**Planning for Varied Modes of Learning**

The focus of teaching strategies is to make students use their learning to become effective teachers. The teaching plans developed for all courses document the strategies used in classrooms. Every teaching plan is all-inclusive showing

.Student-centered teaching strategies to be employed

. e- resources cited by teachers

.Enrichment content and special lectures planned

.Additional inputs as recent developments in certain concepts.

Assignments and group projects

The teachers make use of experiential and participative learning strategies in different forms for teaching certain concepts in each course. These strategies are documented with the help of Active Learning Method Format developed by the institution.

**Learning Modes Used**

There are seven courses for B. Ed. first year students and five courses for B. Ed. second year students. There are four courses for M. Ed. students in each semester. Teachers employed the following experiential and participative learning strategies:

Discussion- Open discussion, group discussion, focus group discussion, panel discussion, fish bowl technique for discussion Debate

Visual mapping by students- concept maps, mind maps, info graphics

Brainstorming- with and without using technology Presentation of case studies Presentation of activity worksheets

Reflection exercises

Flipped learning Group presentations by students

Use of online applications for activities Group projects Rationale for the Adoption of Learning Modes Discussion in various forms allowed students to be active participants in the learning process. The teachers moderated the discussion using questions to drive the reasoning of students. The teachers ensured that students were actively engaged during the discussion.

Debates developed the critical thinking and collaborative learning skills of students. Debates were conducted both in online and offline mode and they helped students to look at concepts with different perspectives.

Visual mapping techniques helped the students to present ideas logically with attention to the relationship between concepts. This made them gain a deeper understanding of concepts.

Group presentation by students developed the creativity and communication skills of students. Variety in presentation of concepts led to new understandings and also resolved cognitive conflicts.

Brainstorming encouraged the generation of ideas that were consolidated by the teachers. Worksheets made students engrossed in the learning process. Case studies challenged the reasoning of students and reflection exercises made them relate their life experiences to the concept learnt.

Flipped learning was well received by the students as it created an interactive learning environment and was used in combination with other strategies were also models for students to use in their future workplaces.