



T.N. Agrawal Teachers' Training College

Harigaon, Ara, Bhojpur

(Recognised by ERC, NCTE, Bhubneshwar, Affiliated to Aryabhata Knowledge University, Patna)



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

Response:

College is ensuring student-centric methods like experiential learning, participatory learning, effective learning, group learning, and utility-based learning. Problem-solving method is widely adopted in the teaching-learning process. The following learning activities are organized by the college to make the learning activities more student-centric.

Experimental learning:

Our college is giving all students the occasion to assume a job as a teacher and have the insight of educating in the classroom. We are additionally promising students to coordinate projects at the departmental level. It is assisting the students with improving their insight, introduction abilities, and personality enhancement.

Problem-Solving Methodologies:

Case studies are provided to improve critical thinking, creativity, and problem-solving skills among students, and are asked to prepare project reports by various departments

Participant Learning:

Our College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercises, Assignments, Allocation, Quizzes, Case Studies, Projects, and so on.

Brainstorming as a teaching strategy:


First, a small group of students is formed. They are approached to sit in a group and are given a specific issue or point.

The teacher, as the group leader, then asks group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are told not to condemn others' thoughts however they are allowed to make considerations about others' thoughts. Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas.

Students` thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished.

Online mode:

Nearly all teachers are using Zoom App Classroom Application to teach their respective subjects. What's App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online mediums only.



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TEACHING LEARNING MODELS UTILIZED FOR BACHELOR OF EDUCATION(B.ED. COURSE)

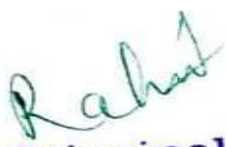
Depending on the classroom environment, the student teachers' readiness to learn, the types of lessons to be taught, and the innovations needed to guarantee the course learning outcome, the faculty members adopted various teaching methodologies for providing professional education to the institution's student teachers. The teaching-learning techniques primarily used for the institution's B.Ed. course in its first and second years are listed below.

Sl.No	Name of Paper	Modes of Transaction
First Year		
1	Childhood and Growing up	Eclectic Lecture, Buzz Group Discussion, Brain Storming, Filed report, assignment student-seminar, Power Presentation
2	Contemporary India and Education	Innovative Lectures, Seminar, Symposium, Panel Group Discussion, Field report, Assignments, Power Point Presentations
3	Learning and Teaching	Stimulation, Illustrative Lecture, Role Playing, Brain storming, discussion, Seminar, Power Point Presentation, Field Report and assignment
4	Language and Curriculum	Eclectic Lecture, Buzz Group Discussion, Brain Storming, Field report, assignment, student-seminar, Power Presentation
5	Understanding Disciplines and Subjects	Buzz Group Discussion, Demonstrations, Lecture, Seminar, Group Discussion, Field report and assignment
6	Gender School and Society	Case Study, Buzz Group Discussions, Demonstrations, Problem solving, Adoptive Lecture, Content Analysis, Seminar, Group Discussion, field report and Assignment
7 (A)	Pedagogy of a School Subject - I	Stimulation, Illustrative Lecture, Role Playing, Brain storming, Discussion, Seminar, Power Point Presentation, Field report and assignment
8	School Internship Programme-I(4 Weeks)	Supervision by the School Principal or Headmaster, Teaching Faculty

		and External Examiners, Peer Observation, Report Writing.
9	EPC- 1 (Critical Understanding of ICT)	Eclectic Lecture, Student-Seminar, Focus Group Discussion, Demonstration, Field report, LCD projection, Web surfing, Designation WBR were adopted.
10	EPC-2 (Drama and Art in Education)	Lectures, Lecture Cum Demonstration, Workshop schedule, Slide/Film Show, Project Work, Role play, Simulation, Field Visit and Group Work and its presentation, Art and Craft.
11	EPC-3 (Critical the Understanding of ICT)	Eclectic Lecture, Student-Seminar, Focus Group Discussion, Demonstration, Field report, LCD projection, Web surfing, Designation WBR were adopted.
Second Year		
1	Pedagogy of a School Subject - II	Stimulation, Illustrative Lecture, Role Playing, Brain storming, Discussion, Seminar, Power Point Presentation, Field report and assignment
2	Knowledge and Curriculum	Eclectic Lecture, Panel Group Discussion, building understanding discussion, field report, assignment, student- seminar, power presentation
3	Assessment for Learning	Panel Group Discussions, Demonstrations, Innovative Lecture, Seminar, Group Discussion and assignment
4	Creating an Inclusive Education	Innovative lecture, Seminar, Symposium, panel Group Discussion, assignment and Power point Presentation
5(OC-1)	Basic Education	Illustrated Lecture, Group Discussion, Case Study, Counselling Demonstrations and Field Visits.
5(OC-2)	Health, Yoga and Physical Education	Illustrated Lecture, Group Discussion, Case Study, Counselling Demonstrations and Field Visits.
5(OC-3)	Guidance and Counselling	Illustrated Lecture, Group Discussion, Interviews, Case Study, Counselling Demonstrations and Field Visits.
5(OC-4)	Environmental Education	Illustrated Lecture, Group Discussion, Case Study, Counselling Demonstrations and Field Visits.
5(OC-5)	Understanding School Management and Leadership	Illustrated Lecture, Group Discussion, Case Study, Counselling Demonstrations and Field Visits.
6	EPC-4 (Understanding the Self)	Lecture Cum Demonstration, Workshop schedule, Documentary

		Analysis, Journal writing, reading task, Project Work and Introspection.
7	Pre-Internship	Illustrated Lecture, Demonstration of Micro-Teaching Skills, Demonstration of Lesson Plan, Workshop, Role Play, Supervision by the teaching faculty and External Examiners, Simulation, Peer Observation, Report Writing.
8	School Internship Programme-II (16 Weeks)	Supervision by the School Principal or Headmaster, Teaching Faculty and External Examiners, Peer Observation, Report Writing.

Note: Depending on the diversity of students in the classroom and the course learning outcomes specified in the syllabus provided by the affiliating university, the teacher educator adopted the various modes of transaction listed above. The method of transaction is adaptable and changes as needed.


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