



Chandra Shekhar Azad Govt. P.G. Lead College, Sehore (M.P.)

Affiliated to Barkatullah University, Bhopal

NAAC Accredited "B" Grade

Website:- <http://csapgcollegesehore.com/>, E-mail:- hecsaglcseh@mp.gov.in,

Ph. No.- 07562-224156, 224240

7.3.1: Portray the performance of the Institution in one area distinctive to its priority and thrust.

Institutional Distinctiveness:

Together We Learn: A Group Based Learning Initiative

It is an irrefutable fact that all the students who enroll in a course/class do not learn at the same pace. While some may understand the concept within one go, others may take more time, efforts, and sessions to get a better understanding of the same course. So, in an effort to break balance this difference in the learning acumen of the students, the college has taken a step to bring in uniformity in the learning pattern for all students.

In order to foster education among the learners, it is imperative that new and creative methodologies and pedagogical techniques are devised. When varied teaching techniques are used, the students are provided with a greater opportunity to learn. One such innovative step is the mutual teaching-learning method practised by all the post graduate departments. The teachers identify the advanced and slow learners at the beginning of the session and then the cooperative learning is carried out. The academically brighter students help the relatively weaker students with the curriculum under this method of co-operative learning. Differing from the regular/usual remedial classes in which the teacher takes the lead, the teachers here perform the different roles of mentor/guide/facilitator.

It does happen that the students, sometimes, are reluctant in asking questions to their concerned teachers but can freely communicate their doubts and queries to their classmates and fellow learners. This method of teaching and learning, in a way, bridges the gap between the teacher and the taught. The teachers during the classroom interaction with the students identify the difficult topics or the portion of the syllabus that require revision or those which are important from the point of view of final university examination. Later, the students take up the same topics/lectures for group learning or teaching as the students are more at ease when their own friends clarify the concepts of the syllabi. The teachers facilitate the learning process by filling in wherever the students fall short. This has also helped in cultivating an academic environment in the class. In order to make the classes interesting, the students are encouraged to use posters, charts, YouTube videos, etc.

This experiment has started showcasing positive results in different ways. Not only has it improved the communication skills of the students, but has also greatly worked in helping the students shed their inhibitions and has boosted their self confidence. This Group Based Learning (GBL) has also resulted in creating a better class ambience for the students. The most distinct upside of the exercise is the development of the qualities of leadership and team work in the students' personality. It is heartening to see the weaker students gradually take the initiative of teaching the

fellow learners. As most of the students belong to economically weaker backgrounds, this mode of learning gives the well-off students a chance to share their notes and books with their classmates. The barriers of religious, social, economic differences are smashed in these classes, resulting in an atmosphere of acceptability, tolerance and fraternity. It also leads to healthy competition among the students. An academic environment like this which involves demonstration activities facilitates the development of research aptitude in the students. Another advantage of GBL is that the teachers get a chance of evaluating their own performance as well as the cognition level of both advanced and slow learners. A lively and active class generates interest in students for their chosen subject and the students look forward to come to class regularly.

This exercise is especially helpful to students who take up teaching as their internship project during the last semester of P.G. studies. They prove to be better teachers at the place where they go for teaching, and ultimately it helps them in their Internship project performance before the external examiner.

Most of the P.G. departments encourage this practice and it has helped especially those departments where there is a lack of faculty members. Sometimes, projects are given to a group of students, especially in New Education Policy. The Group Based Learning has enabled under-graduate students to complete their field projects in a better way. Before the final examination, the topics are revised and difficult topics discussed in these classes. It helps the students to perform better in their final examination.

Group Based Learning at Department of Botany





POCO
SHOT ON POCO X2

Group Based Learning at Department of Chemistry





Group Based Learning at Department of Commerce



Group Based Learning at Department of Computer Application





Group Based Learning at Department of English





Group Based Learning at Department of Physics





TEDEY
IRYA
RI CHOUDHARY
rd Sem (Physical)

PROBLEMS

Curvilinear Coordinates



Group Based Learning at Department of Sociology





Group Based Learning at Department of Mathematics



GPS Map Camera



Sehore, Madhya Pradesh, India

634W+JJH, Bhopal Naka, Englishpura, Sehore,
Madhya Pradesh 466001, India

Lat 23.206493°

Long 77.09655°

10/10/22 01:53 PM