

Key Indicator - 2.3 Teaching- Learning Process (70)

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning.

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Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 500 words.

Experiential learning

- The student teachers are given experiential learning by different resources like demo and practice lesson for microteaching as well as practice teaching in schools. Students are given opportunities to go in real classroom circumstances and do their Practice teaching and Internship under the observation of their teacher Educators.
- Depending upon the nature, involvement and expectations of the students, the prospective teachers are free to employ any type of pedagogy which will ensure fruitful learning.
- Institution takes the students for field visit at Nehru Science Centre, and conducted activities like Gallery walk, Role play, discussions and debates on contemporary issues. This training gave the student's hands-on training for respective work areas.
- These are opportunities for the students to put what they have learned in the classroom into practice. These activities are built on the principles of experiential and collaborative learning.

Participative learning

- **Our College is applying involved thinking out how to desire students to be effectually accompanying with the course.**
- The associated member learning approaches like Group Discussion and presentation, workshops, , Assignment, Quiz, Action research, role-play are applied.

Problem solving methodologies

- Our college uses the problem solving method to help our students LIFE SKILLS like, problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self- awareness building skills, empathy, and coping with stress and emotions.
- This methodology is existence successfully used in fields together with sociology, philosophy psychology, ICT, and pedagogy of school subjects to improve student learning experiences.
- The institution has engaged into a number of collaborative arrangements/memorandums of understanding (MOUs) with a number of educational institutes to promote joint-projects and academic activities such as seminars, conferences, lectures, and other exchange efforts.
- The institution has entered into a number of cooperative agreements/memorandums of understanding (MOUs) with a number of educational institutes in order to develop

joint-projects and academic activities like seminars, conferences, lectures, and other exchange initiatives.

Brain storming

- The teacher educators support the student teachers' participation in the open exchange of ideas by encouraging them to concentrate on a particular subject during theory lessons.
- Students first create a small group. In order to sit in a group, they are approached and offered a certain problem or argument. Group members are then asked to consider the issue and share their thoughts with the teacher, who is acting as the group's leader. It is suggested that they seek out as many options as possible for the issue. They are instructed to refrain from criticizing other people's ideas, but they are free to take them into account. Even if their ideas seem out of the ordinary and unconventional, students are encouraged to submit suggestions without reservation.
- **Focused group discussion**
- This method entails bringing together students from related academic fields, such as science and the arts, to discuss a particular subject of interest. They are questioned about their perceptions, attitudes, beliefs, opinions, or ideas in this type of qualitative research. Participants are permitted to converse with other group members during focus group talks, which, in contrast to other research methodologies, promotes conversation amongst participants. It often entails a small group interview with 10 to 14 students, on average. A teacher guides the debate, which is freely structured and covers a range of interesting subjects.

Online mode

- All instructors' use the You tube application to instruct in their specific fields. All students can communicate with teachers about a variety of topics in a Whats App group that has been developed for this purpose.
- The only teaching method available to pupils during the Covid-19 pandemic was online.
- Internet facility is available in the library to facilitate accessing e-resources by students Journal Reflections Seminars/ Workshops/ Paper presentations using digital resources. In order to nurture creativity and critical thinking, the students are also encouraged to participate in online inter-collegiate events and competitions

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- Course wise details of modes of teaching learning adopted during last completed academic year in each programme

Name of the Programme	Online Mode	Offline Mode	Kind of ICT used as a support
B.Ed. I Year And B.Ed II Year	On line through Google meet, Online board, Webex platform, You tube channel,	Direct instructions indirect instructions, experiential learning, interdisciplinary approach, constructivist peer learning, classes approach, learning. cooperative demonstrations, discussions, lectures, learning techniques, questioning, ICT enabled teaching and learning, Talks by expert tutorials, collaborative brainstorming, internship in schools	Smart Boards, , LCD Projectors, Wireless / collar mike system with, Laptops, Use Video Resources, Online Classes via Google meet

- Any other relevant information

Internship in School





Gallery Walk



Group Activity

