

**INTERNAL QUALITY ASSURANCE CELL (IQAC)
GOVERNMENT J. THANKIMA COLLEGE**



**TEACHERS GUIDELINES
PARTICIPATIVE LEARNING METHODS (PLM)**

Designed by


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GUIDELINES FOR THE PRACTICAL IMPLEMENTATION OF PARTICIPATIVE LEARNING METHODS IN THE ACTUAL SETTING OF THE CLASSROOM UNDER GOVT. J.THANKIMA COLLEGE.

I. Introduction:

The teaching faculties of Govt. J.Thankima College are desirous to implement participative learning methods in the classroom so as to promote higher level of motivation amongst our students. So far as the common experiences of the faculties of the College are concerned, there is no other way to improve the quality of classroom transaction unless we could motivate our students to learn. Thus, the Teaching Learning Committee duly constituted under the College IQAC has been compelled to take up some measures to implement participative learning approach especially with regard to the NAAC Criterion No II emphasizing student centric approach. The College faculty fraternity would like to make a paradigm shift from traditional approaches to participative learning approaches so as to develop higher cognitive ability in the learners. Under this philosophical basis the present Guideline come into effect.

This Guideline would entail and facilitate the practice of participative learning methods in classroom transaction promoting higher cognitive skills amongst the students. It would also be an impetus to all the faculties of Govt. J.Thankima College toward enhancement of a paradigm shift from the conventional lecture method to constructivism approach in the teaching methodology.

II. Articles of the Guidelines :

1. Tittle and commencement and jurisdiction:

This Guideline shall be entitled "The Guidelines for the practical implementation of Participative Learning Methods (PLMs) in the Actual setting of the Classroom under the Govt. J.Thankima College, 2020". This Guideline shall come into force from the date of official notification issued by the Principal of the College.

2. Definitions of PLMs:

PLMs means any suitable learning methods identified by the Teaching Learning Committee of Govt. J.Thankima College to make the learners active rather than passive in the classroom or learning situations.

3. Identification of PLMs:

The TLC shall identify the PLM to be implemented under the Govt. J.Thankima College from time to time. Presently, the following are the identified participative learning methods to be implemented in the classrooms or learning situations under the Govt. J.Thankima College:

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| i. Large Group Discussion. | ii. Small Group Discussion. |
| iii. Fish Bowl Discussion. | iv. Panel Discussion. |
| v. Open Book Discussion. | vi. Role Playing. |
| vii. Student Lecturing. | viii. Paper presentation/classroom seminar. |
| ix. Classroom Debate. | x. Online Discussion. |
| xi. Home Assignment/Project work based Discussion. | |

4. **Brief descriptions on the various identified PLMs:**

i. **Large Group Discussion:** It is a discussion within a larger students group under the close supervision of the concerned teacher. The size of the student group could be not more than 20 to 30 students. Each student shall be given equal chance to participate in the discussion and also shall have the right to interrupt or ask question or clarification during the course of discussion.

ii. **Small Group Discussion.** It is a discussion within a smaller students group under the close supervision of the concerned teacher. The size of the student group could be not more than 5 to 10 students per group. Each student shall be given equal chance to participate in the discussion and also shall have the right to interrupt or ask question or clarification during the course of discussion.

A prescribed format for **Large/Small Group Discussion Score Sheet (LSGDSS)** is attached to this Guideline as per Annexure-1

iii. **Fish Bowl Discussion.** It is also a discussion method in a smaller group of students. Inner circle students (ICS) consisting not more than 6 to 8 students shall be created for the purpose. The ICS shall be arranged to sit in a circle at the central point of the class. All the other students shall be provided seats next to the ICS by encircling them. Each member of the ICS shall be expected to prepare at home for the initiation of open discussion on the pre-selected topic. Each student of the class shall be given an equal chance to become one of the members of the ICS. During the course of discussion, any student or the teacher listening the discussion of the inner circle shall have the right to interrupt or asking question. Preferably, the teacher may appoint student to ask questions.

A prescribed format for **Fish Bowl Discussion Score Sheet (FBDSS)** is attached to this Guideline as per Annexure-2

iv. **Panel Discussion.** It is also a discussion method initiated through a smaller group discussion. The class teacher may appoint a panel member of not more than 5 to 10 students on random selection. The topic shall be selected by the class teacher or from amongst the students. The discussion shall be conducted through the initiation of the panel members and the class teacher shall play the role of a moderator.

A prescribed format for **Panel Discussion Score Sheet (PDSS)** is attached to this Guideline as per Annexure-3

v. **Open Book Discussion.** It is also a discussion method hold in a class with the help of relevant book materials on the spot. The class teacher may select a topic in advance and also appoint certain students to collect the relevant books concerning to the selected topic for the discussion. Any students may be asked to explain or discuss the selected topic with the help of some relevant books. Each student shall be given equal chance to involve in the discussion or collection of the relevant books. Each and every student shall have the right to interrupt or ask question or clarification during the course of discussion.

A prescribed format for **Open Book Discussion Score Sheet (OBDSS)** is attached to this Guideline as per Annexure-4

vi. **Role Playing.**

Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. It is an interesting example of an active learning and teaching strategy. It can incorporate drama, simulations, games, and demonstrations of real life cases related to any topic in undergraduate studies for a bachelor degree. It does not only provide a variation in teaching techniques but also allows a more student centric approach to learning. Following are some of the steps that involves:

Step 1: Identify the Situation:

Identify any issue or topics from the syllabus to act out in a role play in the classroom situation. To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help people to start thinking about the problem before the role-play begins.

Step 2: Add Details

Next, set up a scenario in enough detail for it to feel "real." Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.

Step 3: Assign Roles:

Once you've set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens. Others will represent people who are supportive or hostile, depending on the scenario. Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation.

Step 4: Act Out the Scenario

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

Step 5: Discuss What You Have Learned

When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience.

A prescribed format for **Role Playing Score Sheet (RPSS)** is attached to this Guideline as per Annexure-5

vii. **Student Lecturing.** In this method, the class teacher may select 3 or 4 different students to deliver a lecture to the class on a selected topic/chapter. The selection must be done on random basis in which every individual student in the concerned class shall have an equal chance to be selected. The number of selected students to deliver lecture shall depend on the sizes of the class and the time factor. Each Student -audient of the lecture shall be given freedom to ask or raise clarification during the course of

such lecture. Evaluation or Summary of the lecture may be given by the concerned class teacher at the final end of the class.

A prescribed format for Student Lecturing Score Sheet (SLSS) is attached to this Guideline as per Annexure-6

viii. Paper presentation/classroom seminar.

Paper presentation in a classroom basis on selected topic out of the syllabus could be arranged from time to time. Following points are suggested for effective paper presentation in a classroom situation:

- 1) Planning Your Presentation.
- 2) Focus on your Audience's Needs
- 3) Show your Passion and Connect with your Audience. Smile and Make Eye Contact with your Audience
- 4) Select a topic relevant to the syllabus.
- 5) Define the objective of the presentation. Keep it Simple: Concentrate on your Core Message.
- 6) Preparing the Content of Your Presentation.
- 7) Prepare the body of the presentation. If power point presentation is prepared, follows 10-20-30 Rule for Slideshows (Guy Kawasaki of Apple)
- 8) Prepare the introduction and conclusion. Tell stories as it help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. So, it is a good idea to start with a story.
- 9) Prepare questions to ask to audience.
- 10) Use your Voice Effectively.
- 11) Use your Body Too.
- 12) Relax, Breathe and Enjoy.

A prescribed format for Classroom Seminar Score Sheet (CSSS) is attached to this Guideline for ready reference at Annexure 7.

ix. Classroom Debate.

Classroom Debate simply means a debate which is conducted inside a classroom under the close supervision of any concerned teacher for any particular subject from time to time. In conducting such a debate, the following procedures may be followed:

Procedures:

1. Put students into two (or more) teams by position or opinion. You may want to assign positions or let students chose what team they want to be on.

2. Give each team 5-10 minutes to prepare a short opening statement, 3-5 minutes long, and decide who will deliver each speech.
3. Allow each team to deliver their opening statements without interruptions. Encourage both sides to take notes and prepare rebuttals.
4. After the opening statements, alternate between both sides, asking students to raise their hands and address questions or comments to the other team. Continue this for a set period of time.
5. At the end, declare a winner based on who was more persuasive. You can consider how many reasons each team came up with for their side and also how well they answered the concerns of the other team.
6. As an extension, students can present their argument for a future class in the form of a poster or a slide show. If they are debating about a topic related to learning English, these posters can be valuable resources.

Grading a Debate:

A group of students, consisting 2 or 3 students out of the class may be appointed who will make judgment on the basis of the following three outlines as per a prescribed **Classroom Discussion Judgment Score Sheet** given under this Guideline. Such assessment or judgment must be given during the course of the debate.

- A – Whether they are well prepared and based on factual information in acknowledging or refuting the topic.
- B – Whether the speaker showed comprehension of topic and makes a good argument.
- C – Whether all the team members are participating seriously and sincerely attentive.

A prescribed format for **Classroom Debate Judgment Score Sheet** attached as per Annexure 8.

x. Online Discussion.

An Online Discussion (OD) is a form of discussion amongst students in a particular class through a network or internet. 10 – 15 students in a single group of discussion may be sufficient. A whatsapp group discussion may include under this Online Discussion. Any teacher could arrange such discussion on his/her subject and he/she may become the administrator of the group. The concerned teacher or faculty may be held responsible to conduct, monitor and make judgment upon all the active participants or non-active participants by using the prescribed **Online Discussion Score Sheet**.

Followings are some of the ground rules which may be adhered to as far as practicable:

1) **Participate:** A shared learning environment is only effective if everyone involved actually shares. Thus, each Student must be encouraged to contribute to the conversations. Neither stalkers nor cyberspace lurk are allowed. As the concerned teacher or faculty, make providing insightful commentary or some encouraging words to the participant student.

2) **Help Others:** The benefit of interactive education is that students can act as additional facilitators, and good teachers will allow themselves to learn from the students. No one is an expert in all-things technology. If you find that some of your students have more experience than others in using online discussion forums—and perhaps more experience than you—encourage them to be advocates and educators. This will not only give them a boost of confidence, but it will also help bring the other students

up to speed. Furthermore, the students who receive help will appreciate it and be willing to help other students in the future.

3) Use Proper Writing Style: This is a requirement! A virtual classroom is a professional environment. Write as if you were drafting a term paper and tell your students to do the same. Correct spelling, grammar, and style are expected in all scholarship and academic writing.

4) Respect Diversity: Your online discussion is a part of your classroom. Each and every student, irrespective of races, genders, sexes, ages, sexual orientations, religions, disabilities, and socioeconomic statuses, must be able to feel free. Derogatory and sarcastic comments and jokes that marginalize anyone are fundamentally unacceptable, especially in the classroom. Offensive language—or language that could be construed as offensive—should be avoided and defused. If and when the need arises, the concerned teacher/faculty must take immediate action to protect the safety and comfort of his/her students.

5) No Flaming: Do not tolerate tantrums on academic forum. Criticism, although a central part of academia, must be constructive, well-meaning, and well-articulated. Rants directed at any contributor are highly unacceptable. In addition, tell your students to avoid profanity.

Online Discussion Score Sheet (ODSS) attached as per Annexure-9.

xii. Home Assignment/Project work based Discussion.

This is a classroom discussion on the basis of certain question arising out of the Home Assignment or Project work given to the student. This can be arranged under the supervision and guidance of the concerned faculty. The Guideline for Home Assignment which has already been formulated and notified by the College Principal may be referred to in this concerned.

A prescribed format for Home Assignment/Project Work Based Discussion Score Sheet (HA/PWBDSS) is attached as per Annexure-10.

5. Classroom activity based Evaluation of students' performance:

Unless whatever academic activities has been given some value or weightage in terms of internal mark, students may not necessarily pay attention or serious efforts resulting into the failure in attaining the academic objective. Hence, we need to assign some amount of mark value or weightage to any academic activity which would ultimately affect their academic result.

A prescribed format for Students Participation Summary Report Sheet (SPSR5) is attached in this Guideline as per Annexure-11

6. Amendments of the Guideline:

This Guideline shall be liable to amend by the Principal of the College on the advice of the Teaching Learning Committee from time to time.

7. Interpretation of the Guideline:

In case of difficulties or confusion to any point of this Guideline, subject to the advice of the Teaching Learning Committee, the Principal of the College shall have the absolute right of interpretation and which shall be final.

8. Responsibility of each faculty in each Department for the implementation:

Each faculty in every Department shall be held responsible to practice and implement the various PLM as identified under this Guideline in their respective classroom each. In this regard, at least 40 % of the total class/period of each faculty in each paper shall be dealt by practicing the PLM. Proper **Students Participation Summary Report (SPSR)** shall be submitted to the Academic & Examination Committee (AEC) by each faculty in each paper for making the final weightage to the evaluation. The prescribed format for the SPSRS is also attached in this Guideline as per Annexure-11.

Appendices:

- Annexure-1: Large/Small Group Discussion Score Sheet (LSGDSS)**
- Annexure-2: Fish Bowl Discussion Score Sheet (FBDSS)**
- Annexure-3: Panel Discussion Score Sheet (PDSS)**
- Annexure-4: Open Book Discussion Score Sheet (OBDSS)**
- Annexure-5: Role Playing Score Sheet (RPSS)**
- Annexure-6: Student Lecturing Score Sheet (SLSS)**
- Annexure-7: Classroom Seminar Score Sheet (CSSS)**
- Annexure-8: Classroom Debate Judgment Score Sheet (CDJSS)**
- Annexure-9: Online Discussion Judgment Score Sheet (ODJSS)**
- Annexure-10: Home Assignment/Project Work Based Discussion Score Sheet (HA/PWBDSS)**
- Annexure-11: Students Participation Summary Report Sheet (SPSR)**

References:

<https://www.skillsyouneed.com/present/presentation-tips.html>

STUDENT LECTURING SCORE SHEET (SLSS)

Date: Class : Section :

Period: Subject: Paper No:

Name of concerned Faculty:

Discussion Topic:

Roll No	Scores (O=4; VG=3; AV=2; F= 1; Absent= 0;)					Total
	O	VG	AV	F	Absent	
(O= Outstanding; VG= Very Good; AV= Average; F=Fair; Ab= Absent)						
						Signature of Faculty

ONLINE DISCUSSION JUDGMENT SCORE SHEET (ODJSS)

Group Size: Large/Small No of students in the Group: Date:

Class : Section : Period: Subject: Paper No:

Name of concerned Faculty:

Discussion Topic:

Roll No	Scores (O=4; VG=3; AV=2; F= 1; Absent= 0;)					Total
	O	VG	AV	F	Absent	
(O= Outstanding; VG= Very Good; AV= Average; F=Fair; Ab= Absent)						
						Signature of Faculty

