2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning

B.Ed. -SEMESTER 1

Learning experiences provide are:

Pupil-Centric, Experience-Based, Activity-Infused, Discovery-Promoting, Digitally Enriched, and

Community Oriented.

Major modes of learning are B.Ed. and M. Ed. the following:

Individual seminar- Students present seminars that end with interactive discussions.

Jigsaw group seminars- A team presents various aspects of a topic and the same ends with

question and answer.

Projects- Student select a project according to their interest and go deep into the topic in the

4thsemester.

Problem Based Practicums related to education are done by each student.

Visits to special schools- The students conduct visits to special schools and rehabilitation homes and conduct cultural programmes and undertake cleaning activities.

Online and Offline Assignments- Students prepare online and offline assignments which fosters self-enquiry and learning to learn.

Brain storming discussions- Debatable aspects of the syllabus are transmitted through small group discussions.

Team teaching- A group of two or three teachers conduct shared classes during teaching practice.

Think Pair Share- A collaborative mode of offering a topic and sharing ideas in pairs.

Cloud based LMS- Google classroom is used for cloud-based learning and teaching where class scheduling resource sharing, and submission of student work is conducted online.

National Level Tours are conducted to develop patriotism.

E-Content Preparation- Students prepare multimedia base short learning objects and assistance is given in video shoot and audio- video editing.

Digital Textbook Preparation- Students prepare digital textbooks with multimedia inputs.

Video recorded Microteaching sessions- Microteaching sessions are video recorded which is

followed by video analysis.

Link Practices- Link practices Integrating two or three skills are conducted before the

commencement of real classes.

Video Analysis- Popular classes in YouTube and various channels like VICTERS are also

organized.

Remedial teaching- Peer teaching and question paper discussions are providing videos of previous question paper and answer analysis are provided for remedial teaching.

Videos in YouTube channels- Videos are uploaded in channels of the college, classroom and

individual teachers for learning and revision.

Focus group discussion- Qualitative method of focus group discussion is done by researchers, PG and UG students

Research scholars’ weekly thematic presentations- Every Tuesday there is a concept

presentation by two research scholars.

Thesis work- Post graduate students conduct a research study and submits the dissertation.

Twinning work- Post graduate students conduct twinning programme with a special school.

The above strategies are used depending on subject, person, context, classroom climate, etc., possible permutations-combinations would have done in each classroom with the recent on-line shift happened from early 2020, more focus shift done towards Web 2.0 tool and blended learning strategies. The various papers formulated during the Curriculum Revision exercise of B.Ed. have been supported by deeply contemplative and self-explanatory ‘Syllabus Grids’ which proposed a bunch of modern instructional strategies which are mainly co-operative, group investigatory and digitally rich. They act as a ready reckoner for the Preceptors and Student-Teachers to freely adopt and practice from a large collection of strategies.

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