



Criteria - 2

Teaching-learning & Evaluation

‘Catering to Student Diversity’

2.3.1: Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching and learning process

Additional information

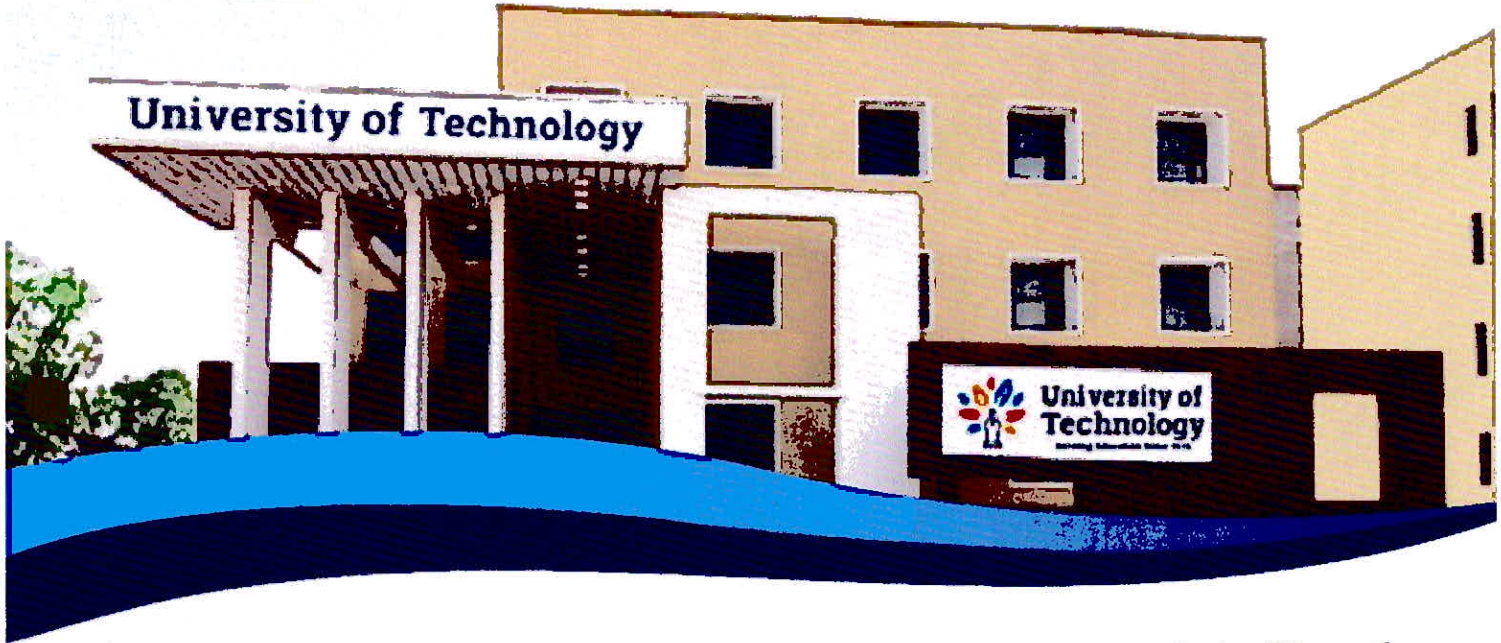
S.no	Additional Information	Link
1	Student Centric Teaching Learning Methodology	https://iqac.uot.edu.in/datafiles/criteria-2/2.3.1/Student-centric-teaching-and-learning-methodology.pdf



University of Technology

Serving Education Since 1976

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Rajasthan 303903



1st Cycle

Assessment & Accreditation by NAAC

Criterion - II

TEACHING LEARNING AND EVALUATION

2.3.1

Student-Centric Teaching and Learning Methodologies

(Geotagged Photos in any other relevant information link)





**University of
Technology**
Serving Education Since 1976

Established by Rajasthan State Legislature Act No. 28 of 2017
Empowered under section 2(f) of UGC Act 1956 to award Degrees, Diplomas and Certificates
Sponsoring Body Deepshikha Kala Sansthan Reg. No. 307 / 76-77



Criterion-2 (Teaching-Learning and Evaluation)

Student-Centric Teaching and Learning Methodologies


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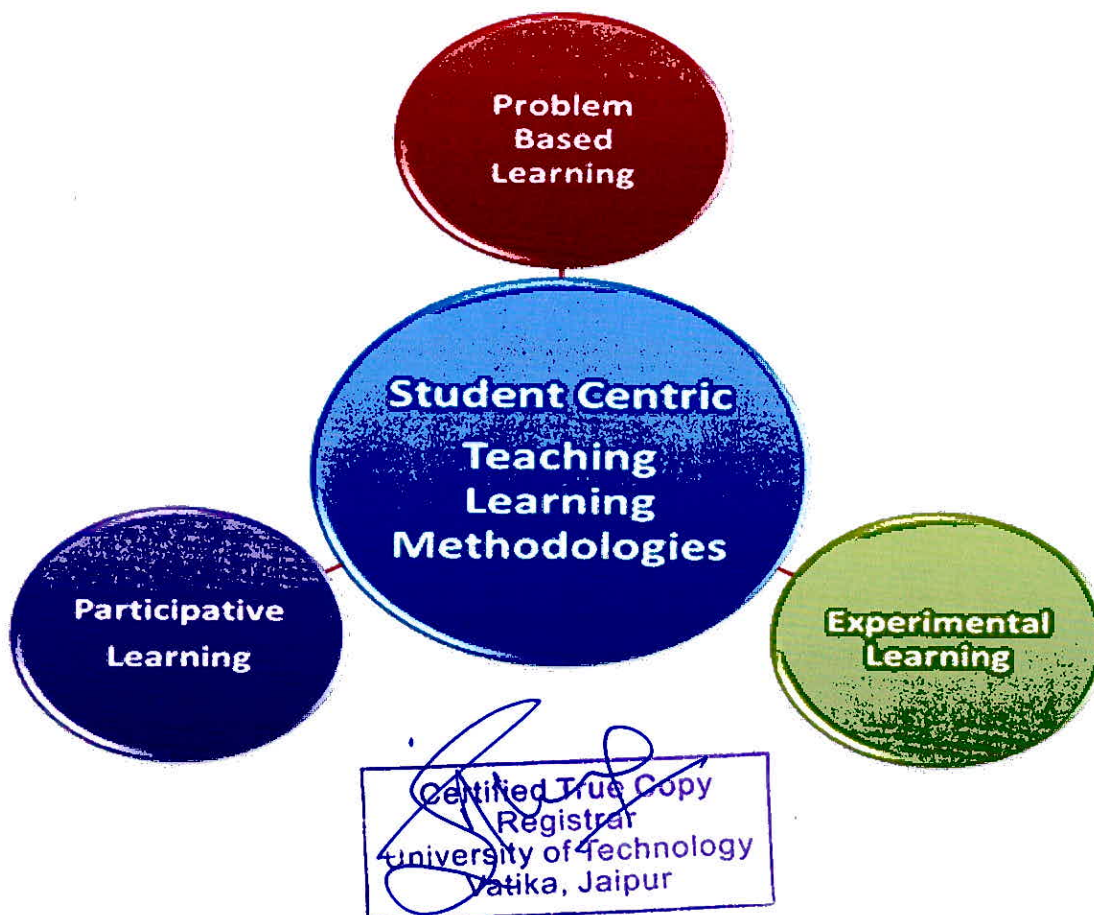
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Student-Centric Teaching and Learning Methodologies

At the University of Technology, we prioritize the holistic development of our students through innovative teaching and learning strategies. Our commitment is to cultivate ideal citizens equipped with essential competencies—academic, emotional, spiritual, and humanitarian—necessary for the challenges of the new millennium. Our curricula are thoughtfully designed to seamlessly integrate these competencies into the learning experience.





Systematic Methodologies

Our teaching methodologies focus on grooming responsible professionals with strong knowledge bases, skills, and a positive attitude towards the environment. We align our curricula with industry requirements and evolving dynamics, emphasizing student-centric activities where teachers act as facilitators, allowing students to gain hands-on experience. All activities are outcome-based, with clear rubrics for accurate evaluation.

Problem-Based Learning

All undergraduate and postgraduate students engage in project-based learning that emphasizes measurable outcomes. Students identify their own problems, propose tentative solutions, and establish timelines in collaboration with faculty mentors, who support them throughout the process. Our approach includes:

- Courses offered in Problem-Based Learning (PBL) mode.
- Participation in hackathons.
- Involvement in real-life technical challenges.
- Seed funding for prototype development.
- Engagement in national and international projects.
- Support from the University's Innovation and Incubation Center (IIC) for viable student proposals.
- Opportunities to participate in international events.

Experiential Learning

We encourage hands-on activities that provide real-life experiences, including:

- Laboratory visits.
- On-the-job training and workshops.
- Internships with industry experts.
- Apprenticeships with leading professionals.
- Field trips to centers of excellence.

Participative Learning

Students collaborate with peers from various disciplines and institutions, fostering teamwork and diverse skill sets through:

- Peer tutoring and group learning.
- Poster and group presentations.

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- Attendance at seminars and conferences.
- Participation in collaborative projects.

Academic Process

Teaching and learning at the University of Technology revolve around outcome-based activities. Our student-centric methodologies—Problem-Based Learning, Experiential Learning, and Participative Learning—are meticulously designed with clear course objectives aligned to program goals. We empower students to express their understanding in various formats, supported by tailored rubrics for each activity.

Stepwise Academic Plan

Our Departmental Academic Committee (DAC) oversees academic processes, including:

- Finalizing the academic calendar and planning events.
- Assigning internship coordinators to facilitate timely industry connections.
- Establishing grievance committees for student support.
- Planning co-curricular activities that complement academic learning.
- Conducting regular reviews to monitor student performance and implement remedial measures when necessary.

Through these initiatives, we aim to foster an engaging, supportive, and collaborative learning environment that equips students to excel both academically and professionally.


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