



ST. ALOYSIUS' COLLEGE

AUTONOMOUS
JABALPUR- 482001
MADHYA PRADESH, INDIA

CRITERION-6

GOVERNANCE, LEADERSHIP AND MANAGEMENT

Key Indicator – 6.5.2

Teaching Learning Review Mechanism

Metric No.: 6.5.2

Institutional Reviews and Teaching Learning Reforms

2. Quality
and
Excellence



Document Name

4 QUALITY
EDUCATION



Student Centric Teaching-Learning Methods



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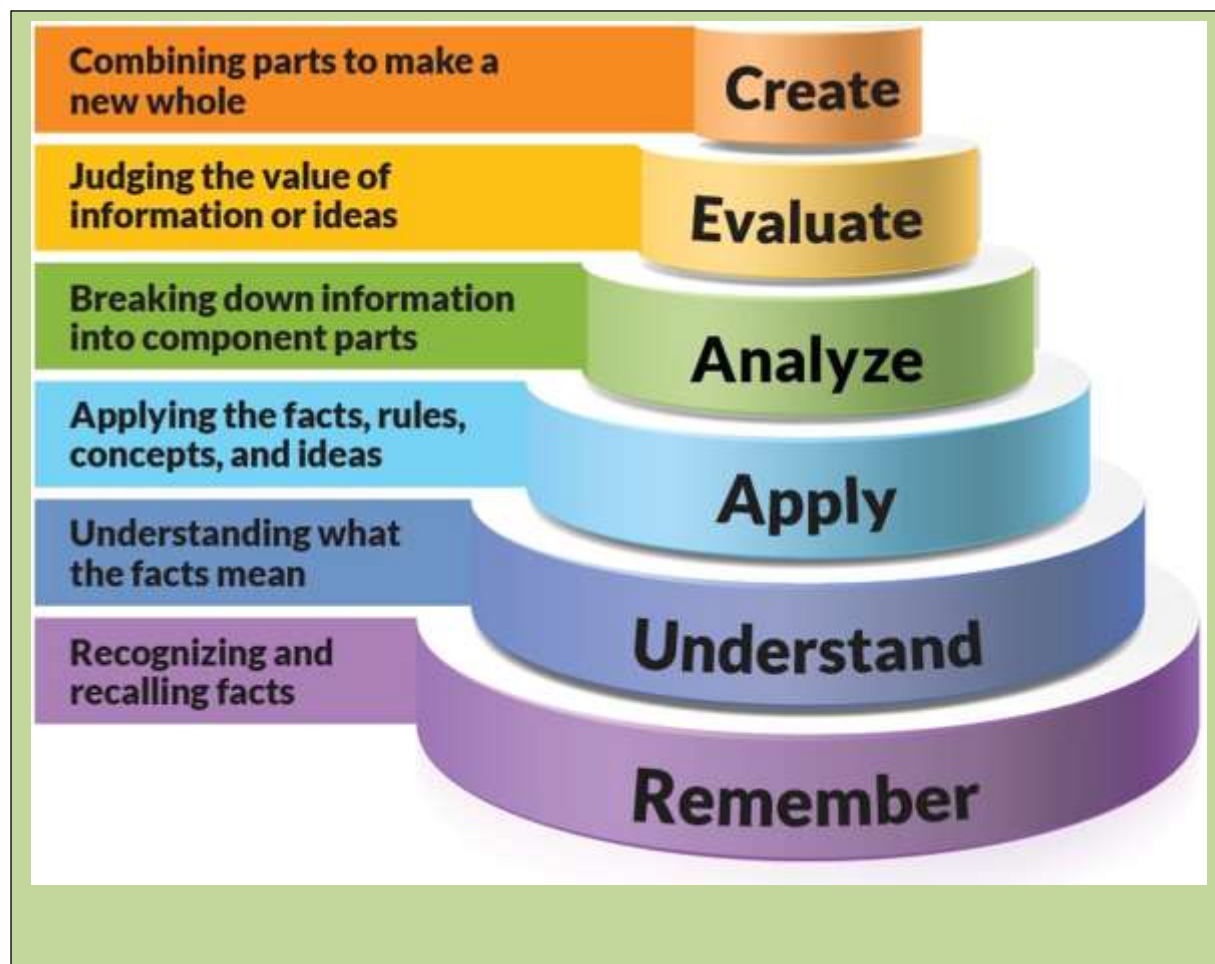
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Student Centric Methods

Implementation of Revised Blooms' Taxonomy





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INNOVATIVE TEACHING METHODOLOGIES ADOPTED

Inductive method	Deductive Method	Instructional method	Experimental method	Analysis method
Dramatization	Educational games	Brain storming	Simulated teaching	Demonstration
Illustration	Reciprocal Teaching	Team Teaching	Supervised study	Lecture method
Discussion	Mindmapping	Seminar	Projects	Tutorials
Hybrid teaching	Observation	Digital story telling	Flipped classroom	Personalized teaching
Resource method	Synthesis method	Group discussion	Heuristic method	Discussion
Active learning	Role play	Gamification	Expert talks	Mock interviews
Panel discussions	Reading	Recitation	Reflective discussion	Scaffolding
Power Point Presentations	Team work	Talks	Timeline	Debate
Concept mapping	Exploratory method	Video preparations	Research projects	Internships



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Introduction

In pursuit of excellence and continuous improvement, St. Aloysius College, Jabalpur conducts Student Satisfaction Survey. The objective is to gather comprehensive feedback from students regarding various aspects of their academic and campus life. The survey was conducted online from 2019-2023, with participation from students across different programs and years

Methodology: An online survey was conducted from 2019-2023, with students participating across different programs and years. The survey covered various aspects including academic facilities, teaching quality, infrastructure, administrative support, and extracurricular activities. Need for more interactive sessions and practical application.

Action Taken Based on Bloom's Taxonomy:- Various steps has been taken to inculcate Bloom's Taxonomy to take action for the satisfaction of students. For example, initiated guest lectures and seminars by industry experts to provide practical insights, Increased the number of practical sessions and hands-on projects in the curriculum.

Remembering

Objective: Recall facts and basic concepts.

Teaching Methodologies:

Lecture and Note-Taking: Traditional lectures accompanied by note-taking help students remember key facts and concepts.





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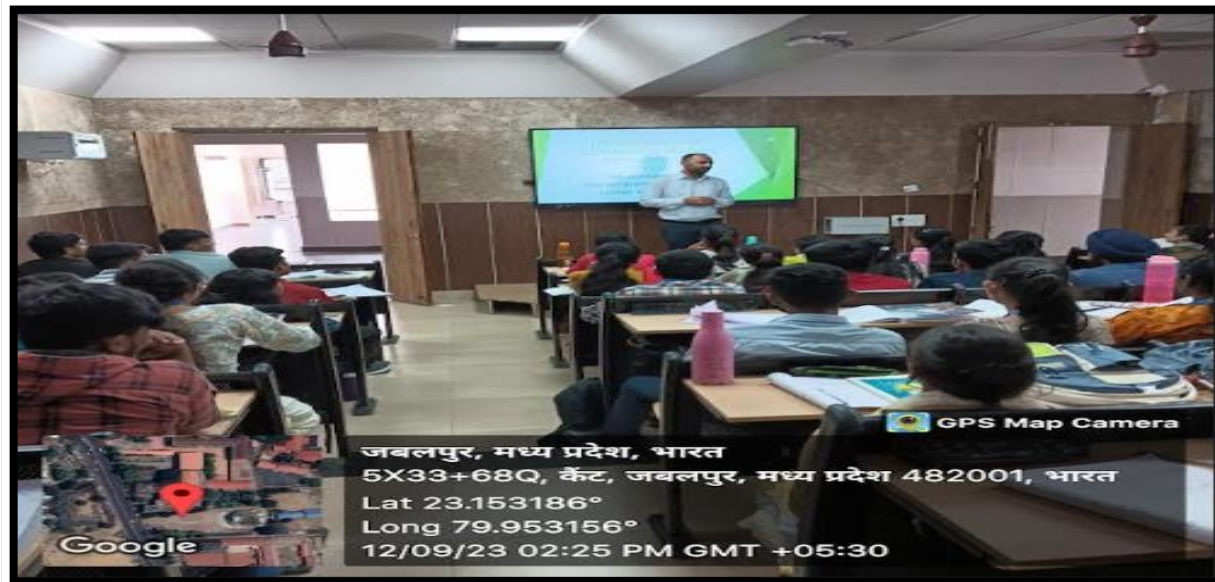
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Guest Lecture on Specified Topics

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Quizzes: Frequent low-stakes quizzes to reinforce memory retention.

Repetition: Repeated exposure to the same material through different mediums (videos, readings, discussions).





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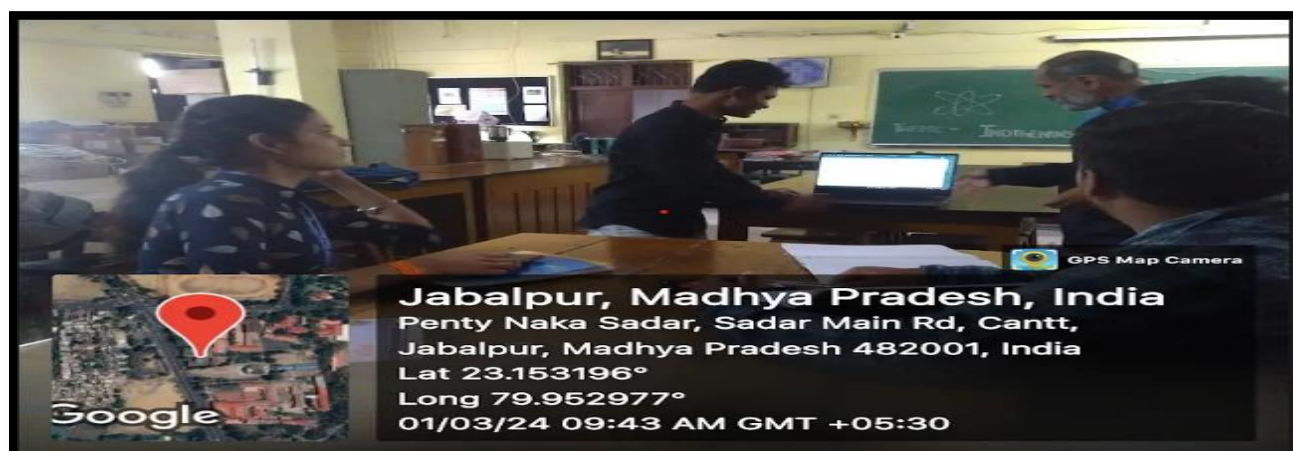
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Instructional Scaffolding: It is a process through which a teacher adds support for students in order to enhance learning and aid in the mastery of tasks.



Tutorial Method: Tutor teaching is ideally done in small groups and has the advantage of interaction between students and tutor. To use this method the topic is informed in advance so that learners' can prepare and teach others in teacher's presence.





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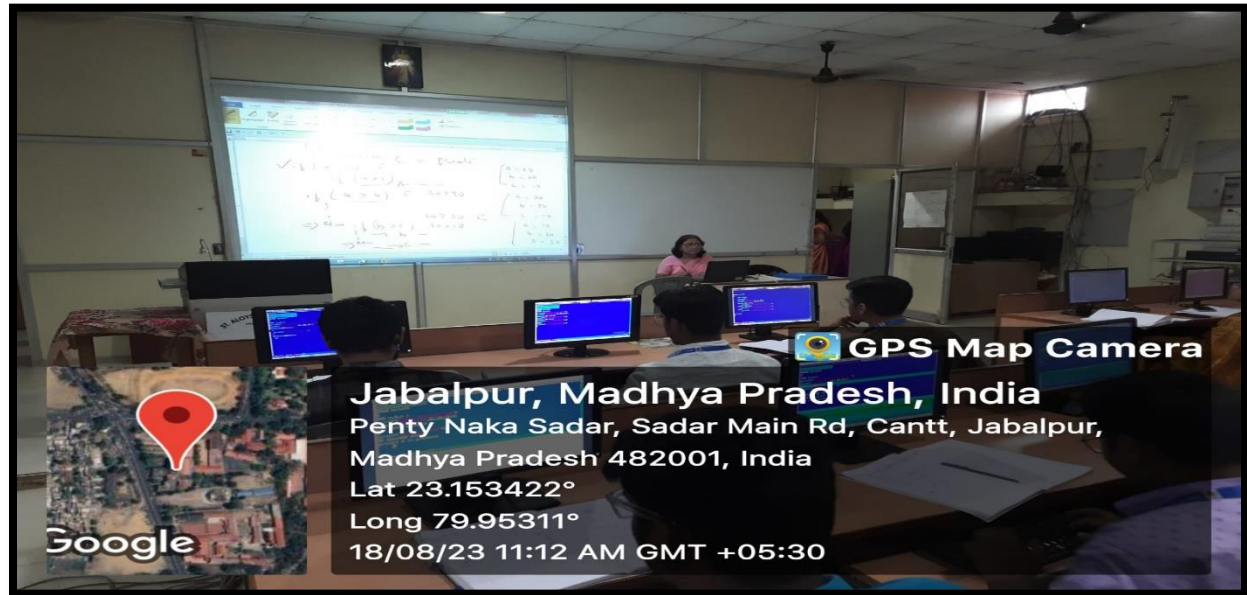
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Digital Story-Telling- Digital storytelling describes a simple, creative process through which people with little or no experience in computer film-making gain skills needed to tell a story as a two-minute film using predominantly still images and voiceover.



Assessment Methods:

Multiple-Choice Tests: Assess students' ability to recall specific facts and concepts.





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Fill-in-the-Blanks: Evaluate the ability to remember key terms and definitions.

Matching Exercises: Test recall of relationships between pairs of items.

Oral Recitation: Students verbally recall information to demonstrate memory.



Outcome: Improved student retention of fundamental concepts.

Understanding

Objective: Explain ideas or concepts.

Action: Incorporated more discussion-based classes and concept-mapping activities.

Teaching Methodologies:

Concept Mapping: Creating visual diagrams that show relationships between concepts. This activity is organized to make the learners understand management skills and gain concrete, contextual and in-depth knowledge about a specific real-world subject.



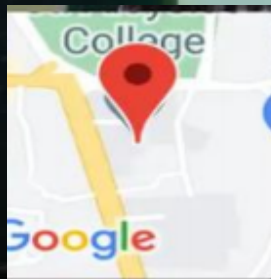
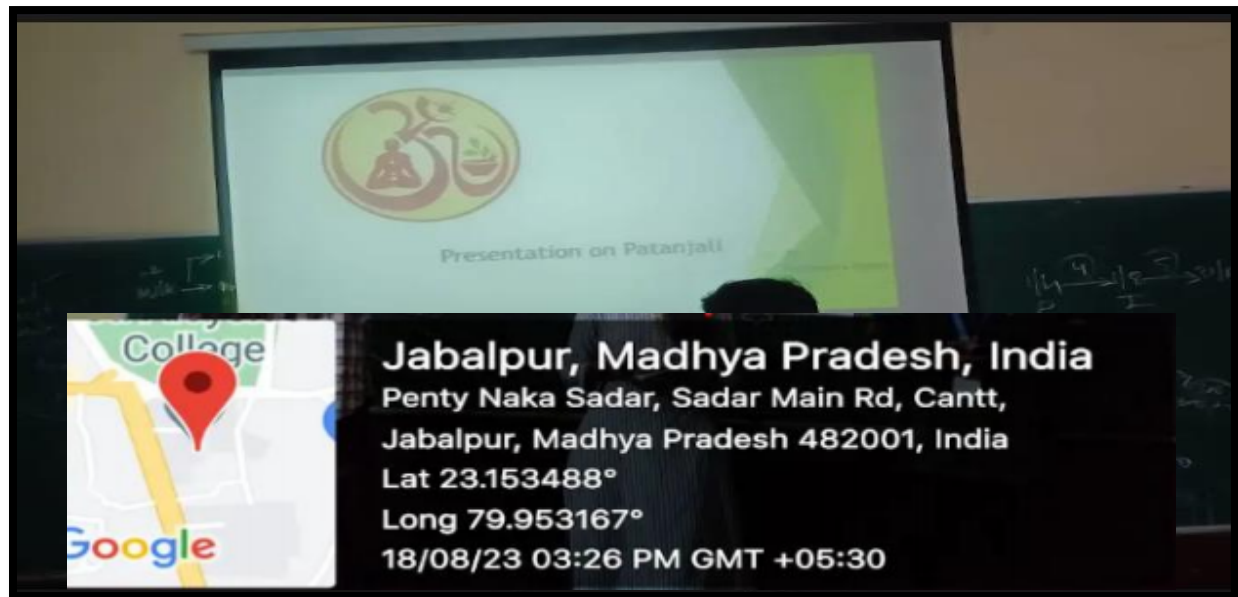
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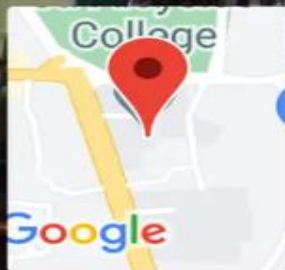
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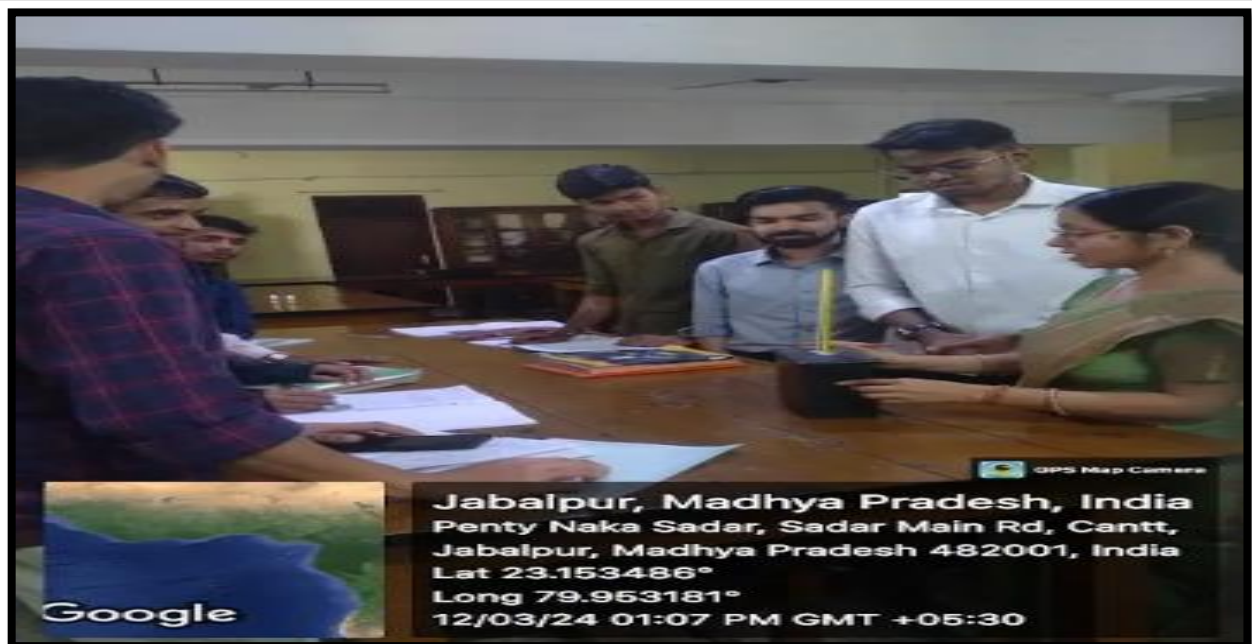
Think-Pair-Share: Students think about a question individually, discuss with a partner, and then share with the larger group.



Summarization: Encouraging students to summarize readings or lectures in their own words.

Discussion Forums: Online or in-class forums where students explain concepts to peers.

Demonstration Method: Demonstrations are pretty effective if the educator prepares well for them.





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Assessment Methods:

Short Answer Questions: Require students to explain concepts in their own words.

Concept Maps: Students create visual representations of relationships among concepts.

Summarization Assignments: Assess the ability to accurately summarize readings or lectures.

Discussion Participation: Evaluate contributions to in-class or online discussions.

Explanation Quizzes: Questions that require students to explain processes or concepts.

Outcome: Enhanced comprehension and ability to explain concepts.

Applying

Objective: Use information in new situations.

Action: Introduced case studies, problem-solving exercises, and simulations in the curriculum.

Teaching Methodologies:



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Problem-Based Learning (PBL): Students work on real-life problems and apply their knowledge to find solutions.



Case Studies: Analysis and discussion of real-world scenarios relevant to the subject matter.

Visual Illustration Technique: Helps to make the content interesting, comprehensible and clear. Student's thoughtfulness and imagination are aroused in order to augment their mental development.





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Lab Experiments: Hands-on experiments in science courses to apply theoretical knowledge.

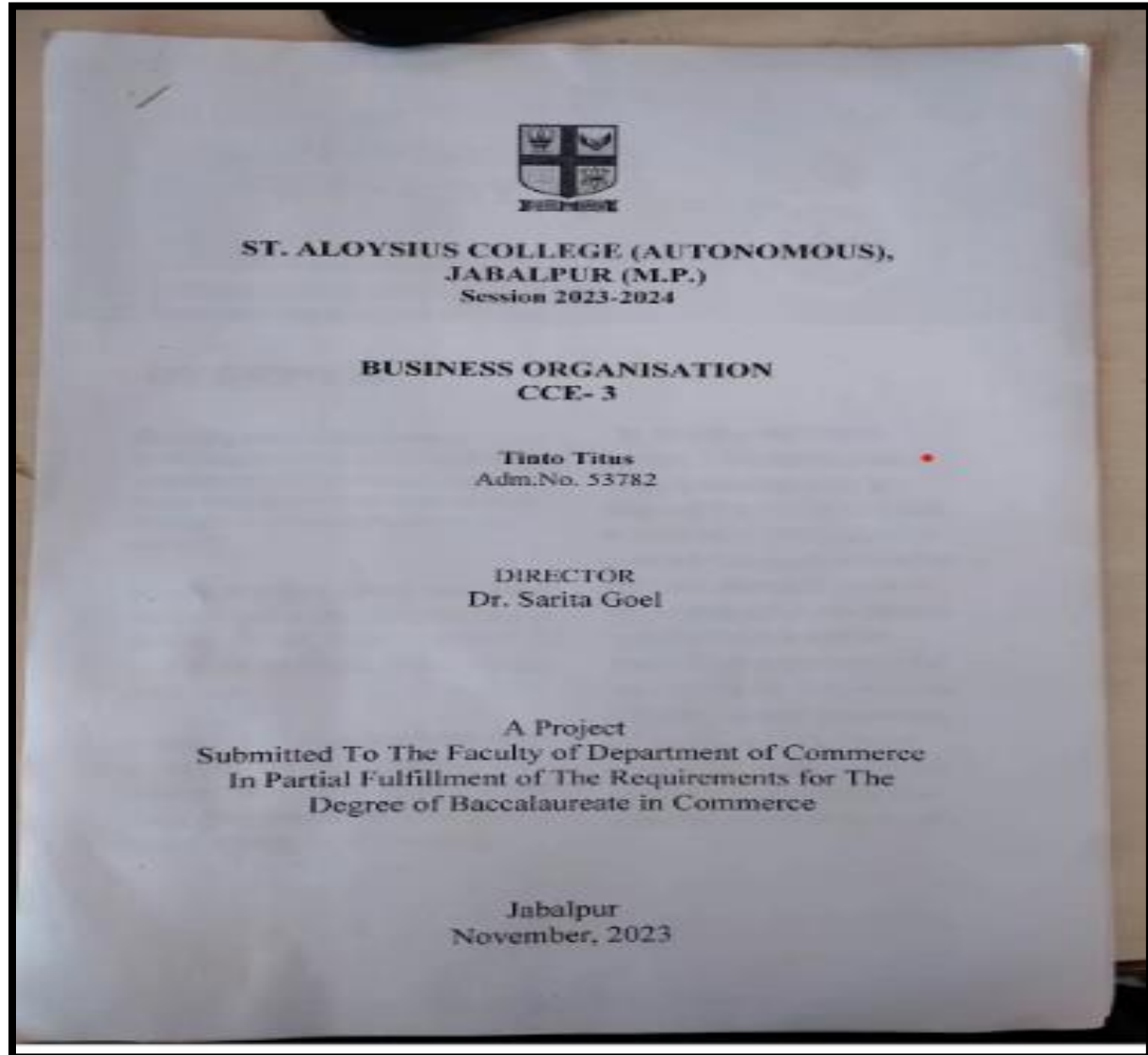
Field Trips: Visits to relevant sites (museums, companies, historical locations) to see applications of classroom learning.

Assessment Methods:

Case Study Analysis: Students apply knowledge to analyze and solve case studies.

Practical Exams: Assess hands-on skills through lab experiments or simulations.

Project Reports: Evaluate application of concepts through written reports on projects.





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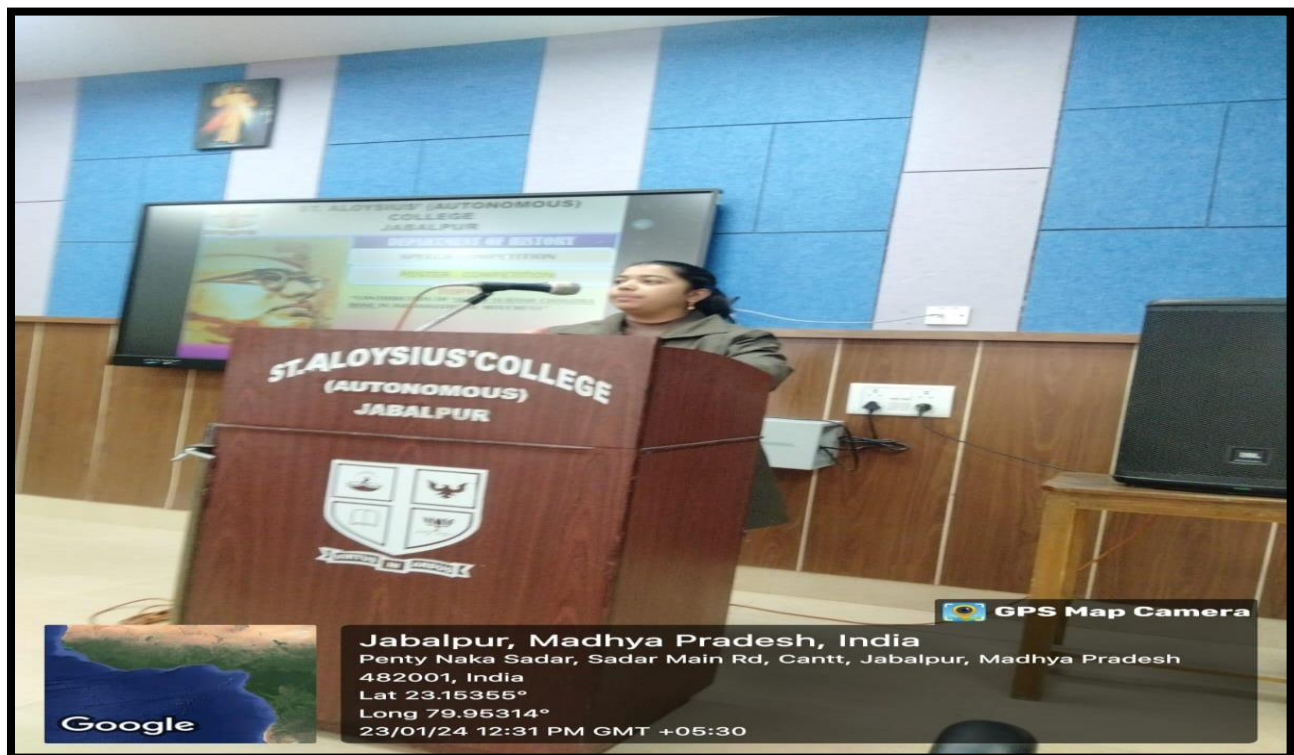
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Role-Playing Exercises: Assess performance and application of knowledge in simulated scenarios.



Performance Tasks: Real-world tasks where students demonstrate applied skills.





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Group Discussion: Students practice sharing their knowledge and applying their learning with support from Specimens of Animals.



Outcome: Enabled students to apply theoretical knowledge to practical scenarios

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Analyzing

Objective: Draw connections among ideas.

Action: Developed activities that involve comparing and contrasting different theories and conducting critical analyses of case studies.

Teaching Methodologies:

Comparative Analysis: Activities that involve comparing and contrasting different theories or concepts.



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Mind Mapping: Mind mapping is a learning technique which uses a non-linear approach to learning that forces the learner to think and explore concepts using visuospatial relationships flowing from a central theme to peripheral branches which can be inter-related.



Case Study Analysis: Deep analysis of case studies to understand underlying principles and relationships.





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Critical Thinking Exercises: Puzzles, problems, and scenarios that require analytical thinking.

Socratic Seminars: Structured discussions where students critically analyze and question ideas.



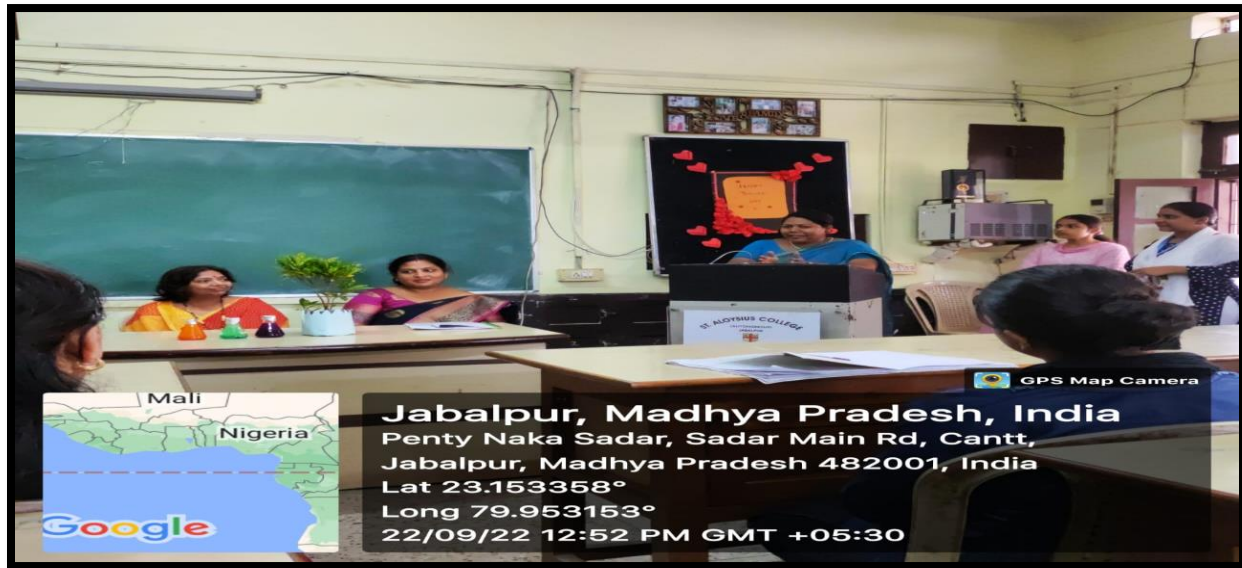
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Assessment Methods:

Analytical Essays: Assess the ability to analyze and synthesize information. Activity conducted in class is "Data Analysis using appropriate Statistical Test". This method will help students to enhance their analytical skills for solving various problems.



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Comparative Studies: Students compare and contrast different theories or concepts in written form.

Data Analysis Reports: Evaluate students' ability to analyze data sets and draw conclusions.



Critical Thinking Tests: Scenarios that require analytical thinking and problem-solving.

Participation in Seminars: Assess contributions to Socratic seminars and the quality of analysis.

Outcome: Strengthened analytical skills and ability to identify relationships between ideas.

Evaluating

Objective: Justify a stand or decision.

Action: Encouraged debates, peer reviews, and reflective essays.

Teaching Methodologies:

Debates: Structured debates on relevant topics to develop argumentation and evaluation skills.



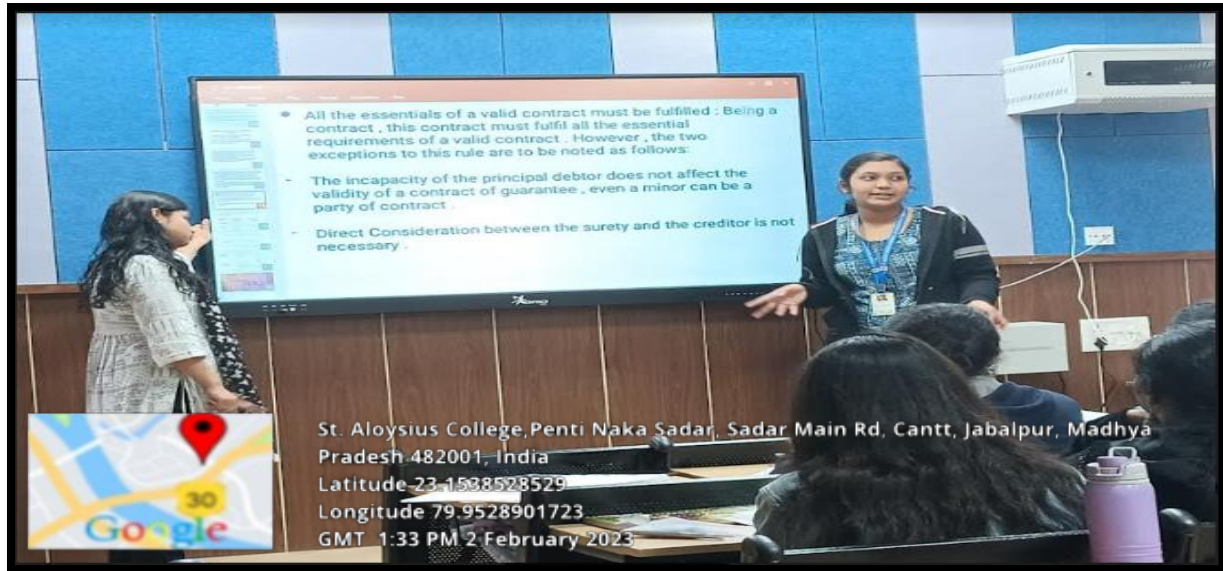
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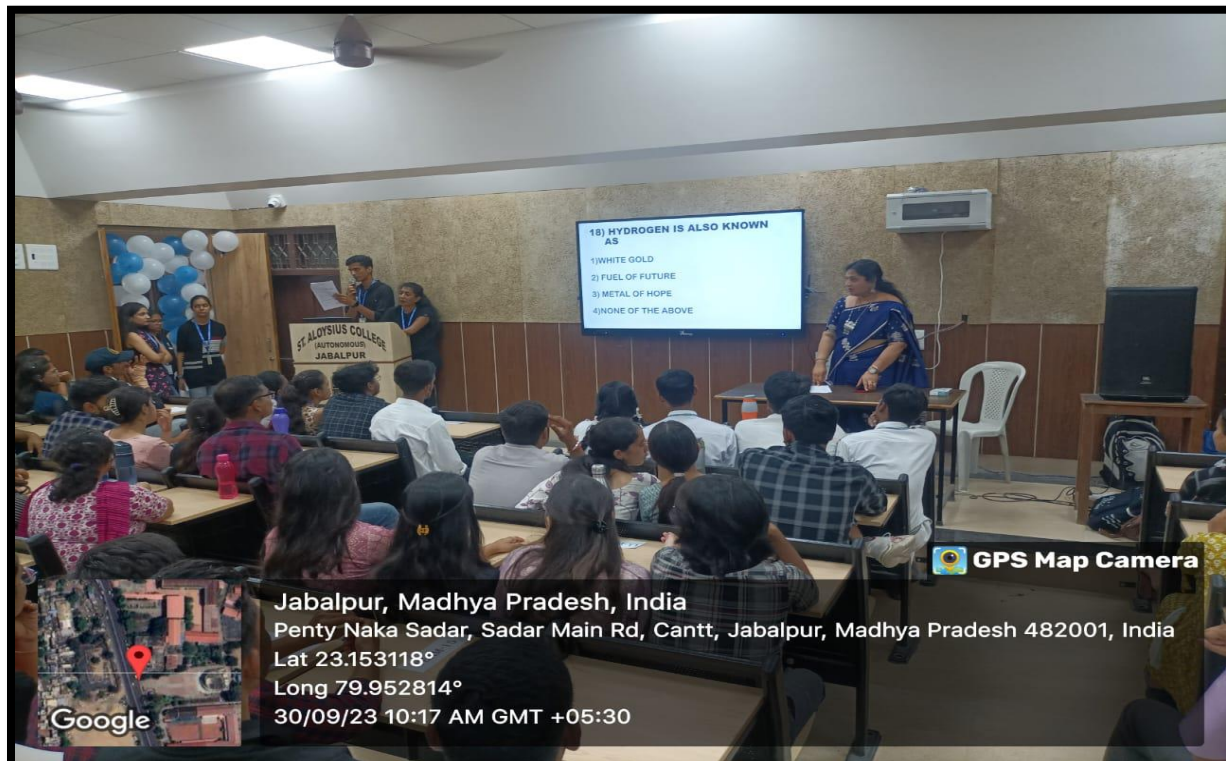
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Peer Review: Students review and provide feedback on each other's work.





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Brain Storming: Brainstorming session conducted for students where they discuss about the financial scams.



Rubric-Based Assessments: Using detailed rubrics to evaluate complex assignments, fostering critical evaluation.

Criteria	Points 4	Points 3	Points 2	Points 1	Total
Relevance to key competency	All learning outcomes are very relevant to the key competency	Majority of the learning outcomes are very relevant to the key competency	Learning outcomes are somewhat relevant to the key competency	Learning outcomes are not exactly relevant to the key competency	

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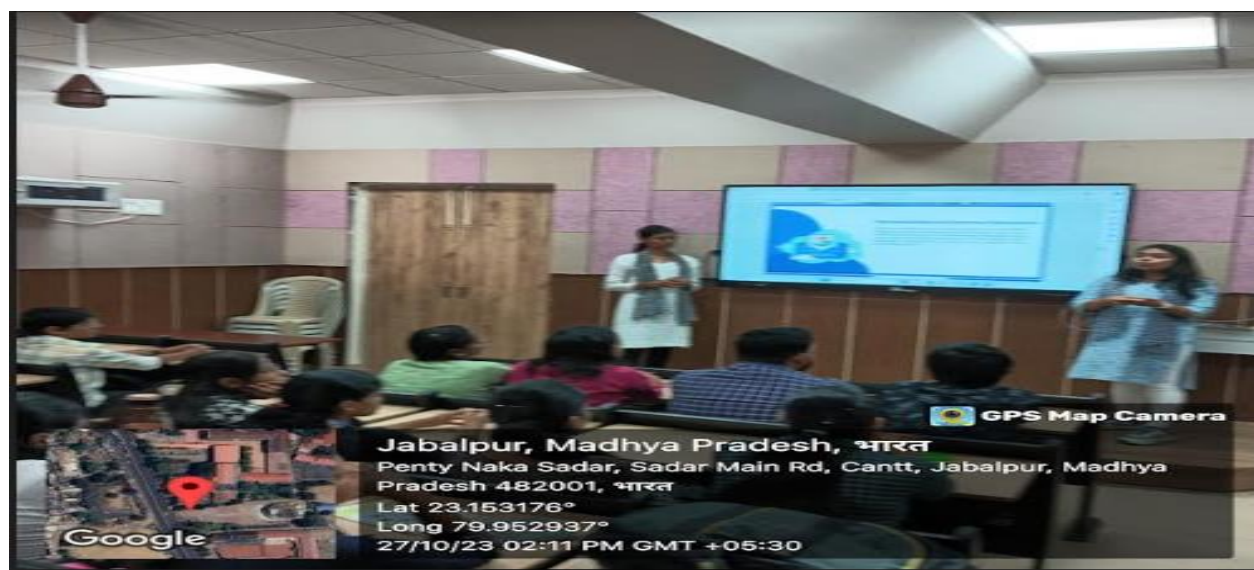
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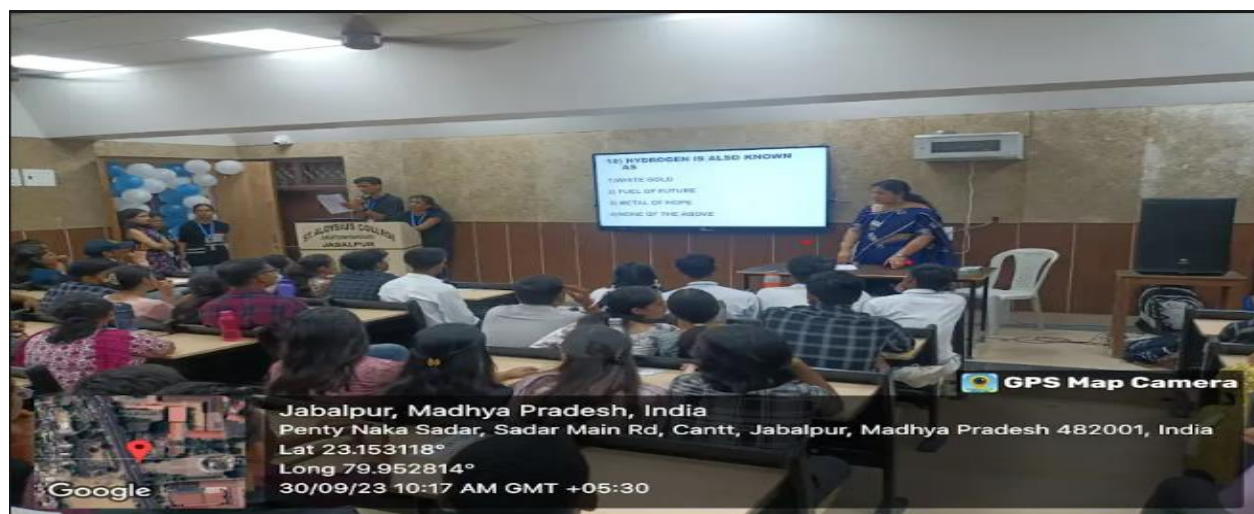
Ethical Dilemmas: Discussing and evaluating ethical issues related to the subject matter.

Assessment Methods:

Debate Performance: Evaluate argumentation skills and the ability to justify positions.



Peer Review Feedback: Assess the quality and constructiveness of feedback provided to peers. Where one student or a group of students (superior learners) teach other students (slow learners) with a mutual understanding with each.





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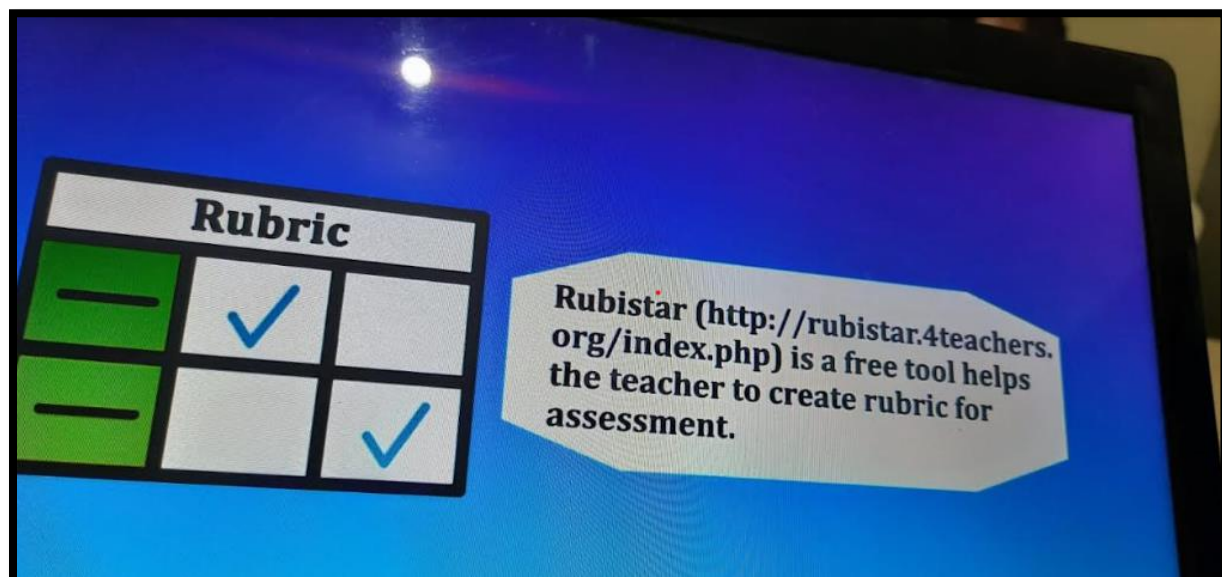
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Reflective Essays: Students reflect on their learning and justify their thought processes.



Rubric-Based Evaluations: Detailed rubrics for assessing complex assignments and projects.





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Ethical Case Studies: Students analyse and evaluate ethical dilemmas, providing justifications for their decisions.

Outcome: Improved ability to make informed judgments and justify decisions.

Creating

Objective: Produce new or original work.

Action: Initiated projects, research assignments, and innovation labs where students design experiments or create models.

Teaching Methodologies:

Project-Based Learning (PjBL): Students work on long-term projects that require them to create original products or solutions.





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Innovation Labs: Providing spaces and resources for students to work on creative projects and innovations.

Design Thinking: Using the design thinking process to create innovative solutions to real-world problems.

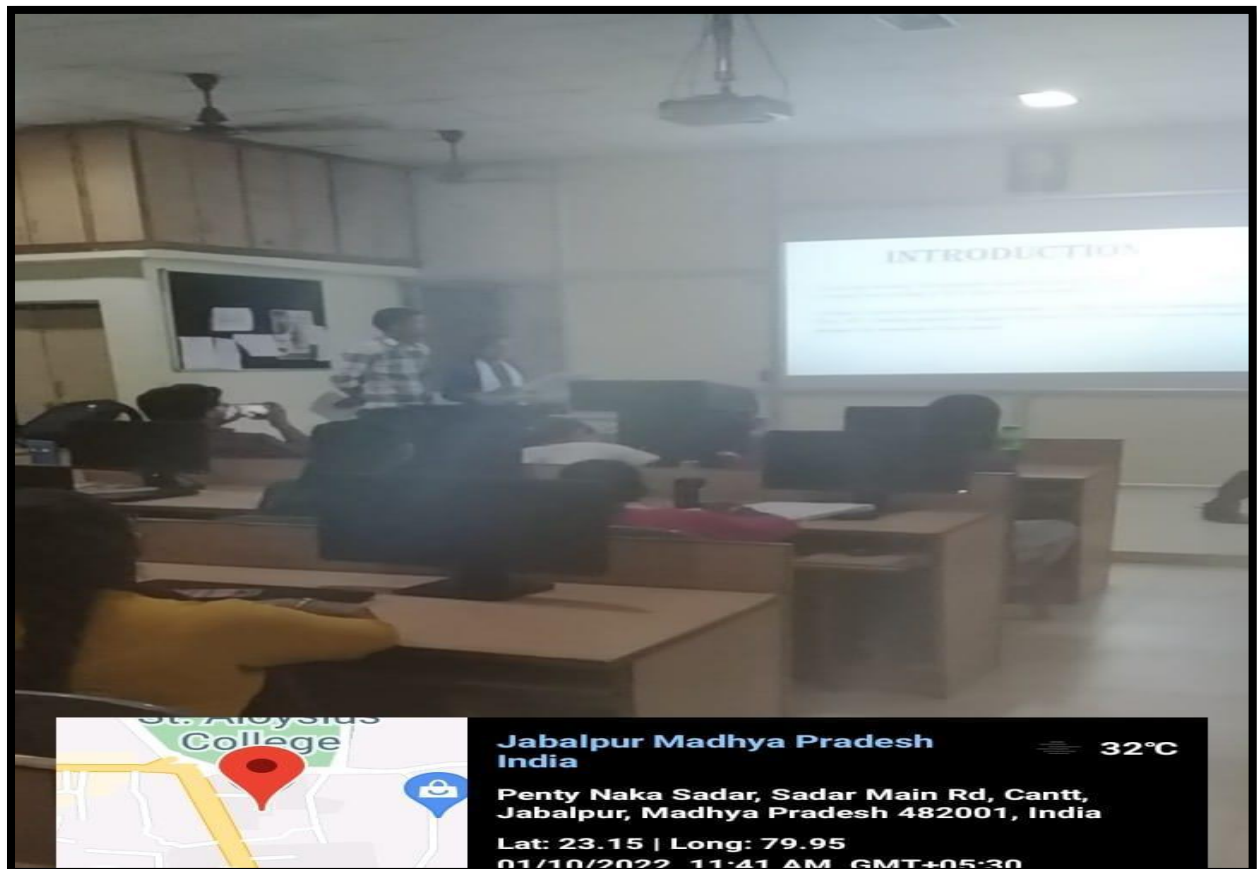
Assessment Methods:

Project Portfolios: Comprehensive portfolios showcasing the development and final outcome of projects.

Outcome: Fostered creativity and the ability to generate original ideas.

Techniques introduced: -

Flipped Classroom Model: Students review lecture materials at home and engage in interactive, discussion-based activities in class.





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Outcome: Increased student participation and deeper understanding of course material.

Active Learning Techniques: Implemented think-pair-share, group discussions, and interactive problem-solving activities.

Outcome: Enhanced engagement and collaborative learning.

Conclusion

Integrating Bloom's Taxonomy with diverse teaching methodologies ensures a comprehensive approach to education, addressing various levels of cognitive learning from basic recall to complex creation. This multi-faceted approach helps in fostering deeper understanding, practical application, critical analysis, and innovative thinking among students.