Innovative Pedagogies for Online Mode

NEP-2020 envisions holistic education for learners. The underlying need for holistic education is to use different pedagogies.

### Live Online Classes
Live online classes enable real-time lectures, breaking physical classroom barriers. It engages students through video conferencing apps and online whiteboard, breaking barriers of reach.

### Online Whiteboard
Online whiteboards are effective teaching tools that facilitate communication and student engagement in virtual classrooms. Teachers and students can connect in real-time for assignments, mind mapping, interactive exercises, brainstorming and feedback.

### Pre-Recorded Video Lectures
Pre-Recorded Video Lectures offer flexibility, convenience, and revision opportunities for students, offering a more convenient alternative to live online courses.

### Online Quizzes
Online quizzes improve teaching-learning experience by promoting active learning. These quizzes are time-efficient for teachers as well. They facilitate formative evaluation.

### Collaborative ICT tools
Collaborative ICT tools like Digital Walls, concept-mapping, sticky-notes, and Open Project enhance knowledge, satisfaction, and motivation in learning. Teachers need to ensure ease of use.

### Flipped Classroom
The flipped classroom, a teaching approach where students read and review material before teachers teach. It incorporates effective techniques like Online quizzes, Polls, Infographics, Mind maps or Word Clouds.

### Game-Based Teaching
Game-based teaching methods enhance student engagement and learning, even for those who are not quite good at studying can find this way of teaching helpful in learning and memorizing.

### Class Blog
Students and teachers create class blogs to share learning material, promoting self-learning and knowledge sharing.

### Virtual Environments
It includes Virtual Labs, Museums, Augmented Reality (AR) - Virtual Reality (VR) Technologies, etc. AR-VR contents are specifically useful in teaching scenarios requiring field work.

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