



Parvatibai Chowgule College of Arts and Science

Autonomous

Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale in 3rd cycle)

Best affiliated College-Goa University Silver Jubilee Year Award

BEST PRACTICE AREA: TEACHING LEARNING EVALUATION DEPARTMENT OF ZOOLOGY

BEST PRACTICE: MULTIPLE OF TEACHING MODES (MTM)

*For teaching and evaluation the faculty of department of zoology use '**Multiple Mode of Teaching**' which is a technique found to be the most effective (research finding published in international journal of Current research, by Fernandes NV, 2016 of Department of Zoology).*

1. Title of the Practice: Multiple Teaching Modes

2. Objectives of the Practice

The main objective of the practice is to promote learning by the use of different modes of teaching and learning. The different modes cater to different types of learners as it exposes them to different ways of learning a particular concept. It helps students apply the theoretical concepts through experiential learning, problem based learning and project based learning.

3. The Context:

The traditional form of teaching includes lectures given to large groups of students, followed by tutorials and some independent study. However, there are several other teaching methodologies which will facilitate and influence the process of active learning and make teaching and learning more learner center. The different modes also help to cater to different kinds of learners,

4. The Practice

Changes in pedagogical practice, student prospects and technology have led to the development of different modes of teaching or altering the more traditional approaches, such as the lecture setup, to include a more dynamic interaction between teachers and students.

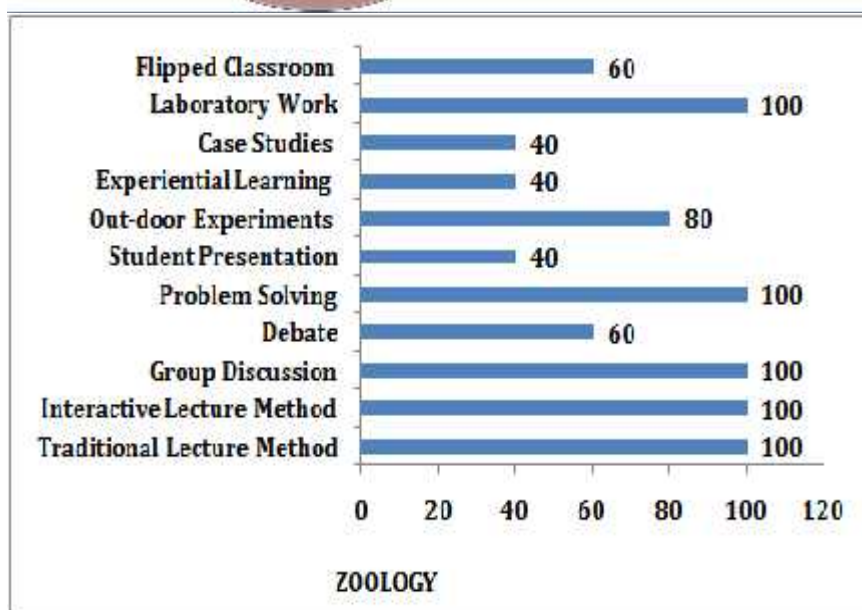
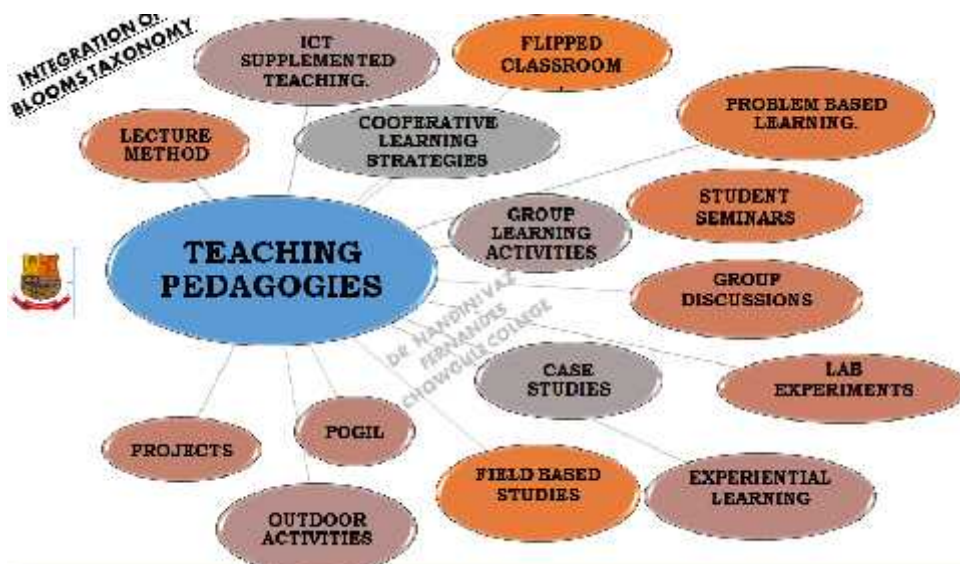
MTM' is proposed in the research publication of Dr. Nandini Vaz Fernandes in 2016. According to her findings, methods like Problem based learning, gobbet, flipped classroom, field-based learning, group assignments, activities, quizzes; ICT, brain storming, mind mapping, case studies, etc should be regular feature of classroom teaching. Therefore faculty at the department uses MTM method for teaching which

caters to different types of learners. Besides multiple forms of Resources are provided to the students.

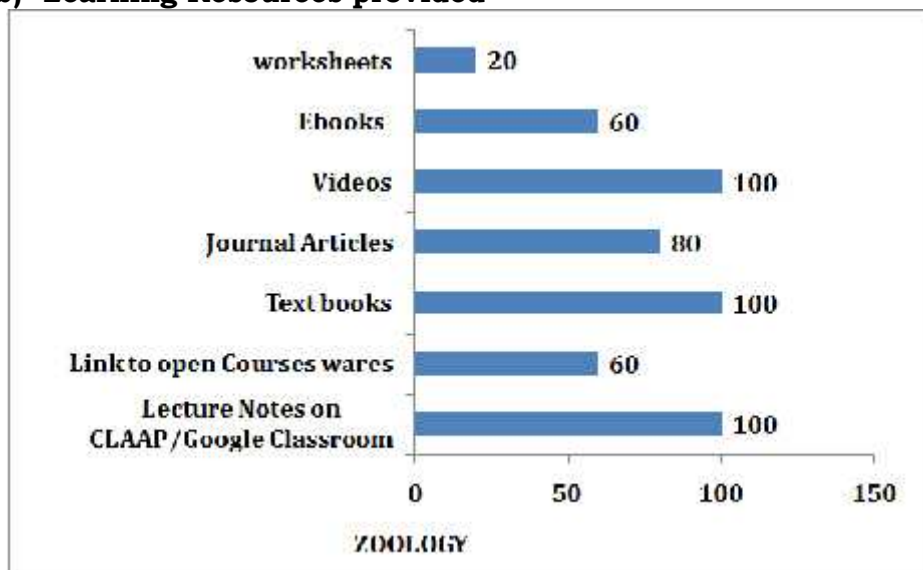
5. Evidence of Success

Different activities, problems and cases are assigned to students using approaches like problem-based learning, gobbet, group assignments, activities, quizzes, etc. The activities are initiated by assigning of groups followed by activities by the course faculty based on the curriculum which involve a set of questions/ problems/cases from lower order to higher order. The questions are based on hypothetical situations or real life events. Students are expected to collect resources based on the questions/ problems/cases and the concepts taught in class. They then have group discussions on the resources collected and the given problem. Finally, students are expected to present a report of the given activity in a collaborative manner. The practice promotes leadership qualities and group collaboration / team work along with helping students understand the core concepts and applications of the same. Also visits to industries, outdoor visits, wildlife sanctuaries, national parks, other colleges and research institutes to improve learning and teaching is extended to a site outside the classroom or laboratory.

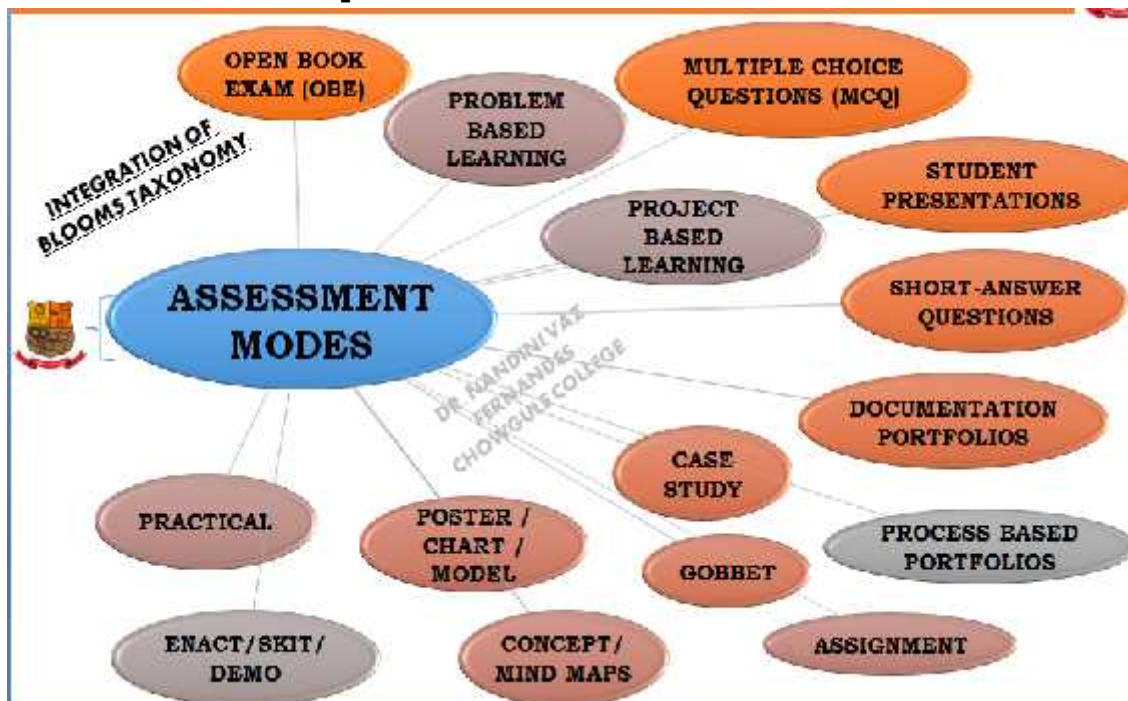
a) Teaching Pedagogies



b) Learning Resources provided



c) Evaluation modes adopted:



6. Problems Encountered and Resources Required

Proper planning is essential. Designing the teaching methodologies should be carried out from your students' perspective and appropriate feedback should be taken.
