practices Outcome Based/Competency Based Learning. Irrespective of the fields almost all the disciplines are included in fieldworks for Arts, Humanities and Social Sciences programmes and laboratory experiments, practical's, and projects for science programmes.


Participative Learning enabling Self-directed learning:

Participation of the learners illuminates the interactions and evolves the process of knowledge construction by encouraging them to participate in activities through seminars, conferences, colloquium, role-plays, participatory discussions, activity profiles, assignments, class seminar and so on for effective learning. The students and scholars of both arts and science streams are encouraged to have study circles and forums for knowledge sharing and

enhancement. University has allocated budget for field visits / educational tours to interact with the community and industry personnel to identify problems and offer solution under research projects. With the help of the Skill oriented programs students are emboldened to conduct webinars, quizzes, group projects and lateral thinking sessions by inviting industry experts and renowned professionals to discuss the advanced theories, existing problems, recent trends and modern concepts.

Problem solving methodologies:

The curriculum design includes vertical and horizontal teaching and learning from the beginning. Topics are identified with inputs from internal and external experts in all the subjects combining theoretical knowledge with practical activities. Curriculum with critical thinking exposure enables the students to become decision makers, conflict resolvers and alternative solution seekers, as they face complex and challenging issues in their occupations. National Knowledge Network (1Gbps) Wi-Fi connectivity within campus plays a pivotal role for a blended-learning environment. The departments help in training the individual with practical and direct experience of negotiating different situations enabling to develop independent problem-solving skills in their knowledge domains.



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