



Policy on Student Centric Approaches of Mahatma Gandhi University

“The difference between what we do and what we are capable of doing would suffice to solve most of the world’s problems”

--Mahatma Gandhi---

Mahatma Gandhi University, one of the major Universities in Kerala, is a premier educational institution that strives to fulfill the higher educational needs of the people from Central Kerala, India. The Institution offers a large number of programmes at the Undergraduate, Postgraduate, M Phil and Doctoral levels. The Mahatma Gandhi University envisions the graduates to achieve the programme outcomes and programme specific outcomes. Considering the diversity of the student population and their varied learning needs, the university felt the need for employing student centric approaches in facilitating learning.

The Policy on Student Centric Approaches of Mahatma Gandhi University promotes best practice and establishes consistency in teaching and learning across the whole University. It aims to ensure that all Learners are provided with high quality learning experiences, leading to a consistently high level of Learner achievement and attitude.

Student-centric Approaches of Mahatma Gandhi University focuses on four core aspects of the learner:

- each learner is unique, with individual Strengths, Challenges, Aspirations and Interests
- each learner has unbound potential that unfolds in its own way and pace
- each learner has an innate desire to learn and the system in place should help them channel their energy and focus
- learning can happen Anywhere and Anytime and isn’t restricted to Classrooms

Objectives of Student Centric Approaches

- To help learners set their goals for autonomous assignments
- To help learners become acquainted with new material in their unique ways
- To eventually increase the amount of control (for learners) over assignments and new learning areas
- To ensure that there is room for discussion and collaboration among learners
- To ask teachers to shift from a Leading to a Facilitating Role

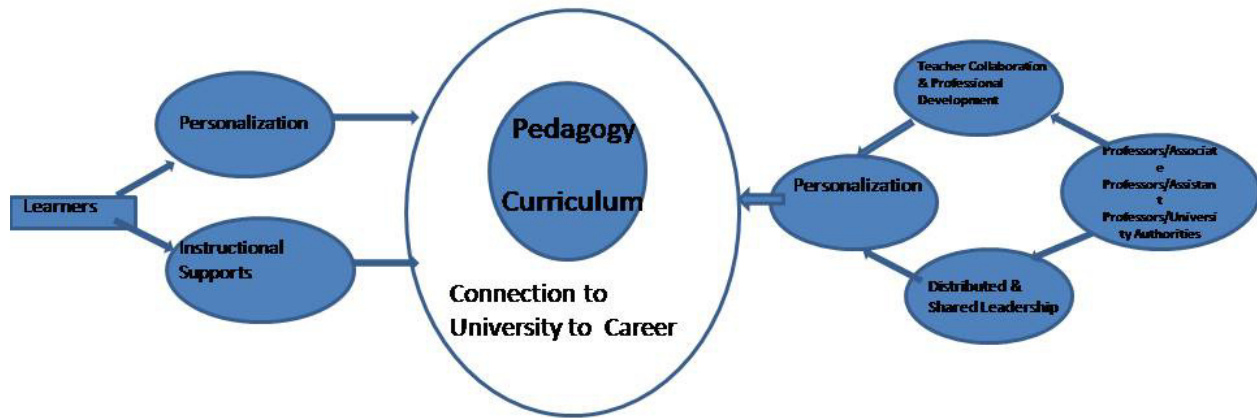
- To give Learner engagement a top Priority
- To take advantage of available resources such as technology
- To focus on strengthening the student-Teacher Relationship
- To ensure that every learner gets equal opportunities and access to resources
- To make sure that there are checks and balances to review and monitor progress

Meaning of Student-Centric Approach

Student-centric approach, also known as learner-centered approach, encompasses teaching methods that shift focus from teachers to students. It's a fresh way of seeing, thinking about and acting on educational methods. It aims to develop autonomy as it puts the onus of learning on students. In other words, they take responsibility for their own learning journeys and are active agents of change in the process.

Student-centered approach focus on the needs of students both slow learners and advance learners developing pathways to connect with their futures in a number of meaningful ways. such as :

- provision of rich and relevant curricula that connect to the world across the globe,
- engaging pedagogy that offers opportunities for deeper learning and addresses students' specific learning needs,
- authentic and transparent assessments that evaluate and guide teaching and learning,
- instructional supports that enable success,
- personalization of the educational process, and
- continuous problem-solving and improvement driven by collaborative teacher learning and decision making



Student Cetered Approach

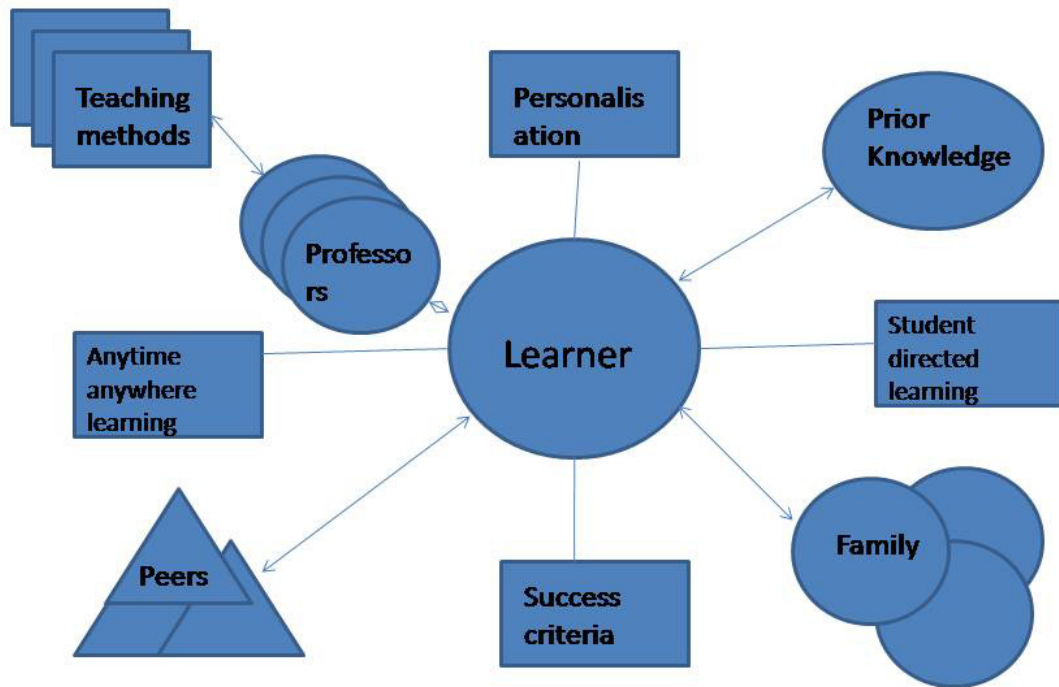
The American Psychological Association divides Learner-Centered Teaching into five domains:

1. The knowledge base. The conclusive result of decades of research on knowledge base is that what a student already knows largely determines what new information he attends to, how he organizes and represents new information, and how he filters new experiences, and even what he determines to be important or relevant. (Alexander & Murphy, 2000)
2. Strategic processing and executive control. The ability to reflect on and regulate one's thoughts and behaviors is an essential aspect of learning. Successful students are actively involved in their own learning, monitor their thinking, think about their learning, and assume responsibility for their own learning (Lambert & McCombs, 2000)
3. Motivation and affect. The benefits of learner-centered education include increased motivation for learning and greater satisfaction with school; both of these outcomes lead to greater achievement. Personal involvement, intrinsic motivation, personal commitment, confidence in one's abilities to succeed, and a perception of control over learning lead to more learning and higher achievement in school. (Alexander & Murphy, 2000)
4. Development and individual differences. Individuals progress through various common stages of development, influenced by both inherited and environmental factors.
5. Situation or context. Theories of learning that highlight the roles of active engagement and social interaction in the students' own construction of knowledge. Many environmental factors

including how the teacher teaches, and how actively engaged the student is in the learning process positively or negatively influence how much and what students learn (Lambert & McCombs, 2000).

Student Centric Approach Policy of Mahatma Gandhi University

The policy framed by Mahatma Gandhi University clearly focuses on the overall development individual learner. For this University strictly follows Outcome based Curriculum (Learning outcomes developed based on revised Blooms taxonomy), Students centric methods (Experiential learning, participative learning and problem solving methodologies), Technology enabled learning is implemented through blended learning approach. Teaching learning process is enhanced strictly following revised Blooms taxonomy. To ensure anytime anywhere learning learners are encouraged to take MOOC programmes.



Student Centered Approach

The student centric approaches envisaged by Mahatma Gandhi University are organized as learning, teaching, planning, methods, inclusion, assessment, record keeping and reporting.

A. Learning

At **Mahatma Gandhi University**, each and every Schools/Departments/Centers should focus their learners

- to form positive relationships with their teacher, peers and other members of the school community;
- to have clear direction and are praised for all the good things that they do;
- to actively involve in their learning at an appropriate level to match their learning needs
- to have appropriately challenging learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- to work in a safe, caring, supportive and stimulating learning environment
- to have well structured learning environment
- to have effective differentiation in learning
- to address addresses appropriate and pertinent aspects for future development
- to acquire the graduate attributes of the Mahatma Gandhi University in aiding the development as future effective citizens;
- to enable appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

B. Teaching

At **Mahatma Gandhi University**, each and every Schools/Departments/Centers teachers should

- Form positive relationships with the learners
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Demonstrate effective lesson organization
- Plan modules effectively which take learners prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all learners
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application
- Ensure that effective direction and support is given in order that the Learners make good progress
- Develop and sustain good links and focused communication with parents/carers in order to support the Learners learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Effectively assess and monitor Learners progress in order that they can extend children's learning both within individual lessons and over time
- Use resources and technology effectively to support learning
- Develop the range of reading skills required to access all the curriculum effectively
- Use evaluation effectively to gauge and extend the attainment of learning outcomes
- be reflective in their professional practice

- Ensure that they are equipped with the necessary skills, resources and knowledge needed in order to provide the learners with the best possible learning experiences both in class and when undertaking interventions.
- Conduct regular self appraisal and periodically update their knowledge and skill

C. Planning

At **Mahatma Gandhi University**, each and every Schools/Departments/Centers teachers should

- Insist on high expectations of learning and social behaviours
- Use formal and on-going assessments in order to determine where the Learners are in their learning and their next steps;
- Establish a clear programme specific outcomes and course outcomes.
- Contextualise learning either by making it relevant to the lives and/or interests of the Learner, and where appropriate making cross curricular links
- Plan an appropriate structure of differentiated activities that will enable the Learners to engage in their learning and meet the learning ensuring maximum learning opportunities and catering for all learning styles.
- Inform the Learners of the programme specific outcomes and course outcomes
- Use resources which stimulate, sustain and support Learners learning;
- Develop an academic calendar considering the pace of the learner
- Include all Learners actively involved and engaged in their learning;
- Have high expectations of Learner in terms of attaining their programme outcome
- Have a wide range of assessment strategies which are used by both the Learner and the teacher;
- Provide differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- provide opportunities for the learner to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- have ample provisions for Learners receiving positive and diagnostic feedback about their effort and their learning;
- have time frames for Learners to complete activities
- have a purposeful learning atmosphere dependent on the task the learner is completing.
- make assessments which will inform future learning
- provide the learner with positive and diagnostic feedback about their effort and work;
- modify of course plan and instructional plan if needed
- revise the plan at regular intervals based on feedback

D. Student Centric Methods

At **Mahatma Gandhi University**, each and every Schools/Departments/Centers, teachers should

- use Experiential learning such as Research Projects, Campus entrepreneurship/incubators, Case studies, Cooperative education, Field Experience, Industry or community research projects, Interactive simulations, Internships , Labs, Performance Based learning, Practica

or Placements , Service Learning. (Based on the subject of specialization individual needs of the learner each professor can select the apt methods for their teaching or a professor can add suitable methods in this category)

- Use Participatory learning like Brainstorming, Wall writing, Buzz groups, Newspapers and media, Role play, Open Space technology, Future workshops, Silent discussion, Digital Storytelling(Based on the subject of specialization individual needs of the learner each professor can select the apt methods for their teaching or a professor can add suitable methods in this category)
- Use Problem solving Methodologies like Analytical Problem Solving Approach, Creative Problem solving, Six sigma(Based on the subject of specialization individual needs of the learner each professor can select the apt methods for their teaching or a professor can add suitable methods in this category)
- Use Blended learning like Blended face-to-face class, Blended online class, The flipped classroom, The rotation model, The self-blend model, The blended MOOC.(Based on the subject of specialization individual needs of the learner each professor can select the apt methods for their teaching or a professor can add suitable methods in this category)

E. Assessment, Record Keeping and Reporting

At Mahatma Gandhi University, each and every Schools/Departments/Centers, teachers should

- Evaluate whether all the learner or groups of learner achieved the course outcomes
- Reflect on which parts of the lesson went well, which parts were the learner most engaged in; and which parts of the lesson did not go so well and why;
- Reflect on whether the work needs to be revisited at the start of the next lesson or does the course outcome need to be completely revisited again;
- Analyse the learner's progress and make a participatory future plan
- Learners standards and achievements across the curriculum are assessed in line with the Credit and Semester System(CSS).
- Assessments are used diagnostically by teachers to evaluate learning
- Assessment information across the curriculum; both standards and achievements, are shared with learners/parents/carers
- Summative Assessment

The Universities arrangements for formal assessments throughout the year are outlined in the CSS. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.

- Formative Assessment

Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:

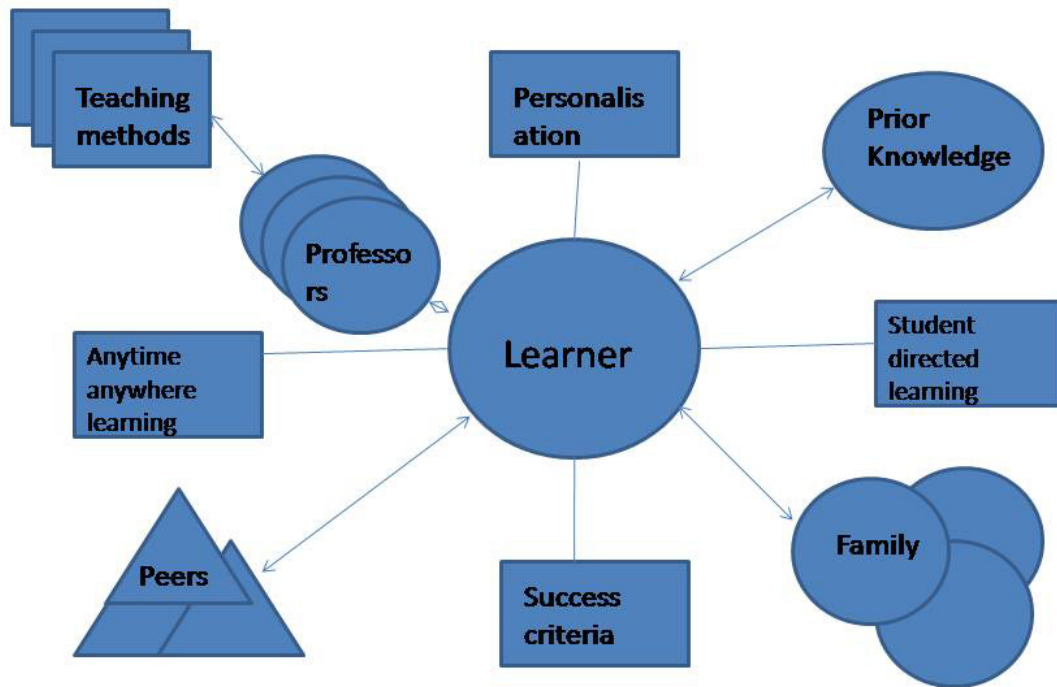
Policy on Student Centric Approaches of Mahatma Gandhi University

- Recap of previous knowledge at the start of lessons;
 - teacher observation of learner's responses to questions;
 - teacher observation of learner on task;
 - Use of steps to success against learning;
 - Continuous feedback throughout the lesson;
 - Self and peer assessment;
 - Plenary activities;
 - Marking linked to learning and steps to success and giving indicators for improvement of work.
- Records are kept of all summative assessments undertaken and of other assessments throughout the year.

F. Inclusion

At **Mahatma Gandhi University**, each and every Schools/Departments/Centers teachers should

- Consider Inclusion is about every learner having educational needs that are special and the Schools/Departments/Centers meeting these diverse needs in order to ensure the active participation and progress of all learner in their learning.
- Successful inclusive provision at Mahatma Gandhi University is seen as the responsibility of the whole University community, permeating all aspects of university life and applicable to all learners.
- Know that all staff of the university will actively support all learners to reach their potential regardless of academic ability, race, gender or age.
- learners who receive additional or extra support, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all learners to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.



Monitoring and Review

- The Mahatma Gandhi University higher authorities will monitor the effectiveness of this policy throughout the academic year. The Head of the department of Schools/Departments/Centers will report to the Mahatma Gandhi University higher authorities on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Each and every Schools/Departments/Centers of the University should keep and maintain the following records.

1. **Check list on Student Centric Methods**(Appended as appendix I)
Should be kept at Schools/Departments/Centers Office and a copy must be kept by the Professors
2. **Student Self Evaluation Scale**(Appended as appendix II)
Should be kept at Schools/Departments/Centers Office and a copy must be kept by the Professors

Appendix I: Check list on Student Centric Methods

Name of the Schools/Departments/Centers:

Name of the Teacher:

Period:

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STUDENT CENTRIC METHODS, SUCH AS EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING LEARNING METHODOLOGIES ARE USED FOR ENHANCING LEARNING EXPERIENCES.		
I	Experiential learning	Put ' yes' if the method is/are used by any of the faculty members in your School/Department.
	1. Research Projects	
	2. Campus entrepreneurship/incubators	
	3. Case studies	
	4. Cooperative education	
	5. Field Experience	
	6. Industry or community research projects	
	7. Interactive simulations	
	8. Internships	
	9. Labs	
	10. Performance Based learning	
	11. Practica or Placements	
	12. Service Learning	
	13.	
II	Participatory learning	
	1. Brainstorming	
	2. Wall writing	
	3. Buzz groups	
	4. Newspapers and media	
	5. Role play	
	6. Open Space technology (Open Space Technology is a method used to organise sessions/events aiming to generate concrete collective ideas and proposals concerning a specific issue relevant for the community)	
	7. Future workshopes	
	8. Silent discussion (This method uses writing and	

	silence as tools to help young people explore a topic.)	
	9. Digital Storytelling	
	10.	
III	Problem solving Methodologies	Put ' yes' if the method is/are used by any of the faculty members in your School/Department.
	1. Analytical Problem Solving Approach	
	2. Creative Problem solving	
	3. Six sigma	
	4.	
IV	Blended learning	Put ' yes' if the method is/are used by any of the faculty members in your School/Department.
	1. Blended face-to-face class	
	2. Blended online class	
	3. The flipped classroom	
	4. The rotation model	
	5. The self-blend model	
	6. The blended MOOC	
	7. Flexible-mode courses	
	8.	

Prepare a Brief note on the above

Appendix II: Student Self Evaluation Scale

Name of the Schools/Departments/Centers:

Name of the Learner:

Period:

Sl.no	Statements	Always	Sometimes	Never
1	Be motivated and ready to learn at every opportunity.			
2	Be willing to face a challenge			
3	Listen carefully and work well (with others and on my own)			
4	Think carefully and use the skills and knowledge I already have			
5	To recognise positive learning behaviours in themselves.			
6	To recognise positive learning behaviours in themselves.			
7	To recognise positive learning behaviours in others			
8	To identify skills to use			

	when learning becomes difficult.			
9	To evaluate their own learning and identify what can be done differently next time. To be able to work collaboratively with their peers.			
11	To articulate their learning clearly.			
12	Understand what I have learnt and know my next target			
13	Think about what I have learnt			
14	I could attain my course outcomes			
15	Teaching methods were appropriate for my learning needs			

Action taken