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

**Write description in maximum of 500 words**

The introduction of Autonomy has given the College freedom to experiment with various teaching-learning methods. The Institution has made deliberate efforts to adopt and apply different methods of teaching learning. This has enabled Faculty to cater to different learners as well as to achieve the course outcomes and programme outcomes.

* The twelve **Research Papers** on teaching-learning methodologies published by our faculty justify the same. The Governing Body has approved around 17 different teaching- learning and evaluation methodologies at the Institute. All these methods are well documented in the **Teaching-Learning and Evaluation Handbook** prepared by the IQAC. In order to ensure that there is no discrepancy in the usage of the various methods this handbook is made available to all faculty of the college wherein the name of the method, the way it is to be use, when and other such details are exhaustively discussed and elaborated.
* Based on the **Academic Audit Report**, it is indicated that a minimum of four methods are used by every department. These methods did not only diversify teaching but also helped induce critical and cognitive thinking by involvement of the students.
* The traditional teaching methods are coupled with **ICT enabled presentations** to explain the concepts with pictorial or graphical representations. Videos and animations are also used to enhance the understanding of the concept. All these resources are made available to the students on a Learning Management System **(LMS)**. This eLearning initiative is named as CLAAP (Chowgules Learn Anytime Anyplace) and it runs on MOODLE/Google Classroom.
* One of the methods which has been most accepted by the students is that of **Blended Learning**. Faculty also use **Flipped classroom** strategies like Cooperative Learning, Think-Pair-Share or Round Table with the general idea that the responsibility of learning is owned by the students. by using. The course teacher’s role is of being the facilitator, Observer and Evaluator. These methods ignite the sense of creativity and group work among the students. This method is practiced by the departments of Geology, English, Sociology, Biotechnology and Psychology. POGIL is another student-centered, group-learning instructional strategy and philosophy developed through research on how students learn best. This method is now widely being used by most members of faculty in the Chemistry and Computer Science Department. The techniques used under flipped classroom methods are summarized in the following figure
* **Inculcating Research Aptitude** in the students at the earliest is of utmost importance. The students of Second year have a Research Writing Course wherein they have 30 hours of theory sessions and this is followed by a practical phase guided by the department faculty. The students are asked to refer to the research articles and give a summary report to their respective course teachers of the department. The faculty also conducts viva to judge the extent of understanding of the students. This enables the student to explore the realms of applicative research. The final year research projects are also displayed on Science Day (also known as Prerna Diwas).
* **Experiential and participative learning**:

This method is mainly used in skill-based courses/practicals. The course teacher employs various activities, tasks or experiments. A practice of well-defined field visits is encouraged wherein the Faculty predefines the purpose and objective of the visit, the actual process, mechanism and conduct of the field trip is outlined and then a post-field trip report is prepared by each student. Thereby, this allows the students to learn the process and record results through experience. A field/site visit provides an opportunity for the students to relate classroom learning to field observation. These activities also give the students the opportunity to learn troubleshooting in case undesired results are obtained. This strengthens the concept of the topic under the study.

* Every faculty practices **BLOOMS Taxonomy** during teaching-learning process and also in evaluations. Thus, indicating participative learning by the students.

At the end of each academic year the College organizes a programme known as **Positive Chowgules** wherein each department showcases at least two teaching-learning and evaluation methods that have worked best for their students.