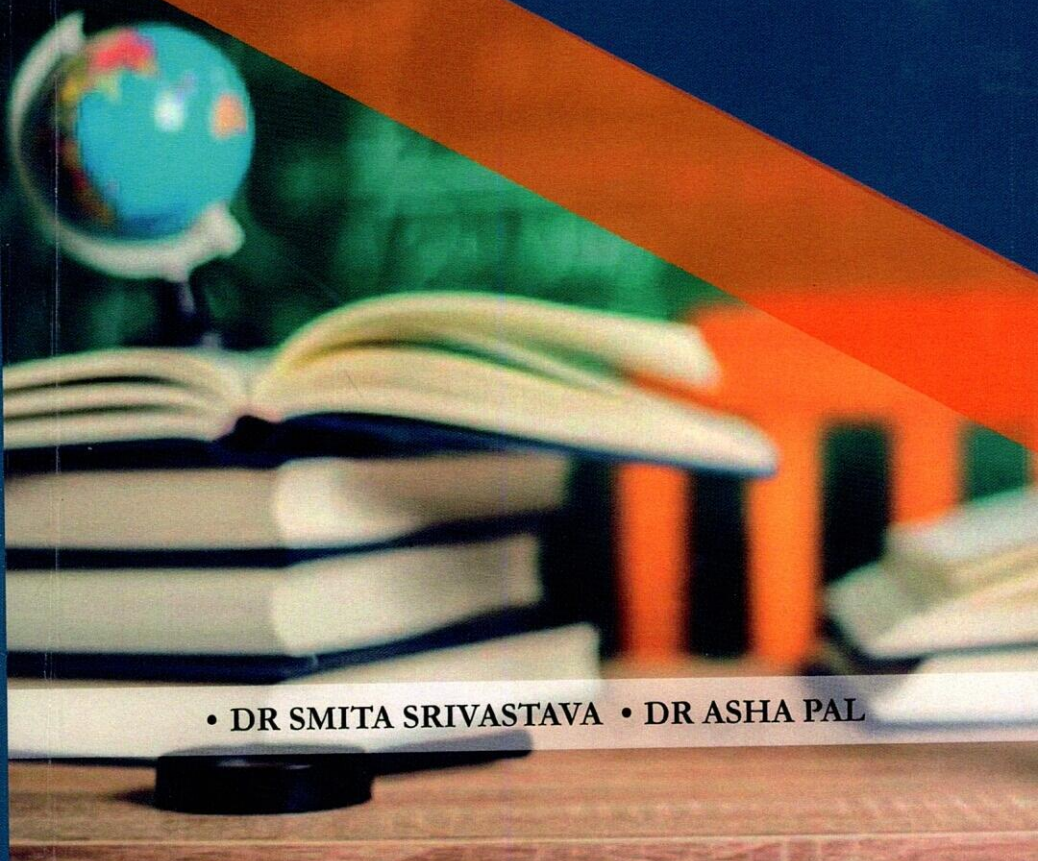




INNOVATIVE PEDAGOGIES AND LEARNING



• DR SMITA SRIVASTAVA • DR ASHA PAL

Innovative Pedagogies and Learning

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Prof. Zeba Aqil

Application of Innovative Pedagogies in Teaching of Environmental Education

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Abstract

Innovation and positive transformation in teaching and learning strategies in environmental education facilitated by information and communication technologies. In the 21st century, the entire world is experiencing unprecedented technological development. Information and Communication Technology has enhanced and transformed learning environments and platforms in the education sector for children, youth and adults by providing students with a range of learning tools and opportunities that include the use of computers, the Internet, Facebook, webinars, WhatsApp and so on. However, despite this effect, various excellent research studies have shown that information and communication technology also present health and safety issues for students and educators in environmental education settings.

Keywords: Information and Communication Technology, innovations, environmental education, health and safety challenges.

Introduction

The enormous contribution of information and communications technology systems over time cannot be overstated. The impacts of these systems have permeated all social settings, covering the economic, cultural, social, political, and educational spheres. For example, information and communications technology ICT has provided different groups of learners with easy access to their careers and professions.

Learning was thus flexible, easily accessible and practically oriented. Information and communication

Innovative Teaching Methods of Biological Science Pedagogy

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Introduction

The expansion and influence of science over a period of time has clarified that the teaching of general science is not appropriate and suitable for a common man in view of scientific progress and its multifarious aspects and needs. It is not possible to give necessary knowledge and proficiency to the future citizens of the country for future scientific progress. It can occur only in such a situation when they have the opportunity to minutely study different parts and branches of science. Under teaching of biological science, integrated approach has been recognized for several years. So, Science is taught in schools in the form of integrated basic science and not separately in the parts as biological science, Biology and chemistry. The word Biology has originated from the Greek word 'Bios' and 'Logos'. The 'Bios' means 'creature' and 'logos' means 'study'. Thus, the meaning of the word 'Biology' is the study of life. The study of biological sciences helps in knowing and understanding life, biological factors and living things. Most of the facts showed that how the biological science originated. The most important questions arise how to teach Biology at School level? In this paper, explained new innovative pedagogy methods of Biological Science which will help pupil teachers in their future.

MAIN PILLARS OF TEACHING

The three main pillars of teaching are teacher, student and curriculum. John Dewey given tripolar process of teaching.

Impact of Innovative Methods of teaching in Environmental Education

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Abstract:

There are many ways in which teaching methods are put into practice. Teaching methods are the more general strategies utilized to assist students in achieving learning outcomes. Teaching strategies aid students in mastering the course material. The teacher should combine several strategies, tools, and tactics to make the subject engaging and dynamic. Several teaching techniques should be used to teach environmental education. Using the same techniques in every situation might get very boring. Children should be exposed to a variety of activities to spark and sustain their interest and prevent boredom. There isn't a single approach that works well in all circumstances or with all teachers and students. The best approach should come from the teacher's wealth of knowledge and expertise.

Keywords: Innovative Methods, Environment, Education

Introduction:

Environmental education (EE) is a process that helps people become more conscious of their surroundings and learn the knowledge, skills, attitudes, experiences, and motivation necessary to take action, both individually and as a group, to address current and future environmental issues. It is an approach that helps individuals become more used to their surroundings and acquire knowledge, skills, values, experiences, and passion that will enable them to act both individually

Role of Pedagogy in Advance Learning of Teaching Methods

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Introduction:

This chapter's primary objective is to lay out the key ideas and individuals in pedagogy and pedagogical relationships within the context of educational institutions. A teaching strategy known as pedagogy involves professors instructing students both in theory and in practise. Pedagogy is influenced by educators' teaching philosophies and includes their knowledge of cultural differences and various learning styles. In order to build on existing knowledge, it is critical for students to create meaningful classroom interactions. Pedagogy is the study of how to teach pupils, whether through theory or in the classroom. There is a connection between learning methods and cultural practises.

Building on the knowledge pupils have already acquired, pedagogy works to help students enhance their abilities and attitudes. The use of pedagogy helps students study a subject thoroughly and applies what they have learned in real-world situations outside of the classroom. Pedagogy in education can be defined as a teacher's comprehension of how students learn. The lecturers are concentrated on providing the pupils with a syllabus that is pertinent to their needs.

Pedagogy requires teacher-student interactions in the classroom that have a profound effect on the learner's mind. Teachers can learn the most effective strategies for a classroom setting with the help of pedagogy. They can better personalise their lectures to meet the needs of their

Bringing History to Life: Innovative Approaches to Teaching the Past

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Abstract

The paper presents a novel approach to teaching history that utilizes interactive and immersive technologies to engage students and bring historical events to life. The authors argue that traditional teaching methods, which rely heavily on textbooks and lectures, often fail to capture students' interest and imagination. Instead, they propose using a combination of virtual reality, augmented reality, and other digital tools to create experiential learning opportunities that enable students to interact with historical events and figures. The paper provides examples of how this approach has been implemented in various educational settings, and discusses the potential benefits and challenges of using technology to teach history. Overall, the authors argue that this innovative approach has the potential to transform the way history is taught, making it more engaging, memorable, and relevant to students' lives.

Introduction

Teaching history can be a challenging task, but with the right approach, it can be both engaging and enlightening for students. Teaching history is crucial for several reasons. Firstly, history provides a context for understanding the world we live in today. By studying historical events and processes, students can gain a deeper understanding of the social, cultural, political, and economic forces that have shaped the world we live

हिंदी पाठ योजना में नवाचार

डॉ स्मिता श्रीवास्तव

प्रवक्ता,

शिक्षा संकाय इंटीग्रल विश्वविद्यालय, लखनऊ

डॉ आशा पाल

प्रवक्ता शिक्षाशास्त्र

अटल बिहारी बाजपेई नगर निगम डिग्री कॉलेज लखनऊ

डॉ आशीष कुमार अवस्थी

प्रवक्ता

श्रीरामस्वरूप मेमोरियल विश्वविद्यालय लखनऊ

भाषा भावों की अभिव्यक्ति एवं ज्ञान विज्ञान के सम्प्रेषण का महत्वपूर्ण उपकरण है। अतः इसका शिक्षण भी प्रभावकारी होना चाहिए। पाठ योजना एक सफलतम युक्ति है जिसके द्वारा भाषा की शिक्षा उत्तम प्रकार से दी जा सकती है। भाषा एक कला है, कौशल है। भाषा शिक्षण का अर्थ है छात्रों को भाषायी कौशलों- सुनने, बोलने, पढ़ने, और लिखने में दक्ष करना। जहाँ तक मातृभाषा सीखने की बात है इसे तो बच्चे जन्म के कुछ दिन बाद ही अपने माता पिता एवं संपर्क में आने वाले अन्य व्यक्तियों का अनुकरण कर स्वाभाविक रूप से सीखने लगते हैं।

भाषा को सीखने का स्वाभाविक क्रम है- सुनना, बोलना, पढ़ना और लिखना। मात्रेतर भाषा को छात्र दो रूप में

What makes Learning Interesting

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This chapter of the book starts with the question that what makes learning interesting? to make it obvious that the answer lies in the question itself. "Interest" and only Interest of the learner would facilitate his learning. Interest is a condition which creates an enthusiasm and concern for an event, it increases students' involvement in their learning. Interest in any particular activity cannot be irrevocable. As it is well known fact that Learning is a change in a living individual which is not heralded by his/her genetic inheritance, it is a process which is result of stimuli from the environment. These changes in behavior are attained through some activity, training or experiences. Owing to the dependence of learning on external stimuli as well intelligence of an individual, it becomes very essential that external stimulus is fashioned in a creative manner so as to generate learner's attention towards it. Continuing on the same paradigm once the attention is generated and sustained also, would itself generate learner's interest and he/she would be motivated to know more about that stimulus which was so fascinating that learner choose it from all other stimuli present in environment. Once any stimulus gets undivided attention of a learner then he/she is so absorbed in it that nothing would divert attention from it.

Interest in a particular subject would itself harvest students learning and would promote their self-directed approach towards acquisition of that stimulus. While writing this chapter in Indian setting, the basic lag is that in our scenario Learning is still degree and parental choices based. Though India got independence way back