



PATTOM THANUPILLAI MEMORIAL COLLEGE OF EDUCATION

Maruthoorkonam, Kottukal P.O., Balaramapuram, Thiruvananthapuram, Kerala - 695501

Phone : 0471-2267420

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**Course wise details of modes of
teaching learning adopted during
last completed academic year
in each Programme**

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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COURSE WISE DETAILS OF MODES OF TEACHING LEARNING

Multiple Mode Approach to Teaching-Learning adopted by Teacher Educators during last completed academic year (2022-23)

SI. No.	Course	Mode of Teaching- Learning
1.	B.Ed. English	GENERAL SUBJECTS Meaningful Verbal Expression, Lecture-discussion, Group Discussion, Seminar, Debate, Fieldtrip, Co-operative Learning, Case Study, Self-Analysis, Seminars, Child Study, Strategy Designing, Action Research, Narrative Session, Direct Instruction, Verbal Interaction, Interactive Session, Assignment, Techno-lab activity, Documentation, Collaborative interaction, Brain storming, Online learning, Multimedia modes, Peer Group Instruction, Reflective Practices, Demonstration, Hands-on experience OPTIONAL SUBJECT. Narration, Anecdotes, Brain storming, Presentation, Group Discussion, Quiz, Peer tutorial, Invited Talks, Assigned Readings, watching video, correlating classroom activities, Direct Instruction, Individual and Collaborative Learning, Document Writing, Book critiquing, Workshop, Demonstration Classes, Peer observation, Guidance, Lectures, Task-related discussion, videography, Display of specimen aids.
2.	B.Ed. Malayalam	GENERAL SUBJECTS Meaningful Verbal Expression, Lecture-discussion, Group Discussion, Seminar, Debate, Fieldtrip, Co-operative Learning, Case Study, Self-Analysis, Seminars, Child Study, Strategy Designing, Action Research, Narrative Session, Direct



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		<p>Instruction, Verbal Interaction, Interactive Session, Assignment, Techno-lab activity, Documentation, Collaborative interaction, Brain storming, Online learning, Multimedia modes, Peer Group Instruction, Reflective Practices, Demonstration, Hands-on experience</p> <p>OPTIONAL SUBJECT</p> <p>Group Discussion, Seminar, Assignment, Film show of educational films, Book appreciation sessions, Debate, Symposium, Project, Short essay, Open discussion, Comparative note, Workshop, Preparation of unit plan/ year plan and lesson plans, Skill practice sessions</p>
3.	B.Ed. Mathematics	<p>GENERAL SUBJECTS</p> <p>Meaningful Verbal Expression, Lecture-discussion, Group Discussion, Seminar, Debate, Fieldtrip, Co-operative Learning, Case Study, Self-Analysis, Seminars, Child Study, Strategy Designing, Action Research, Narrative Session, Direct Instruction, Verbal Interaction, Interactive Session, Assignment, Techno-lab activity, Documentation, Collaborative interaction, Brain storming, Online learning, Multimedia modes, Peer Group Instruction, Reflective Practices, Demonstration, Hands-on experience</p> <p>OPTIONAL SUBJECT</p> <p>Meaningful Verbal Expression, Group Discussion, Peer Tutoring, PPT Presentation, Seminar, Assignment, Illustration, Role play, Cooperative and Collaborative Learning, Lecturing, Narrative Expression, Lesson plan reviewing, Brain storming, Illustration, Simulation, Video clippings/ lessons, Group activities, Drill and practice, YouTube resource tapping.</p>



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4.	B.Ed. Physical Science	GENERAL SUBJECTS Meaningful Verbal Expression, Lecture-discussion, Group Discussion, Seminar, Debate, Fieldtrip, Co-operative Learning, Case Study, Self-Analysis, Seminars, Child Study, Strategy Designing, Action Research, Narrative Session, Direct Instruction, Verbal Interaction, Interactive Session, Assignment, Techno-lab activity, Documentation, Collaborative interaction, Brain storming, Online learning, Multimedia modes, Peer Group Instruction, Reflective Practices, Demonstration, Hands-on experience OPTIONAL SUBJECT Group Discussion, Seminar, Tool preparation, Problem solving Reflective Practices, Documentary Analysis, Personality Profile Presentation, Creative Blog, Trend Analysis, Module preparation, Meaningful Verbal Expression, Narrative expression, Digital Presentation, Peer Tutoring, video analysis, Web based learning, Project, Brain storming, Explicit teaching, KWL Charting, Document Writing, Net surfing, Explicit teaching,
5.	B.Ed. Natural Science	GENERAL SUBJECTS Meaningful Verbal Expression, Lecture-discussion, Group Discussion, Seminar, Debate, Fieldtrip, Co-operative Learning, Case Study, Self-Analysis, Seminars, Child Study, Strategy Designing, Action Research, Narrative Session, Direct Instruction, Verbal Interaction, Interactive Session, Assignment, Techno-lab activity, Documentation, Collaborative interaction, Brain storming, Online learning, Multimedia modes, Peer Group Instruction, Reflective Practices, Demonstration, Hands-on experience



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		<p>OPTIONAL SUBJECT</p> <p>Group Discussion, Narrative Expression sessions, Brain storming, Seminar, Personality multimedia approach, Meaningful Verbal Expression, Creative blog, Team teaching, Peer Tutoring, Reflective Practices, Problem Based Learning, Modular approach, Textbook Analysis, Debate, Lab sessions, Drill and Practice</p>
6.	B.Ed. Social Science	<p>GENERAL SUBJECTS</p> <p>Meaningful Verbal Expression, Lecture-discussion, Group Discussion, Seminar, Debate, Fieldtrip, Co-operative Learning, Case Study, Self-Analysis, Seminars, Child Study, Strategy Designing, Action Research, Narrative Session, Direct Instruction, Verbal Interaction, Interactive Session, Assignment, Techno-lab activity, Documentation, Collaborative interaction, Brain storming, Online learning, Multimedia modes, Peer Group Instruction, Reflective Practices, Demonstration, Hands-on experience</p> <p>OPTIONAL SUBJECT</p> <p>Meaningful Verbal Expression, Brain storming, Seminar, Case Analysis, Buzz session, Participatory approach, Cooperative Learning, Group Discussion, Analytical study, Focus group Discussion, Debate, Project, Narrative Expression sessions, Textbook Analysis, Collaborative Learning, Experiential Learning, Demonstration, Reflective Practices, Workshop</p>
7.	B.Ed. Commerce	<p>GENERAL SUBJECTS</p> <p>Meaningful Verbal Expression, Lecture-discussion, Group Discussion, Seminar, Debate, Fieldtrip, Co-operative Learning, Case Study, Self-Analysis, Seminars, Child Study, Strategy</p>



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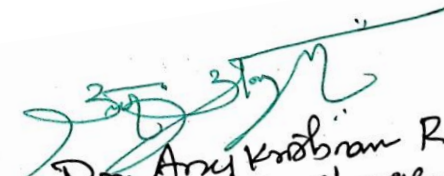
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Designing, Action Research, Narrative Session, Direct Instruction, Verbal Interaction, Interactive Session, Assignment, Techno-lab activity, Documentation, Collaborative interaction, Brain storming, Online learning, Multimedia modes, Peer Group Instruction, Reflective Practices, Demonstration, Hands-on experience

OPTIONAL SUBJECT

Meaningful Verbal Expression, Group Discussion, Peer Tutoring, PPT Presentation, Seminar, Assignment, Illustration, Role play, Cooperative and Collaborative Learning, Lecturing, Narrative Expression, Lesson plan reviewing, Brain storming, Illustration, Simulation, Video clippings/ lessons, Group activities, Drill and practice, YouTube resource tapping.




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DIFFERENT MEANS OF IMPLEMENTING THE MULTIPLE MODE APPROACH TO TEACHING-LEARNING

The B. Ed. curriculum's transactional strategies include Lecture cum-Discussion/Narration, Cooperative and Collaborative Learning, Intellectual Discourses/Focused Reading and Reflection, Observation-Documentation-Analysis, ICT Learning/Virtual Tours, Individualized Learning/Requirement Based Learning, Multidisciplinary Learning, Meaningful Verbal Expression, Workshops, miming, dramatization, problem-based learning, etc. The student teachers must participate in these varied forms of learning experiences and modes of learning engagements in order to shift away from theoretical discourses delivered solely through lectures. The mentor implements these tactics to help the student instructors follow the procedures in order to produce the desired results. Every curriculum item includes a variety of potential instructional tactics; in order for education to be effective, teachers must choose the best ones.

The series of cognitive experiences—pedagogical, instructional, and experiential contexts—that the instructor and student go through as a result of different encounters, chiefly intellectual dilemmas. The learning process includes several components, such as cognitive challenge, accommodation, reflective intellectual discourses, contemplative self-expression, verbal and conflict management, narrative expression of self-experiences, field-based mental imagery formation, collective expression of consensus point, and the like. The different means of implementing the multiple mode approach to teaching learning are listed below:

Sl. No.	Means of implementing multiple mode approach	Description
1.	Practicum	Systematic study of problems from subject areas are conducted through collection of information from different sources. Records/ short reports not exceeding 5 to 6 pages are also maintained.



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2.	Capacity Building Programme	The activity's goals are to improve teacher education to meet international standards and prepare student teachers to handle the demands of a multicultural classroom environment. In light of this, General Education courses in Edu01, Edu02, and Edu 07 include seminars for the development of a variety of abilities, including soft skills, life skills, and leadership attributes. Adequate freedom in organizing the nature of activities to be conducted by the institutions is provided by the curriculum.
3.	Video Script	Students create a five to ten minute video based on a single theme. This includes writing the script, shooting, editing, and uploading the finished product to a blog or YouTube channel.
4.	Field Study (Conscientization Programme)	Students are required to complete a conscientization on a chosen subject. As part of their practice teaching, the student teachers participate in any one conscientization program in the community or school and write a report.
5.	Seminar- Individual/ Group	The student-teacher participates in either individual or group seminar to demonstrate his active participation in classroom activities. The teacher evaluates a student's involvement and participation in class activities using rubrics that they have created themselves.



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6.	Subject Association Activity	Subject association activities are conducted, and the student-teacher's reporting, participation, and contribution in the weekly events planned by optional groups are evaluated
7.	Observation of Video Lessons	Students must observe at least two expert video classes and prepare observation notes using a format provided by the teacher educator in order to improve their observational skills.
8.	Reading and Reflecting on Text	Reading and reflecting on texts is done to help student-teachers develop their skills as writers and readers by including them in the learning process, teaching them to respond to different texts in different ways, and teaching them to think collaboratively. The goal is for readers to interact both alone and in small groups with the texts. It is required of each student-teacher to read a range of materials, ideally in the optional topic area, such as empirical, conceptual, historical, and policy papers, as well as research about education, learning, and schools. They should also prepare reflective notes.
9.	Exposure to Curriculum Development (Preparation of a sample unit of textual material)	The student teachers are exposed to curriculum development through the preparation of a sample unit of textual material. The aim of this section is to develop the capacity of student- teachers in preparing textual materials for Class VIIVMX/X in their optional subject based on a suitable content. A unit is prepared following the format of the text books in their subject.



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10.	MCQ Test Battery	The student-teachers prepare Multiple Choice Question (MCQ) test battery in the concerned optional subject (content cum pedagogic courses) with 20 items each from the optional paper/papers of Semester I, II and III. MCQ test battery from the area Perspectives in Education with 10 items each from paper of Semester I, II, III and IV MCQ test battery with 30 items from EDU-15 in the concerned optional subject. The prepared MCQ is assessed both internally and externally.
11.	School Internship/ Teaching Practice	School Internship/Teaching Practice is arranged as a single block program for a duration of 12 weeks (Phase 1) in Semester 3 and 8 weeks (Phase 2) in Semester 4.
12.	Blog Updating	This includes updating Bi-Weekly report of school experiences including curricular and co-curricular and extension activities in blog.
13.	Community Living Camp	A five-day residential community living camp, also known as a citizenship training camp, conducted according to a prearranged schedule. The main outcomes expected of the program are learning to live together cooperatively, taking part in programs for the development of personal and social skills, developing student-teacher social-relational sensibilities and effective communication skills, practicing democratic living, offering opportunities for labour division, community work, etc. Every



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		student-teacher prepares and turns in a report detailing every activity that was planned for the camp.
14.	Minor Project/Action Research/Case Study	During the course, the student-teacher engages in a small research project/ action research/case study. In EDU -08 of Semester II, the principles and procedures of this methodical investigation are thoroughly covered. The activity or theme chosen must be appropriate from a social, intellectual, and contextual standpoint. It must also be implemented in a stepwise way according to the schedule, with supervision by a supervisor (General/Optional Teacher Educator). The job is started in the first phase of the school internship and is due to be finished in the second phase in order to receive credit for Semester IV. Selection of a relevant topic/problem/case, review of available literature in the area, preparation/adoption of simple tools to collect facts/data regarding the issue, analysis of the data either qualitatively or quantitatively (using simple statistics), reporting the findings are the stages to be followed. The report is typed /neatly handwritten, consolidated to a document of 30-50 pages.
15.	Reflective Journal	The student-teachers generate Reflective Journal, which is a locally standardized daily log book, maintained under the supervision of the optional teachers. Additionally, the Reflective Journal serves as a vital tool for personal and professional growth. By regularly documenting their experiences, student-teachers can track their progress, identify patterns in



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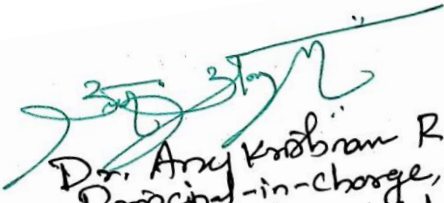
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15. **Reflective Journal Cont...**

their teaching practices, and recognize areas that need improvement. This continuous reflection fosters a deeper understanding of their teaching philosophy and pedagogical approaches. It also encourages a habit of lifelong learning and self-assessment, which are essential qualities for effective educators. The Reflective Journal not only supports the development of critical thinking and problem-solving skills but also promotes a sense of accountability and responsibility towards their own learning journey. By engaging in this reflective practice, student-teachers are better equipped to adapt to various classroom challenges, innovate in their teaching strategies, and ultimately enhance their overall teaching effectiveness.




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