KURIAKOSE GREGORIOS COLLEGE PAMPADY

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2.3.1. STUDENT CENTRIC METHODS OF TEACHING

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Participative Learning

Participative learning is a dynamic instructional approach that involves actively engaging students in the learning process, creating a more interactive and student-centered educational experience. It acknowledges the diverse perspectives, experiences, and knowledge that students bring to the classroom. This method not only improves critical thinking skills but also encourages a more profound understanding and retention of the material.

1. Peer learning

An entry level test (**KYS- Know Your Student**) is conducted by IQAC for first year graduate students and they are classified into advanced learners, intermediate learners and slow learners based on the marks obtained in this test and qualification examinations and the feedback from the teachers. Different student groups are created and advanced learners in each group support the intermediate and slow learners. College had implemented a **peer-to-peer learning system; PROMPT** which involves methods like -Proctor Model, Reciprocal Teaching., Observational and Collaborative Projects, Merging Discussions and Seminars, Peer Support and assessment Groups and Teaching Through Jigsaw Method to inculcate knowledge.

PROMPT

a) P -Proctor Model

The proctor model involves senior students tutoring junior students. The senior student can be an older student from a higher grade level. In this instance, the older student benefits from the peer tutoring scenario because they consolidate knowledge they already know. They also develop mentorship and leadership skills.

b) R- Reciprocal Teaching

Reciprocal teaching involves having students to develop skills in scaffolding their peers' learning.

A. Put students in groups of four.

B. Distribute one note card to each member of the group identifying each person's unique role:

Summarizer

Questioner

Clarifier

Predictor

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C. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

D. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.

E. The Questioner will then pose questions about the selection:

Unclear parts

Puzzling information

Connections to other concepts already learned

F. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.

G. The Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.

H. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

I. Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. The teacher's role is lessened as students develop skill.

c) O- Observational and Collaborative Projects

They involve getting students together to work on a problem that has been presented to them by the teacher.

d) M- Merging Discussions and Seminars

Discussion seminars are common in higher education. They usually occur following a lecture or prepared study (such as a weekly reading). The purpose of the discussion seminar is for peers to talk together in a group about the topic they have just learned about. For discussion seminars to be successful, teachers need to create a safe, comfortable space where students feel free to speak up in front of their peers.

e) P- Peer Support and assessment Groups.

Peer support groups are also known as private study groups. These tend not to have a teacher's presence and are often organized by peers themselves. Peer assessment schemes involve having students look over each other's work and give feedback to one another.

f) T- Teaching Through Jigsaw Method

Jigsaw is a cooperative learning strategy where each student in a group takes responsibility for one chunk of the content, then teaches it to the other group members. Like the pieces of a jigsaw puzzle, students fit their individual chunks together to form a complete body of knowledge.

Here are the steps of a basic jigsaw

Step 1. The first step is to divide students into groups of 4 to 6 people per group. Jigsaw works best when you have the same number of students in each team, So avoid having some groups of four, some of five, and some of six.

For this example, we'll assume you're working with a class of exactly 30 students who can be divided evenly into groups of six. We'll call these the Jigsaw Groups.

Step 2. Divide your content into 4 to 6 chunks. It's important to divide the content into the same number of chunks as the number of students in each group. So, if you have six students per group, break your content into six chunks. If you're only going to have five students in

each group, then you'll only need five chunks. Suppose you're a history teacher and you're doing an overview of different types of government. You could divide your content into these chunks: democracy, dictatorship, monarchy, republic, totalitarianism, and theocracy. By the way: These index cards just represent chunks of content. You don't need to use actual index cards to do jigsaw. A chunk of content can be a section of a textbook chapter, a handout containing information, or an online resource.

Step 3: Assign one chunk of content to each person in the Jigsaw Group. Each group has one person responsible for one chunk of the content. That person will be expected to teach that chunk to the rest of the group. At this point, students don't really interact with other members of their group; they just read and study their own chunk of content independently. Then, their independent study is fortified by the next step.

Step 4: Have students meet in Expert Groups. After each student has studied his or her chunk independently, they gather with all the other students who have been assigned to the same chunk. These are called Expert Groups. Within each expert group, students compare their ideas and work together to prepare some kind of presentation to give to their Jigsaw Groups. During this time, gaps in individual students' knowledge can be filled, misconceptions can be cleared up, and important concepts can be reinforced.

Step 5: Students return to Jigsaw Groups. Now that students have studied their chunks in their expert groups, they return to their original jigsaw groups, where each student takes a turn presenting their chunk of information. Meanwhile, the other students listen carefully, take notes, and ask lots of questions. Once the first expert has gone, the others take their turns, as each "expert" teaches their chunk of content, The others in the group are learning it.

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Step 6: Assess all students on all the content. The assessment can be a simple quiz to make sure all students got a basic understanding of all the material. Be sure to include all content chunks in this quiz.

2. Science Familiarization initiatives

The science departments arrange initiatives aimed at familiarizing individuals with science. Such efforts are designed to cultivate curiosity among students about the role of science in their everyday lives. This, in turn, aids in the development of a scientific mindset and enhances students' logical thinking skills for resolving various challenges they may encounter.

Sky Watch programme by Department of Physics

Basics of household wiring is explained to students

3. Project DALE - 'GO FOR IT'

The Department of English (Aided) provides a valley of resources for students on their uphill journey to success by encapsulating the essence of Diction and Language Enhancement. Throughout the year, the department has successfully implemented a diverse range of activities to enhance language skills and foster holistic development.

Focused Activities:

Poem Recital (Diction): Emphasizing correctness of words, this activity showcased individual talents, contributing to the refinement of vocabulary.

Thought for the Day (Public Speaking): Individual and class participation in daily reflections, fostering public speaking skills among students.

Role Play with any Topic (Dramatization and Speaking): Engaging involved parties and the audience, promoting dramatization and effective verbal communication.

Role Play with Flash Cards (Extempore and Dramatization): A group activity encouraging spontaneous responses and creative expression.

Reproducing Highlights of Previous Class (Speaking): A class activity enhancing students' speaking skills while summarizing key learnings.

Grammar Lessons (Writing): Regular incorporation of grammar lessons as part of class activities, reinforcing writing skills.

Book Review and Presentation (Reading, Writing, Speaking): Individual presentations, video recorded and shared in a Telegram channel, promoting diverse language skills.

Film Review & Presentation (Reading, Writing, Speaking): Individual presentations, video recorded and shared, enriching language skills and critical analysis

Guessing Games based on the Lesson (Speaking, Reading): Engaging class activities promoting interactive learning and communication.

Anchoring (Speaking): Grooming fresh talents to handle class activities as masters of ceremony, enhancing speaking skills for a wider audience.

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Language Games for Vocabulary Building (Vocabulary): Incorporating games like HANGMAN, Crosswords, and Spelling Bee to enrich vocabulary for the entire group.

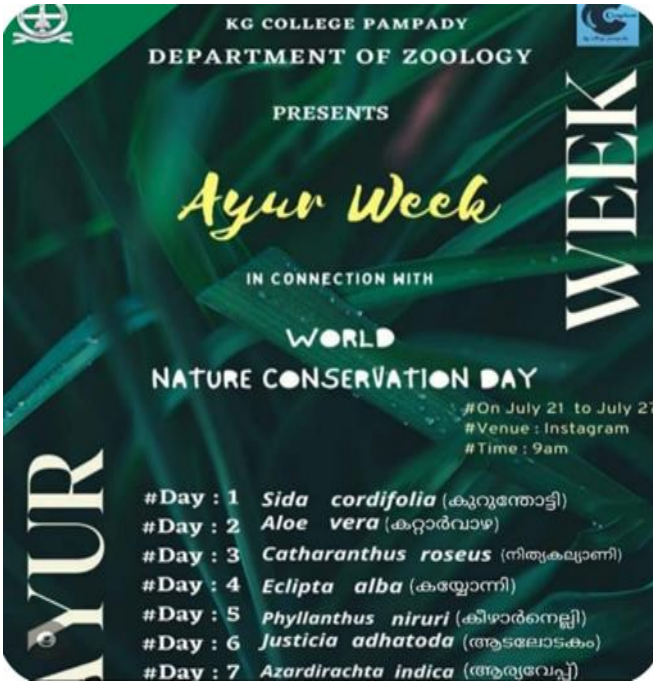
Daily Rotation System: Ensuring inclusivity, each department follows a daily rotation system (5 days in succession) for individual activities, guaranteeing each student receives a chance for participation.

4. Day Observances

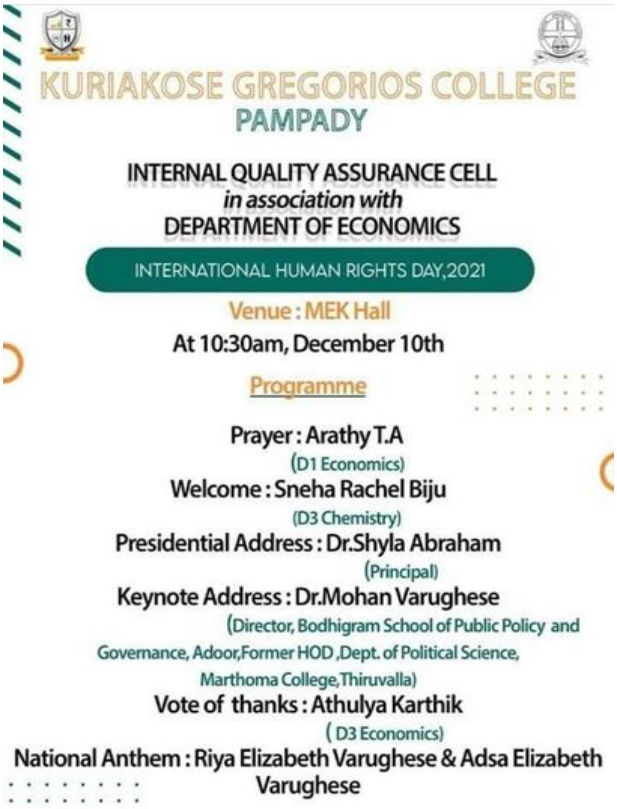
Aligned with the celebration of department-specific days, students from various departments take the initiative to coordinate a range of programs. The independent planning by students results in a variety of related events that contribute to the enhancement of their technical expertise and leadership skills.

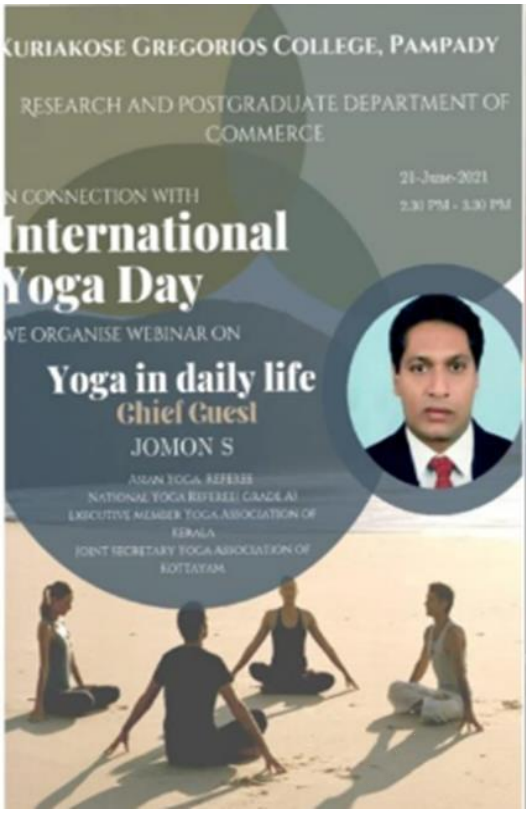
Commemorating Sir CV Raman

Ozone-Day



Nature Conservation Day Programme





Human Rights Day

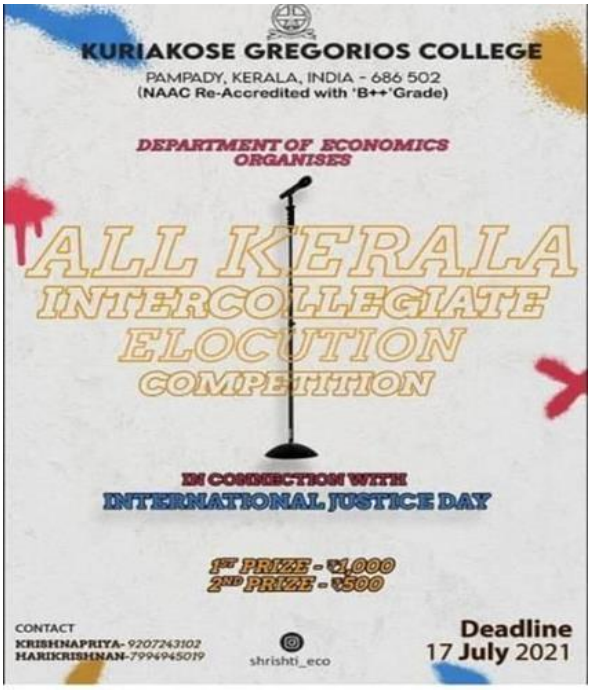
Yoga Day

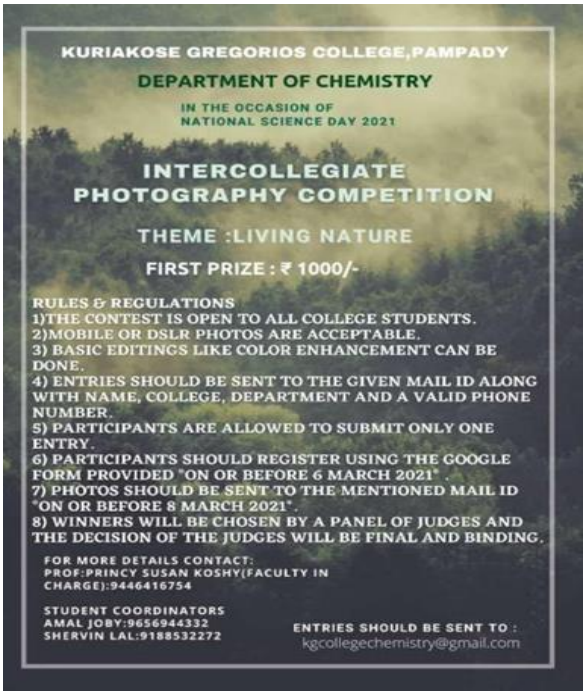
5. Intercollegiate fests and competitions

Inter collegiate fests and competitions are conducted by the departments every year. It facilitates interaction and cultural exchange among students from different colleges, celebrating diversity and fostering a sense of unity. It also enhances skill development by organizing workshops, seminars, and interactive sessions that contribute to the personal and academic growth of participants.

State Level Inter Collegiate Economics Fest

All Kerala intercollegiate zoo fest (EMERALD FIESTA)

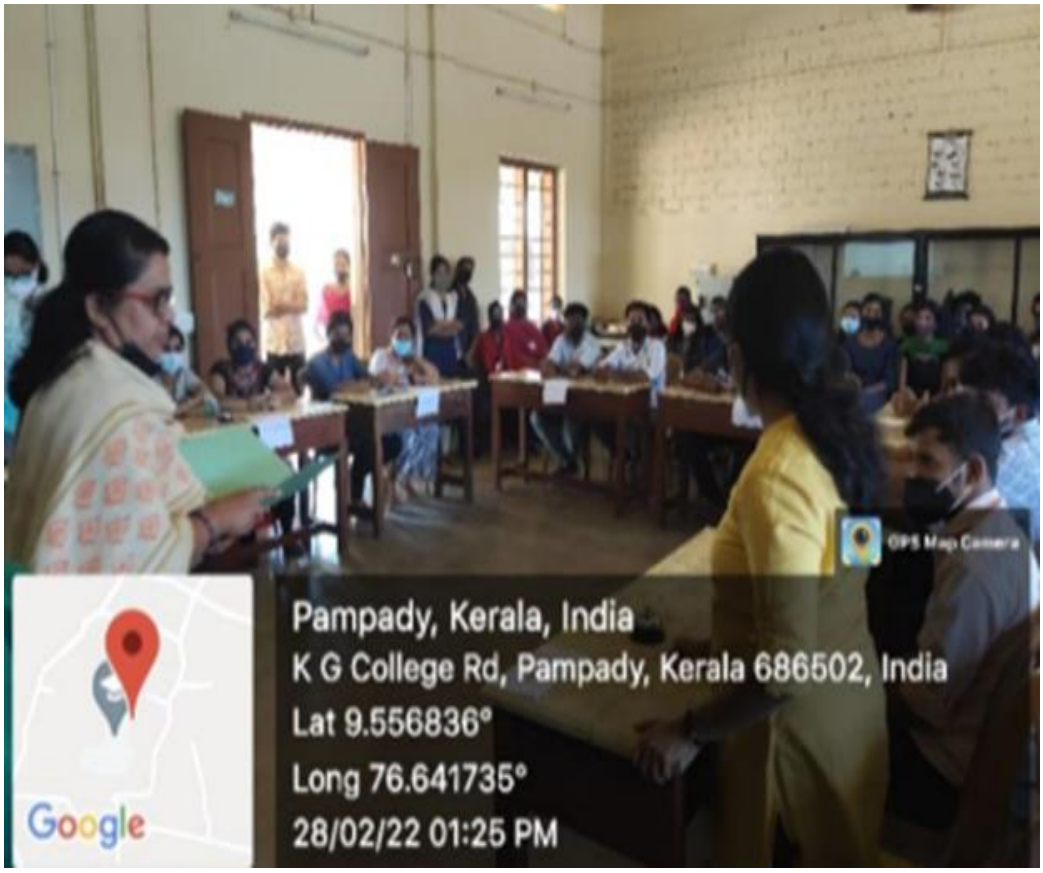




6. Interdepartmental programs

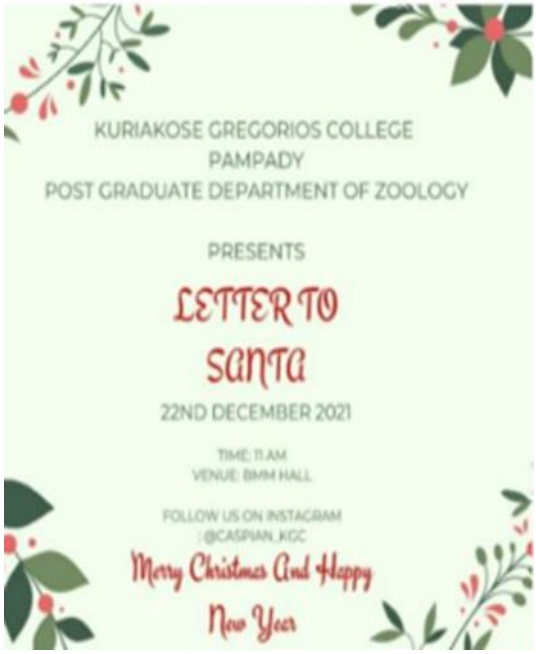
Events that involve students from different academic departments cultivate a sense of collaboration and friendly competition. These events create opportunities for students to display their talents and abilities beyond the boundaries of their respective departments. These programmes are aimed at the overall upliftment of the participative as well as the coordinating

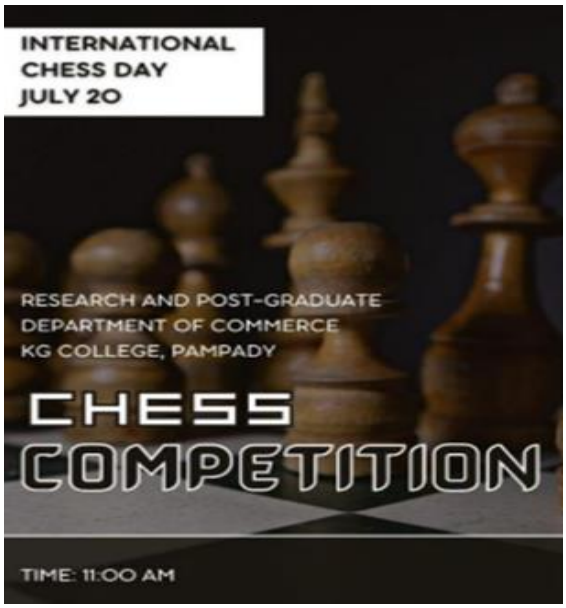
ability of each student. Thursday Forum is a platform where students can showcase their talents to the college community.



Interdepartmental Quiz competition

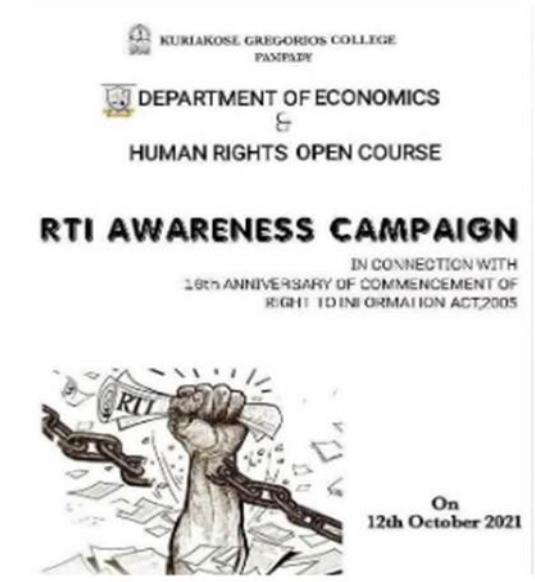
Food fest by Department of Food Science and Quality Control

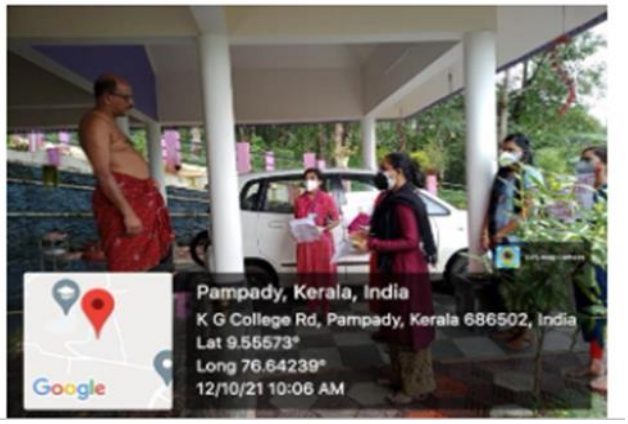




7. Socially significant Programmes

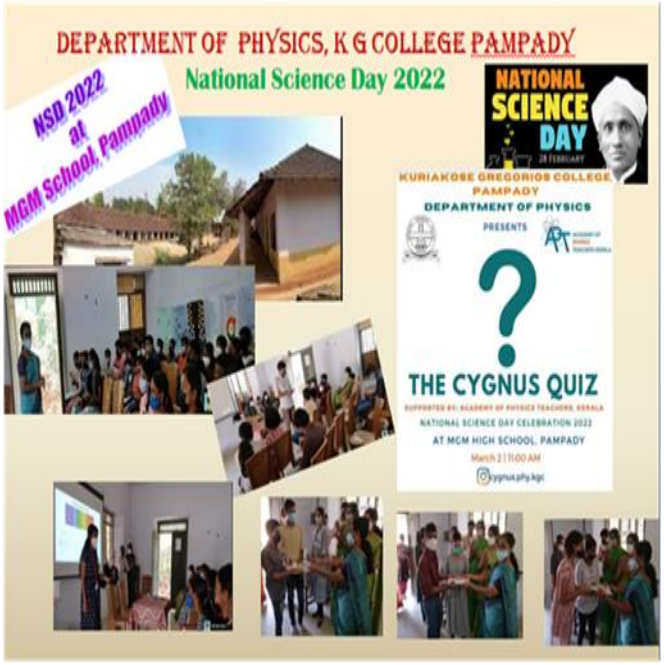
Socially significant programs play a pivotal role in fostering positive change and addressing crucial issues within our communities. These initiatives are purposefully designed to have a meaningful impact on society, aiming to address and alleviate pressing social challenges. Our students organized awareness programmes and instructional sessions at nearby localities and schools on various occasions.





At Govt NSS Higher secondary School, Anickadu

With kiddies at Anganavadi



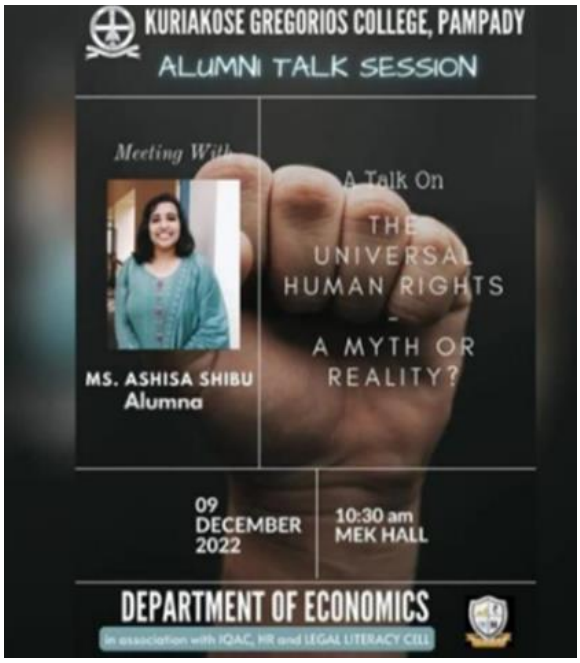
National Science Day programme at School

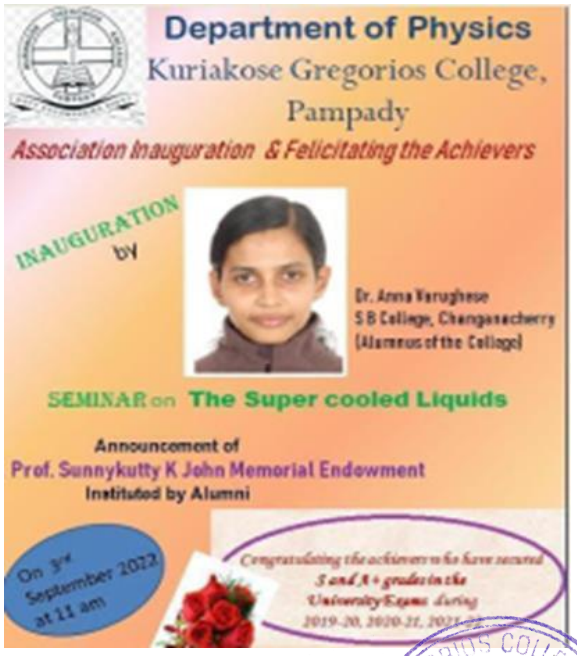
Students Participating in *Annadhanam* project providing lunch for the patients of Taluk Hospital

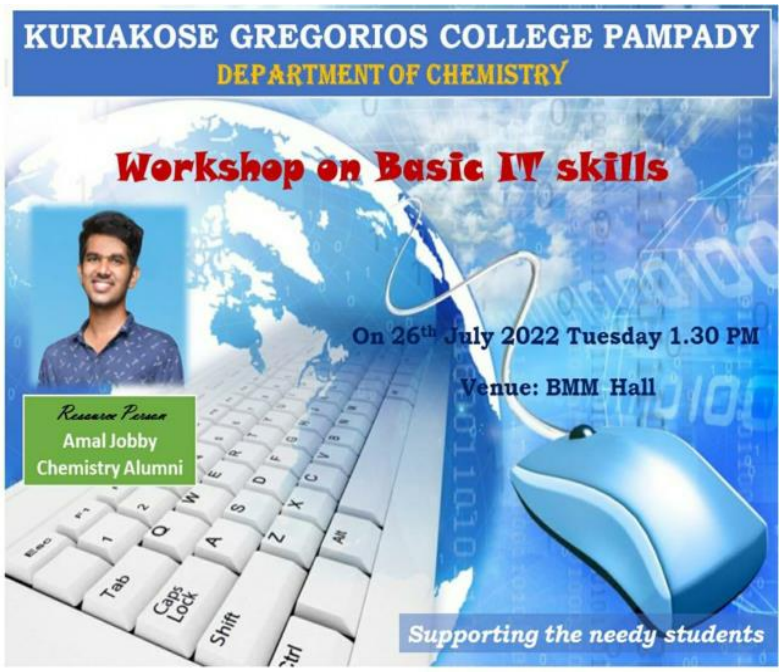
8. Alumni Lectures

Alumni lectures serve as a significant link between history and the present, offering a forum for former students to impart their insights, experiences, and expertise to the current academic community. These interactions bring an additional dimension to the learning atmosphere by

uniting students with accomplished professionals who were once in their shoes, encountering comparable academic hurdles. The information conveyed by alumni not only enriches the academic experience but also plays a role in the comprehensive growth of students, equipping them for the future's challenges and opportunities.





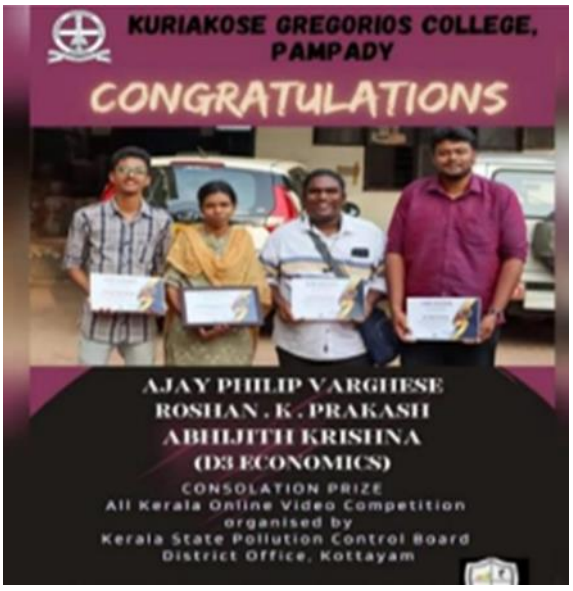


9. VIBE - Vocabulary Induction and Building Exercise

Students who have poor vocabulary knowledge are at risk of wider language weaknesses and reading comprehension difficulties, which will impact upon their educational achievement. In order to overcome this and equip the students with communication skills, a skill development activity or exercise titled VIBE (Vocabulary Induction and Building Exercise) is implemented. Every Class teacher give few words daily or in alternative days to the students of their respective classes. Students themselves will find the meaning and explain the words to the class. The activity will help them to improve their vocabulary.

10. Short film making by students

Our students had made short films to disseminate socially relevant messages to the society. The college has secured prizes for state level shot film competition conducted in association with "International Day Against Drug Abuse and Illicit Trafficking" by Kerala Government. Our college bagged the prizes for best director also. College has also secured prizes in the All-Kerala Online Video Competition organised by Kerala State Pollution Control Board District Office, Kottayam.



Consolation Prize in the All-Kerala Online Video Competition organised by Kerala State Pollution Control Board District Office, Kottayam 2023

11. Waste management in campus

The waste management activities of the College are carried out under the supervision of Swachhata Committee. Different activities are executed in order to keep the campus clean and environmentally friendly. The waste is segregated as Organic wastes, Inorganic wastes and

Recyclable waste and processed accordingly. Food waste and dry leaves in the campus is used to make vegetable towers and vegetable saplings are planted in this. Plastic waste, paper, e-waste is also collected and handed over to concerned processing units.