

**“INNOVATIVE PEDAGOGICAL PRACTICES ADAPTED BY
SELECTED UNIVERSITIES IN PUNE CITY”**

To

S. K. N. Sinhgad School of Business Management, Pune

For

NATIONAL CONFERENCE

On

“CONFLUENCE-2020”

Track

TEACHING & LEARNING

Author	Co-Author(Research Scholar)
Dr. Kavita D. Chordiya Ajeenkya D. Y. Patil University, CharoliBudruk,Lohegaon Pune Mob. No. – +91 8087314593 Email ID – kavitachordiya86@gmail.com	Prof. Chinmoy Goswami Ajeenkya D. Y. Patil University, CharoliBudruk,Lohegaon Pune Mob. No. – +91 7278947151 Email ID – chinmoy.gos@gmail.com

ABSTRACT:

Education is a mild that indicates the mankind the proper direction to surge. The motive of education is not just making a scholar literate however adds cause thinking, knowledgeable and self-reliance. When there is a willingness to change, there is hope for progress in any of the field. Inventiveness can be developed and innovation benefits each students & teachers. Advance pedagogy is one of the ways to improve teaching and learning performance of teachers & students. Various innovative pedagogical practices are now in routine across the world. Innovative Pedagogical Practices like short lecture methodology, role-playing, simulation, portfolio development 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 use of innovative pedagogical practices in educational institutions has the potential not only to progress education, but also to empower the people, strengthen the governance and stimulate the effort to achieve the human development goal for the nation.

The purpose of this paper is to evaluate the traditional methods of teaching as well as innovative pedagogical practices and to suggest other useful teaching & learning methods that can be attempted in communicating knowledge to the students. Here this paper highlights what is the Innovative Pedagogical Practices are in practice in the various Universities in Pune City and how many teachers know the innovative methods and how many teachers are using the innovative pedagogical practices in the Universities in Pune City.

Keywords: Education, Pedagogical Practices, Innovative teaching practices, Universities, etc.

INTRODUCTION:

Education is a light that shows the humankind the correct course to flood. The motivation behind training isn't simply making an understudy proficient yet includes method of reasoning, knowledgeability and independence. When there is a readiness to change, there is a promise for progress in any field. Innovativeness can be created and development benefits the two, understudies and educators.

Education acts because the light which leads the society to lightness from darkness, educates the individual and directs the mankind within the right direction. Serving the first purpose of imparting knowledge, it also inculcates values and morals to form a person self-dependent and professional. it's believed, the start of education for the kid begins right at the house, further within the school then college. If any of the aim to be filled through education, if left incomplete is believed to be a failure. But the failure can't be blamed on the education system; for instance, education is two-way process of sending and receiving of data. it's a sport which needs both the teams to participate equally to realize the target of winning the target or goal.

“The aim of education should be to teach us rather how to think, than what to think - rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men.”

It is basic for the faculties to comprehend the student's brain and make training as exciting and fascinating game instead of regarding it as weight and weariness. As per distinctive research on training, different strategies for instructing have been talked about. By and large ordered in two – Traditional and Innovative. Customary strategies for instructing identify with old fashioned techniques for slate and chalk, addressing and perusing whereas imaginative techniques additionally named as current ways relate and underline on utilization of innovation and interactive media apparatuses for educating. Customary techniques for learning are instructor focused strategies. Instructor focused strategies, students obtain the information from the educator with no inclusion making it latent in nature. It sticks more towards theoretical information including retaining rules, laws and definitions. As the consequence of utilizing this methodology, understudies free intrigue and comprehension in the class. Interestingly, utilization of inventive strategies builds up the enthusiasm for the class with the commitment of understudies. Dynamic investment in various activities flood the achievement of the goal and better learning results. Utilizing this technique, the interaction among understudy and educator with schoolmates is accomplished. To list, these strategies includes games, role plays, quiz, simulation and so forth.











What is Pedagogy?

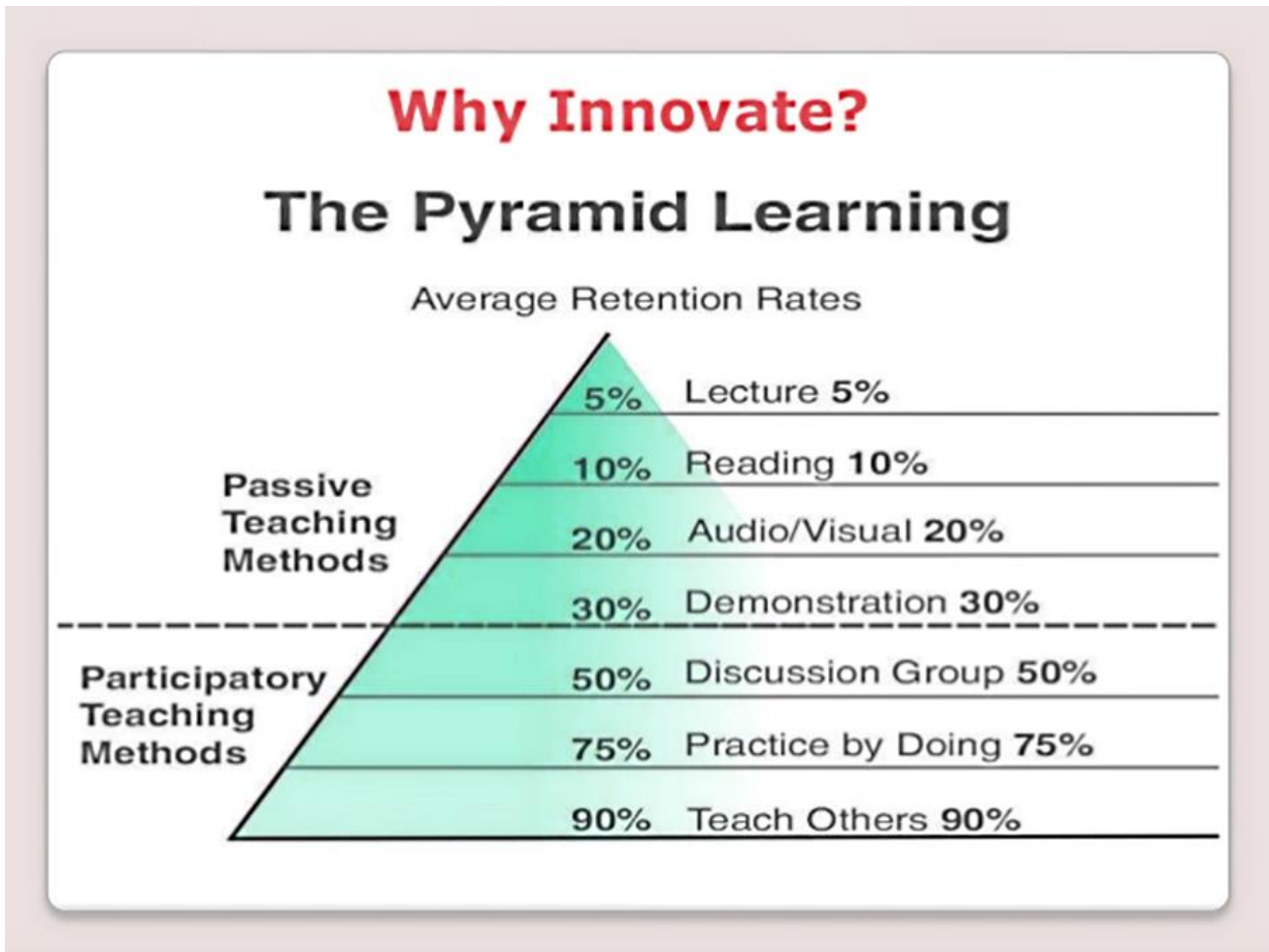
Pedagogy, most frequently understood as the method to teaching, refers to the theory and practice of learning and how this progression is influenced by the social, political and psychological development of students. Pedagogy is an academic discipline which explains how knowledge and skills are communicated in an educational context and it considers the interactions that take place during education. Both the theory and practice of pedagogy differsignificantly, as they reflect different social, political and cultural contexts. Any kind of teaching which addresses creativity is an innovative pedagogical practice.

“If we teach today as we taught yesterday, we robour children of tomorrow”

The use of innovative teaching pedagogies has been a burning topic from the last decade. Creative and trained teachers are being found using different innovative pedagogical practices at higher education levels. Many researches consider creativity as a personal attribute and intellectual ability of different individuals, correlating creativity with genius and intelligence.

INNOVATING PEDAGOGY

<p>CONTEXT-BASED LEARNING</p>  <p>LEARNING FROM EXPERIENCE BY INTERPRETING NEW INFORMATION BY RELATING IT TO WHAT WE ALREADY KNOW</p>	<p>COMPUTATIONAL THINKING</p>  <p>LEARNING THAT BREAKS LARGE PROBLEMS DOWN INTO SMALLER ONES</p>	<p>INCIDENTAL LEARNING</p>  <p>UNINTENTIONAL LEARNING THAT CONTRIBUTES TO LONGER TERM LEARNING PATHS</p>	<p>CROSSOVER LEARNING</p>  <p>LEARNING IN INFORMAL SETTINGS, SUCH AS MUSEUMS OR MEETUPS</p>	<p>LEARNING THROUGH ARGUMENTATION</p>  <p>LEARNING BY ESTABLISHING AND REFUTING CLAIMS</p>
<p>ANALYTICS OF EMOTIONS</p>  <p>UNDERSTANDING STUDENT MINDSETS IN COGNITIVE AND NON-COGNITIVE ASPECTS, INCLUDING FRUSTRATIONS, DISTRACTIONS, EVEN EYE TRACKING</p>	<p>STEALTH ASSESSMENT</p>  <p>AUTOMATIC DATA COLLECTION IN WHICH ACTIONS ARE CONTINUALLY COLLECTED TO THEN PRESENT NEW, APPROPRIATE CHALLENGES</p>	<p>ADAPTIVE TEACHING</p>  <p>USES DATA ABOUT A SPECIFIC LEARNER'S PREVIOUS LEARNING TO CREATE PERSONALIZED PATH</p>	<p>LEARNING BY DOING</p>  <p>LEARNING WITH AUTHENTIC TOOLS AND PRACTICES</p>	<p>EMBODIED LEARNING</p>  <p>LEARNING THAT INVOLVES SELF-AWARENESS OF THE BODY INTERACTING WITH THE REAL OR SIMULATED WORLD</p>



Source: National Training Laboratories Bethel, Maine

REVIEW OF THE LITERATURE:

Dr.M. Arockia G. Ruban, explained that nowadays, education plays a dynamic role in all over the world including India. Now days an effective teaching and learning is important so that only teachers would attract the student and make them to learn. For that purpose, Innovative Teaching Learning Practices are important.

Now the e-publishing plays a main role in education. Teacher can get their information by sitting in front of laptops & computers. Nowadays teachers need not spend much more time for research work and data collection because e-publications indirectly inspires teacher. Learning today

could be accompanied by new techniques based on data communication between teachers and students.

Barakzai(2004)Classrooms nowadays are represented by student diversity. The students in universities are diverse in different aspects such as religion, culture, family background, region and institutes where they have been studying. Due to such diversities, students' education needs are also becoming increasingly diverse. A new task is to look for the different teaching ways that can address their needs. To response to such diverse needs of the students at higher educational levels, different innovative pedagogical practices and discerned strategies are being used by the teachers in their classes. Since the last three decades, to deal with the variety of today's students'innovative pedagogical practicesare widely being used worldwide.

Torres (2001) and King (2011)explained the need of improved teachers' training. It is very important to have trained teachers at higher educational levels who can use different innovative teaching methods by using their skills to make students get ready for future challenges.

Lee.Y.(2011) clarified that it is essential for the faculties to understand the students' mind and make education as exhilarating and interesting rather than treating it as burden and boredom. According to different researches on education, various methods of teaching have been discussed. Generally classified in two – Traditional Methods and Innovative Methods. Traditional methods of teaching relate to old-school methods of blackboard, chalk& talk, lecturing and reading whereas innovative methods also termed as Innovative Pedagogical Practices which emphasize on the use of technology and multimedia tools for teaching.

RESEARCH METHODOLOGY:

The researchers have used primary data & secondary data for their analytical study ofInnovative pedagogical practices adapted by selected Universities in Pune City.

Primary Data:

All the data and information about the innovative pedagogical practices is collected from the faculties of different Universities & Colleges in Pune. Data is collected with the help of -

- Interview
- Formal & informal talk with the faculties

Sample Size: Researchers have taken sample size as 300 which are chosen randomly from various departments of Universities & Colleges in Pune.

Secondary Data:

- Journals & Magazines
- Reference Books
- Research Papers
- Internet

OBJECTIVES OF THE STUDY:

The planned study has the following objectives.

1. To study basic profile of the teachers working in the various universities and colleges.
2. To evaluate the importance of Innovative Pedagogical Practices.
3. To know the various Innovative Pedagogical Practices adopted by various universities and colleges.
4. To study the number of teachers is aware about the Innovative Pedagogical Practices.
5. To know that how many teachers are using these Innovative Pedagogical Practices.

DATA ANALYSIS:

The data were collected and interpreted using simple percentage method and presented in tables form.

List of Universities and colleges

The data collected through interview & questionnaires with 300 teachers from different Universities and colleges of Pune. The list of Universities and colleges of Pune from where the data is collected are:

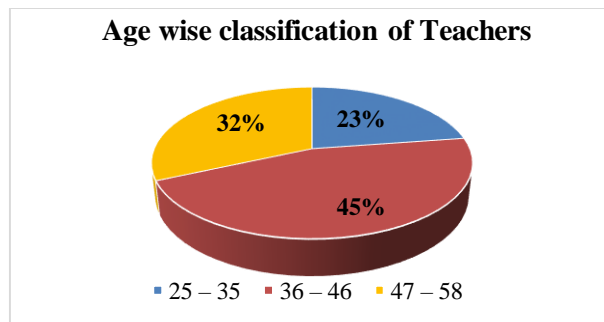
1. Ajeenkya D Y Patil University, Pune
2. Maharashtra Institute of Technology, Pune
3. Dr. D. Y. Patil Vidyapeeth, Pune

4. SavitribaiPhule Pune University, Pune
5. Symbiosis International University, Pune
6. Vishwakarma Institute of Technology, Pune
7. BharatiVidyapeeth University, Pune

1. Age wise classification

Different age groups of teachers are working in the Institutes. The age wise classification of the teachers working in the Universities and colleges in Pune is as follows.

Table 1: Age wise classification of Teachers



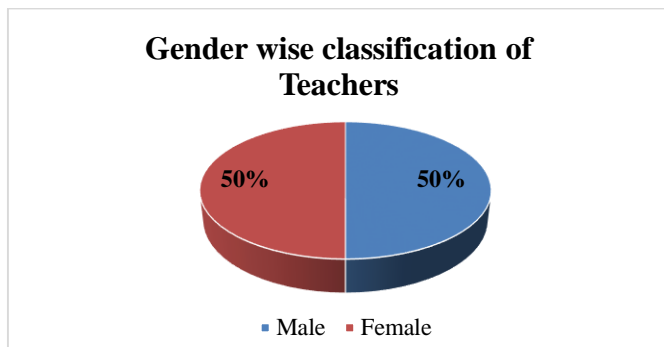
Age (in Years)	Number of Teachers	Percentage
25 – 35	68	22.66
36 – 46	137	45.66
47 – 58	95	31.66
Total	300	100

It could be inferred from the above table that out of 300 Teachers, 22.66% are in the age group of 25 – 35 years, 45.66% are in the age group of 36- 46 years while 31.66% are in the age group of 47- 58 years.

2. Gender wise classification of Teachers

The two gender groups namely male and female teachers are working in the Universities and colleges in Pune.

Table 2: Gender wise classification of Teachers



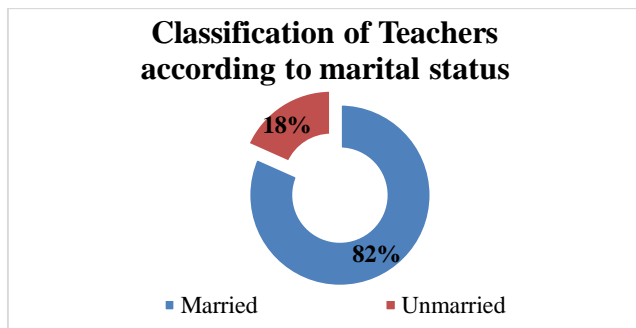
Gender	Number of Teachers	Percentage
Male	150	50
Female	150	50
Total	300	100

We have given equal weightage while selecting the gender for equal basis. It is observed from the above table that out of the 300 Teachers, 150 Teachers (50%) are female and the remaining 150 Teachers (50 per cent) are male.

3. Marital status wise classification

There are two different marital status of teachers have been working in the Universities and colleges in Pune. They are either married or unmarried.

Table 3: Classification of Teachers according to marital status



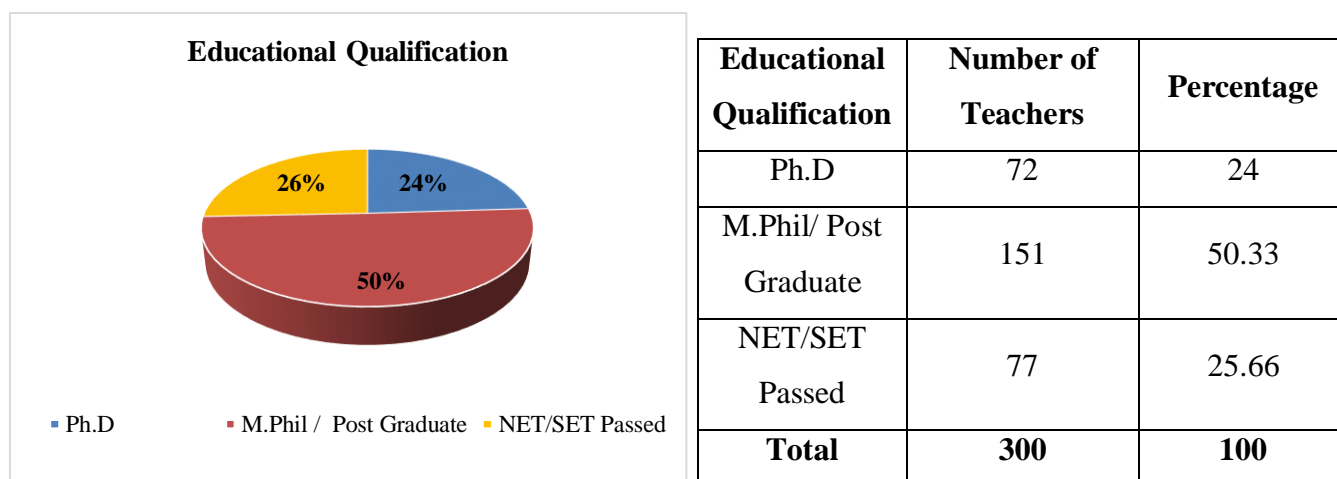
Marital Status	Number of Teachers	Percentage
Married	245	81.66
Unmarried	55	18.33
Total	300	100

The marital status wise classification of the sample of teachers could be inferred from the table. Out of 300 teachers 245 (81.66%) are married and 55 (18.33%) are unmarried. It is found that most of the Teachers are married.

4. Educational Qualification wise classification

Education qualification of teachers plays an important role in proper growth and development of an individual. Teachers with different level of literacy have been working in Universities and colleges in Pune.

Table 4: Educational Qualification wise classification of Teachers

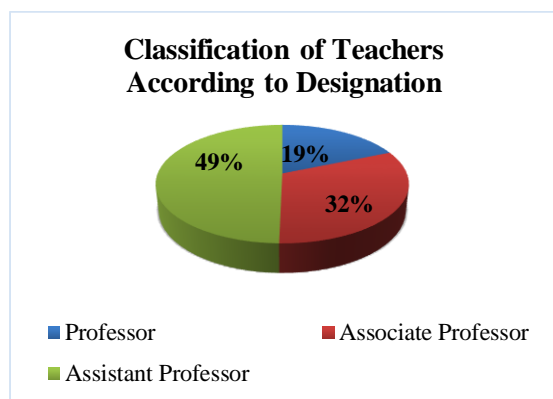


The abovetable shows the educational qualification of teachers working in the Universities and colleges in Pune. Out of 300 sample teachers, 50.33% are M.Phil/ Post Graduate holders, 25.66% of the Teachers are NET/SET passed teachers and remaining 24% of the teachers are Ph.D holders. It is evident from the study that among the 300 Teachers majority of the teachers are M.Phil / Post Graduate holders working in the colleges.

5. Designation wise classification

The Universities and colleges in Pune provide a share of employment opportunity to the teachers. Professional growth is one of the major factors which determine the standard of living of an individual.

Table 5: Classification of Teachers According to Designation



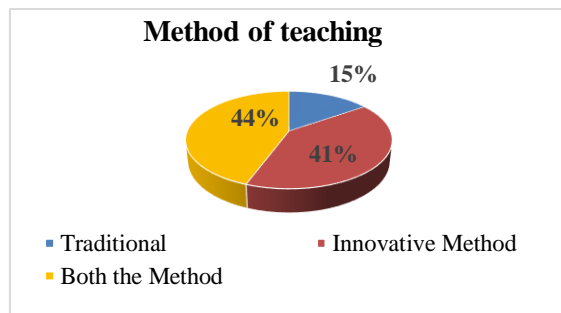
Designation	Number of Teachers	Percentage
Professor	56	18.66
Associate Professor	95	31.66
Assistant Professor	149	49.6
Total	300	100

This shows that out of 300 Teachers, around 49.6% of the teachers are working as Assistant Professors and 31.66% are working as Associate Professors. Only 18.66% of the teachers are working as Professors in the colleges.

6. Method of teaching

The teachers are classified and presented according to three methods of teaching such as traditional teaching and innovative method of teaching and the one who uses both the methods.

Table 6: Method of teaching



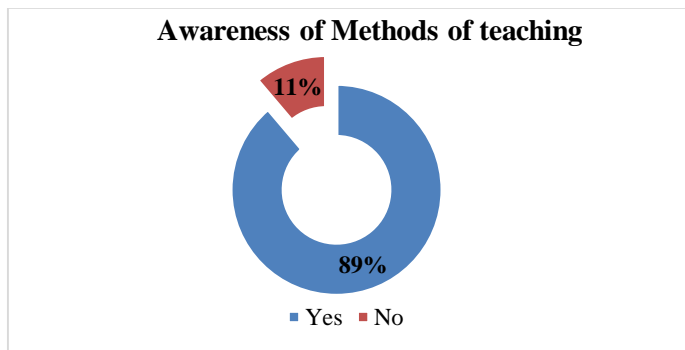
Method of Teaching	Number of Teachers	Percentage
Traditional	46	15.33
Innovative Method	121	40.33
Both the Methods	133	44.33
Total	300	100

The above table clearly shows that out of 300 respondents, 44.33% teachers are using both the methods of teaching i.e. Traditional and Innovative methods of teaching, 40.33% teachers are using the innovative method to teach the subject in the class room and only 15.33% of the teachers are using the Traditional method only.

7. Awareness of Innovative Pedagogical Practices

Classification of teachers is done based on the awareness of the Innovative pedagogical practice is presented in the classroom.

Table 7: Awareness of Innovative Pedagogical Practices



Awareness	Number of Teachers	Percentage
Yes	267	89
No	33	11
Total	300	100

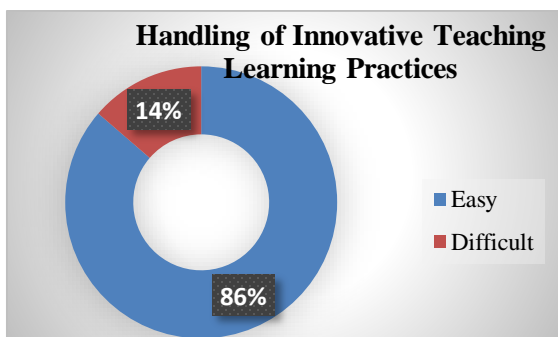
From the above table, it is clear that out of 300 Teachers, 89% of the Teachers are aware about Innovative Teaching Learning Practices while remaining 11% of the Teachers are not aware about Innovative Teaching Learning Practices or not ready to try it out.

8. Ease Handling the Innovative Teaching Learning Practices

There are various types of Innovative teaching methods that can be handle in different mode according to their capacity.

Table 8: Ease Handling the Innovative Teaching Learning Practice

Response	Number of Teachers	Percentage
Easy	259	86.33



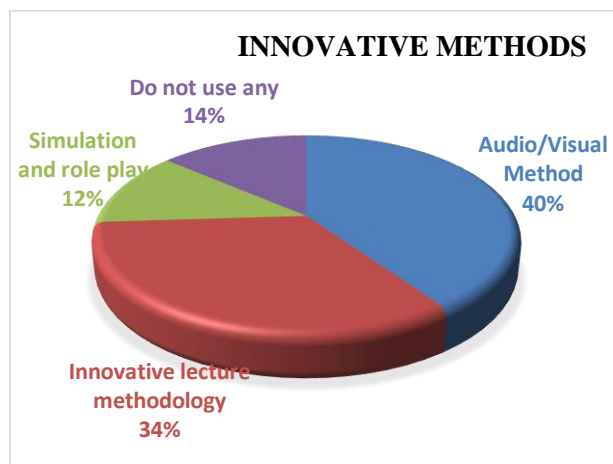
Difficult	41	13.66
Total	300	100

From the above table, it is observed that out of 300 Teachers, 86.33% of the Teachers felt that Innovative Teaching Learning Practices is the easy method of teaching and remaining 13.66% of the Teachers felt that Innovative Teaching Learning Practices is a difficult method to adopt in their teaching career.

9. Innovative Methods of teaching

There are various types of Innovative pedagogical practices like Audio/Visual Methods through Projector and LCD, Innovative lecture methodology, Simulation and role play which are taught in the class for better understanding the subjects.

Table 9: Innovative Method of teaching



Innovative Methods	Number of Teachers	Percentage
Audio/Visual Method	121	40.33
Innovative lecture methodology	101	33.66
Simulation and role play	37	12.33
Do not use any	41	13.66
Total	300	100

The above table shows that out of 300 Teachers, 40.33% of the teachers are using the Audio/Visual Method, 33.66% of the teachers are using the Innovative lecture methodology, 12.33%

of the teachers are using Simulation and role play method in the class room and remaining 13.66% do not use any innovative method.

FINDINGS AND SUGGESTIONS:

The information collected for the purpose of this research led to some important findings. The replies to questionnaire have, after careful analysis, also led to some suggestions and recommendations. These findings, suggestions and recommendations are presented as follows:

Findings

- The age group of 36-46 years are in majority (46% approx.) of the teachers who are working in the Universities and Colleges in Pune.
- Researchers have selected 150 male teachers and 150 female teachers to give the equal weightage to the gender.
- The M. Phil/ Post Graduate holders are in half of percentage (50% approx.) of the teachers who are working in Universities and Colleges in Pune.
- Most of the teachers are married (82% approx.) % only 18% teachers are unmarried.
- Nearly, half of the respondents (approx. 50%) are working as an Assistant Professor in the Universities and Colleges in Pune.
- Most of the teachers (89% approx.) are aware about the Innovative Pedagogical Practices and follows this method. They find that Innovative Pedagogical Practices are easy to implement in their teaching & is more beneficial for student's understanding.
- Majority (40% approx.) of the teachers are using the Innovative Teaching methods such as Audio /Video Method through Power Point and LCDs.
- Majority (86.33%) of the teachers felt that it's easy to use the Innovative Pedagogical Practices and remaining 13.66% teacher's felt that it's difficult for them to handle Innovative Pedagogical Practices.
- Only minority no. of teachers (14 percentage approx.) are not aware about the Innovative Pedagogical Practices and they do not follow it because they are Professors in the age group of 47 – 58 and they are in the retiring age. Most of them are not ready to adopt Innovative Pedagogical Practices in their teaching career.

Suggestions:

- The researchers recommend the use of innovative teaching techniques to involve the students and sticking their interest towards learning,
- Teachers are required to create the atmosphere and also need to deliver the right and relevant information to the learners through discussions.
- Educational institutions and teachers should continue investing in innovative methods.
- Teachers from various disciplines can keep their students actively engaged while providing a better learning experience.

CONCLUSION:

To conclude, the researchers believe that any teaching method without abolishing the objective could be considered as innovative pedagogical practices. The researchers believe that the core objective of teaching is passing on the information to the thoughts of the students.

Researchers also believe that the innovation and creativity in teaching can help and provide better education to the students meeting the fundamental objective of education.

Nowadays, Education plays a dynamic role in all over the world including India. Currently an effective & innovative teaching and learning is important so that only teachers would attract the student and make them to learn. For this purpose, Innovative Pedagogical Practices are needed.

Now e-learning plays a predominant role in education. Teacher can get their information by sitting in front of computers. Nowadays teachers need not spend much more time for research work and data collection because e-publications indirectly motivate teacher. Learning today could be supplemented by new techniques based on data communication between teachers and students.

REFERENCES:

- Barakzai, Q (2004) “Transition from traditional to innovative teaching in and beyond pharmacology at Ziauddin Medical University”, *Acta Pharmacologica Sinica*, 25, (Pgs. 1220-1232)
- Bildfell, A (01 September,2015),“What is Innovative Teaching and How Can We Implement it into Our Classrooms at the Post-Secondary Level?” from <https://carleton.ca/tasupport/2015/what-is-innovativeteaching-and-how-can-we-implement-it-into-ourclassrooms-at-the-post-secondary-level/>
- Khairnar. C. M. (2015),“Advance Pedagogy: Innovative Methods of Teaching and Learning”, *International Journal of Information and Education Technology*, Vol. 5, No. 11, (Pgs. 869-872)
- King, K. (2011), “Skills and education for all from Jomtien 1990 to the GMR of 2012: A policy history”, *International Journal of Training Research*, 9, (Pgs. 16-34)
- Lee.Y. (2011),“A study on the effect of teaching innovation on learning effectiveness with learning satisfaction as a mediator”, *World Transactions on Engineering and Technology Education*, 9(2), (Pgs. 92-100)
- Rothwell A (2008),“Think global, teach local”, *Innovations in Education and Teaching International*, 42 (4) (Pgs. 313-323)
- S. Kopf, et al.(2005), “Improving activity and motivation of students with innovative teaching and learning technologies *Methods Tech. Learning*” (Pgs. 551–556)

- S. Kwek (2011),“Innovation in the classroom: Design thinking for 21st century learning”, Available online at:
stanford.edu/group/redlab/cgi-bin/publications_resources.php
- Torres, R. M. (2001), From Dakar to Cochabamba (April 2000-April 2001) education for all follow-up in Latin America and the Caribbean.
- Wood, W (2009),“Innovations in Teaching Undergraduate Biology and Why We Need Them. Annual Review of Cell and Developmental Biology, (Pgs. 93-112)