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# ACADEMIC YEAR 2018 - 2019

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**3.3.1: NUMBER OF RESEARCH  
PAPERS PUBLISHED PER TEACHER  
IN THE JOURNALS NOTIFIED ON UGC  
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YEARS**

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Peer Reviewed Refereed and  
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(Journal No. 40776)



ISSN 2277 - 5730  
AN INTERNATIONAL MULTIDISCIPLINARY  
QUARTERLY RESEARCH JOURNAL

# AJANTA

Volume-VII, Issue-IV  
October - December - 2018  
English Part - XII / XIII

IMPACT FACTOR / INDEXING  
2018 - 5.505  
[www.sjifactor.com](http://www.sjifactor.com)

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## 10. Innovative Teaching and Learning Practices in Higher Education

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Ic.Principal, Chandabhan Sharma College of Arts, Science and Commerce.

### Abstract

Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn. In today's world there are number of things to learn and study through various kinds of means and modes of sources available. Advance pedagogy is the way to enhance teaching and learning performance. Different innovative teaching methods are now in use across the globe. Hybrid teaching includes e - learning in addition to the face to face teaching. Use of technology and multimedia is described in details. Advances in the technology, that too in the digital world is leading us the way more to use and utilize this means of education through which we can access and learn the education in any which place, or time as we want and how much or what exactly we want to learn without the need to have a teacher's presence in front of them. Innovative teaching and learning methodologies such as short lecture, simulation, role-playing and problem-based learning (PBL) are very useful in addressing the rapid technological advances and developing workplaces that will be required in the foreseeable future. The present paper throw light on various teaching learning innovative process to enhance the quality of higher education system.

**Keywords:** - Innovative teaching and learning, Short lecture, role play, Problem base learning (PBL).

### Introduction

Teaching strategies encourage students to use their imagination to dig deep when engaging with the content of the lesson. The students are actively involved with the learning and can work with their peers in collaborative groups to showcase their learning. Many of these strategies take students to levels of learning they never thought possible. The students actively seek the information from different way and don't want to just sit and receive the information

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AJANTA - ISSN 2277 - 5730 - IMPACT FACTOR - 5.505 ([www.sjifactor.com](http://www.sjifactor.com))

from a lecture or workshop. Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to construct explanations. When students argue in scientific ways, they learn how to take turns, listen actively, and respond constructively to others. Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately. The innovative classroom is a potentially powerful teaching and learning in which new practices and new relationships can make significant contributions to learning. In order to harness the power this creates in education, instructors must be trained not only to use technology but also to shift the ways in which they organize and deliver material. Making this shift can increase the potential for learners to take charge of their own learning process and facilitate the development of a sense of community among them.

#### Review of Literature

Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, improve conceptual understanding, and increase motivation. Remote access to specialized equipment, first developed for scientists and university students, is now expanding to trainee teachers and school students. A remote lab typically consists of apparatus or equipment, robotic arms to operate it, and cameras that provide views of the experiments as they unfold. All learners are different. However, most educational presentations and materials are the same for all. This creates a learning problem, by putting a burden on the learner to figure out how to engage with the content. It means that some learners will be bored, others will be lost, and very few are likely to discover paths through the content that result in optimal learning. Adaptive teaching offers a solution to this problem. It uses data about a learner's previous and current learning to create a personalized path through educational content.

#### Objectives of the Study

1. To understand the different methods of learning
2. To highlight the innovative techniques of teaching learning process.

#### Elements in Teaching Learning Process

##### Inquiry-Base Learning

Inquiry-based learning is one of the most powerful teaching strategies in the classroom because research tells us that students learn best when they construct their own meaning. Inquiry-based learning triggers student curiosity. Teachers act as facilitators during the inquiry-based learning process.

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VOLUME - VII, ISSUE - IV - OCTOBER - DECEMBER - 2018  
AJANTA - ISSN 2277 - 5730 - IMPACT FACTOR - 5.505 (www.sjifactor.com)

#### QR Codes

QR (Quick Response) codes are easy to create and have multiple uses in classrooms at all levels. QR codes can lead students to information just by scanning the code on a student's digital device. In the classroom, students can use QR codes to:

- Check their answers.
- Vote on answers during class discussions.
- Extend information found in textbooks.
- Get survey information for math units on data.
- Participate in scavenger hunts.
- Access video tutorials on the material being taught.
- Link students directly to Google maps.

QR codes allow students to access information without leaving their seat. Students can even generate QR codes to showcase their learning with peers and parents.

#### Project-Based Learning

Research confirms that project-based learning (PBL) is an effective and enjoyable way to learn. PBL also develops deeper learning competencies required for success in college, career, and life.

Project-based learning uses real-world scenarios, challenges, and problems to engage students in critical thinking, problem solving, teamwork, and self-management. Once students solve the problem or challenge, they present their solutions. The problems students solve can be presented to community leaders to solve problems in their own community.

#### Wisely Managed Classroom Technology

Many schools have become one-to-one schools, i.e., each student has his or her own technology item (typically a tablet or computer) to work with each day. In some districts, students can take the technology home to complete their homework.

There are many technologies used in the classroom. Teachers must use technology in a wisely managed way and with a variety of activities. Several activities that lead to student engagement are Google Docs, YouTube videos, Quizlet, and the Remind app. These innovative apps and websites can help teachers engage their students, remind them about upcoming assignments and homework, provide visual learning through videos, organize student learning, provide group collaboration, and provide check-ups on learning through games and online quizzes.

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AJANTA - ISSN 2277 - 5730 - IMPACT FACTOR - 5.505 (www.sjifactor.com)

#### Jigsaws

The jigsaw technique is a "tried and true" cooperative learning strategy that helps students create their own learning. Students are arranged in groups and assigned a different piece of information. In their groups, students learn the piece of information well enough to be able to teach it to another group of students.

When using this technique, students become experts on the learning as they teach their peers. Once all groups have learned their information, they are placed into new groups with members from each of the small groups.

Each group member shares the knowledge they gained in their informational group. This technique brings lessons to life and challenges students to create their own learning. This challenge engages students and encourages them to share their learning with others.

Each of the techniques in this article which are students' question, research, use technology, and create meaning from provided material & research. These techniques also useful to solve the problem, challenge themselves, and present their findings to others. Student engagement builds on curiosity, interest, passion, and attention.

#### MIND MAP

Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once. It can also be effective mnemonics and remembering their shape and structure can provide the necessary to remember the information within it. This would bring very high impact on the minds of the students about a concept of learning.

- Creates clear understanding
- PowerPoint can be used widely.
- Innovative thinking improves

#### Z TO A Approach

This approach attempts to explain through the innovative part of a particular concept first and explain the effects of such way of teaching and learning. For example, in management subject - motivation is explained in a manner that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards.

The teacher starts explaining what is promotion and explains what motivation theory in management. Another example we can try is that in accounting the Income statement and Balance Sheet can be explained first and later drawing their attention to double entry system of book keeping by using computer and their tools.

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 AJANTA - ISSN 2277 - 5730 - IMPACT FACTOR - 5.505 (www.sjifactor.com)

**Strength**

- Make a particular concept clear
- create long lasting memory / correlation of a concept

**Weakness**

- Take quite long time for a teacher to introduce a concept
- Initial difficulty in understanding a particular concept will be encountered.

**Conclusion**

Every best practice was once an innovation. As well, small innovations in practice happen daily in classrooms in order for educators to best serve our students. This could be modifications in reading programs that we create when working with students or being open to creating an entirely new way to teach a concept that serves individuals in a way that was better than before. Any teaching method without destroying the objective could be considered as innovative methods of teaching. There searchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. There are a number of ways that teachers can by pass the system and offer students the tools and experiences that spur an innovative mindset.

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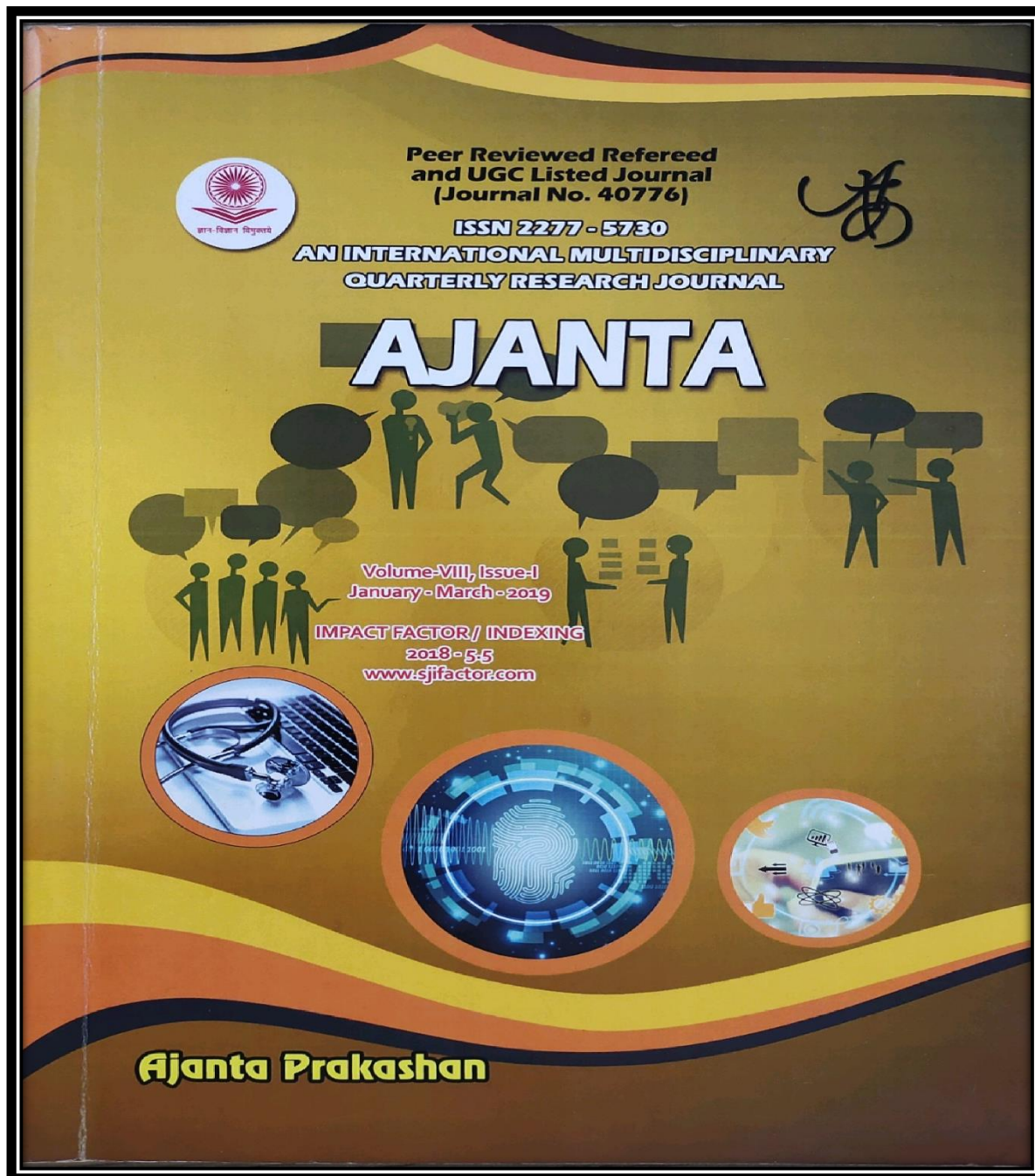
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(Journal No. 40776)




ISSN 2277 - 5730

AN INTERNATIONAL MULTIDISCIPLINARY  
QUARTERLY RESEARCH JOURNAL

# AJANTA

Volume-VIII, Issue-I  
January - March - 2019

IMPACT FACTOR / INDEXING  
2018 - 5.5  
[www.sjifactor.com](http://www.sjifactor.com)

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## 12. Women Empowerment in Rural Community

**Prof. Pratima Singh**

Principal, Chandrabhan Sharma College, Powai.

### Abstract

Women are God's greatest gift to humanity. She has the power to create or destroy. is a saying that behind every successful man there is a women Similarly, Gandhi was influenced by his mother Putlibai and wife Kasturba.As Gandhi has said: "The outstanding impression my mother has left on my memory is that of saintliness". Gandhi's attitudes towards women were as much shaped by his innate sense of comparison and justice as they were by the patriarchal albeit benevolent conservatism that was the sheet anchor of his cultural and social discourse. The contradiction between his liberal feminist pronouncements, his egalitarian, loving and respectful concern for women, and his belief in their role in politics and in society are sometimes difficult to reconcile. Yet Gandhi, more than anyone else, struggled with these paradoxes in the existing social milieu. Comparing his vision of women with the current status of women and the ongoing struggle for women's empowerment will provide a measure of what has been achieved. The ultimate goal of empowerment of women based on Gandhi's vision is Sarvodaya the welfare of all through cooperation and trusteeship in the economic sphere, equal participation in the political sphere, and mutual aid in the social sphere without regard to caste, or class or gender. Thus, empowerment of village women cannot be imposed from above, it must grow from the bottom upwards. This paper gives a brief idea on Mahatma's vision for Indian women for success and progress of society in all walks of life.

**Keywords:** Gandhi, Women, empowerment.

"To call woman the weaker sex is a libel; it is man's injustice to woman. If by strength is meant brute strength, then, indeed, woman is less brute than man. If by strength is meant moral power, then woman is immeasurably man's superior: Has she not greater intuition, is she not more self-sacrificing, has she not greater powers of endurance, has she not greater courage? Without her man could not be. If non-violence is the law of our being, the future is with woman. Who can make a more effective appeal to the heart than woman?"

-Mahatma Gandhi



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VOLUME - VIII, ISSUE - I - JANUARY - MARCH - 2019  
AJANTA - ISSN 2277 - 5730 - IMPACT FACTOR - 5.5 (www.sjifactor.com)

#### Introduction

Gandhi had long believed that women had special capacities for sacrifice and for leadership in peace building. He thought that the world had been too long dominated by "masculine" aggressive qualities and that it was time that the "feminine" qualities came to the fore. He wrote: "Nonviolence is woman's inborn virtue. For ages, together man has been trained in violence. To become nonviolent they will have to generate womanly qualities in them. Women are accustomed to making sacrifices for the family; they will now have to learn to make an offering for the country. I am inviting all women... to get enlisted in my nonviolent army." Thousands of Indian women from all occupations did respond to his call in the 1930s and 1940s to become actively involved in India's struggle for independence. Many left home and many refused marriage in order to dedicate themselves full time to the movement. Yet, after independence, the momentum behind the encouragement of women's advancement and leadership in political and social arenas dwindled.

Gandhi reigns in the hearts of millions of Indians as The Father of the Nation, for the path-breaking role that he played not in the Indian struggle for independence but for moulding the national character and the lives of the Indians alike. At a time when the fabric of the Indian society was tearing apart, he accomplished the Herculean task of unifying the nation. Thus, the emergence of Gandhi, as a national leader, as a humanist, as a visionary, as a social and political reformer and most importantly as a spiritual leader has been critically instrumental in shaping a new India, firmly rooted in its historical past and at the same time welcoming the progressive trends of modernity.

Gandhi respected traditions of the society, but not at the cost of loss of individual dignity. His practical and dynamic advice was "It is good to swim in the waters of tradition, but to sink in them is suicide". He never hesitated to criticize the evils, which had gripped the Indian society, and tried to mobilize public opinion against such evils. He realised that there were deep-rooted customs hampering the development of women, and women's freedom from such shackles was necessary for the emancipation of the nation.

Gandhi was of the opinion that women are superior to men in their moral and spiritual strength. They had great power of self-sacrifice and suffering. On this account, women are capable of infinite strength, which they only needed to realize through gaining proper education. With the backing of education and the discriminating use of their political rights, women could

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VOLUME - VIII, ISSUE - I- JANUARY - MARCH - 2019  
AJANTA - ISSN 2277 - 5730 -IMPACT FACTOR - 5.5 (www.sjifactor.com)

affect the process of decision making in the nation and could initiate appropriate changes to promote the values of social and economic equality. Gandhi not only exhorted women to undertake the tasks of their own 'uplift' by gaining proper education but also to attack the scriptures, social customs and conventions that had devalued their status and upheld women's social, political and legal equality. As far as his perception of women as instruments of social change was concerned, he felt that women could play a dynamic role in society by contributing through their revolutionary thoughts and actions

#### Objectives

- To understand Gandhiji's vision for Indian women.
- To study the functions of Mahila Shanti Sena.

#### Status of Women in Pre Independence India

Indian women suffer many disabilities and injustice in the society. To understand in depth the role that Gandhi played in improving the position of women in society, it is essential to look at women's status, prevalent at that time. When Gandhi emerged on to the political scenario, social evils like child marriage and dowry system were rampant. When he came to the stage of Indian struggle for independence then the average life span of Indian women was 27 years and only 2% women were educated. This shows what a Herculean task it was to bring the women of India who were not getting their basic rights to fight for the cause of the nation. But it was due to his efforts that so many women like Sarojini Naidu, Vijayalakshmi Pandit, Aruna Asaf Ali, Sucheta Kriplani and Rajkumari Amrit Kaur came forward. He spread the message of equality of the gender to the masses and criticized the desire of Indian people to have a male child instead of a female. Gandhiji was strictly against child marriage and favoured widow remarriage. He urged the youth to come forward and accept young widows as their life partner. He said that girls are also capable of everything boys can do but the need of the time is to give them opportunities so that they can prove themselves to understand Gandhiji's views on women in the context of social, economic and political issues.

The patriarchal nature of the society confined women to the status of an inferior sex subordinate to their male counterparts. The purdah system was in full vogue in Northern India. Unless accompanied by their male guardians, the women were not permitted to venture out on their own. Only a handful few could avail of education and attend schools. It was in such a

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dismal milieu that Gandhi took the responsibility of shouldering a social crusade that led to a major reorientation of the common notion of women in the Indian society.

#### **Gandhi's Perception of Women**

According to Mahatma Gandhi, "If you educate a man you educate an individual, but if you educate a woman you educate an entire family." Our predominant patriarchal system doesn't provide enough chances for women to have higher education even if they wish. Girls should be motivated to take up higher education. Universal education for all below 14 years should be strictly implemented. There is an urgent necessity of framing gender sensitive curricula at all stages of primary education to address sex-stereotyping menace.

To Gandhi, social emancipation was as critical as political emancipation. Gandhi throughout his life waged a crusade for the upliftment of the socially downtrodden, making significant contributions for the enhancement of the status of women in India. Women under his aegis, took a milestone step towards reestablishing their identity in the society. Gandhi's inspiring ideologies boosted their morale and helped them to rediscover their self esteem. Not only there was a general awakening among the women, but under Gandhi's leadership, they entered into the national mainstream, taking parts in the National Movements. In Gandhi's words, "To call women the weaker sex is a libel; it is man's injustice to women." Gandhi's reformist spirit seasoned the role that he played in uplifting the status of women in India.

Women should be allowed to work and should be provided enough safety and support to work. Legislatures such as Equal Remuneration Act, Factories Act: Constitutional safeguards such as maternity relief, and other provisions should be strictly followed. Poverty eradication policies need to be implemented. Macroeconomic policies would help in this drive. Through economic empowerment, women's emancipation could be realized.

Gandhi realised the miseries of widowhood for a woman as "men have ordained perpetual widowhood for women and conferred on themselves the right to fix marriage with another partner on cremation-ground itself". For him, "Voluntary widowhood consciously adopted by a woman who has felt the affection of the partner, adds grace and dignity to life, sanctifies the home and uplifts religion itself. Widowhood imposed by religion or custom is an unbearable look, defiles the home by secret vice, and degrades religion. He believed that it is better for a widow to remarry openly rather than commit sin secretly.

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As Gandhi respected widows who dedicated themselves to the service of humanity, he had great regard for women who chose the path of staying single to serve society and the nation. In his opinion, not every Indian girl is born to marry. There are many girls willing to dedicate themselves to service instead of servicing one man.

#### **Mahila Shanti Sena**

The MSS is founded in 2002 in cooperation between NGO Shrambharati (India) and Centre for Peace Studies McMaster University (Canada) in Vaishali (Bihar). It is a Gandhain social movement whose mission is involved in working for the rights and dignity of women through peaceful means. The peace work program of MSS consist of providing rural women training in the Gandhain principles of peace and non violence Today, MSS has trained over 50,000 women in Bihar and the northeastern states of Assam, Arunachal Pradesh, Manipur and Tripura. These groups of women deal with issues ranging from every day village disputes to peaceful resolution of insurgency problems. The training camps have met with unusual acceptance and enthusiasm and there are demands to conduct these sessions in Kashmir and elsewhere. MSS volunteers engage in developmental work, settle inter familial disputes, educate and empower women to participate in democratic processes, peacefully resolve disputes over land and water, fight social evils like drinking and gambling. In 2005 Unnayana a Bhubaneswar based NGO, started several SHGs (Self Help Group) that were formed by women. It also initiated a MSS training camp and has conducted several training camps for trainers, several workshops and regular consultative meets for women.

The Mahila Shanti Senawas started with the following objectives:

- To motivate and organise women from grass roots level for peace, social solidarity, social justice,
- Creating of a value based society through working in close association with Panchayats.
- To develop leadership among women for securing their rights,
- to undertake responsibilities for civil society empowerment and to overcome the barriers to women's development
- To bridge the gap between social and economic discriminations and gender preferences .

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- To form women's units at the grassroots level and developing their linkages to form federations that would work as pressure groups and advocacy fronts at various levels.
- To organise large meeting and public hearing on issues concerning women and for propagation of Gandhian philosophy and social values addressing women's liberation from subjugated role to political responsibilities
- To create a consultative forum to review women's issues at the grassroots and find suitable means for their empowerment.

#### Conclusion

Gandhi is forever remembered in history, for he stood up for Indian civil rights, and has made a big difference for people in India today specially women. One of the noteworthy results of Mahatma Gandhi's life-work has been the awakening of women, which made them shed their deep-rooted sense of inferiority and rise to dignity by getting educated. He laid emphasis on women education on two grounds. If a woman is literate, only then she can attain equal rights and position in the male-dominated society, as well as, an educated woman can transform her children into responsible ideal citizens of the country. To bring a revolutionary change in the status of women he put emphasis on the need for their education. So let us bring back his practices and principles in all walks of life for the upliftment of women.

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