



**NEW PEDAGOGIES - CHANGING INDIAN EDUCATION  
ACTIVITY BASED TEACHING AND LEARNING**  
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**“The Greatest thing about big Ideas is being able to share them”.**

**Abstract:**

***Never stop Learning because life never stops Teaching. So do it now, some time later becomes never.***

*Urban India has moved from the bullock cart to automatic motor-cars, from scarce landline telephones to almost 1 billion touch screen smart phones, and from queuing up at ration shops to on-IMEMINIMEME line shopping, Indian education is still mired in the colonial era. Almost 180 years after Lord Macaulay penned his famous Minute on Education decreeing an education system designed to train clerks for the British Raj, and in the process uprooted "the beautiful tree" of the gurukul system of Indian, education based on peer learning pedagogies. Amazingly, it continues even today. Government schools in particular, go on mindlessly producing 19th century people using 19th century curriculums, 19th century pedagogy and 19th century examination systems. But 21st century learners learn differently. We need it now .....as....Some innovative methods for Excellent Learning outcomes are Using Nowadays in different Schools.*

- Activity – Based Learning
- Experiential Learning
- Differentiated Instruction
- Flipped Classroom Mode
- Mixed-Age Group Learning
- Reggio
- Self- Organized Learning Environment
- Multiple Intelligences

Activity-based learning (ABL) is a child-centric pedagogy under which children of mixed ages are grouped in classrooms to encourage peer learning and self-study using activity cards and worksheets, with teachers discharging the role of facilitators. The pedagogies of peer and self-learning are integral to ABL with children experiencing individual, teacher and group-assisted learning, enabling the teacher to pay personal attention and record the achievement levels of every child. The number of children per class is restricted to 30.

"There's been remarkable improvement in children's confidence levels, communication skills, interaction with teachers and their ability to understand concepts. This learning-by-doing pedagogy allows children to learn and progress at

their own pace. The government is constantly working on improving ABL implementation and we are currently focusing on upgrading students' reading and maths skills,"

Activity based teaching method is a technique adopted by a it to emphasize teaching through activity in which the students part rigorously and bring about efficient learning experiences. It is a centered approach. Here the child is actively involved in partici' mentally and physically. Learning by doing is the main focus in this at Learning by doing is imperative in successful learning since it is well II that more the senses are stimulated, more a person learns and long' retained. Pine G (1989) mentions that in an activity based teaching, In willingly and with enthusiasm internalize and implement concepts re to their needs.

**Activities to be focussed on Experiencing:**

- Watching, observing, comparing, describing, questioning discussing, investigating, reporting, collecting, selecting, toll trying, listening, reading, drawing, calculating, imitating, modeling playing, acting, taking on roles, talking, writing about what t can see, hear, feel, taste, experimenting and imagining.

### Memorizing:

- Sequencing ordering, finding regularities and patterns, conned given knowledge, use different modes of perception, depict.

### Understanding:

- Structuring, ordering, classifying, constructing, solving, plaint predicting, transferring, applying knowledge, formulating individual understanding, interpreting, summarizing, evaltall judging, explaining and teaching.

### Organizing Activities:

- The process of organizing activities must be based on curd aims bringing together the needs, ideas, interests and character of the children with the knowledge, skill, experience, and person of the teacher within a given environment. The extent to which teacher works with students individually or in groups affect relation the teacher has with individual child.

### Steps for Effective Organization of Activities

- Planning.
- Involving children in the learning process.
- Each child is made an active learner.
- For each activity ensure you follow the principles of :
  - What?
  - How? Work directions step by step, including:
  - With whom? Where? How long?
  - What after?
- Ensure you give clear instruction before every activity.

### Role of A Teacher in an Activity Based Learning; Method

- A planner; an organizer and evaluator.
- Facilitator.
- Decision maker.
- Knowledge imparter
- Disciplinarian

### Examples of "Active Learning" Activities

- A class discussion
- A think-pair-
- A learning cell

- A short written exercise
- A collaborative learning group
- A student debate
- A reaction to a video
- A small group
- Learning by Teaching
- Gallery Walk

### Experiential Learning

#### Essence of experiential learning (EL) pedagogy

it's centered upon learning about life through real-life experiences. It teaches children how to learn and makes them learners for life. It also implants empathy and shapes young minds to accept multiple perspectives. The modern approach to experiential learning was developed in the 1970s by US-based education philosopher David A. Kolb.

#### The Factors - motivated to implement EL-in-the Heritage school

Traditional classrooms discourage critical thinking and multiple perspectives. All learning has to be distilled into one correct answer to be reproduced in the exam. Workplaces now demand out-of-the-box thinkers and innovators, change managers and leaders who can build teams and leverage team strength. Our current education system has failed children. Dissatisfaction with passive rote learning pored us to innovate.

#### Integrate EL into The Heritage curriculum

The three R's — relevance, relationships and rigour — are the cornerstones of experiential learning. We integrated EL into our classrooms through multi-disciplinary learning expeditions and projects. For instance, through a bicycle expedition, our students learnt basic science (the engineering of a bicycle), social science (history of the bicycle leading to women's empowerment), language (reading and writ-/ in about it), visual art (sketching), and math (calculating speeds, distances etc). To prepare our teachers to deliver EL, we enlisted the help of reputed training organisations including education NGO Eklavya, curriculum development company XSEED and the US-based Expeditionary Learning Schools.

### **Differentiated Instruction**

**The essential characteristics of differentiated instruction** Under this pedagogy, teachers tailor instruction according to the learning capability of each student. Thus while lessons are the same for all students in a class, the methodology used to dispense instruction depend on each student's capability and learning style. For instance, to learn multiplication tables, while one student may prefer memorization, another may prefer the repeated addition method.

Therefore differentiated pedagogy requires teachers to be well-versed with each child's learning capabilities to deliver lessons in the mode and pace which suits the child. Children who learn fast are encouraged to move up to the next level rather than wait for the rest of the class. Obviously, this pedagogy works best in classrooms with small numbers of students — ideally class strength should be not more than 18.

The personalized instruction our teachers deliver according to varied learning needs, enables all our children to learn joyfully and effectively.

### **Flipped Classroom Mode**

The flipped classroom model is a high-potential innovation which has turned conventional teaching upside down. The typical classroom lecture and homework elements are reversed. Short video lectures are viewed by students at home, while class time is devoted to exercises, projects and discussions based on the video lectures.

**R. N. Podar School implementation model:** After an initial pilot project, the Mumbai-based CBSE-affiliated R.N. Podar School (estb.1998) formally introduced flipped classroom learning (FCL) in 2012 for classes IX-XII, and subsequently for classes VI-VIII. Currently, the FCL model is being used for maths and science subjects.

According to Bir, (Director of Podar) FCL has improved learning outcomes in RNP in a big way. "Our teachers have learned to present appealing video content and have tremendously improved their public speaking skills. And students have the opportunity of revisiting lectures multiple times at

home. Now they utilise face-to-face time with teachers to ask questions, discuss the lecture, enrich project assignments and develop higher order problem-solving skills,"

### **Mixed-Age Group Learning**

**The essential features of mixed age group learning** The essence of mixed-age group learning (MAGL) is to group children of different ages in primary classrooms in which every child learns according to her capability rather than ageprescribed standards. Unlike conventional class-room teaching where the teacher directs the pace of learning, each child is responsible for her own learning. The role of the teacher is to guide and facilitate the learning process of each child. In addition to encouraging self-learning, this pedagogy creates opportunities for younger children to learn from peers and/or older children and vice versa under the supervision of the same teacher for three years.

**The motivation for introducing MAGL** The Valley School is based on the ideals of philosopher-educationist J. Krishnamurti who believed that education should not be comparative, competitive or measured by numerics. Schools should be vibrant places where children are comfortable with their inner selves, happy and secure with adults. Teachers must deeply connect with students as colearners to explore life and understand its subtler aspects and encourage children's natural spirit of enquiry. In a conscious effort to move away from same-age classrooms and the one-size-fits-all approach, we evolved the mixed-age group learning programme for children up to the age of 12. Here children play, study and learn in small groups for a three-year period with the same class teacher before moving on to the next group. There are no year-end exams or tests; instead, we have a set of learning objectives to be achieved over three years. Each child's progress is observed and recorded on a continuous basis, rather than through flash-in-the-pan tests.

**MAGL Pedagogy is satisfying way in primary education** Personally and as a community, we are convinced this is the right approach to learning. The

feedback from children and parents is that they deeply value this learning experience. When they transition into class VIII, they are initially overwhelmed but our teachers hand-hold them and smoothen the transition. There is no dip in learning outcomes in senior school. This proves that a learning environment which fosters creativity and joy and is not based on comparison, achievement and reward, is not inimical to academic excellence.

### **Reggio Emilia**

**The essence of the Reggio Emilia pedagogy** Reggio Emilia is based on the belief that all children are born curious, wide-eyed with wonder and able to express themselves in several 'languages'. Arousing their natural spirit of enquiry and providing them opportunities to express themselves freely, develops self-belief and drives learning. The adult or teacher in a Reggio setting is a co learner and researcher who facilitates learning and discovery alongside. The environment is the third teacher. Central to this pedagogy is the 'Atelier' — a studio-like space-where\_ children can experiment and play-learn, either in groups or individually.

Moreover, children's progress is documented through photographs, videos, notes, records and reflections to be shared with parents, children, educators and teachers.

**By choose to implement Reggio Emilia in SIS** In April 2012 five SIS educators visited Reggio Emilia and participated in a week-long orientation programme at the Loris Malaguzzi Centre. The study groups of Reggio schools interacting with highly-driven teachers. Subsequently, the school management decided to adopt Reggio in SIS. The first prep school in Mumbai was inaugurated in 2012 and SIS Prep, Ahmedabad two years ago. Integration of Reggio Emilia in the SIS ECCE curriculum... Nowadays it is successfully adopted the Reggio Emilia philosophy to suit our cultural and pedagogical requirements. Our experience is that Reggio methodology blends well with the primary years programme of the International Baccalaure-ate as both are based on inquiry-based learning. Reggio

Emilia (India) Foundation objectives and initiatives... The Reggio Emilia (India) Foundation has organised several conferences and interactions with `atelieristas' (teachers) from Reggio Children, Italy, to help Indian educators to understand and apply this pedagogy. Preschool education has been grossly neglected in India in terms of curriculum development, establishing learning milestones and professional development. We hope to change this scenario by sharing our inspiration, experience and learning with early childhood educators.

### **Self-Organised Learning Environment**

Dr. Mitra launched the School in the Cloud platform to help educators — teachers, parents and community leaders — to run their own SOLEs. On this platform, teachers and educators pose questions/problems to students who with the help of the Internet and Granny Cloud volunteers (an online community of teachers) discover answers. History. In the 1990s, Dr. Mitra conducted his famous Hole-in-the-Wall experiment in Kalkaji, a Delhi slum where a computer was placed in a kiosk and children were allowed to use it freely. The experiment concluded that \_groups of children can learn to use computers and the Internet without formal training, and teach each other. From this experiment, Dr. Mitra developed the concept of SOLE. The first SOLE lab was set up in 2008 in Hyderabad funded by Newcastle University. During this project, it became apparent that children's use of Internet resources was severely limited on account of the English language barrier and lack of adequate teacher resources. Subsequently Dr. Mitra developed the School in the Cloud and Granny Cloud. During a Granny session, 'Grannies' (mostly retired teachers) skype in and answer children's questions, play games etc.

Since children work in groups, they are able to help each other and attain comprehension levels that are of much higher level than if they were working individually. Grannies en-able children to learn English and more importantly, how to search, reason, think critically while using a variety of online resources," says **Suneeta Kulkarni**, Pune-based

director of Granny Cloud and research director of the School in the Cloud project, who is also a member of the governing council of PSS School.

According to Kulkarni, the SOLE/School in the Cloud at PSS has enabled children to develop self-learning and critical thinking skills. "Our children are self-confident and able to search and use internet resources to find answers, draw conclusions, and present their learning. The school's teachers have also become adept at developing exploratory and inquiry-based test papers," she says.

### Multiple Intelligences

The multiple intelligences (MI) theory was first pro-pounded by Dr. Howard Gardner, professor of cognition and education at the Harvard Graduate School of Education in his seminal book *Frames of the Mind* (1984). In this breakthrough work, he argued that the traditional assessment of intelligence based on IQ testing, is too limited. Instead, he argued that every individual has eight intelligences, in varying proportions. They are the linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, naturalist, interpersonal and

intrapersonal intelligences to draw out the full potential of children. The school word is famous for being the first to be built on MI theory — in 2005. Subsequently, educators from Key Learning visited us and conducted workshops for our teachers. The belief that every child has several intelligences and that the job of educators is to discover, stimulate, and develop the special intelligences of students, forms the core of our teaching-learning philosophy,"

### Conclusion

The IB-affiliated Singapore International School (SIS), Mumbai has adopted this pedagogy. Summiya Yasmeeen interviewed Meera Bhalla, lower primary coordinator of SIS and programmed director of Reggio Emilia (India) Foundation (estb.2010). Other new pedagogies are using for inculcating spirit of Learning among students of primary of higher classes.

Knowledge of New pedagogy in teaching learning methods is the door way to freedom. And it also as give the benefit of cognitive and academic supports for the openness and application in education collector in the era of globalization.

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