SNDT Women's University

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NAAC – SSR
CRITERION II
SUPPORTING DOCUMENTS
for

2.3.1 Learner-centric pedagogies in teaching learning portal

# SNDT Women's University, Mumbai

Learner-Centric Pedagogy at SNDTWU

At our University, we believe that education is not just about the transfer of knowledge, but about creating a dynamic learning environment that empowers students to play an active role in the process of education. The University Department thus adopt student-centric pedagogical processes that prioritize experiential learning, participative learning, and problem-solving methodologies. By placing students at the centre of the learning process, we aim to foster creativity, critical thinking, and independent learning skills while preparing our students to become lifelong learners who can adapt to the constantly changing demands of the modern world. Our commitment to student-centric pedagogy is reflected in our curriculum, teaching methods, and assessment practices, and we are constantly seeking new ways to engage and challenge our students to reach their full potential.

Experiential Learning

01

03

02

Problem Based Learning

Participative Learning

A. Experiential Learning:

Experiential learning is a powerful and effective approach to education that involves hands-on, immersive experiences that go beyond traditional classroom instruction. It allows learners to actively engage with the subject matter, apply what they have learned in real-world settings, and develop critical thinking and problem-solving skills. By providing a more interactive and engaging learning environment, experiential learning can lead to better retention of information and a deeper understanding of concepts.
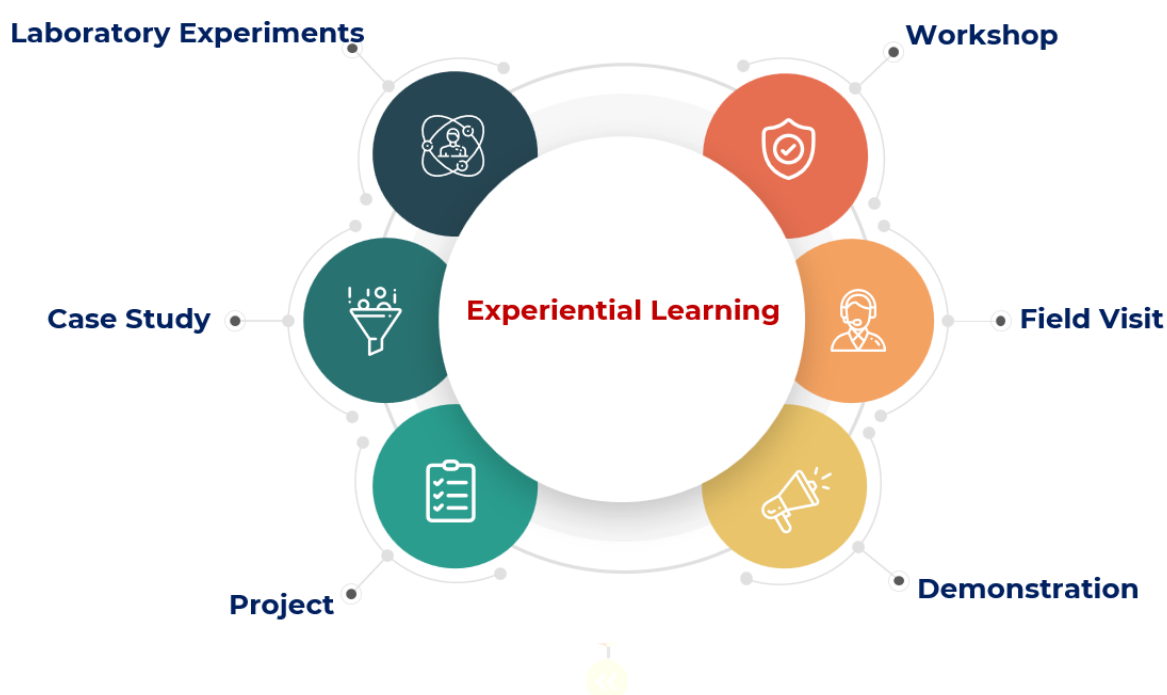
Workshops:

Workshops are an effective experiential learning strategy used by our University to enhance learning and provide students with hands-on experience in their fields of study. Workshops provide an opportunity for students to engage with the subject matter in a more interactive and collaborative manner, and to apply what they have learned to real-world situations.

The Department of Educational Technology organises various workshops for developing skills for integrating ICT in the teaching-learning process and

providing more interactive and collaborative hands-on experiences to the students using various software.


Workshops conducted by DET students on Basic IT Skills for BMC Balwadi Teachers during Smt Kamalatai Kakodkar Memorial Conference on September 16, 2019

Workshops conducted by DET students on Basic IT Skills for BMC Balwadi Teachers during Smt Kamalatai Kakodkar Memorial Conference on September 16, 2019

Workshops conducted by DET students on eLearning tools for B.Ed. Teacher Trainees of colleges in Mumbai (September 21 and 23, 2019)
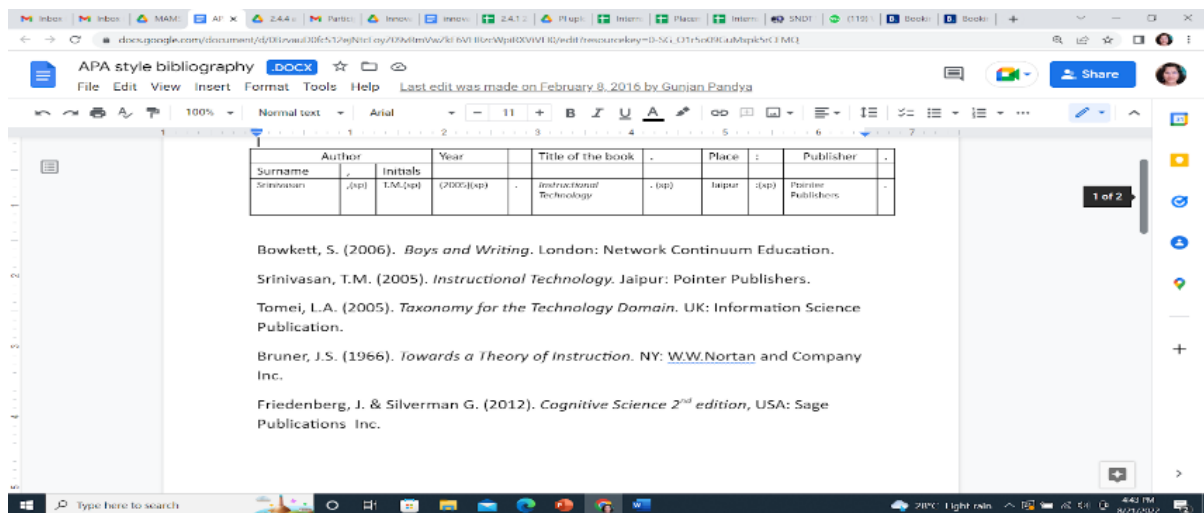
The Department of Family Resource Management organises various workshops to provide hands-on experiences to the students.

April 25-29, 2019 – Fevicryl Workshop for Interior Designing students to enhance their skills for making products.

Participative Learning

Workshop on Model Making by Mr. Sunil Mestry to RM & ID students on July 7, 2019

The Department of Gujarati organises various workshops to provide hands-on experiences on grammar exercises and paraphrasing. Vocabulary

development and comprehension are taught by using the literary text as a sample for grammar exercises and paraphrasing. The teachers try to lead the learners towards developing an independent ability to read and appreciate literary texts as well as to enhance language skills and cultural awareness of Gujarati Language.

Workshop on Grammar exercises and paraphrasing for the students

Problem Based Learning   Participative Learning

Field Visits:

Field visits are an important pedagogical strategy of experiential learning. Field visits provide students with opportunities to learn beyond the classroom and gain first-hand experience with real-world scenarios related to their field of study. Field visits also help students develop critical thinking and problem-solving skills, as they are required to analyse and interpret their observations and experiences. Field visits expose students to a variety of perspectives and experiences, which broaden their understanding of different cultures, environments, and contexts, and help them develop empathy and a sense of social responsibility.

The Department of Family Resource Management organises various field visits to provide first-hand experience of real-world scenarios to the students.

Students visit nurseries to identify the right plants for landscaping, and they visit markets for understanding materials used for pathways, garden lighting, selection of stones, tiles, accessories etc

Visit to nursery to get knowledge on plants whether they are indoor or outdoor, their growth, water requirement, etc.

Problem Based Learning   Participative Learning

Field Visit to WIPRO, Mysore for both RM & ID and RM & Ergonomics students on December 17, 2016 under the subjects Lighting in industries, Lighting in Interiors for RM & ID and types of lighting needed for different purposes and amount of light needed.

Field Visit to Deer Park, Coorg for RM & Ergonomics and RM & ID students on December 15, 2016 under the subject Environment studies in Semester-I

Special visits are organised to historical places to learn about architecture, heritage structures, different technologies used, etc. The students also visit parks, gardens, and museums, as part of their environmental studies course.

The Department of Resource Management organizes various field visits to provide first-hand experience of real-world scenarios related to work & work posture analysis, ergonomics and work environment, occupational health and safety, consumer ergonomics, job analysis and optimization.
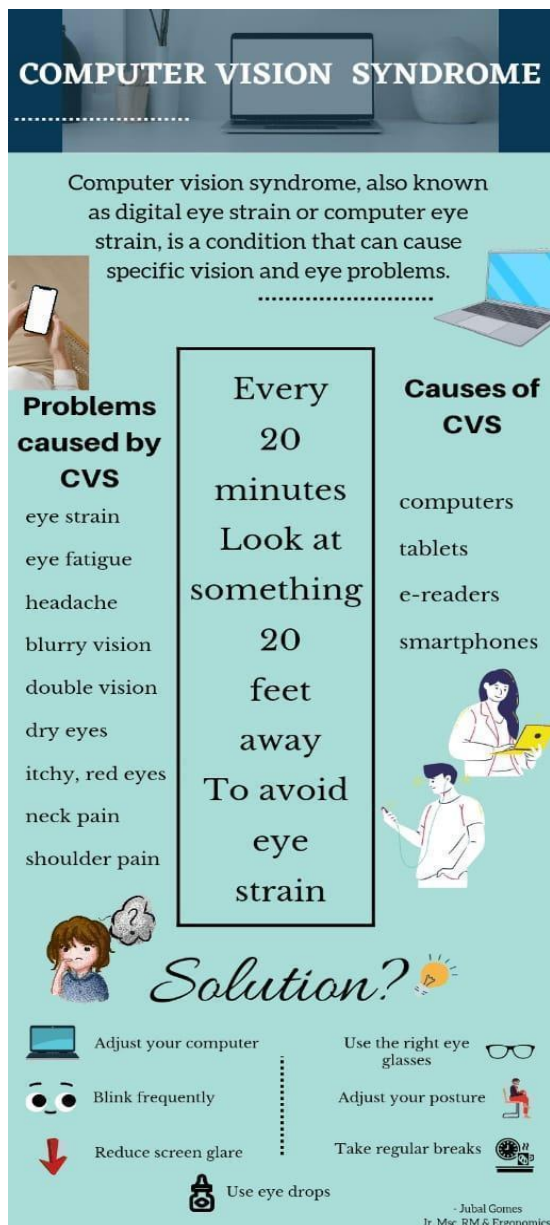
The Department takes students for field visits to industries to get exposure to how industrial workstations are designed, understand safety marking and safety posters displayed, usage of personal protective equipment likes hearing aid used in noisy textile mills, work in generator rooms, manufacturing processes, etc., hard hats at construction site, mining, etc, use of different types of gloves for different processes while cutting, holding, moving materials from one place to another, etc.

Reflection after Field Visit:
On August 24, 2020 shared with students' things to remember when working on computers

The students are asked to make infographics on the best ways to work on computers, the impact of the work environment on human beings, computer vision syndrome, safety practices, the impact of heat, light, and noise on human beings and many more.
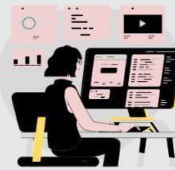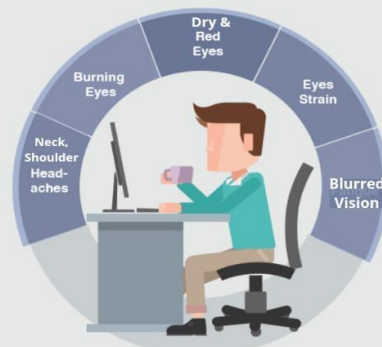
The students are involved in problem-based learning by actually putting them in the workplace and making them analyse and think about where the problem is and how they can resolve it. They do mapping of the place and then propose redesign or changes.

COMPUTER VISION SYNDROME

Computer vision syndrome, also known as digital eye strain or computer eye strain, is a condition that can cause specific vision and eye problems.

Problems caused by CVS

eye strain

eye fatigue

headache

blurry vision

double vision

dry eyes

itchy, red eyes

neck pain

shoulder pain

Every 20 minutes Look at something 20 feet away To avoid eye strain

Causes of CVS

computers

tablets

e-readers

smartphones

Solution?

Adjust your computer

Blink frequently

Reduce screen glare

Use eye drops

Use the right eye glasses

Adjust your posture

Take regular breaks

- Jubal Gomes
Jr. Msc. RM & Ergonomics

COMPUTER VISION SYNDROME

What is Computer Vision Syndrome?

Computer Vision Syndrome is a group of related eye and vision problems caused by extended computer or digital device use.

Symptoms

Dry & Red Eyes

Burning Eyes

Neck, Shoulder Head-aches

Eyes Strain

Blurred Vision

Ways To Prevent CVS

REGULARY EYE CHECKING

EYES EXERCISING

PROPER LIGHTING

MONITOR CLEANING

DISTANCE ADJUSTING

GLARE REDUCING

FONTS SCALING

FREQUENT BLINKING

GLASSES WEARING

TAKE A 20 SECOND BREAK

EVERY 20 MINUTES

LOOK AT SOMETHING 20 FEET AWAY

Ms. Rashi Kadam
Jr.Msc (RM & Ergonomics)
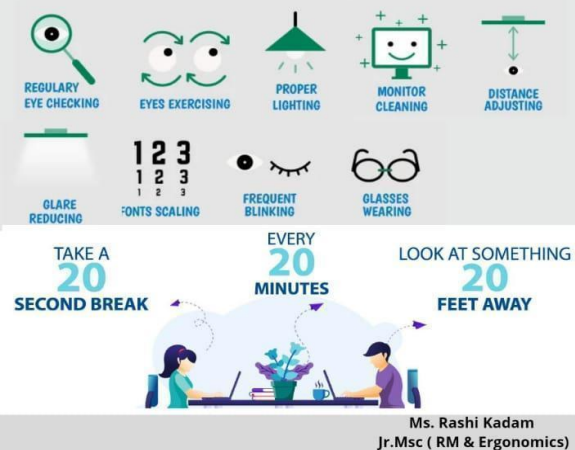
Reflection after Field Visit:
Student of RM & Ergonomics Made this Infographic on Computer Vision Syndrome.

During the field visit some pictures of furniture pieces, designs, and situations are given to students and they are asked to analyse them using ergonomics principles in terms of what is good and bad in design giving reasons.

On 25th September, 2018-Industrial Visit to Rahat Creations-Jeans deigning factory. Students measuring noise levels in industry.

Visit to Textile Industry in Silvassa to know the workstation design, indoor working environment with special reference to heat, light and noise.
(September 2015-16).

Along with this, Dr Manjit Kaur from the Department of Resource Management has used experiential learning methods to measure noise in classroom settings and then gave students noise meters to measure noise in different situations – like traffic, Ganesh festival, industries during the industrial visits, musical concerts, etc.

The Department of Music organises various field visits to provide students with exposure to the real world through field visits/field work/ interviews with community personnel.

During research projects and internships, students go to institutions where they get practical experience and use the concepts taught to them in the theory part of their syllabus. Interviews are used as a tool during research. They are also sent to attend different concerts/programs/competitions/shows, etc. where they get practical experience regarding the cultivated and precise expression of music. They

are exposed to the use of Music by the industry as well during this interaction.

Department of Sociology, SNDT Women's University, Mumbai, conducts field visits to develop a broad vision of social scenarios. Also, to enrich the students with sociological issues and perspectives and develop their attitude towards sociological research.

Visit to the Museum: Dr Sujata Gokhale has incorporated field visits with report techniques for teaching Social Anthropology. The department has organised a visit to the Shivaji Chhatrapati Museum at Fort, Mumbai for students to get a cultural, sociological and historical perspective by giving preference to their cultural traits, cultural complex and change and development in their particular culture.

Reflection on Visit: Dr Sujata Gokhale connected anthropological theories and their relevance to the museum visit. The response from the student was, they really learnt theory quickly with the help of museum visits which wouldn't have been possible by merely reading the text about the philosopher's contribution to that particular theory.

Visit to Schools and Colleges: The Department sends students to colleges and Schools to deliver lectures on Environmental Awareness. By this activity, the students get practical knowledge, which increases their conceptual understanding. The Department has also observed a drastic change in students' attitudes towards environmental degradation.

Visit to Beach: The Department has sent students for Beach Cleaning Activity after the Ganesh Festival and students got different insights about the Ganesh Festival.

The Department of Educational Technology has organized visits to provide real experience of the digital world.

The Department of Lifelong Learning & Extension and the Department of Social Work have organized fieldwork Seminars:

Fieldwork seminars: For fieldwork, Students of MA Non-formal Education & Development and Social Work were placed in various agencies viz., NGOs, CSR projects, and Educational institutions. In fieldwork, students are supposed to apply their theoretical knowledge in their respective fields. In the Fieldwork seminar, students share their fieldwork experiences and learnings with other classmates and through such learning opportunities, students learn from each other.

Field experience in NGO: Every year students are placed in an NGO which works in rural areas. The planning of the organization of rural camps is done in consultation with the students themselves. Students have to stay in the houses of rural people for a rural camp of 7-10 days wherein they perform their assignments for their respective NGOs. Thus, they apply their knowledge through the experience of staying in the rural area and working for the rural people

Department of Political Science organizes field visits to the Parliament of India

Study of Parliamentary Debates: Students are asked to study Parliamentary debates in order to understand the policy-making process, parliamentary procedures and the political context of the legislative process.

C.U. Shah College of Pharmacy, Juhu arranged a field visit to Keshav Srushti and Baya Karve Herbal Garden

Exploring flora and fauna
-Collecting samples from nature

Demonstrations:

Demonstrations are an effective method to develop the skills of students by showing them how to perform a specific task or activity. Demonstrations provide students with a clear understanding of the steps involved in a particular skill, leading to a deeper comprehension of the process and improved retention of knowledge.

The Demonstration method is used by The Department of Family Resource Management to polish skills like Residential Design, Commercial Design, Lighting in Interiors, Environment studies, Landscape design, construction materials and AutoCAD design and after that students carry on projects using those skills.

Demonstration of construction materials and AutoCAD design

February 26, 2019 Demonstration of Rendering Techniques and Presentation skills for RM & ID students by professional experts.

The Department of Music demonstrates skills like performance, technical and creativity in music. Music being a performing art, students are encouraged to organize, perform and appreciate a number of music programs which helps them to understand off-stage and on-stage techniques, explore performing skills, teamwork, audience psyche, Handle the sound system, and develop communication skills.

Renowned artists are invited to interact with the student to share their field experience and demonstrate various skills

The Department of Music provided the demonstration on Jugalbandi Sitar & Flute

Problem Based Learning

Participative Learning

Demonstration of Riyaj by Dr Sheetal More & Dr Dhumal in the Department of Music

The Department of Educational Technology has given various demonstrations for developing skills for integrating ICT in the teaching-learning process.

Mr. Dilip Tikle demonstrates how Digital Classroom works at Parth Knowledge Networks to MA eLearning Students

Ms. Vaishali Samani, Educational Technologist, Dubai Men's College, Dubai (Alumna of 2002-04 batch) visits Alma Mater to demonstrate on VI Field Visit of DET students and Faculty to Tribal Anganwadi Training Centre of Jawhar, Palghar (February 2, 2019)

Projects:

Projects as pedagogy in universities provide an opportunity for students to apply theoretical knowledge in a practical setting, enabling them to gain a deeper understanding of the subject matter. Project-based learning fosters critical thinking, problem-solving, and collaboration skills in students, preparing them for real-world challenges they will face in their careers. Projects also allow students to develop creativity and innovation by encouraging them to come up with original ideas and solutions to complex problems.

At the Post Graduate (PG) level all programmes have Research Project/ Dissertation as a compulsory component of the syllabus.

The Department of Human Resource Management assigned projects to apply theoretical knowledge in a practical setting.

Students carry on projects on various concepts like Residential Design, Commercial Design, Lighting in Interiors, Environment studies, Landscape design, construction materials and AutoCAD design

Students engage themselves in Project

In the landscape design course, the students carry out live projects. The students make group presentations for their design projects. Expert lectures by professionals and designers are organised on designing, current software used in industries, trending materials, etc.

Project Presentation on Landscape designing project right from selection of area for designing to concept building, materials used, plants selection, pathways, lighting and other requirements.

The Department of Resource Management assigned projects like surveys.

Survey about the job done by the peons was given as Group project to the students on March 26, 2019 where the students made questionnaire and interviewed the peons.

Problem Based Learning   Participative Learning

The Department of Music assigned projects to study the theoretical understanding of Semi-Classical music.

Dr. Sangeeta Bapat used project-based strategies to discuss the theory related to the contribution of eminent personalities in Natyasangeet was distributed in groups covering all students of the batch. Different actors, actresses, and music directors related to Natyasangeet were distributed among these groups. Once the data of these personalities was completely collected by the concerned group of students; all the members of that group were asked to talk about the contribution of these personalities. The discussion and question answers between all the groups lead to very interactive group learning.

The same strategy was used for the study of the regional music of India.

The Department of Educational Technology has assigned projects to study for real-world challenges they will face in their careers.

DET eLearning Studio: Students participated in live eContent development projects

Concept map preparation project: The students from the Department of Educational Technology have made concept map preparation projects.
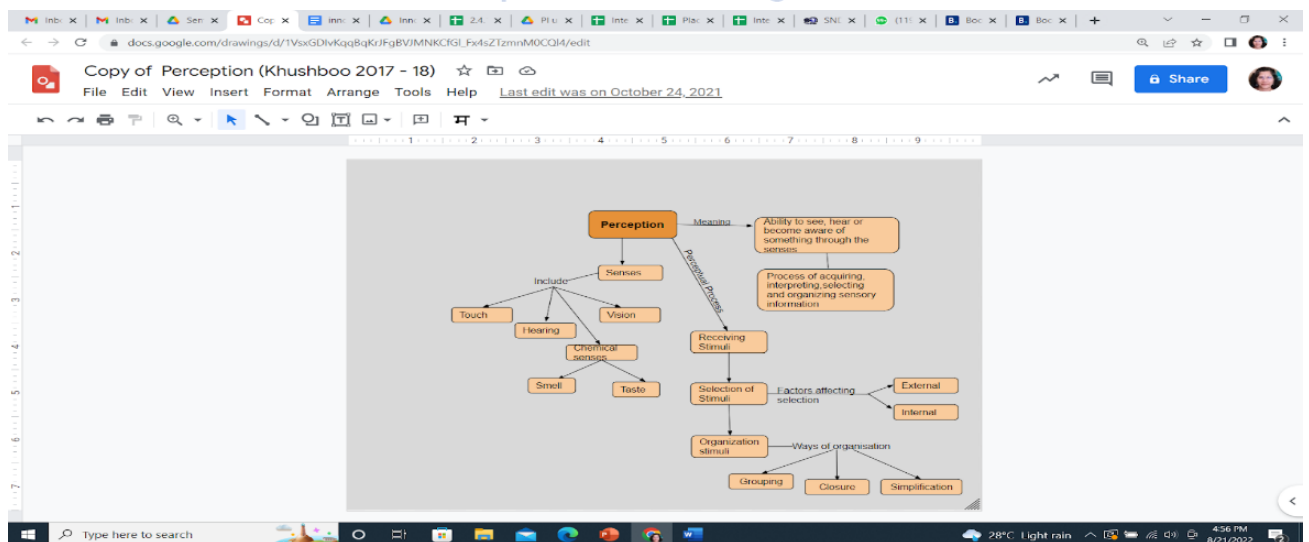
Student's Sample project work on Concept map

Case Study:

Case studies allow students to analyse real-world situations and apply theoretical concepts to practical problems, promoting critical thinking and problem-solving skills. Through case studies, students are exposed to a diverse range of scenarios and perspectives, which can help them develop a broader understanding of their field of study.

Department of Sociology, SNDT Women's University, Mumbai, assigned case studies to students.

Dr Sujata Gokhale shared her research report with her students on Rehabilitation of Chitri Dam: A Model of Planned Rehabilitation, as it is a current social and environmental issue. Then, aspect of sharing this PPT from a Research Methodological perspective, as she was teaching the paper Methodology of Social Research. Actually, they got both perspectives from this PPT. When victims of developmental projects agitate continuously for their rights under proper leadership and attack on the vision of insensitive project authorities, project-affected people will get success. Secondly, they got the methodical outline of doing Case studies in sociology. It was observed that the satisfaction of the students on their faces while presenting this case study.

Department of English, SNDT Women's University, Mumbai, assigned case studies to students.

The department assigns various projects to design/imagine new forms of teaching language in their English language teaching component, tasked to translate a piece and self-reflexively deliberate on their practice of Translation or develop new ways of reading and practising contemporary literature for their Digital Humanities paper.

Laboratory Experiences:

Laboratory experiences provide hands-on, experiential learning opportunities that allow students to apply theoretical knowledge in a practical setting, promoting a deeper understanding of the subject matter. Laboratory experiences can also foster scientific inquiry and experimentation skills, as well as critical thinking and problem-solving abilities, by encouraging students to develop hypotheses, design experiments, and analyze data.

C.U. Shah College of Pharmacy, Juhu provided laboratory experiences to their students.

By conducting laboratory experiments, students can gain a greater appreciation for the scientific process and the challenges and limitations of scientific research, preparing them for careers in fields that require these skills.

Department of Human Development manages regular school as **Laboratory Nursery School**

The Department of Human Development manages a regular school as a laboratory Nursery School This is actually an experimental laboratory school in which theory and practice are combined to assure effective teaching-learning process at the preschool education level. The students of both Masters in Human Development and Masters in Early Childhood Education, as well as students from Post Graduate Diploma in Early Childhood Education, are placed as interns. The nursery school has been recognized by EducationWorld, an organization which addresses the issues related to preschool education such as effective pedagogies and methodologies. This organization also runs a magazine documenting

concerns and issues for better preschool education. This organization carries out a yearly ranking evaluation of various preschools, for the same, the organization seeks the necessary information relating to best practices followed in the preschools. The S.N.D.T. Laboratory Nursery School submitted the data and in the year 2016 was ranked 15th, in the year 2017 was ranked 13th, in 2018 was ranked 8th and in 2019 was ranked 11th under the category of Mumbai's most preferred proprietary preschools.

B. Participative Learning:

Participative Learning

Participative learning is an approach that encourages active involvement and collaboration among students, emphasizing the importance of group work, discussions, and experiential activities to enhance learning outcomes. The adoption of participative learning improves our students' critical thinking, problem-solving, communication, and interpersonal skills, making them better prepared for the real world.

As a pedagogy, participative learning enables students to engage in their own learning process by providing them with opportunities to contribute

their own ideas and perspectives, exchange feedback, and develop teamwork skills. This approach not only promotes a deeper understanding of the subject matter but also fosters a sense of responsibility and ownership of learning, which motivates students to become lifelong learners. Overall, adopting participative learning as a pedagogy in our University can provide numerous benefits for students, including enhanced critical thinking, problem-solving, communication, and interpersonal skills, as well as greater motivation and ownership of learning.

Gallery Walk:

Department of Special Education, SNDTWU for the programme B.Ed. in Special Education used Gallery Walk for discussing the topic Marginalization: meaning and Scope

During a gallery walk, students explore multiple texts or images that are placed around the room. Students share their work with peers, responding to a collection of quotations or definitions. Students individually make their way around the room and compose answers to questions displayed.

A gallery walk was organized while all students had to write or draw their understanding of marginalization. It encouraged student engagement activity where groups of students interacted with their peers. As the students walked around the circle, they made their own notes on the basis of their peer's work. Once all finished the walk a discussion was done and together the meaning of Marginalization evolved.

Skit and Role Play:

Skit and role play are participative pedagogies that involve students in actively creating and performing scenarios to enhance learning outcomes. These approaches enable students to engage in experiential learning, which allows them to develop practical skills, communication abilities, and empathy towards diverse perspectives.

The Department of Special Education used skits and Role play to demonstrate various in-class and out-of the class situations.

Students of B.Ed. Special education performed role play

Students of Department of Gujrati performed role play

Department of Sociology organized a Street play to create Voter Awareness

Dr. Sujata Gokhale arranged the Voters Awareness Campaign through Street play and asked them to pursue the minds of women by telling them

about women's political participation in politics and how it contributes to women's empowerment. Students enjoyed and learnt the behaviour of common people towards voting through this street play task.

Co-creation:

Co-creation is a participative pedagogy that involves students and instructors collaborating in the creation of learning experiences. This approach emphasizes the importance of active participation, shared responsibility, and co-design in the learning process, enabling students to take ownership of their education and contribute their own perspectives and ideas.

Department of Special Education, SNDTWU used the cocreation as a participative pedagogy.
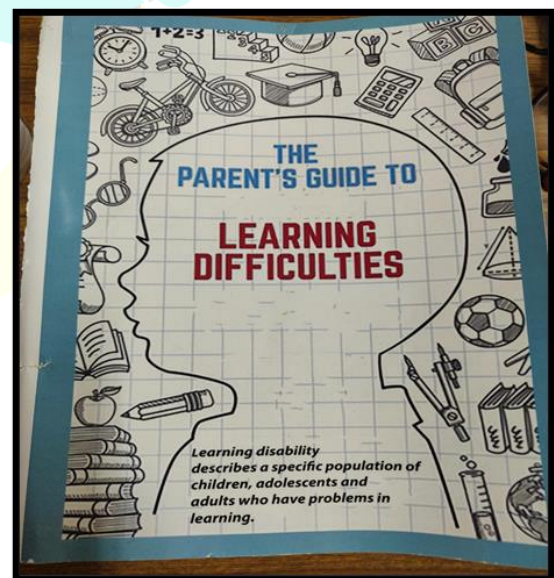
<p align="center" style="color:red">Sample of students' co-creation</p>

Creating Padlet Wall in Collaboration:

Padlet can facilitate participative learning by providing a collaborative platform for students to engage in active, hands-on activities. Through

Padlet, instructors designed learning activities that simulate real-world scenarios, enabling students to develop practical skills and apply theoretical knowledge in a safe and supportive environment.

At SHPT School of Library Science Dr. Jyoti Bhabal, used the Padlet for interactive content co-creation.
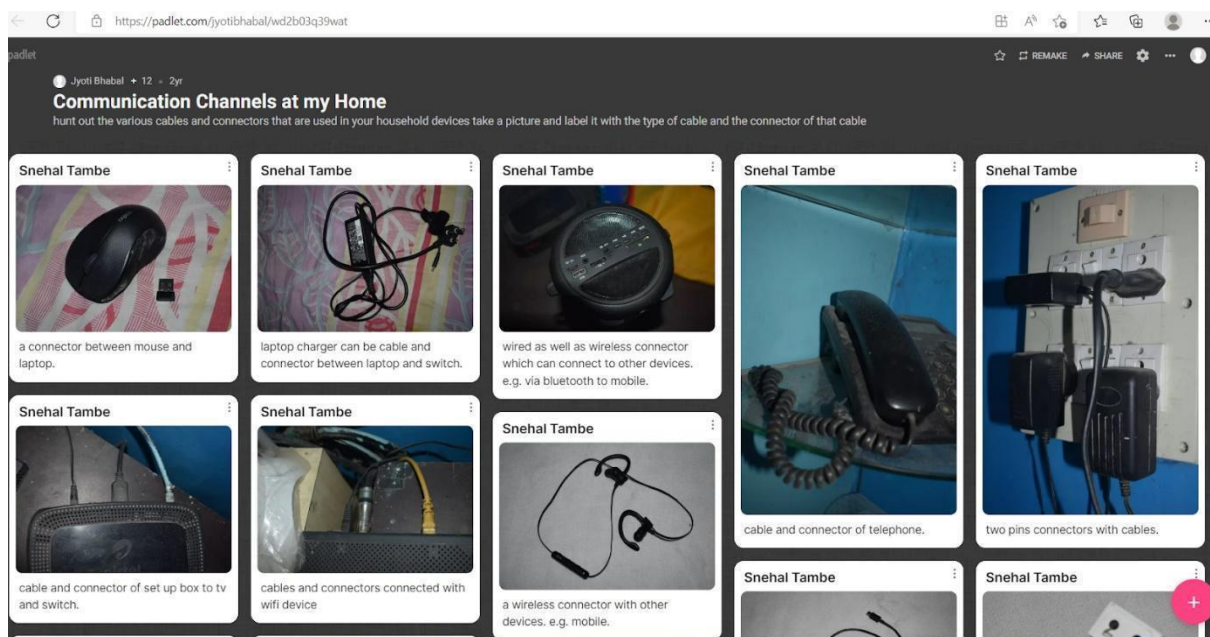
Students created post in the Padlet wall with respect to different communication media used at their home.
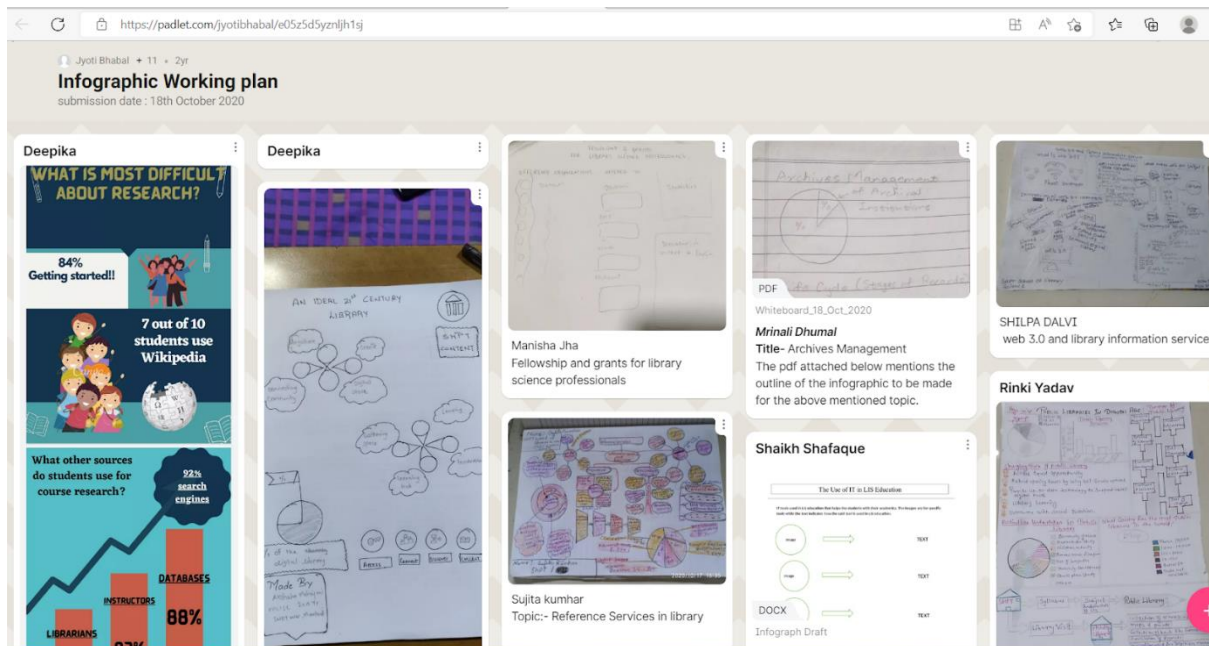
Students created posts on the Padlet wall with respect to the scope of Library Sciences

The Department of Educational Technology used the Padlet to create the Padlet wall.
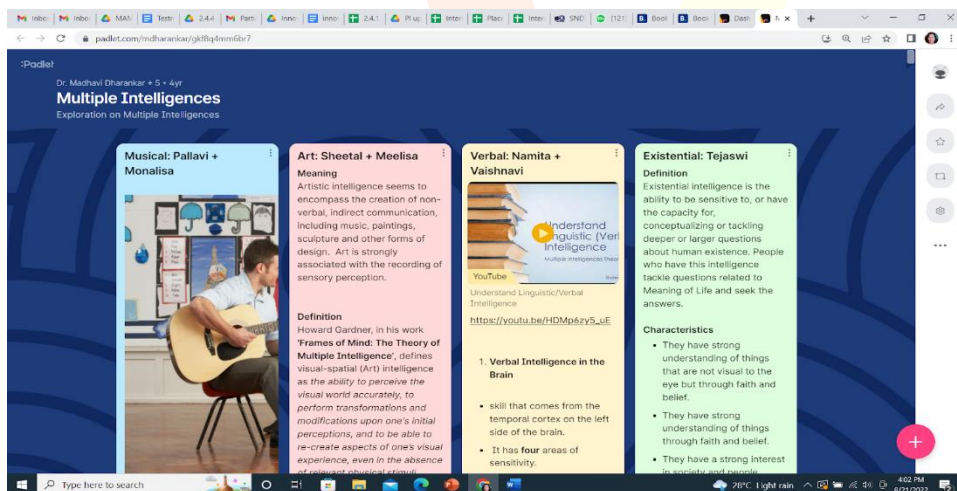
Students created Padlet Wall on Multiple Intelligence

Creating Mind Maps and Concept Maps in Collaboration:

Mind maps and concept maps are valuable tools for participative learning because they allow learners to actively engage with and contribute to the development of a shared understanding of a topic or idea. By visually organizing and connecting their thoughts and ideas, learners can

collaborate and build upon one another's knowledge, creating a more comprehensive and meaningful understanding of the subject matter.

The Department of Educational Technology has given exposure to prepare mind maps and concept maps
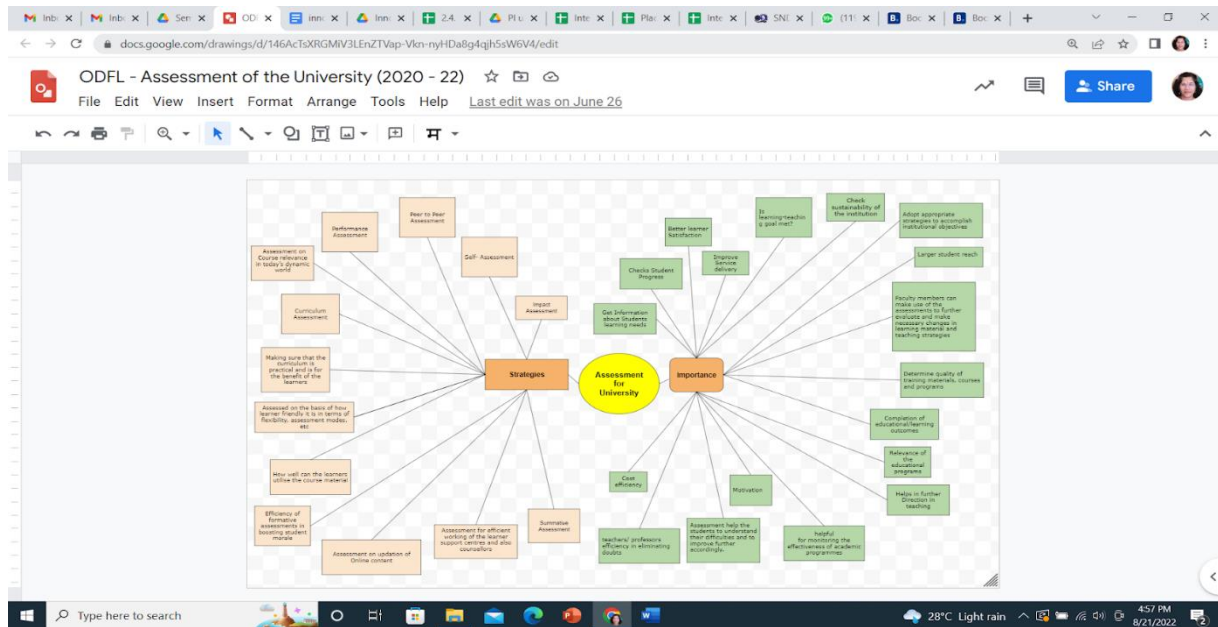
By working together to create and refine their maps, learners are able to develop a deeper understanding of the material and to take a more active role in their own learning, leading to greater retention and application of the knowledge gained.

Collaborative work through Google Docs and Sheet:

Collaborative work on Google Docs and Sheets is a great way for teams to work together on documents and spreadsheets in real time. Collaborating on Google Docs and Sheets is a great way to work together on documents and spreadsheets in real time. With these simple steps, you can get started and make collaborating with your team more efficient and effective.

The Department of Educational Technology has used Google Docs, Google Forms, and Google Docs to assign collaborative work.

The students prepare informative sheets on the application of MI for careers in collaboration

Students prepared Doc on assigned topic in collaboration

Creating Jam Board in Collaboration:

Jam board is a collaborative online whiteboard tool that allows multiple users to work together in real time. It is a great tool for participative learning, as it enables group brainstorming, sharing ideas, and visualizing concepts.

Comment   47/100 object

Dr. XYZ called me yesterday and asked me if I can conduct 3 hours session in a FDP
(Faculty Development Programme).

Before I agree, what questions should I ask him? After some basic information regarding the session,
I need some more information for preparing my session.

Provide me a list of questions to ask the organisers which will help me in preparing my session.

What are the key learnings you want the participants to gain after the session?

Is transport facility available from your end?

Address with the location where the session is going to be taken place

Name of the in-charge person ?

What will be the delivery method? eg: activity based, interaction based or lecture based

What is the content of the session

Number of people attending

Where do you want me to conduct the session- outdoor and indoor?

What is the name of the Institute?

How many participants will be present for the session?

What is the budget for the training?

What sort of training are you expecting from me?

Who are the participants of the training programme?

Were there any visible changes before and after the last or previous FDP sessions?

When will the refreshments be made available- between or after the session?

Where do you plan to do the session?

Will they require a follow up session?

What resources are required from my end?

What is the expected outcome from the session?

Am I expected to conduct the entire session or will you be inviting someone else too?

And do you have the required facilities to conduct the session?

What are your expectations from this workshop?

What kind of participants am I to expect?

Will participants be open for an interactive session?

To plan activities need to know the educational qualifications of participants.

Expected age group of the participants?

When was the last FDP conducted and how many participants attended?

Day?
Date?
Time?
Venue?

Is there some topic in particular that you need me to focus on?

What is the take away message that you want the participants to take home?

What difficulties the faculty members have been facing recently?

What are the expected number of participants?

Do you want me to hand over some resources to read to the participants?

What improvements have been noticed since last FDP?

What language should be used?

Are there any constraints which I may face?

What is the main purpose of conducting this session?

Will there be availability of a projector screen for the session?

Can I have question-answer session at the end?

What did the last FDP focus on?

Would you be able to provide me with resources needed to conduct the session? i.e. stationery, supplies, props,etc.

Has there been any similar session conducted before?

What change do you want to see in the participants?

Student of DET prepared Jam board on Planning of workshop

Problem Based Learning

Participative Learning

Creating Infographics in Collaboration:

Infographics are a great way to visually represent information and data, making it easier to understand and remember. When created collaboratively, they can also foster participative learning and encourage group discussion

INFLIBNET Centre
सूचना एवं पुस्तकालय नेटवर्क केन्द्र
Information and Library Network Centre

Information and Library Network (INFLIBNET) Centre, Gandhinagar is an Autonomous Inter-University Centre (IUC) of University Grants Commission, New Delhi (Ministry of Education, Govt. of India). INFLIBNET is involved in modernizing university libraries in India using state-of-art technologies for the optimum utilization of information.

Objectives & Goals
- Achieve complete automation of libraries in educational institutions
- Create union catalogs of documents available in libraries

Programmes & Activities
- INDCAT - Union Catalogue of Indian Universities
- SOUL 3.0 - Software for University Libraries
- Institutional Repository - IR@INFLIBNET

Projects & Initiatives
- E- SHODHSINDHU, N-LIST are Digital Library Consortium
- SHODHSHUDDHI - Plagiarism Detection Software
- SHODHGANGA, SHODHGANGOTRI - Open Access Initiative

Conventions
- CALIBER - Convention on automation of libraries in education and research institutions
- PLANNER - Promotion of library automation and networking in north eastern region

Awards
- EduShine Excellence Award for Shodhganga Project
- Open Education Consortium Award for E-content portal "Vidya Mitra"
- Commendable contribution to Digital initiatives for higher education

Participative Learning

Students from the SHPT School of Library Science prepared infographics in collaboration.

Students of Department of Educational Technology worked collaboratively on types of qualitative research
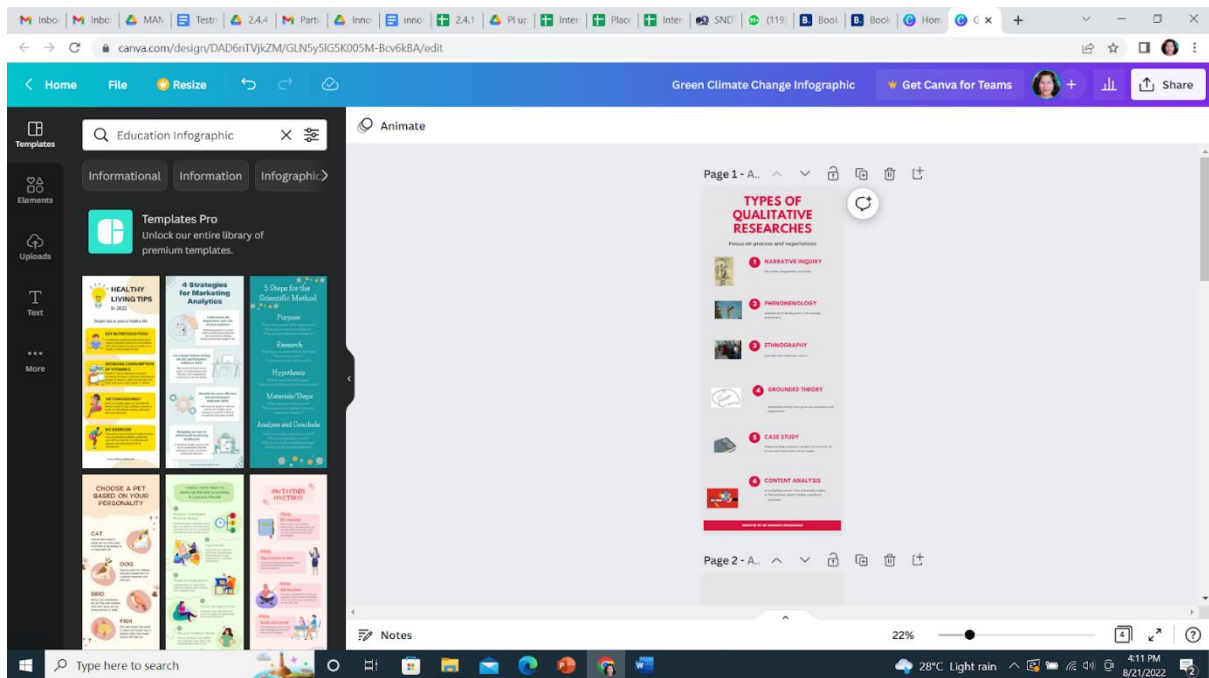
and prepared infographics on it.

Experiential Learning

Students of C.U. Shah College of Pharmacy worked collaboratively on Drug story and prepared infographics.

Students of C.U. Shah College of Pharmacy worked collaboratively on the Roles of Pharmacists and prepared infographics.

Experiential Learning

Group work:

The Department of Special Education assigned group work to all students to understand Piaget's theory.

Experiential learning is a methodology in which teachers purposefully engage with students in direct experience and focused reflection to increase knowledge and develop skills.

The students must learn to assess the level of cognitive development of children in their class. Their lesson planning has to be based on the level of cognitive functioning of their students. Therefore, students are taught assessments using Piagetian Tasks. The whole class is divided into four groups. Each group prepares materials relevant for assessment in one of the four stages proposed in Piaget's theory of cognitive development. Each student gets an opportunity to run the assessment on

children of Arushi, the experimental school attached to the Department of Special Education.

Students from the Department of Educational Technology worked together on Creativity and Team-building exercises.

Creativity and Team-building exercises

Play Way method:

The play way method is often used in early childhood education to make learning fun and engaging for young children. However, it can also be used as a participatory method in various settings, including community development, social work, and even in special education.

DET students and faculty play games in class to understand the need for Visual Communication

Discussion:

Discussion is a participative pedagogy that involves the active participation of learners in the learning process. It is a form of collaborative learning where learners interact with each other to share their knowledge, experiences, and perspectives.

Department of Special Education, SNDTWU used various forms of discussion like Group discussion, Peer discussion, Case-based discussion, Collective wisdom etc.

Students of the Special Education department discussing a case

Participative Learning

Department of MA Women Studies, SNDTWU used the group discussion on the relevance of feminist political theories to understand gender issues in the larger society

Dr Putul Sathe organized group discussion sessions in the classroom and Creative Presentations of group work and self-explorations. This participatory learning method initiates robust discussion in the classroom about the relevance of feminist political theories to understanding gender issues in the larger society. The issue of rape laws was debated in the classroom and then the class was divided into two batches and each side made presentations. All gender issues call for debates, deliberations and discussions which inform the pedagogy followed.

Department of English, SNDTWU used the group discussion on research colloquium

The Department of English organized a group discussion on research colloquium where students present their research in progress and get peer-reviews and inputs from profs at the University. This gives them an opportunity to listen to their peers, critique their work and participate in larger conversations in the discipline.

Department of Political Science, SNDTWU used the group discussion on Constituent Assembly Debates to develop related Context to content and Institutional and Structural Dimensions of Politics.

Students were asked to read constituent assembly debates on a particular theme and relate to the context in which the particular clauses/ sections were adopted.

Exhibition:

The exhibition method is a participatory method that involves the display and presentation of information, ideas, and artefacts in a public space. The method can be used to engage participants in various settings, such as education, community development, and advocacy.

Department of Sociology organized an exhibition on environmental issues. Poster Exhibition related to environmental issues and students got a global perspective towards sustainability, urban planning and management Sanitation problems of cosmopolitan cities, and environmental movements.

M.V.A. Department of Drawing and Painting, Mumbai organized the Virtual Annual Art Exhibition.
The department organises the Annual Art Exhibition of the artwork created by students every year. During the pandemic situation due to the lockdown, the same activity was organized by creating a virtual online exhibition by creating a video.

Department of Textile Science and Apparel Design organized an exhibition cum sale KALAKRUTI every year of products designed, developed, exhibited and marketed by students.

The department organized the Annual Art Exhibition of the artwork created by students every year. During the pandemic situation due to the lockdown, the same activity was organized by creating the virtual online exhibition by creating a video.

Student-Led Seminars:

Student Led Seminars are an excellent platform for students to take ownership of their learning, develop leadership skills, engage in peer-to-peer learning, and contribute to the academic community. These seminars provide valuable opportunities for personal and professional growth and are highly regarded by students, faculty, and the University community as a whole.

Every year, our University has organized a Student Led Seminar to create a platform for student's personal and professional growth.
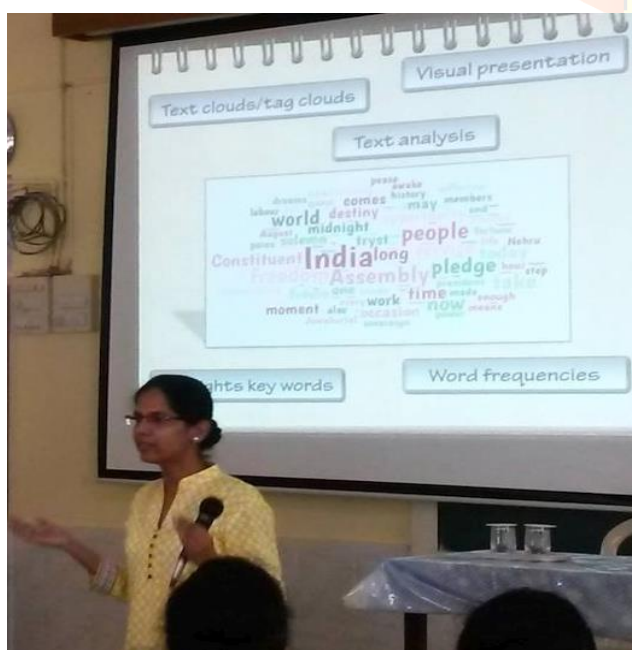
Ms Shalini, DET Student presents Word Cloud Creation Tool at Student Led Conference

Ms Medha Mehta conducting a seminar on "Augmented Reality" in Universal B Ed.

Sketching Club:

Sketching is an essential part of visual art and art education. Department

of Drawing and Painting, Pune started the activity of 'Sketching Club' with the collaboration of the UG department to provide opportunities for sketching. Students from 11th to MVA come together for sketching once a week. Sometimes we invite senior artists for sketching. We are exploring an interdisciplinary approach in which recently arranged 'Abhivachan' by teachers of the Marathi department teachers, followed by students who made sketches of the story. We will invite teachers from Psychology to discuss 'body language', Dancers for 'mudras' and etc.

Think-pair-share:

Think Pair Share is a cooperative learning strategy that promotes active learning, collaboration, and critical thinking skills among students. Think Pair Share encourages students to engage with their peers, articulate their ideas, and consider alternative perspectives. It promotes deep learning and understanding by allowing students to reflect on their own ideas, share them with others, and receive feedback from their peers.

Dr Sujata Bhan and Dr Apoorva Panshikar from the Department of Special Education, Juhu, Mumbai, Dr Rekha Kishore Chavhan from the Department of Education, Mumbai and Shivkanya Shivkumar Warulkar Department of Education, Mumbai use this technique at regular intervals.

Think Pair Share, trainees were encouraged to form individual ideas, discuss and share with the other groups. Faculty and students brainstorm together and share their ideas with everyone in the class.

Jigsaw:

The jigsaw strategy is a participative learning technique that involves breaking a large group into smaller teams or groups to work together on a specific task or topic. It is an effective participative learning technique that promotes collaboration, active learning, diversity of perspectives, inclusivity, and responsibility for learning. By incorporating the jigsaw strategy into their teaching, educators can provide students with a more engaging and effective learning experience.

Dr Sujata Bhan and Dr Apoorva Panshikar from the Department of Special Education, Juhu, Mumbai, Dr Rekha Kishore Chavhan from the Department of Education, Mumbai and Shivkanya Shivkumar Warulkar Department of Education, Mumbai uses this technique on regular intervals.

Ask a question to Teacher:

Ask a Question and earn Bonus marks: Students are encouraged to ask any question at any time and for every question, bonus marks are given in the continuous assessment.

Dr Sanjay Sandipan Shitole from Usha Mittal Institute of Technology uses this activity to take the active participation of students and motivate them.

Fishbowl:

Fishbowl is a cooperative learning strategy that involves dividing the class into two groups: an inner group and an outer group. The inner group discusses a topic or issue while the outer group observes and takes notes on the discussion. After a set amount of time, the inner and outer groups switch places, allowing the outer group to discuss and the inner group to observe.

Dr Rekha Chavhan from the Department of Education, Mumbai, Dr Madhavi Dharankar from the Department of Educational Technology, Juhu, Mumbai and Jyothi Sequeira from Usha Mittal Institute of Technology use this strategy in their teaching-learning process.

Online Games:

Online gaming websites like Kahoot are used by faculty to have trivia quizzes on content on subjects weekly. This motivates the students and keep them interested to study on a weekly basis and enjoy it. Many videos from the internet are procured and played for students as well. Newspaper articles/ editorials were discussed.

Radhika Talekar from the Department of Economics uses this strategy in her teaching-learning process.

Peer Tutoring:

Peer tutoring is a cooperative learning strategy where students work in pairs or small groups to teach each other new skills or concepts. This approach can be beneficial for both the tutor and the tutee, as it allows for personalized instruction, reinforcement of learning, and the development of social skills.

Yukti Gupta from the Department of Special Education integrates this strategy.

Concerts:

Concerts are a valuable learning experience for music students as they offer opportunities for students to observe and learn from professional musicians, experience live performances, and gain exposure to a variety of musical genres and styles.

Dr Pournima Dhumale from the Department of Music uses this strategy.

Online simulation:

Online simulations are an effective cooperative learning strategy, as they provide opportunities for students to work together to solve problems and achieve common goals.

Merrin Mary Solomon from Usha Mittal Institute of Technology uses this strategy.

Observation:

Observation as a technique of research. To deal with the topic, the students are asked to go out of the class anywhere in or around campus and observe what she wants to and describe the site, the activities that are going on. Then they come in the class and share their observations and others ask questions

Dr Pradnya Wakpainjan from the Department of Education, Mumbai uses this technique.

Film Shows:

Film shows are an effective learning strategy as it provides a visual and engaging medium for students to learn from. It is a valuable learning strategy for students, offering opportunities for cultural awareness, historical context, critical analysis, language acquisition, and curriculum integration. By incorporating films into teaching, faculty members engage students with a visual and interactive medium that can enhance their understanding and retention of course material.

Dr Aruna Shripad Dubhashi from the Department of Marathi uses this strategy.

Students of Department of Political Science After a Film Show in USIS, 2017.

Online Laboratory:

The online laboratory is an effective way to provide participative learning experiences to students. It is a valuable participative learning tool, providing students with interactive experiments, collaborative learning opportunities, self-paced learning, real-time feedback, and reduced costs. By incorporating online laboratories into their teaching, faculty members are providing students with a more engaging and effective learning experience.

Neha Athavale from Usha Mittal Institute of Technology uses this learning experience in her teaching-learning process.

C. Problem-based Learning:

Problem-based learning (PBL) is a pedagogy that is commonly used in our University. It is an active learning approach that involves learners in solving real-world problems, working collaboratively in groups, and applying knowledge and skills to find solutions. By using PBL, instructors at our University aim to create an engaging and effective learning environment that prepares learners for real-world challenges.

Brainstorming:

Brainstorming is a problem-based learning technique that encourages learners to generate ideas and solutions to a problem or challenge. In brainstorming, learners work together in groups to generate a large number of ideas and then evaluate and refine them to find the best solution.

Department of Family Resource Management, SNDTWU uses Brainstorming sessions on a regular basis

Brainstorming sessions on designing concepts are a regular feature of the programs. Students are prepared to participate in drawing and design competitions every year.

Brainstorming cum interactive session on Landscape design by the Expert, Ar. Urmila Rajyadhyaksha

In the Department of Sociology, Dr Sujata Gokhale conducted a Brainstorming session in the class.

Dr Sujata Gokhale conducted DEBATE AND DISCUSSION Task on the Womens Reservation Bill, Offline and Online classes and Mannerisms and Eticates followed by Urban and rural people at the time of COVID. Students have had clarity about the conceptual framework and theoretical understanding of Women's Empowerment Feminism, the Feminist approach. During the period of Covid, students gained knowledge about changing mannerisms and social behaviour of society, and new technological teaching styles also contributed to enhancing their knowledge but face-to-face contact and the physical presence of teachers is important.

Department of MA Women Studies, SNDTWU conducted a Brainstorming session in the classroom and Creative Presentations of group work and self-explorations.

The issue of rape laws was debated in the classroom and then the class was divided into two batches and each side made presentations with the solutions. All gender issues call for debates, deliberations and discussions which inform the pedagogy followed.

Conclusion:

In conclusion, SNDT Women's University's commitment to a student-centric pedagogy is commendable. By prioritizing experiential learning, participative learning, and problem-solving methodologies, the University is providing its students with the tools to become active learners, critical thinkers, and lifelong learners. By constantly seeking new ways to engage and challenge its students, SNDT Women's University is preparing its students to adapt to the constantly changing demands of the modern world. This commitment to student-centred education is sure to have a positive impact on the University's students, and on the world, they will go on to shape and influence.