



“बेटी बचाओ, बेटी पढ़ाओ”

JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR (JVWU)

1. Title of the practice: Teaching & Learning Methodology

Objectives of the practice:

- To make advanced learners uncover deeper layers of learning
- To support slow learners
- To direct average learners towards advanced learning.
- To refine learning opportunities so they're effective for each student
- To monitor the match between learner and learning and make adjustments as required
- To help students in their overall development
- To address the needs of academically diverse learners in classrooms

The context:

A broader range of learner attributes characterizes the diversity of a classroom. At one level, early access to educational materials, increased understanding of literacy strategies, and the ability to learn at one's own pace accelerate learning for some learners. On the other hand, some classrooms may include learners who are academically on lower grade level with their classmates. In every class teachers face the daunting task of teaching all levels of student in a single class. Likewise different learners have different needs. Teachers have to stimulate and engage intellectually gifted students, while simultaneously scaffolding curriculum to support slow learners. Teachers have to maintain this delicate balance. At our University the goal for every classroom is maximum student growth and individual success.

The Practice:

University follows a streamlined process for continuous monitoring, evaluation and progress of the student. In the initial classes teacher took some interactive sessions on general or subject based topics. During these sessions, teacher confidentially analyzes the students based on various

parameters and prepares a mind map of the students in three categories (slow learner, average learner and advanced learners). Now the teacher knows more about students based on their categories but does not disclose publically. By differentiating these three elements, teachers offer different approaches to what students learn, how they learn it, and how they demonstrate what they've learned. What the different approaches have in common is that they are crafted to encourage all students' growth with established learning goals and to advance the learning of both the class as a whole and individual learners. Teachers take remedial measures for the students for their academic and overall grooming and thus can prepare them for better future perspective. Regular counseling sessions for slow and average learner are taken. Academic mentor is allotted to slow learners who personally help them in their academics activities. Appropriate mentoring with additional teaching and motivation eventually helps the students to meet their academic goals. Career mentors are allotted to advanced learner who provides necessary guidance for goal achievement to them. Moreover University provides appropriate platform to advanced learner to showcase their talent which helps in enhancing their talent and personality. For slow and advanced Learners University is providing mentors. Appropriate mentoring with additional teaching and motivation eventually helps the students to meet their academic goals. Career mentor provides necessary guidance for goal achievement to advanced learner. In this environment, students and teachers are learners together. While teachers may know more about the subject matter at hand, they are continuously learning about how their students learn.

Evidence of Success:

The University has been imparting experiential, participative and problem solving techniques to its students by identifying the learning levels of the students for the past few years and it has been a fruitful venture so far. This is evident from the fact that many alumni are doing very well in their respective fields. This in itself is a proof that the seeds of practical and experiential learning that were sown in University's environment are flourishing and fructifying in the society.

Besides this, the students are learning in a style that suits them, they are happier and more willing to try. The needs of diverse learners are met. There is a positive impact on students' classroom presence and performance. Students are performing well in academics as well as in extracurricular activities. There is a positive progression of students from slow learner to average learner to advanced learner.

Problems Encountered and Resources Required:

- One of the problems was to keep the pace of slow learners. This was resolved by providing mandatory remedial classes in which doubts are cleared and critical topics are explained.
- Promotion of advanced learners was also a problem area. This was resolved by allotment of career mentor for necessary guidance for goal achievement.
- Some teachers incorrectly assume differentiating students means giving some students more work to do, and others less. This problem is resolved by providing orientation to them at the time of joining.

Resources required:

- Ongoing collaboration with students is necessary to refine learning opportunities so they're effective for each student. Teachers monitor the match between learner and learning and make adjustments as warranted.
- By differentiating students, teachers offer different approaches to different students. All the approaches are crafted to encourage students' growth with established learning goals and to advance the learning levels of them.

2. Title of the practice: Progression of Women Professionals to Unconventional Fields**Objectives of the Practice**

- Creation of a women empowered society.
- To encourage and facilitate women to showcase their talents, skills, experiences and energies across sectors and verticals of the economy, for a truly inclusive economic growth trajectory.
- To develop professional excellence among women in technical and unconventional fields.
- To instill sense of gender equality

The Context

University has a clear vision for learning, research and extension and to be an instrument of change for peace, progress and prosperity for all with special emphasis on women empowerment. It has been identified that no private University is offering professional and technical education exclusively for Women. Thus, a need to provide a platform to women, to help them to establish themselves in technical and unconventional fields is identified. In order to help women to reach to

a dignified position in the society and establish them in technical and unconventional fields University since its inception offers programs in the disciplines where women had already proved themselves but also in which women have not yet shown their talent.

The Practice

The University scans its external environment on periodic basis to identify the emerging needs of the global world and the disciplines in which women have not yet shown their talent. The University tries to identify the main hurdles due to which girls are lacking behind in those particular fields and tries its best to overcome those obstacles and encourages the girls in those fields by providing better environment for their excellence by using the education as the main weapon.

The syllabus and examination pattern are developed and regularly updated by statutory bodies – Board of Studies, Board of Faculty and Academic Council, and by involving all the stakeholders keeping in mind University's objective of Women empowerment and community development. The feedback from all stakeholders is invited, thoroughly discussed and suitably incorporated at every level of curriculum development.

Programmes such as BHMS, BAMS, BNYS, BMLT, B.Opt, BA B.Ed, B.Sc B.Ed. are only a few names which are pioneered by University among all the private players nationwide. These programmes were created to give a scope to females to touch the untouched areas and prove their capabilities. Several innovative and research components like case studies and micro-studies, survey research, Bioinformatics, research methodology were integrated in teaching programmes at different levels. The curricula are also tuned with the model syllabi of Governing Bodies such as UGC, NCTE, CCH, CCIM, PCI etc.

To provide better chances for distributing available educational opportunities, University has made efforts to spread the programs in tune with spreading interests, career opportunities and women empowerment. University has introduced various programs which were untouched by

any other private player. We are proud that we are the sole private player nationwide among Women Universities in following programs:

- BHMS
- BPT
- B.Sc. (MLT)
- B.Sc. (Radiation Technology)
- BNYS
- B.Opt
- B.Sc Agri.
- B.Tech FBT
- B.Des ID
- B.Des FD
- BA+B.Ed
- B.Sc+B.Ed

Evidence of Success

- Most of the students are well settled and placed at administrative positions where they are giving neck to neck competition to male employees.
- Number of admissions is increasing relatively in the courses.
- As a result of timely counseling and efforts of the University drop outs ratio is also declining.
- They are also empowered to fend off domestic violence as education leads to higher social standing, more independence, and greater autonomy in women's lives and in the household.
- Students are showing their talents, skills and experiences across sectors and verticals of the economy and setting an example for the society.

Problems Encountered and Resources Required

- **Stereotype views of Society for Female education:** This is a tendency of Indian society to marry their girl child just after her basic education. They are not provided with equal rights as men to unleash their potential.

Efforts: University is spreading education awareness by University Mission Course

- **Resistance of society towards integrated courses with 4-6 years duration:** Due to the orthodox mindset of the society, University is getting low enrollments and high dropout ratio in integrated courses as well as professional courses.

Efforts:

- Fee relaxation to nearby and meritorious candidates
- Running the programs in spite of low enrollments
- Alumnus who went beyond the norms of patriarchal society
- Women administrators at all positions to break the stereotype thinking of the society.

Resources Required

The initiative demands energy, time and resources for spreading awareness. The firm commitment of faculty and students is required, with continuous motivation to keep the initiative in action.