2.9

2.3.1(QIM):-Student-centric methods are used for enhancing learning experiences by:

- Experiential learning
- Integrated/Inter-disciplinary learning
- Participatory learning
- Problem-solving methodologies
- Self-directed learning
- Patient-centric and Evidence-based learning
- The Humanities
- Project-based learning
- Role play

Response to be provided within 500 words

Data Requirement:List of student-centric methods used for enhancing learning experiences Any other relevant information

Documents are attached:



Malwanchal University Indore (M.P.)

INDEX



Department of Physiotherapy & Paramedical Sciences Malwanchal University, Indore

Academic Session 2023-24

- 2.3.1 Student-centric methods are used for enhancing learning experiences by:
 - Experiential learning
 - Integrated/Inter-disciplinary learning
 - Participatory learning
 - Problem-solving methodologies
 - Self-directed learning
 - Patient-centric and Evidence-based learning
 - The Humanities
 - Project-based learning
 - Role play

Response:

Student-centric methods are used for enhancing learning experiences by:

We believe in the adoption of students centric methods to enhance student involvement as a part of participative learning and problem solving methodology. Teachers play a role of facilitator. Role Plays, Team works, Debates, Seminar, and Assignments, Leading in camps, Intercollege Competition, Quizzes and case studies. Specifically Students centric Teaching Methods are reflected in project work, Field Visit, & guest lectures. Student's centric methodology includes:

1. Experiential Learning- It is a learning that supports students in applying their knowledge and conceptual understanding to real-world problems or authentic situations where the instructor directs and facilitates learning.

1.1 Project work

1) Mini project-small project MPT. MMLT curriculum to understand given to students during their BPT, BMLT, IND in depth

2) Major Projects -this is an essential element in the form of Internship PRINCIPAL

HERAPY& P

- **1.2 Field Visits** Faculty identifies and proposes academically significant Field visits and Surveys.
- **1.3 Guest Lecture -** Guest lecture by eminent experts from other medical college and multispecialty hospital are organized to supplement the teaching process and provide experiential learning.
- **2. Integrated/Inter-disciplinary learning-** Integrated curriculum offersenjoyable learning experiences i.e. better understanding of the different aspect of same system at a time leading to students' satisfaction with the educational environment.

3. Participated Learning

- **3.1 Role play -** Teachers adopt role play method to supplement Teaching by way of participative learning
- **3.2 Team work-** Departments organize student's activities like camps, physio help services on field to promote the spirit of Team work.
- **3.3 Debates:** Debates are followed in many of the subjects where students are required to come with different opinions, thought processes thus the learning process gets justified in the argue-mental way of learning.
- **3.3 Discussion -** Guided discussions are facilitated in every subjects as it makes the students to think wide and participate in coming up with the opinions & suggestions to check their current knowledge.
- **3.4 Quizzes** Quizzes are conducted by subject teachers in all UG and PG programmes

3.5 Research Activities- Research activities are conducted for streams (MPT Neurology, MPT Othopedics, MPT Sports, MPT Cardiothoracic) (MMLT Hematolog MMLT Microbiology, MMLT Biochemistry, MMLT Histopathology under the gurdance of Professors where the students of get knowledge about emerging area an and help them to promote in Researchvanchal aptitude.

Registration Manual Charlet (M.P.)

HERAPY&

PRINCIPA

4. Problem solving Methodology for MPT, MMLT.

- **4.1 Case studies -** Case study method is adopted in teaching learning process to make the students have logical thinking and practical knowledge to develop problem solving ability.
- **4.2. Analysis and Reasoning -** many questions in examination are based on analysis and reasoning.

Self-directed learning- SDL makes the learner active participant, promotes deep learning, collaborative learning and critical thinking

Patient-centric and Evidence-based learning- Early clinical exposure, clinical posting of students promotes learning with the ultimate aim of promoting professionalism of the Physiotherapy and Paramedical student.

Humanity- Health awareness camp organized in rural areas helps the student's t to learn how to work for Social and community welfare and development of humanity.

PRINCIPAL SCIENT INDORE * STORY

Registrar
Malwanchal University
Indore (M.P.)