STUDENT CENTRIC TEACHING & LEARNING METHODS

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STUDENT CENTRIC TEACHING & LEARNING METHODS

KISS Deemed to be University focuses on learner-centric education such as participative learning, experiential learning, collaborative learning and self-learning modes. The expected attributes for students at Post Graduate level in KISS DU shall be thorough and concrete knowledge of their concerned discipline along with good communication skills, ability for critical thinking and problem solving, skill sets related to research, digital literacy, self directed lifelong learning with high social commitment and ethical awareness. This approach to education ensures that students are not only able to memorize and understand information, but also apply it, analyze it, evaluate it, and ultimately create new knowledge and ideas. By prioritizing learning outcomes and evaluating them through both direct and indirect tools, KISS DU is able to ensure that its programs are effective in preparing students for their future careers and endeavors. This focus on outcomes also allows for continuous improvement of the curriculum and teaching methods, ensuring that students receive the best possible education. Overall, the adoption of Bloom's taxonomic model and the emphasis on learning outcomes is a key aspect of KISS DU's commitment to providing a high-quality education that prepares students for success in their chosen fields.
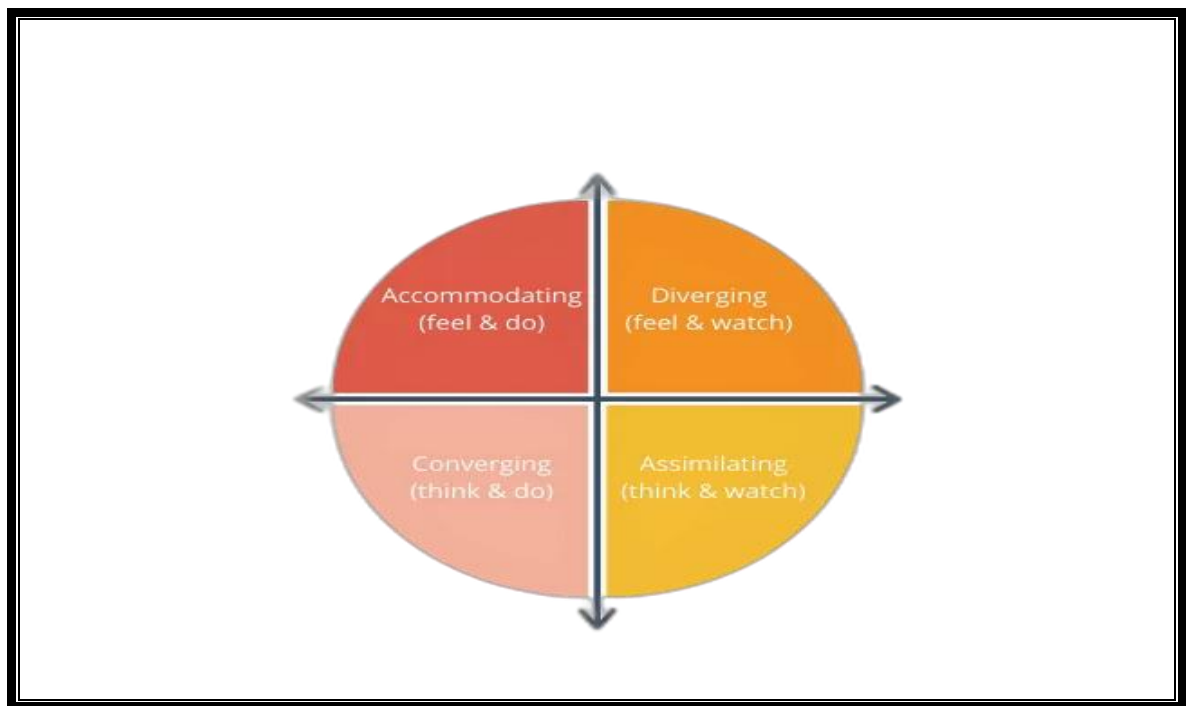

Figure 1Kolb's Learning Cycle

Experiential Learning can be defined as the one that combines direct experience with academic learning based on past exposures and knowledge. It requires active involvement and participation, encourages collaboration and exchange of ideas and perspectives. Experiential Learning makes learning relatable and

easy to understand. It provides them with opportunities to make connections between new concepts and existing ones. It results in effective learning and engages students in thinking, acquire problem solving skills and engage in decision making. It bridges theory to practical knowledge. This way lifelong learning is attained and clarity of concept is achieved.

The experiential skills are essential for success in the workforce, as employers value employees who have hands on experience, can think critically and make quick decisions. By practicing requisite skills during their studies, students are better prepared for the challenges they will face in their careers. Additionally, the ability to gather data through questionnaires and sampling is valuable in many fields, such as marketing and research. The university's commitment to providing vocational skill training shows that they understand the importance of preparing students not just academically, but also practically for their future careers. Overall, these experiences help students develop a well-rounded skill set that will serve them well throughout their lives. All of these activities are designed to provide students with a well-rounded education that goes beyond the classroom. By engaging with industry leaders, students gain practical experience and exposure to real-world challenges and opportunities. Field visits and museum trips allow them to see first and understand the concepts they learn in class, while excursions provide a chance for them to explore new places and cultures. Film screenings and documentary shows offer a unique way for students to learn about different topics, as they can see events unfold on screen rather than

just reading about them in textbooks. Cultural performances not only showcase the talents of students but also help foster an appreciation for the arts.

Overall, these experiences help prepare students for life beyond academics by providing them with a diverse range of skills and knowledge. They also help create a more engaging and enjoyable learning environment that encourages creativity, critical thinking, and personal growth. By encouraging research scholars to produce dissertations on various aspects of their own languages, literature, religious practices, and other cultural forms, the University is not only promoting academic excellence but also empowering students to take ownership of their cultural heritage. This approach helps to counteract the dominant narrative that often portrays marginalized communities in a negative light or as exotic "others." By allowing students to share their experiences and knowledge through academic research, they can challenge these stereotypes and present a more nuanced and accurate portrayal of their communities. This process also helps to preserve and promote cultural diversity, which is essential for creating a more inclusive society. Ultimately, by empowering students to take charge of the narratives about their communities, the University is helping to create a more equitable and just world. This approach to education is a refreshing departure from the traditional classroom setting, where students are often taught theoretical concepts without any practical application.

With Professors of Practice, students have the opportunity to learn directly from experts who have spent their entire lives mastering a particular skill or knowledge area. Professors of Practice constitute another pedagogic novelty at KISS-DU. Appointed as faculty, these fourteen resource persons, masters of a particular branch of tribal knowledge practice, with, however, no formal university degree, teach the students various aspects of their expertise, such as tribal languages, songs, and dances, shawl weaving or healing practices in an informal and wholly experiential manner. Moreover, this approach is particularly well-suited for teaching tribal knowledge and practices, which are often passed down through generations via oral tradition and experiential learning. By bringing in these experts as faculty members, KISS-DU is not only preserving these valuable cultural traditions but also providing its students with a unique and enriching educational experience.

Of course, there may be some challenges associated with this approach. For example, it may be difficult to assess student learning outcomes in a wholly experiential setting. However, by supplementing these experiences with more traditional classroom instruction and assessments, KISS-DU can ensure that its students are receiving a well-rounded education that prepares them for success in their chosen fields.

The direct tools are constituted of the tools such as university examinations, internal tests, assignments, laboratory/field works, internship, projects ,etc. These reflect the programme specific outcomes and course outcomes of the students very well. The internal assessment and tutorial classes help the teachers evaluate the learning outcomes, and the examination questions are also set to assess and evaluate the learning outcomes. However, it is important to note that these direct tools only provide a limited view of the students' overall learning experience. They do not capture the soft skills and transferable skills that are equally important for students' success in their future careers. These skills include critical thinking, problem-solving, communication, teamwork, and leadership. Therefore, it is essential to incorporate indirect tools such as peer evaluations, self-assessments, reflective journals, and feedback from industry experts to assess and evaluate these soft skills. These indirect tools provide a more holistic view of the students' learning outcomes and help them develop into well-rounded individuals. Moreover, it is crucial to continuously review and update the assessment methods to ensure they align with the changing needs of the industry and society. This will help prepare students for the challenges they may face in their future careers. Hence, while direct tools such as examinations and assignments are essential for assessing programme-specific outcomes and course outcomes, incorporating indirect tools such as peer evaluations and self-assessments can assess the holistic attainment of the academic objectives.

Programme Outcomes

Moral and Ethical Values

(i) Develops ability to recognise different value systems, solve dilemmas, identify unethical behaviour, falsification, and manipulation of information; and take decisions which are ethical from the perspective of others viz. People, judiciary, sovereign etc.

ii) Enhances self-management and help in becoming an effective citizen and participate in civic life through volunteering, elicit views of others, mediate disagreements and help reach conclusions in group settings.

(iii) Motivates to learn the character traits: viz., courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, respect for the environment, spiritualism, patience, creativity, loyalty, perseverance, and virtue.

Disciplinary Knowledge

Builds capability of executing comprehensive knowledge including the '2030 Agenda for Sustainable Development' of United Nations and understanding of different disciplines of knowledge.

Communication Skills

Improves ability to speak, read, write, listen and understand clearly in person or through electronic media and make meaning of the world by connecting people, ideas, books, media and technology.

Critical Thinking

(i) Helps to engage in reflective and independent thinking by understanding the concepts in every area of knowledge; and take informed actions after identifying the assumptions that frame their thinking and actions, checking out the degree to which these assumptions are accurate and valid and looking at ideas and decisions from different perspectives.

(ii) Improves ability to examine the results and apply them to various problems appearing in different branches of application.

(iii) Provides with the ability to understand what to do, why to do, why that is important to do and understanding consequences of such actions.

Problem solving and Analytical Reasoning

(i)   Develops ability to deduce a problem and apply the class room learning into practice to offer a solution for the same;

(ii)   Improves capabilities to analyze and synthesize any data and derive inferences for valid conclusion;

(iii)   Helps to comprehend solutions to solve problems originating in the diverse practical areas

Research Related Skills

(i)   Creates ability to search for, locate, extract, organise, evaluate, and use or present information that is relevant to a particular topic;

(ii)   Inculcates ability to identify the research gaps and developments in various branches of knowledge.

Cooperation and Teamwork

Conveys ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.

Digital Literacy

Develops capability to use various technical ICT tools for exploring, analysing, and using the information for different purposes of study, research and applications.

Experiential and Life long Learning

    (i) Improves ability to work independently in diverse projects and ensure detailed study of various facets of learning.

(ii) Students are expected to gain knowledge and learn new skills and acquire the capability of self paced and self directed learning throughout life resulting in personal development and career advancement.

(iii) Students would seek hands-on learning to perform in the real world by acquiring knowledge, skills and attitude, so that they will be able to present them effectively to their employers.

Leadership Qualities

Students are infused with qualities like high integrity, accountable for actions, sense of empathy, humanity, resilience, positivity, influencing and a vision. They are trained to get engaged in professional behaviour and have the potential to be take leadership roles in their chosen occupations or careers and communities.

Professional and Decision Making Skills

(i)   Infuses skills that would demonstrate what they are capable of contributing to their job role and fulfil duties of the position they would seek.

(ii)   Develops ability to achieve professional integrity and professional behavior, as well as the skills and attitudes necessary to plan for one's career and to stay current in this dynamic world.

(iii)   Prepares to show proficiency in choosing between two or more alternatives and be able to defend with right points of contact involved in the appropriate situation.

Environment Awareness and Sustainability

Prepares the students to understand the issues of environment trends and would endeavor for their lasting solutions.

Figure 2Professor of Practice's Training Session

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