



ORIGINAL RESEARCH PAPER

Economics

Effective Pedagogies for School Education

KEY WORDS: Pedagogies, Learning ,Skil Development

Dr. Paras Jain

Director, Silicobite Katni Degree College, Dikshabhumi Campus , Adharkap, Katni (M.P)

ABSTRACT

Learning depends on pedagogies that teachers use in the classroom. Some pedagogies are more effective and appropriate than others. The effectiveness of pedagogy often depends on particular subject matter to be taught, need of learners and on adapting on the ground condition in the class room and surrounding context. The best teacher believes in the capacity of their students to learn and carefully utilize pedagogies to ensure learning. Present study emphasized impact of effective pedagogies on learning of school students.

Introduction:

Pedagogy refers to the interactions between teachers, students, learning environment and learning task. It includes how teachers and students relate together as well as instructional approaches implemented in the class room. Research shows that students learn best when they feel accepted, when they enjoy positive relationships with other students and teachers. Effective teachers foster positive relationships with students and other teachers. Effective teachers foster positive relationships within environment which is inclusive, caring, non discriminatory, positive, pleasing. They attend to the cultural and linguistic diversity of their students. The class room culture exists with many cultures. It's a movement from delivery of content to creation of competencies in the students nurturing generic skills, constitution of knowledge by students so that learning through life and autonomous learners may be embedded through school education.

In present education system, there is a gap between knowledge of students given in school and skill they need. To make enable the students to face global competition schools must equip classroom environment with advance skills. Schools have a dynamic role to play through co operation and collaboration in the task of transforming and rejuvenating the goals of education. Each school needs to focus on child centered pedagogy which means giving primary attention to children's experiences, voices, interests and their creative participation. Students should play an active role. The teacher not only facilitates this process but also creates and nurture conditions for learning.

Effective pedagogy can lead to academic achievement, social and emotional development, acquisition of technical skills and ability to contribute to society. Pedagogical effectiveness often depends on ensuring that the approach is appropriate for specific school and national context. This includes strong group of pedagogical approaches specific to the subject matter and age of learner. Appropriate use of whole class, meaningful incorporation of teaching and learning material, frequent opportunities for students to answer and expand upon responds to questions, helpful use of local terms and languages, positive attitude towards students and belief in their capacity to learn.

Effective pedagogy includes organized learning activities that occur in the outdoor and use environment experience as a learning tool. Activity based learning, project based learning, shared paragraph learning, enhancing relevance of new learning, problem based learning, service learning, place based learning are the tools of effective teaching pedagogy. Innovative teaching contributes to better result, helps open up student's mind and increases self belief and allows schools to respond to world changes and to keep pace with the changing needs of students.

In the schools the administrators, teachers, students and parents must share and commit to articulate and understand common goals based on belief that all students can learn and improve their performance. The school requires supportive learning environment to provide positive personalized relationship for all students.

Objective of Study:

To study effect of different learning pedagogies on student learning

To study effect of different learning pedagogies on boy and girl student learning

Hypothesis:

There is no significant difference in learning through conventional and other effective teaching pedagogies.

There is no significant difference in learning of boys and girls using different teaching pedagogies.

Methodology:

Descriptive learning method was applied for present study. 210 students of class 6-8 were selected for study. 7 student groups were prepared consisting 15 boys and 15 girls in each group. A topic was taught to all 7 groups. A group was taught using conventional and 6 groups were taught using different effective teaching pedagogies. After teaching a test was conducted to find value of learning using a self prepared questionnaire. Observed learning outcome was divided into 3 groups as medium, high and low. Number of learners was converted into % and comparatively analyzed.

Finding and Analysis:

Table: Status of Impact of Various Learning Pedagogies on Students

Gender	Learning Value	No. of Learners (%)						
		Conventional	Effective Teaching Pedagogy					
			Activity Based	Project Based	Sharing Based	Problem Solving	Service Based	Place Based
Boys	High	12	16	18	15	17	14	15
	Medium	51	56	59	54	58	55	56
	Low	37	28	23	31	25	31	29
Girls	High	15	19	22	17	20	17	7
	Medium	54	57	60	56	59	58	60
	Low	31	24	18	27	21	25	23

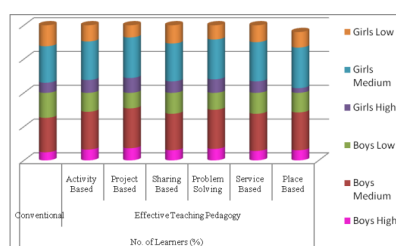


Chart: Status of Impact of Various Learning Pedagogies on Students Result shows significant difference between learners percentage on the basis of teaching methods, thus hypothesis 1 there is no significant difference in learning through conventional and other effective teaching pedagogies is rejected.

All effective teaching pedagogies increase no. of learners in comparison of conventional teaching pedagogy. Project based teaching has proved as best teaching pedagogy. Impact of activity based teaching and problem solving teaching is remarkable whereas influence of sharing and service based teaching are also considerable.

Learning value of boys and girls is different hence, hypothesis 2 there is no significant difference in learning of boys and girls using different teaching pedagogies are rejected. Girls' learning is founder higher than boy's learning.

Conclusion:

Effective class room management strategies are essential for successful teaching and learning. Un organized lesson plans and exceptional teaching skills are ineffective without proper management. The schools must become centers of implementing innovative practices. Educational practices and the structures that support ineffective education system must change and should adapt innovative methods in order to ensure that the citizens of future i.e., present students can exist and grow in a world characterized by change, unpredictability. This help students to connect curricular studies with real life situations, development of higher level thinking, working, and development of team, student's interest, parent's interest and society's interest.

References:

1. www.learningportal.iiep.unesco.org
2. Buddhisagar, M., Banerjee, S., Effective Pedagogy: Innovative Practices in School Education, 42 (2), Psycho Lingua, 2012.
3. Ronald, H.H., & Paul, R. B., Teacher Empowerment and the Implementation of School Based Reforms, Empowerment in Organizations, 3 (4), 1995.