

### **2.3.1 STUDENT CENTRIC METHODS**

The mission of the Department of Chemistry is to develop young chemists for the exploding world of opportunities. The department offers a range of possibilities that promote student centric learning environment, that is focused on the need of student and some of which are listed below

#### **➤ PARTICIPATORY LEARNING BY EXPERIENTIAL LEARNING ACTIVITY**

Experiential learning enhances programme or course-based learning outcomes that are primarily focused on employability skills by applying theory and academic content to real-world experiences, whether in the classroom or in the community. It can be done independently or in groups. In view of this student centric experiential practical sessions are undertaken in the department. This enhances the laboratory skills of the students, thereby better performance in the lab and university practical exam too. Apart from regular lab experiments, the BSc and MSc students were given project works also. This experiential learning process enhance their ability to do research in the problem assigned. It also imparts critical thinking and resolution in experiments.

After the severe impact of Covid pandemic, students were given exposure to the practical chemistry field including workshop on making sanitizer in the laboratory and houses. This process had a very positive outcome as the learner become self-sufficient in conducting practical experiments.

#### **➤ INDUSTRIAL VISITS**

The industrial visits and on-site expeditions from the department ensures that the student receive the best learning experience through practical approaches. This guarantees that the students have in-depth knowledge and expert level application in their professions.



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### ➤ **STUDENT SEMINARS**

Department of Chemistry offers cutting-edge programmes that foster students' creativity, provide them a platform to develop their problem-solving abilities, and guarantee interactive learning. Seminars aid students in acquiring the professional abilities and attitudes of scientists. The learners' participation in seminars and assignments will aid in their acquisition of in-depth information about the subject.

### ➤ **PEER TEACHING & REMEDIAL TEACHING**

Department of Chemistry has always made positive efforts to close the achievement gap between fast and slow learners and provide a productive learning environment where each individual student can benefit and advance according to their learning capacities. Department focus in this area is unique and guarantees organized teaching strategies for students. Peer learning and remedial programmes enables students to work through new concepts and materials.

### ➤ **PROJECT WORK**

Student projects serve as a platform for the growth of social and personal responsibility as well as educational experience which students can apply critically and creatively to real life situations. Students acquire the skills of planning, critical thinking, reasoning, problem solving, decision making, creativity and communication skills. The idea behind project-based learning is that students can gain deeper knowledge by actively exploring issues and problems from the real world. In Project based learning students learn to apply the knowledge learnt in classroom.

### ➤ **GOOGLE CLASSROOM**

Google Classroom aims to make it simpler to create, distribute, and grade assignments. It also encourages students to participate in online or remote learning, which will improve learning. The use of Google Classroom was a helpful way to keep classes going while colleges were closed due to the COVID-

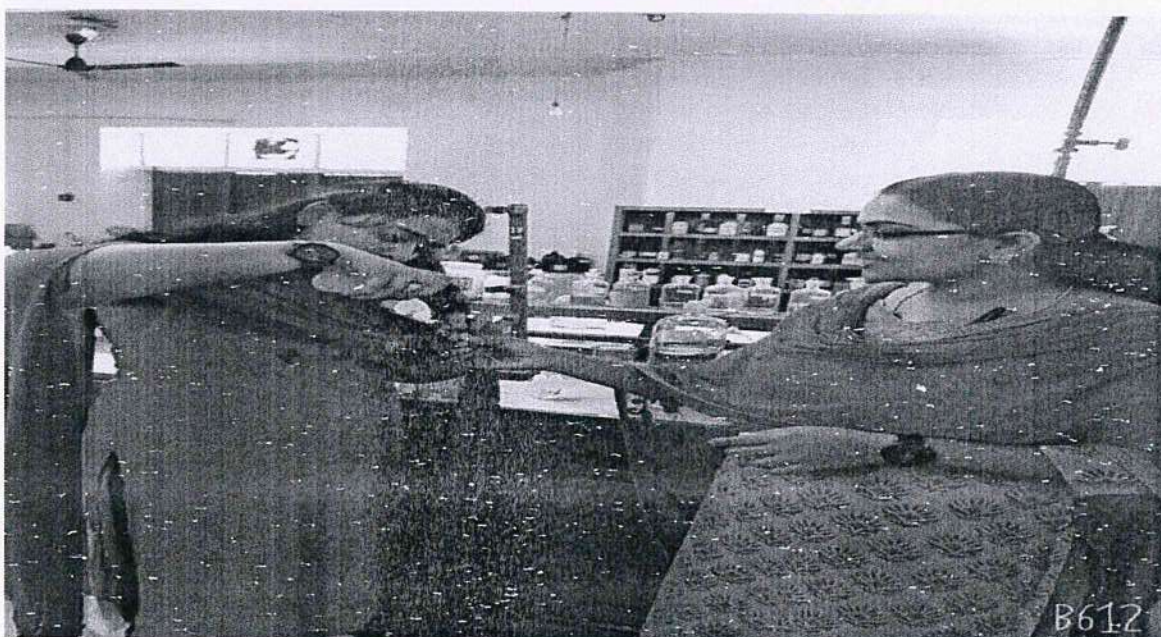
19 virus. Collaboration between teachers and students in online classes is made possible via the Google Classroom feature.



## **PARTICIPATORY LEARNING -EXPERIENTIAL LAB**

**2018-19**

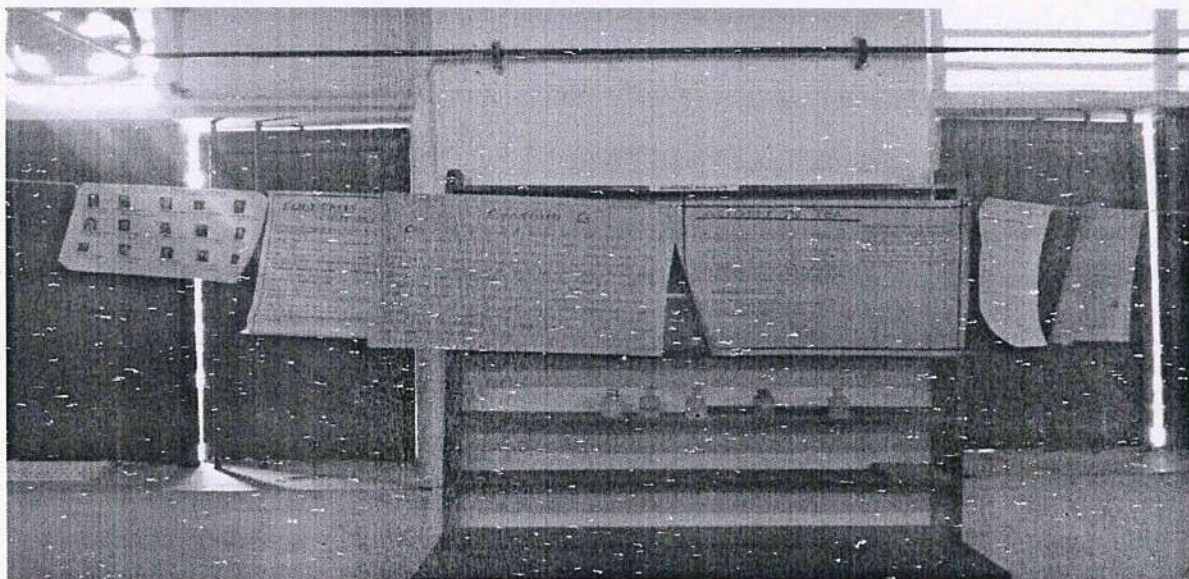
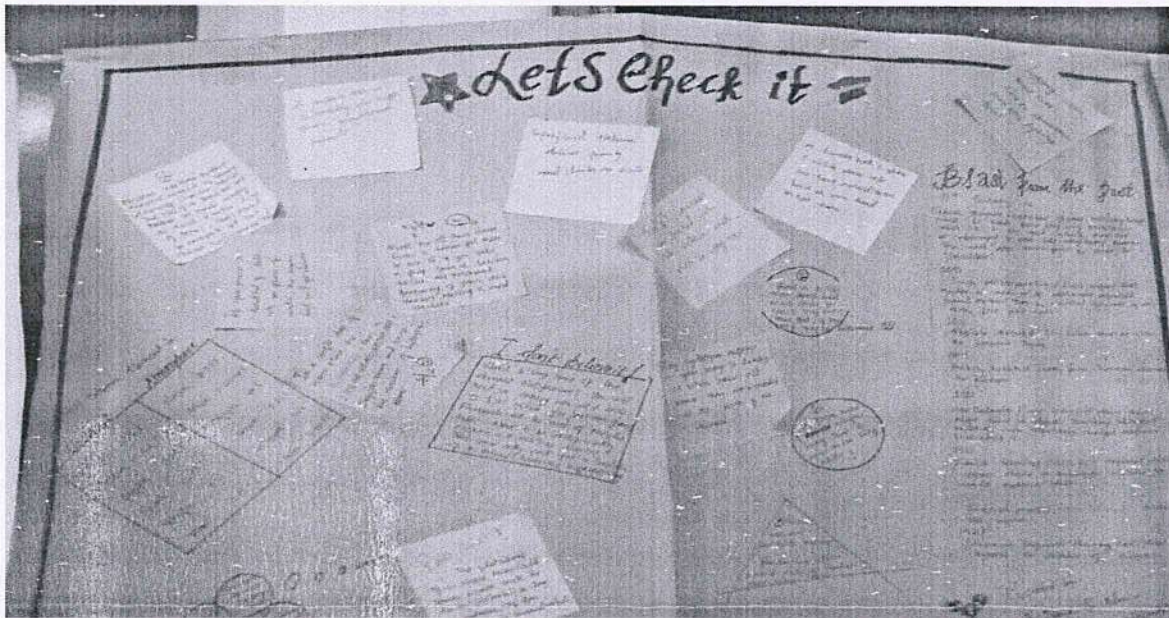
Students undertake the group projects and they are given opportunity to get hands on experience to experimental and find a positive outcome of a problem. They adopt various analytical methods, reach up to conclusions and present before the supervising faculty.





2019-20

Apart from regular lab experiments, the students were given project work also. This experiential learning process enhance their ability to do research in the problem assigned. It also imparts critical thinking and resolution in experiments.





**2020-21**

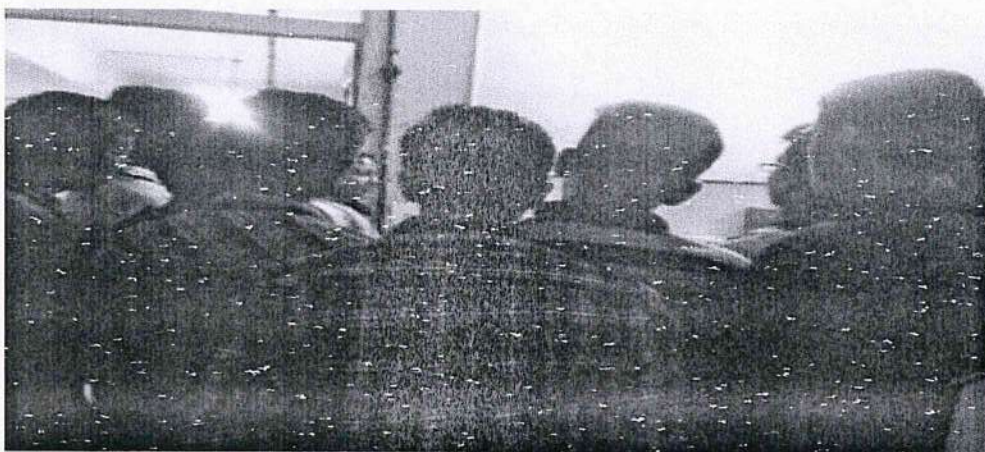
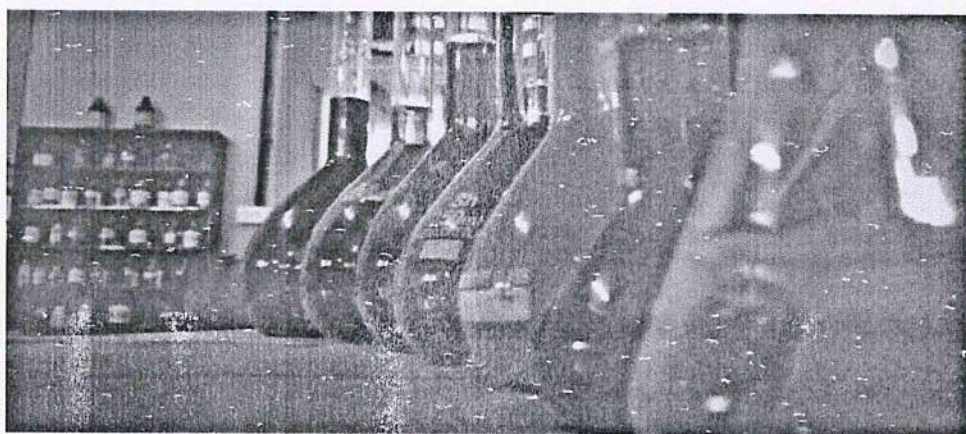
After the severe impact of Covid pandemic, students were given exposure to practical Chemistry field including workshops on making sanitizer in the laboratory and houses. This process had a very positive outcome, as the learner become self sufficient in conducting practical experiments.





**2021-22**

Students undertake the group projects and solve problems by getting hands-on experience. They use a range of analytical techniques and make presentations to the faculty members who oversee them.



2022-23

Student-centric experiential practical sessions are undertaken in the department.

This enhances the laboratory skills of the students there by better performance in the university practical examination too.







**Thiruvananthapuram, Kerala, India**

Unity Tower, 4th, Mahatma Gandhi College – Main Block, Sree Nagar,  
Kesavadasapuram, Thiruvananthapuram, Kerala 695004, India  
Lat 8.532053°  
Long 76.943096°  
07/12/22 01:39 PM GMT +05:30



**Thiruvananthapuram, Kerala, India**

GWJV+V43, Sree Nagar, Kesavadasapuram,  
Thiruvananthapuram, Kerala 695044, India  
Lat 8.532102°  
Long 76.942919°  
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## Industrial Visits

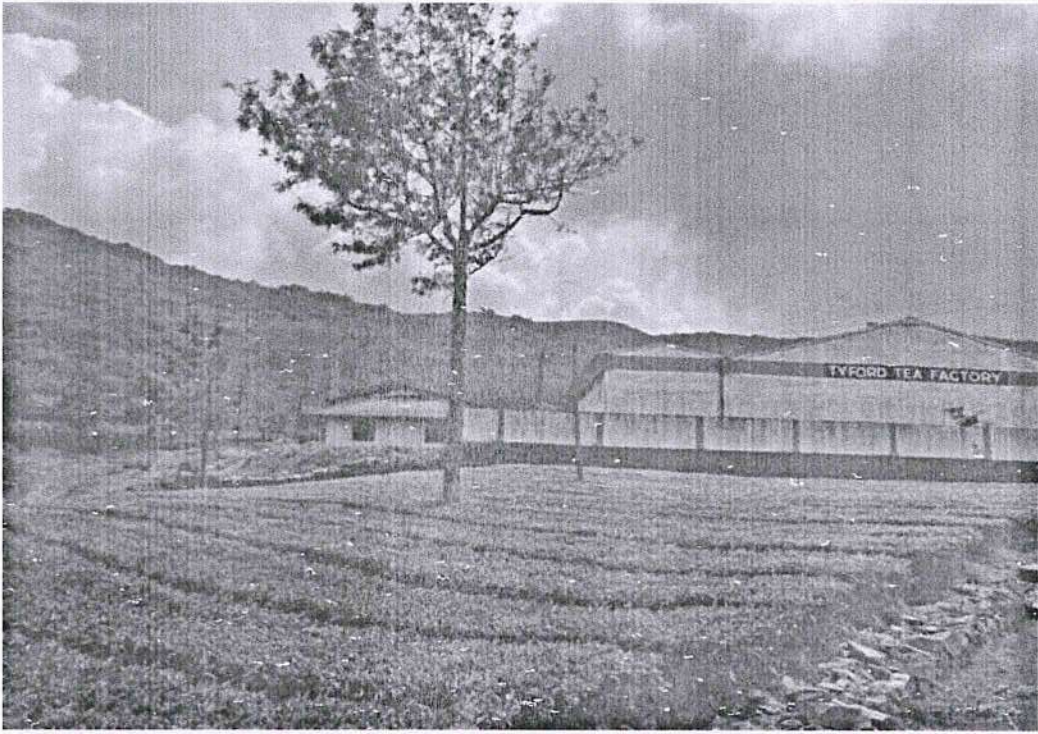
- ❖ A group of 15 UG students got an opportunity to visit Kudamkulam Nuclear Power Project ON 25<sup>TH</sup> MARCH 2019



- ❖ As a part of field visit second year PG students visited TYFORD TEA FACTORY, ELAPPARA on 24<sup>th</sup> October 2022. They also visited KMML, Chavara on 25<sup>th</sup> October 2022.



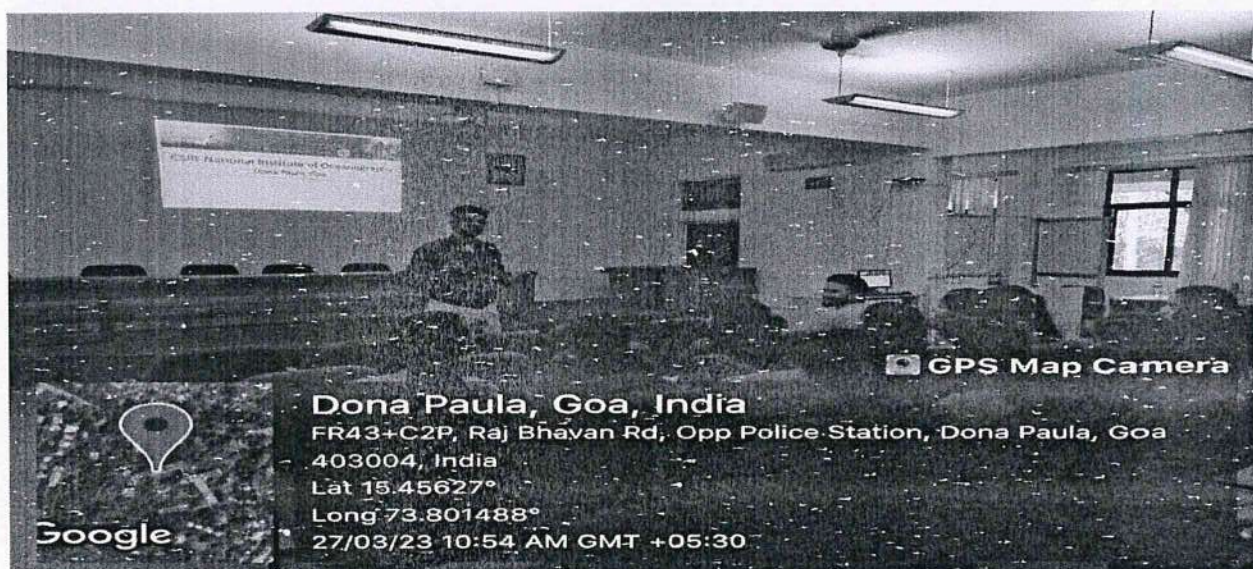
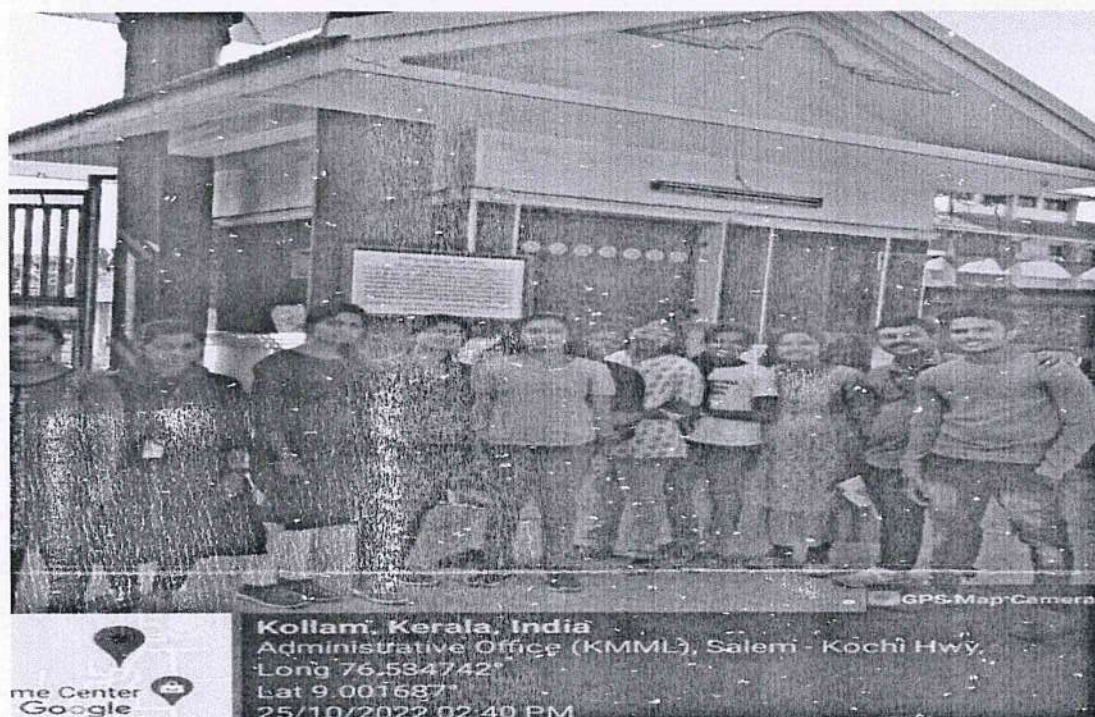






❖ A study tour for the final semester MSc students was conducted during 25/03/2023 to 29/03/2023. Around 12 students and two faculty participated.

As part of the tour, they have visited CSIR-NIO Goa.



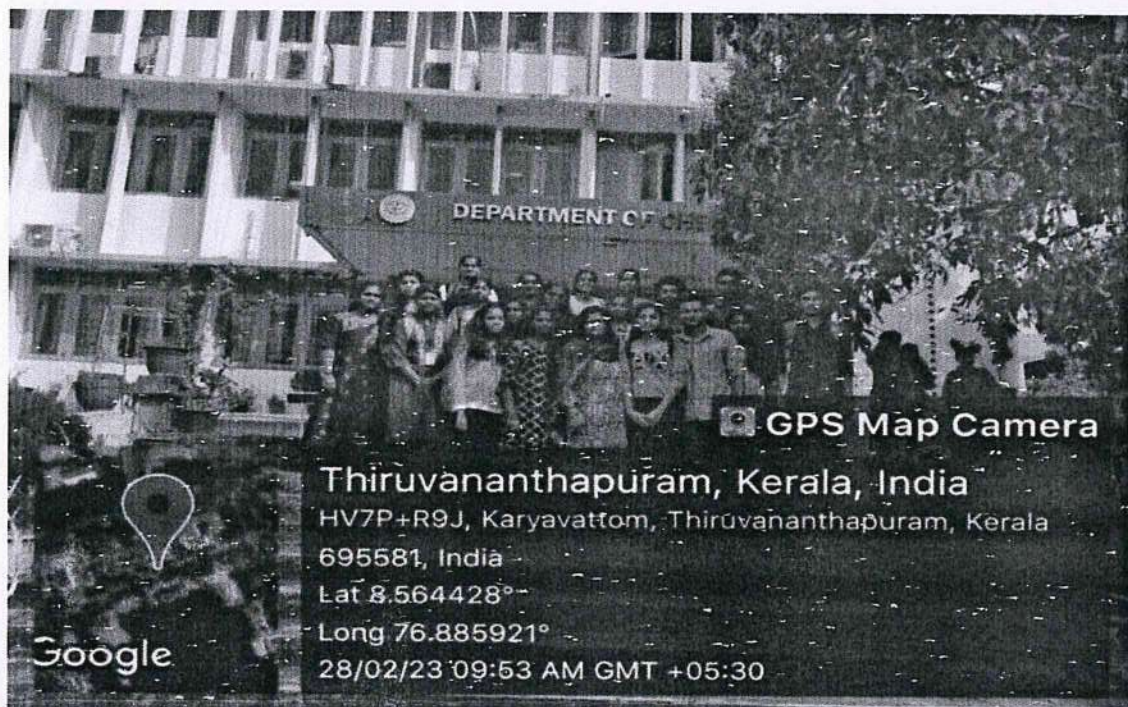


❖ First year UG students visited CSIR-NIIST, Thiruvananthapuram on 19<sup>th</sup> January 2023.



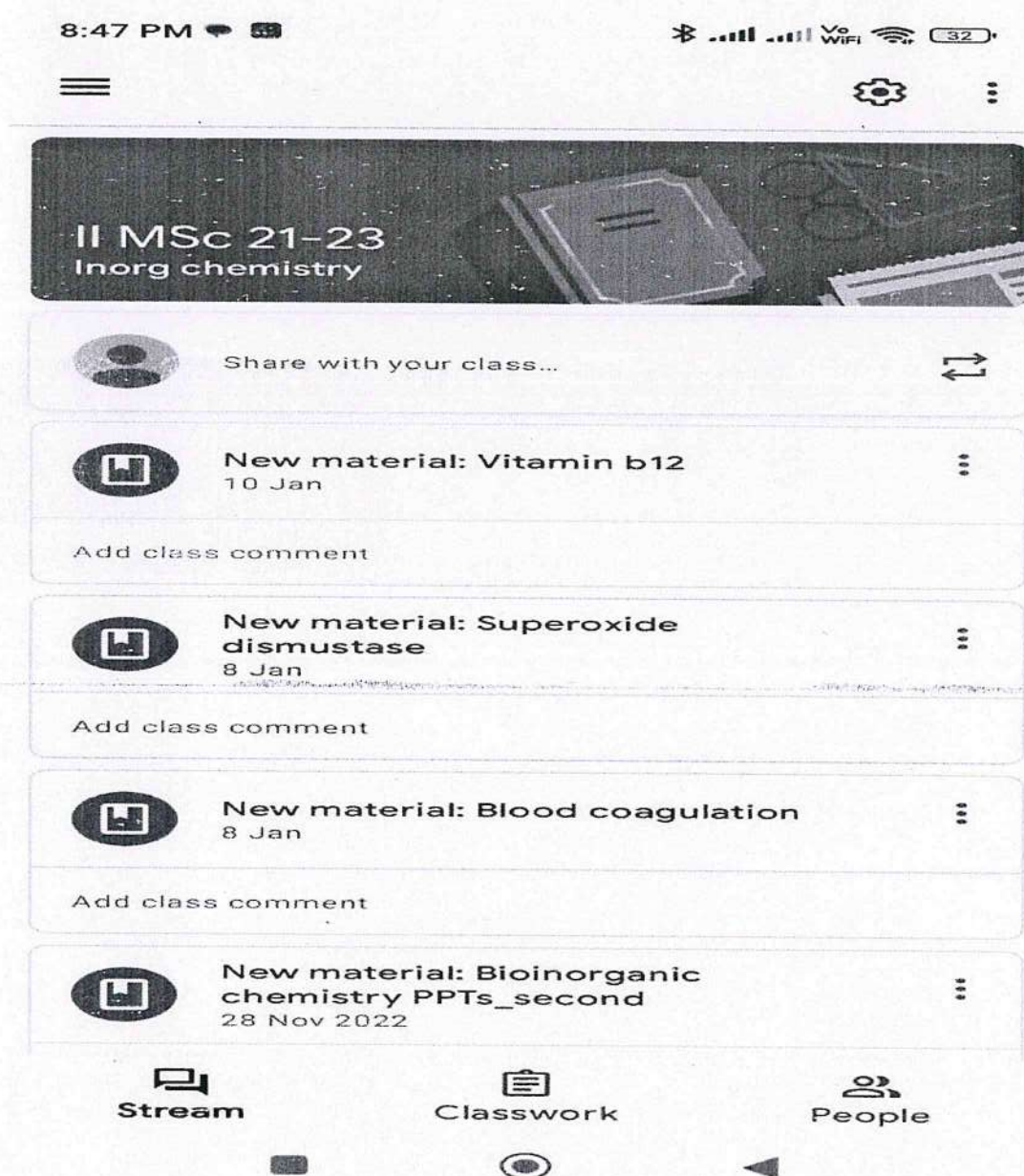


- ❖ Second year UG students visited Department of Chemistry, University of Kerala, Kariavattom on 28<sup>th</sup> February 2023.





## GOOGLE CLASSROOM





8:47 PM

Bluetooth Signal Strength VoWiFi WiFi 32%

☰ II MSc 21-23



**Vitamin b12**  
Posted 10 Jan



**Superoxide dismutase**  
Posted 8 Jan



**Blood coagulation**  
Posted 8 Jan



**Bioinorganic chemistry PPTs\_second**  
Posted 28 Nov 2022



**Bioinorganic PPTs**  
Posted 28 Nov 2022



**Bioinorganic**  
Posted 19 Oct 2022



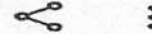
  
Stream

  
Classwork

  
People







# Bioinorganic chemistry PPTs\_second

## Attachments

**Zinc Metalloenzymes**

**Catalase and Peroxidase**

**carboxy peptidase.ppt**

**Catalase and Peroxidase.pptx**

Transport and its storage are conducted by special proteins (myoglobin and hemoglobin) which contain an Fe atom. These two proteins Mb and Hb also play important roles in CO<sub>2</sub> transport from working tissues to lungs and to fetal hemoglobin in placenta. Hb carries O<sub>2</sub> from lungs to tissues where it is transferred to Mb and stored in the metabolic requirements.

**Myoglobin**

**Key points:** The heme form containing high-spin Fe<sup>2+</sup> complex (Fe<sup>2+</sup> reacts rapidly and reversibly with O<sub>2</sub> to produce low-spin Fe<sup>2+</sup> coordinated to O<sub>2</sub>) is slow autoxidation reaction releases superoxide and produces Fe(III), which is inactive in binding O<sub>2</sub>.

**Contents**

- Introduction
- Nitrogen fixation
- Non - biological nitrogen fixation
- Biological nitrogen fixation
- Nitrogenase complex
- Symbiotic nitrogen fixation
- Asymbiotic nitrogen fixation
- Energetics and regulation

**myoglobin hemoglobin-converted.docx**

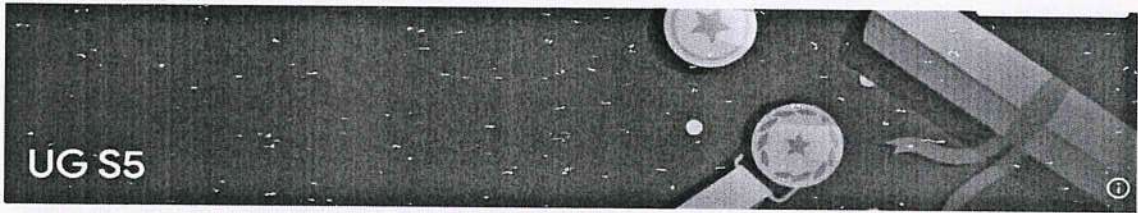
**N-fix1.ppt**

**Save all files offline**

Class comment







UG S5

Meet

Generate link

Class code

nw2yu36



Announce something to your class



Sikha T S posted a new assignment: Give the structure, physical and chemical properties and...

27 Sept 2021



Sikha T S posted a new material: Titanium tetrachloride

15 Aug 2021








## UG S1

 Meet ⋮  
Generate link

Class code ⋮  
gd4laq7 🔗






-  Announce something to your class ↻
-  Sikha T S posted a new material: Bridge Course  
18 Nov 2021 ⋮

## PG S2 INORGANIC

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Class code ⋮  
aes7kks 🔗

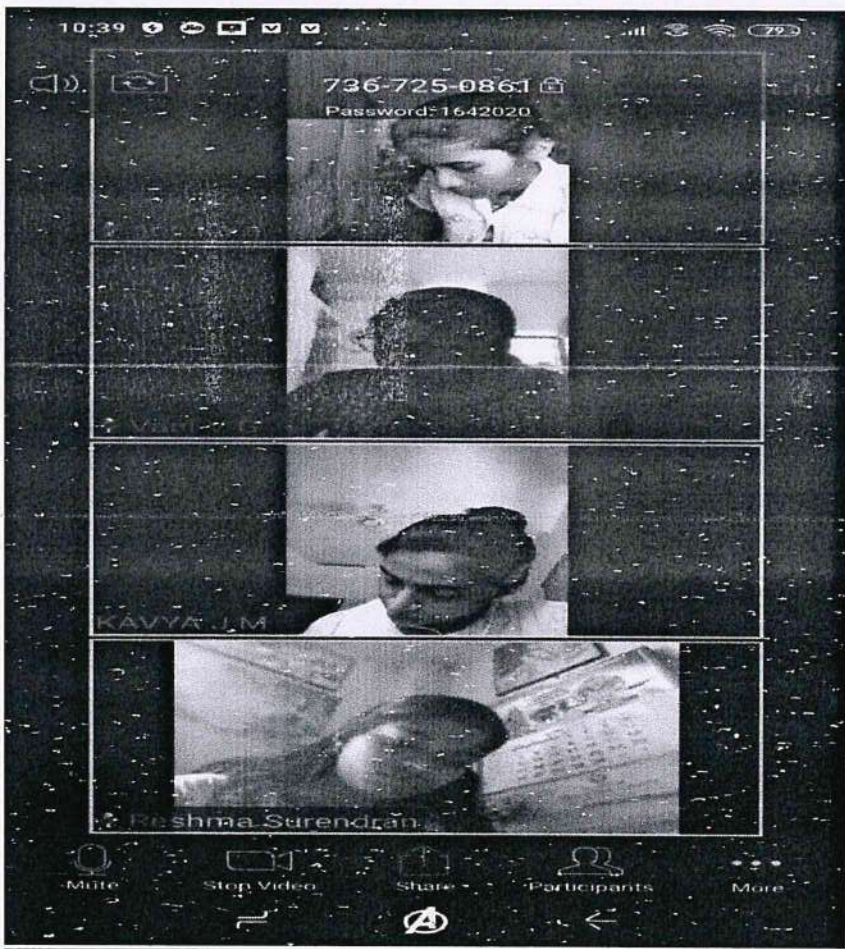
Upcoming  
No work due in soon  
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-  Sikha T S posted a new material: Spectra of complexes-7  
16 Oct 2021 ⋮
-  Sikha T S posted a new material: Application of Orgel diagram  
27 Sept 2021 ⋮
-  Sikha T S posted a new material: ORGEL DIAGRAMS  
19 Sept 2021 ⋮
-  Sikha T S posted a new material: Spectra of complexes-4  
15 Aug 2021 ⋮













- Thus we assign a pair of vectors to represent two mutually perpendicular  $p_\pi$  orbitals for each of the four ligands (2 vectors forms the basis for representation)

Td	E	8C3	6C2	6σ <sub>d</sub>	3S4
$\Gamma_\pi$	8	-1	0	0	0

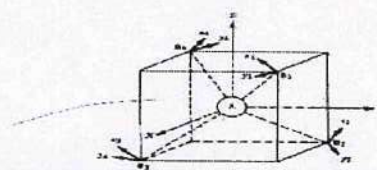
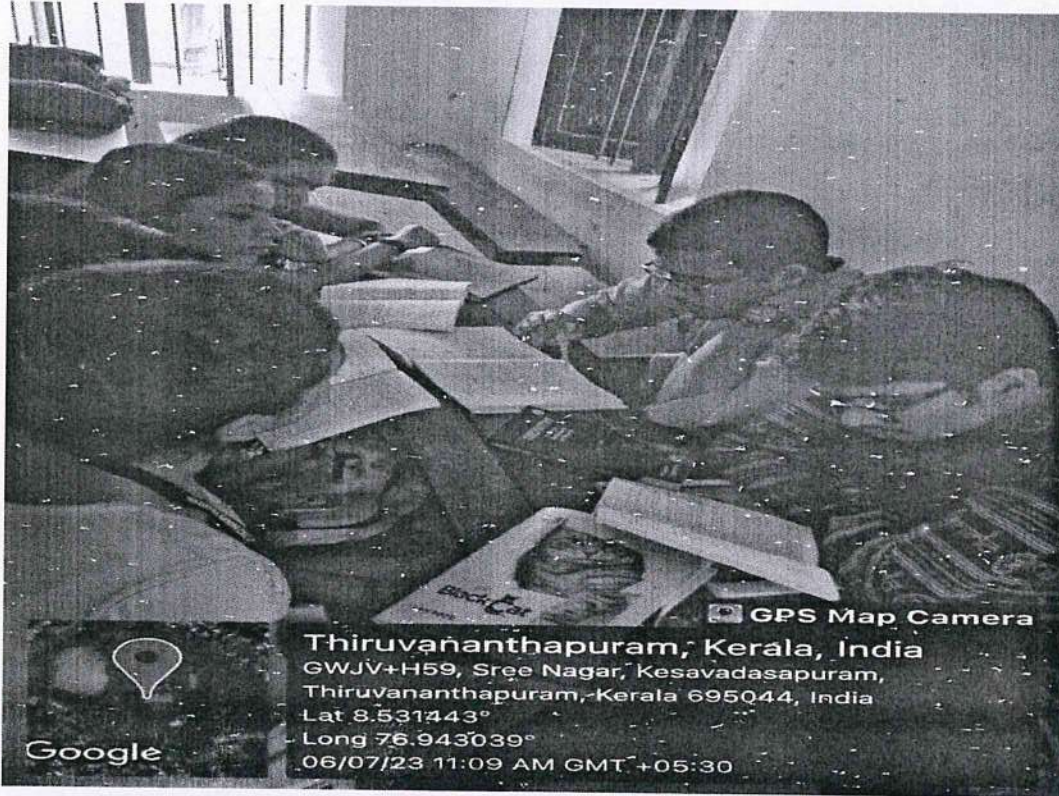


Figure 8.10 A set of vectors representing the  $p$  orbitals of the four ligands of a tetrahedral  $AB_4$  molecule.



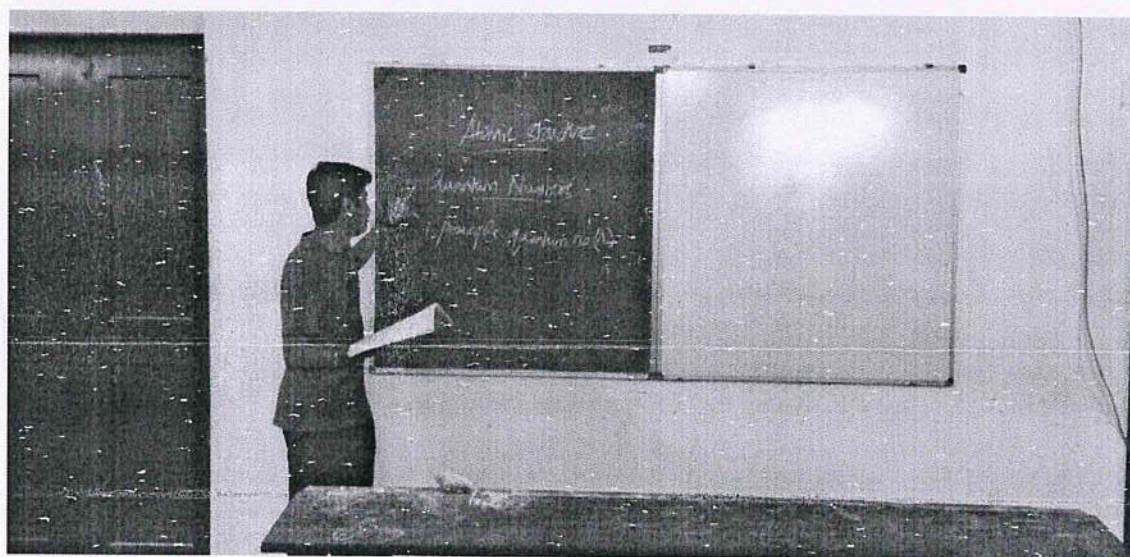
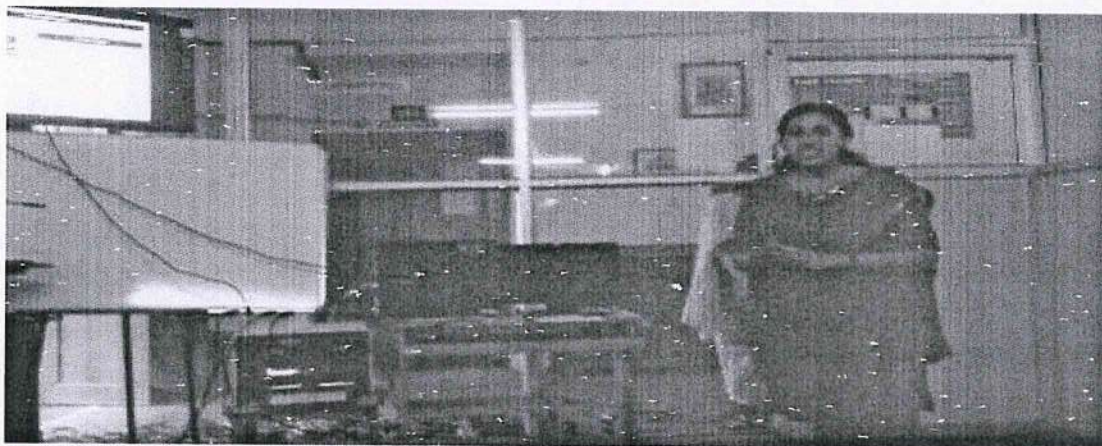


➤ PEER TEACHING & REMEDIAL TEACHING





➤ STUDENT SEMINARS







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### 2.5.1 Student Centric Methods

The Department of Economics conducts various student-centric activities to improve the quality of teaching and learning. The activities that are conducted under experiential learning, participative learning and problem-solving methodologies are given below.

**Experiential learning:** Experiential learning is the process of learning through experience by doing and reflecting. The students are encouraged to practice various skills through student seminars on current economic issues, workshops, and field visits. These activities are planned, conducted and monitored regularly by the faculties to ensure that students are practising the required skills, reflecting on their experiences and improving their skills.

**Participative learning:** We always strive to enhance the learning experience of learners in class through various interactive and participatory approaches apart from traditional teaching. These approaches aid in creating a feeling of responsibility in learners and make learning a process of construction of knowledge. Various approaches used are- Peer Instruction and role play by students for in-depth knowledge of basic economic concepts related to the curriculum.

**Problem-based learning:** Students are given exposure to various problem-solving methodologies using case studies and projects related to various economic issues.



# **Student-centric Approaches Employed by the Department of English (2018-2019): A Comprehensive Report**

## **1. Introduction:**

The academic year 2018-2019 witnessed a paradigm shift in the teaching and learning methodologies within the Department of English. Focused on enhancing student engagement, fostering critical thinking, and promoting active participation, the department implemented a series of innovative student-centric methods that significantly impacted the learning experience. This report delves into the various student-centric approaches adopted during this period, highlighting their objectives, implementation strategies, and outcomes.

## **2. Objectives of Student-Centric Methods:**

The primary objectives of employing student-centric methods within the Department of English during 2018-2019 were as follows:

- a. **Enhance Student Engagement:** To create a dynamic learning environment that promotes active participation and deeper engagement with course content.
- b. **Foster Critical Thinking:** To encourage students to think critically, analyze literary texts, and develop their own interpretations.
- c. **Develop Soft Skills:** To help students cultivate effective communication, collaboration, and analytical skills essential for their personal and professional growth.
- d. **Tailor Learning Experiences:** To cater to diverse learning styles and abilities, ensuring that every student can grasp and apply the concepts effectively.

## **3. Student-centric Approaches Implemented:**

- a. **Flipped Classroom Model:** In selected courses, the traditional classroom structure was inverted. Students were provided with prerecorded lectures and reading materials before the class. Inclass time was then dedicated to interactive discussions, group activities, and application exercises, allowing students to engage actively with the content and each other.



b. Literary Circles and Book Clubs: Students were organized into small groups to form literary circles or book clubs, where they collectively read and analyzed texts. These groups met regularly to discuss their findings, interpretations, and reflections, fostering collaborative learning and diverse perspectives.

c. Peer Review Workshops: As part of the writing-intensive courses, peer review workshops were introduced. Students exchanged drafts of their assignments, provided constructive feedback, and engaged in meaningful discussions to refine their writing skills and enhance their critical analysis.

d. Interactive Workshops and Seminars: The department organized a series of interactive workshops and seminars, inviting renowned authors, scholars, and experts to engage with students directly. These events facilitated insightful discussions, Q&A sessions, and exposure to real-world applications of literature.

e. Technology-Integrated Learning: The department embraced educational technology tools to create an interactive online learning platform. Students accessed multimedia resources, participated in online forums, and submitted assignments digitally, promoting a blended learning environment.

f. Project-Based Assessments: In lieu of traditional exams, certain courses incorporated project-based assessments. Students undertook research projects, creative writing assignments, and multimedia presentations that allowed them to showcase their understanding in diverse and innovative ways.

#### 4. Implementation Strategies:

a. Faculty Training and Development: Faculty members underwent comprehensive training workshops to familiarize themselves with student-centric methodologies, pedagogical shifts, and technology integration.

b. Curriculum Design and Assessment: The department redesigned course syllabi to incorporate student-centric elements, aligning learning objectives with the chosen approaches. Rigorous assessment rubrics were developed to evaluate the effectiveness of these methods.

c. Resource Allocation: Adequate resources, including technology infrastructure and learning materials, were allocated to support the implementation of student-centric methods.

d. Feedback Mechanisms: Regular feedback from students was solicited through surveys, focus groups, and one-on-one discussions. This iterative feedback process facilitated continuous improvement and refinement of the adopted approaches.

## 5. Outcomes and Impact:

a. Enhanced Engagement: Students reported higher levels of engagement and participation in classroom activities, leading to a more vibrant and interactive learning environment.

b. Critical Thinking Development: The implementation of student-centric approaches led to improved critical thinking skills, as evidenced by higher-quality class discussions and more nuanced interpretations of literary texts.

c. Skill Enhancement: Students demonstrated noticeable improvements in soft skills such as communication, teamwork, and problem-solving, which are essential for both academic success and future career prospects.

d. Diverse Perspectives: Literary circles, workshops, and collaborative activities promoted the exchange of diverse perspectives, enriching the learning experience and fostering cultural awareness.

e. Higher Retention Rates: The engaging and interactive nature of student-centric methods contributed to higher student retention rates and reduced dropout rates.

## 6. Conclusion:

The academic year 2018-2019 marked a significant shift towards student-centric pedagogies within the Department of English. The adoption of innovative methods, such as the flipped classroom model, peer review workshops, and



project-based assessments, yielded positive outcomes in terms of student engagement, critical thinking development, and overall learning experiences. The successful implementation of these student-centric approaches underscores the department's commitment to providing a holistic and enriching education that prepares students for the complexities of the modern world.

## **Student-centric Approaches in the Department of English (2019- 2020)**

### **1. Introduction**

During the academic year 2019- 2020, the Department of English continued its commitment to student-centric education by implementing a range of innovative approaches aimed at enhancing the learning experience and fostering student growth. This report highlights the studentcentered initiatives that were employed during this period.

### **2. Interactive and Collaborative Learning**

The department focused on creating interactive and collaborative learning environments to engage students more deeply in the learning process:

**Socratic Seminars:** Engaging seminars were conducted where students took turns leading discussions on literary texts, encouraging critical thinking and active participation.

**Literary Circles:** Small groups of students were formed to read and discuss literature collectively, promoting indepth analysis and peerled exploration.

### **3. Experiential Learning and RealWorld Applications**

Emphasizing the practical application of English skills, the department introduced experiential learning opportunities:

Community Engagement Projects: Students participated in projects that involved working with local communities, such as organizing literary events, conducting workshops, and collaborating with schools to promote language and literature.

Internships and Industry Exposure: Students were encouraged to undertake internships with publishing houses, media organizations, and language-related industries, providing them with real-world experience and enhancing their employability.

#### 4. Technology-Enhanced Learning

Leveraging technology played a crucial role in enriching the student-centered experience:

Virtual Author Discussions: Virtual sessions with renowned authors and scholars were organized, enabling students to interact directly and gain insights into the creative and academic processes.

Digital Writing Portfolios: Students created and maintained digital portfolios to showcase their writing and language proficiency, fostering a sense of ownership and reflection on their academic journey.

#### 5. Adaptive Assessment and Feedback

The department continued its focus on adaptive assessment and timely feedback mechanisms:

Peer Reviews: Students engaged in peer review workshops, providing constructive feedback on each other's written work and improving their editing and analytical skills.

Instant Feedback Tools: Online platforms were utilized to provide instant feedback on quizzes and assignments, helping students track their progress and make timely improvements.



## 6. Inclusivity and Diversity

The department fostered an inclusive and diverse environment through various initiatives:

**Diverse Literature Selection:** The curriculum included literature from a wide range of cultures, backgrounds, and perspectives, enabling students to explore diverse narratives and worldviews.

**Inclusive Language Practices:** Faculty and students worked together to promote the use of inclusive language in both spoken and written communication, respecting individual identities and experiences.

## 7. Student-Driven Curriculum

Acknowledging the importance of student agency, the department encouraged student input in shaping the curriculum:

**Student-Initiated Projects:** Students were given the opportunity to propose and lead mini-projects, workshops, or reading groups, allowing them to explore specific areas of interest.

**Flexible Electives:** The department introduced elective courses based on student feedback and emerging trends in language and literature, ensuring the curriculum remained relevant and engaging.

## 8. Continuous Feedback and Improvement

The department actively sought student feedback and made adjustments accordingly:

FacultyStudent Dialogues: Regular meetings and open forums were organized to facilitate direct communication between students and faculty, addressing concerns and sharing suggestions for improvement.

End of Semester Surveys: Comprehensive surveys were conducted at the end of each semester to gather feedback on course content, teaching methods, and overall satisfaction.

The Department of English demonstrated a steadfast commitment to student-centric education during the academic year 2019- 2020. By implementing interactive learning approaches, emphasizing real world applications, harnessing technology, promoting inclusivity, and involving students in curriculum development, the department created a dynamic and enriching learning environment. These student centered initiatives not only enhanced the academic experience but also empowered students to become active learners and critical thinkers, preparing them for success in their academic and professional journeys.

## **Online Student-centric Approaches in the Department of English (2020- 2021)**

### **1. Introduction**

In response to the unprecedented challenges posed by the global pandemic, the Department of English adapted its teaching methods to online platforms during the academic year 2020- 2021. Despite the shift to virtual learning, the department remained committed to student-centric education, implementing a range of innovative approaches to ensure an engaging and enriching learning experience. This report outlines the online student-centric initiatives that were employed during this period.

### **2. Seamless Transition to Virtual Learning**

The department swiftly transitioned to online platforms while maintaining a studentcentered approach:



Virtual Classrooms: Live virtual classes were conducted using video conferencing tools, enabling realtime interaction and discussions among students and faculty.

Interactive Online Platforms: Learning Management Systems (LMS) were extensively used to facilitate asynchronous learning, providing access to course materials, assignments, and discussions.

### 3. Engaging Synchronous and Asynchronous Activities

The department employed a mix of synchronous and asynchronous activities to accommodate diverse learning preferences:

Virtual Literature Circles: Small groups of students engaged in virtual literature circle discussions, promoting peerled exploration and analysis.

Recorded Lectures and Discussions: Faculty provided prerecorded lectures and discussions that students could access at their convenience, fostering flexibility in learning.

### 4. Virtual Writing Workshops and Peer Collaboration

Maintaining an emphasis on collaborative learning, the department facilitated virtual writing workshops and peer collaboration:

Virtual Writing Centers: Students received oneonone virtual writing consultations, ensuring personalized guidance for their written assignments.

Online Peer Feedback: Students participated in online peer review sessions, providing and receiving constructive feedback on their writing.

## 5. Technological Integration for Engagement

Leveraging technology to enhance engagement remained a priority:

**Virtual Guest Speakers:** Renowned authors, scholars, and industry experts were invited for virtual guest lectures, offering students insights into various aspects of English literature and language.

**Digital Storytelling Projects:** Students created digital storytelling projects, incorporating multimedia elements to enhance their understanding of literary concepts.

## 6. Inclusive Online Practices

Ensuring inclusivity and catering to diverse needs remained central:

**Accessible Materials:** Course materials were provided in multiple formats, ensuring accessibility for students with varying learning abilities.

**Online Discussions:** Online discussion forums were used to facilitate respectful and inclusive dialogues on cultural and social aspects related to literature.

## 7. Student Feedback and Input

Despite the virtual environment, student feedback and input were actively sought:

**Virtual Office Hours:** Faculty provided regular virtual office hours, allowing students to seek clarifications, discuss concerns, and receive academic guidance.



Online Surveys: Surveys were conducted to gauge student satisfaction, gather input on the effectiveness of online methods, and identify areas for improvement.

## 8. Continuous Professional Development for Faculty

The department invested in faculty development to enhance online teaching strategies:

Online Pedagogy Workshops: Faculty attended workshops on effective online teaching methods, incorporating the latest pedagogical techniques into their virtual classrooms.

## 9. Conclusion

The Department of English successfully navigated the challenges of online education during the academic year 2020- 2021 while maintaining a strong commitment to student-centred approaches. By seamlessly transitioning to virtual platforms, implementing engaging synchronous and asynchronous activities, leveraging technology for enrichment, fostering inclusivity, and actively seeking student feedback, the department ensured a high-quality learning experience for its students. The initiatives undertaken during this period underscore the department's adaptability and dedication to providing student-centric education, even in the face of unprecedented circumstances.

# **Student-Centric Activities Report** **(2022-2023)**

## *Table of Contents*

### **1. Introduction**

### **2. Film Fest: Exploring Cinematic Language**

- 3. Talk on Film Techniques: Enhancing Visual Literacy**
- 4. Communication Skills for School Students: English Students as Mentors**
- 5. Linkage with Language Centres: Collaborative Learning**
- 6. Literature Fest: Celebrating Creativity and Expression**
- 7. Food Fest: Nurturing Culinary and Cultural Exchange**
- 8. Student Paper Presentations: Multidisciplinary Academic Engagement**
- 9. Conclusion**

## **1. Introduction:**

The Department of English actively pursued a student-centric approach during the academic year 2022-2023, aimed at fostering holistic development and promoting interdisciplinary engagement among students. A series of diverse and innovative activities were organized, providing students with opportunities to explore their interests, enhance their skills, and contribute to the broader academic and cultural community.

## **2. Film Fest: Exploring Cinematic Language:**

The Film Fest titled VENTURA was a flagship event organised by the department on 1<sup>st</sup> and 2<sup>nd</sup> of March 2023, that offered a platform for students to analyse and appreciate the art of cinema. A curated selection of films spanning different



genres, languages and cultures were screened, followed by engaging discussions led by both faculty and students. This initiative deepened students' understanding of visual storytelling, cinematic techniques, and cultural representations.



### Objectives:

- To enhance students' appreciation and critical analysis of films as a form of artistic expression.
- To provide insights into the various cinematic techniques used to convey emotions, themes, and narratives.
- To encourage students to explore the cultural, social, and historical contexts of films.
- To promote interdisciplinary discussions and intellectual exchange among students and faculty members.

### Highlights of the Film Fest:

The Film Fest comprised a series of events and activities designed to engage students in meaningful ways:

**Film Screenings:** A diverse selection of films, ranging from classic to contemporary, was screened throughout the fest. Each film was chosen for its unique storytelling approach, visual aesthetics, and cultural relevance. The films included both international and regional works, enabling students to experience different cinematic traditions.

### List of films

1. Ottal - 1hr 21m
2. Dreams - 1hr 59m
3. American Psycho - 1hr 42m
4. Prestige - 2hr 10m
5. Koozhankal - 1hr 15m
6. IT - 2hr 15m
7. Lootera - 2hr 16m
8. Ee ma yau - 1hr 58m

**Expert Discussions:** After each film screening, engaging discussions were facilitated by faculty members and guest speakers. These sessions delved into various aspects of the film, including its narrative structure, cinematography, sound design, and thematic depth. Students were encouraged to analyze and express their interpretations, leading to thought-provoking conversations.

**PowerPoint presentations:** The fest featured presentations conducted by students, offering practical insights into the technical aspects of filmmaking. Students had the opportunity to learn about camera techniques, editing, lighting, and sound design, gaining a hands-on understanding of the intricate craftsmanship behind cinema.

**Cinematic Analysis Projects:** As part of the fest, students were assigned cinematic analysis projects. They were tasked with selecting a specific film and critically analyzing its storytelling techniques, character development, visual symbolism, and sociocultural implications. This encouraged students to develop a deeper appreciation for the complexities of cinematic language.

### **Outcomes:**

The Film Fest yielded several positive outcomes for participants:

*Enhanced Visual Literacy:* Students developed a heightened ability to interpret visual cues, symbolism, and storytelling techniques used in films, enriching their overall visual literacy skills.

*Critical Thinking:* Engaging in discussions and analysis of films prompted students to think critically about narrative choices, character motivations, and directorial intentions.

*Cultural Awareness:* Exposure to films from diverse cultures broadened students' perspectives, fostering cross-cultural understanding and appreciation.



*Interdisciplinary Engagement:* The fest facilitated interdisciplinary discussions, bringing together students from different academic backgrounds to explore the multifaceted aspects of cinema.

*Artistic Expression:* The fest inspired students to view film as a creative medium for self-expression, encouraging some to explore filmmaking as a potential avenue for their own artistic endeavours.

The fest's interdisciplinary approach encouraged students to explore the intersections of literature, visual arts, and cultural studies, fostering a well-rounded understanding of storytelling in various forms.



### **3. Talk on Film Techniques: Enhancing Visual Literacy:**

In conjunction with the Film Fest, the department organized a talk on film techniques, inviting industry experts and scholars to share insights into the nuances of cinematography, editing, sound design, and narrative structure. This session aimed to improve students' visual literacy and analytical abilities, encouraging them to critically engage with films as a form of artistic expression.

A series of talks on film techniques were organized, with the unique approach of having English students themselves deliver these presentations. The objective of these talks was to empower students to delve into the intricate world of cinematic craftsmanship, honing their analytical and communication skills while sharing their insights with peers.

#### **Objectives:**

- To provide English students with an opportunity to research, analyze, and present on various film techniques.

- To enhance students' public speaking, presentation, and communication skills.
- To foster a deeper understanding of the visual language of cinema among both speakers and attendees.
- To encourage peer-to-peer learning and facilitate discussions on cinematic techniques and their impact on storytelling.

### **Structure of the Talks:**

The talks on film techniques were structured to facilitate meaningful engagement and learning:

*Selection of Topics:* English students were encouraged to choose specific film techniques that piqued their interest, such as cinematography, editing, sound design, lighting, color theory, and mise-en-scène. This allowed students to focus on areas they were passionate about.

*Research and Preparation:* Students conducted in-depth research on their chosen topics, exploring the history, theories, and practical applications of the selected film techniques. This research phase enabled speakers to develop a comprehensive understanding of their subjects.

*Presentation Development:* Students created visually engaging presentations that included examples from well-known films to illustrate the application of the discussed techniques. The presentations incorporated multimedia elements to showcase visual and auditory aspects of the techniques.

*Interactive Sessions:* After each presentation, a Q&A session was held, enabling attendees to seek clarification, share their own insights, and engage in discussions with the speaker. This interactive component encouraged peer-to-peer learning and critical thinking.

### **4. Topics Covered:**

The talks covered a wide range of film techniques, offering a comprehensive exploration of cinematic language:

- Cinematography and Camera Movement
- Editing Techniques
- Sound Design and Music
- Colour Theory and Visual Aesthetics
- Lighting and Mood



- Mise-en-Scène and Set Design

**Impact and Benefits:**

The talks on film techniques delivered by English students had several notable impacts:

- *Skill Enhancement:* Speakers honed their research, communication, and presentation skills, gaining confidence in sharing complex concepts with an audience.

- *Deeper Understanding:* Presenters developed a deeper appreciation for the intricacies of filmmaking by immersing themselves in the analysis of specific techniques.

- *Engagement and Discussion:* Attendees actively engaged in discussions, sharing their perspectives and insights on the presented techniques.

- *Interdisciplinary Learning:* Students from various academic backgrounds gained insights into the art of filmmaking and its intersections with literature, visual arts, and culture.

- *Empowerment:* The talks empowered English students to take ownership of their learning and contribute meaningfully to their academic community.

The series of talks on film techniques by English students during the academic year 2022-2023 exemplified the department's commitment to student-centric learning and interdisciplinary engagement. Through their presentations, students not only explored the nuances of cinematic craftsmanship but also honed valuable skills in research, analysis, and effective communication. These talks fostered a vibrant learning environment where students shared their passion for film and engaged in insightful discussions, enriching both their own understanding and that of their peers.









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MAHATMA GANDHI COLLEGE  
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 16 October 2020 at 10.30 am

Resource person :  **Dr. Saji Mathew**  
 Assistant Professor of English  
 School of Letters  
 Mahatma Gandhi University  
 Kottayam.

Platform  **Google Meet**

**Registration Link**  
<https://forms.gle/KnhkqUBEgeYzVzqH9>

**Dr. M S Anil Kumar**  
 Principal

**Dr. Vidiya Rajagopal**  
 HOD, PG Dept. of English

**Programme Coordinators:**  
**Dr Chitra V S,** Asst. Professor of English  
**Jessykutty M Jose,** Asst. Professor of English

E Certificates will be provided to the participants.  
 For further enquires please contact: 0547396788

**All are invited....**



**MAHATMA GANDHI COLLEGE**  
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**DEPARTMENT OF ENGLISH**  
 PRESENTS

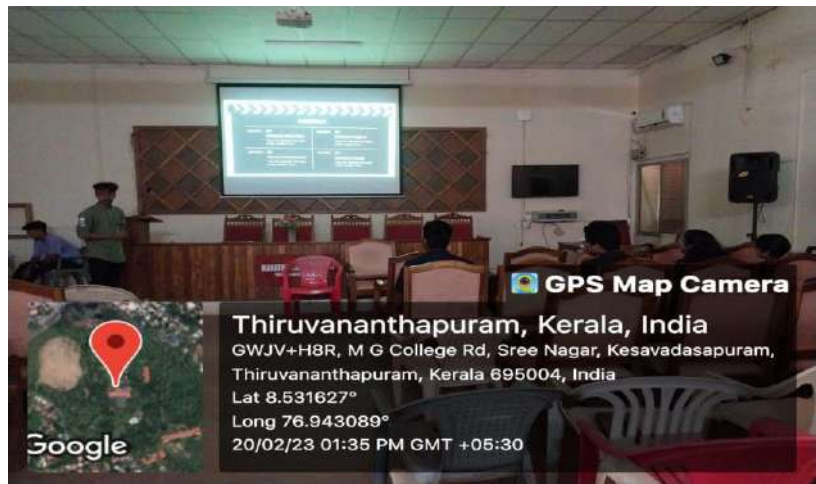
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23<sup>rd</sup> MARCH 2023

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## **STUDENT CENTRIC METHODS**

Department of Malayalam has many student centric methods to install dynamic learning facilities for the students to facilitate subject learning, personality expressions, leadership skills and creativity to cater to both students who are bright or weak. Department believes that every student is advanced in their own special areas, so students get to go through these various activities which will trigger learning and growth in them.

### **STUDENT SEMINARS**

Student Seminars again cater to both the learning process in all group of students. Seminar topics are sometimes assigned to groups. So, the quick learners help and motivate the others to make presentations in a team spirit. Students make presentations and are free to make power point presentations or other teaching techniques.

### **NATIONAL /INTERNATIONAL DAY CELEBRATIONS**

World environment day, International Mother-Tongue Day, Sanskrit Day, Observing a week for Ramayanamasam, Reading Day, Keralappiravi Day and a week for Malayalam Language, Onam, Teachers Day etc are celebrated. Other cultural days are also celebrated occasionally.

### **PEER LEARNING**

Peer learning cater to both the advanced learners and those who need a helping hand. The Advanced learners are chosen by the students themselves as peer leaders. Those who need help chose to be under one the leaders to attend regular classes or discussion sessions by the peer leaders. As department of Malayalam is a Research centre, Research Scholars help themselves and juniors in their academic learning process. Especially their service extends to research methodology area. Learning happens in online and offline mode



on holidays or working days break time. Students chose the subject and topic of study based on the requirement.

## **FIELD TRIPS**

Students are sent on Field trips to manuscriptology libraries, various cultural centres and places, historical places, to view various cultural art forms and celebrations etc. This gives them more impact about kerala culture, Literature and Language other than textual learning.

## **EXHIBITIONS BY STUDENTS**

Exhibitions are conducted inside the college in relation with various cultural day celebrations. Students exhibits Manuscripts of Old Malayalam, Classic Malayalam Literature Works, Hand Writings of famous writers, Cultural Handicrafts, Folklore items, Cultural Food Products etc.

## **SHORT FILMS/SKIT /ROLEPLAYS**

Students are encouraged to write scripts, direct, act and edit short films on topics related to culture, values and literature. Students also make and do skits or role plays both in the classrooms and outside. This goes long way in understanding and loving the subject.

## **BOOK REVIEW SESSIONS**

Regular book review sessions conducted in the Department encourage reading skills and critically evaluating the books they read. It also encourages communications skills. Reading competitions, review competitions and discussions are conducted especially during Language day observations and Reading Day celebrations.

## **ADD ON COURSES**

Add on courses are conducted in the Department to enhance the knowledge and Language skills of the students.

## **GROUP DISCUSSIONS / DEBATES/ QUIZZES**

Group Discussions are regularly conducted in classrooms. Students also participate in Debates in and outside the Department. Students participate in Quiz competitions done by the Department also outside institutions. Various Cultural and important day celebrations includes such discussions, competitions and debates.

## **LEARNING THROUGH CELEBRATIONS**

Celebrations are an opportunity to learn traditions, team work , loving and sharing etc and students enjoy the opportunity to celebrate Onam, Christmas etc. For Malayalam Literature students these are all added Cultural learning opportunities.



# STUDENT CENTRIC METHODS

## STUDENT SEMINARS

2018-19



2019-20



2022-23



## NATIONAL /INTERNATIONAL DAY CELEBRATIONS

## PEER LEARNING

2022-23



## FIELD TRIPS

2018-19



2020-21



## EXHIBITIONS BY STUDENTS

2018-19



2019-20



2022-23



**LEARNING THROUGH CELEBRATIONS**

**2019-20**



**2022-23**





## STUDENT CENTRIC METHODS

Department of mathematics has many student centric methods to set up engaging learning environments that support academic learning, personality expression, leadership abilities, and creativity in order to serve both gifted and struggling students. The department ensures a learning culture among its students and promotes research skills thereby promoting a career oriented approach. The following student-centric methods are conducted by the department to facilitate students.

- Under graduate students of the department organized mathematical exhibition for school students



Figure 1: 2019-2020



Figure 2: 2021-2022

- The department is conducting seminars/ workshops in national and international level periodically. Such type of seminars enhances students to learn advance level of their subjects.



Figure 3: 2022-2023

- As a part of field study post graduate students of the department visited KERALA SCHOOL OF MATHEMATICS, a prominent mathematical research institute under DAE, India.

*DL*  
*Ram Kumar R*  
*11/6/2023*

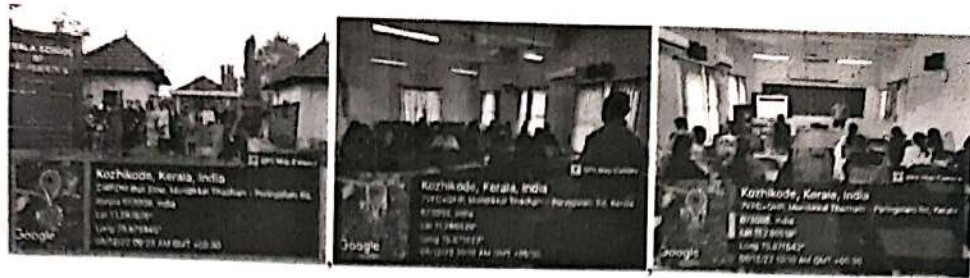


Figure 4: 2022-2023

- Maths teacher competition is held in the department which provides all students to play a role as a teacher and having an experience to teach in classroom. This helps students to improve their knowledge, presentation skills and personality development. It also inculcates the spirit of team work among students.



Figure 5: 2022-2023

- The students are divided into small groups including slow learners and fast learners. They are provided with different level problems. The discussions and presentations on the problems are periodically arranged under the guidance of faculty.



Figure 6: 2022-2023

*DL*  
*Ram Kumar R*  
*HoD, Math*

**2.3.1** Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences using ICT tools

- Experiential Learning (All years)
- Student seminar using PPT(All years )
- ICT enabled teaching (All years)
- Field trips (All years)
- Project work (All years)
- **Participative learning:(2022-23)**
- We always strive to enhance the learning experience of learners in class through various interactive and participatory approaches apart from traditional teaching. Various participative learning includes
- Quizzing
- Documentation of Fungal flora of campus
- Campus flora familiarization