

A TWO-DAY WORKSHOP ORGANISED AS A PART OF FACULTY ORIENTATION PROGRAM ON 17TH JANUARY, 2019 AND 02ND FEBRUARY, 2019

A two days workshop was organized for all the degree faculties of D.A. Degree Engineering College, Mehamdabad @ DADET Campus. The expert speaker was Dr. H.V. Trivedi, Ex- Principal Nirma university, Chairman (SOPTER – Society for Promotion of Technical and Engineering Research). The program was aimed at uncovering the basic aspects of education and changes in the pedagogy to enable improved and focused based approach in teaching and learning as a whole. All the faculty members of Degree Engineering, all branches participated in the workshop.

Some of the profound questions were answered during the discussion :-

- 1) What is the new vs. old understanding ?
- 2) What should be the focus areas of teachers?
- 3) What are the transformational points in the teaching methodology and how to implement them?
- 4) Is this the appropriate time to divert your focus on how much the student is learning each moment on an incremental level ?

First of all some changes in the attitude are necessary at the teacher's end. Some of the suggestions are as follows :

- Focus on each and every student's learning
- Try to bring out the divinity / perfection in each student, this is the perfect definition of education.
- Always remember that painful and annoying situations always help us grow.
- Find divinity within first – love, peace, happiness within first and then spread it around you.
- A teacher's role is not to inform, but to transform the student as a facilitator.
- Whatever you expect from the student should be first practiced by your ownself. Practice before you preach.
- Understand and emphasize the significance of the empathy canvas used in the design thinking.
- The teacher/mentor has to go an extra mile to create a learning environment in the education campus.
- The mentor has to counsel the student to understand the reason of absenteeism and thereby try to regulate the irregular students.
- Thoroughly understand the striking difference between the teaching imparted in the classroom vis-à-vis the learning that is actually incorporated in the student.

- Learning has multiple dimensions like :
 - ✓ LEARNIING TO DO
 - ✓ LEARNING TO KNOW
 - ✓ LEARNING TO BE
 - ✓ LEARNING TO LIVE AND ULTIMATELY
 - ✓ LEARNING TO LEARN

- Make the student understand that cramming/copying is not learning. Learning is practicing.
- A conscious practice of watching your thoughts, words, actions and habits eventually become instrumental in framing a person's character.

W A T C H



- The mentors have to upgrade themselves on a regular basis and the primary focus should be on ZERO BACKLOG.
- As a teacher, we need to become the real and true mentor/philosopher and guide to the student and create the thirst for learning in the student.

- The teachers should lay stress on the grooming the communication skills of the student right from day one. The focus should be on improving upon all the 12 engineering graduate attributes which make the students employable.
- Hence the all-round focus should be on developing the student and measuring his performance and achievements on the milestone of ASK, i.e., Attitude, Skills, Knowledge rather than end-semester grades.
- For continuous quality improvement, the regular practice followed should be **P-D-C-A, Plan-Do-Check-Amend**
- It is rightly said that '**Feedback is the breakfast for champions**', so taking regular feedback from students always helps the teacher to modify his/her ways of inculcating knowledge.
- Taking into consideration the thorough reforms that have taken place in the education sector, the teacher has to upgrade himself and make optimum use of Educational Technology – Understand the Pedagogy well, identify with the spirit of Bloom's Taxonomy and apply it in relation with the subject.
- Make teaching and learning both effective and interactive by making use of various IT tools like presentations and audio-visual tools like videos/case-studies.
- Always sharpen the most powerful tool – **SUBJECT KNOWLEDGE**
- Practice "Being Human" first and then step into the professional role of being a mentor/teacher.
- Conspire to Inspire
- Always encompass your subject knowledge with sustainable ecological and civic related issues.
- Always look forward to holistic health – remember that the pain of discipline is always better than the pain of regret.

On Day two of the workshop, the focus was on developing an attitude within a teacher that he/she was born to contribute in a BIG way to the society. Each of us is blessed with unlimited intrinsic potential. Money may not be the biggest motivator, but according to Maslow's hierarchy of needs theory, the purpose of existence is essentially SELF-ACTUALIZATION. Nevertheless, perform your duties with a positive attitude and learn immensely from the lessons of life that Time is also money and health is wealth, i.e. some riches in life are of higher significance than money itself.

Our actions are guided by our thoughts and we can transcend our character in a positive direction by being mindful of our thoughts. Between stimulus and response, there is a space and in that space, there lies a choice to respond, which can lead to growth and happiness.

Another sensitive issue that was touched upon was dealing with low merit students. The teachers/mentors/guides could make use of a very potent tool like EMOTIONAL INTELLIGENCE by practicing the four pillars with utmost consciousness and sincerity. The four foundational pillars of Emotional Intelligence are as follows:-

Self assessment / awareness	Self Self Management
Social awareness / empathy	Social Management/Relationship Management

Owing to the fact that our education system has undergone a dramatic metamorphosis, we need to evaluate the student performance evaluation on a formative basis rather than a summative basis. The assessment has to be more diagnostic in nature rather than being evaluative.



Summative assessments are used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period. While, the

essential purpose of formative assessment is to move students' learning forward while their learning is still in the process of developing. It operates as a feedback loop in which both teachers and students can play active roles in enabling learning by consistently working to build and consolidate student understanding and skills during the course of a lesson.

The role of an educator in formative assessment is focused on improvement-based active learning approach. Contrarily, the objective of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

ACTION PLAN FOR ALL THE MENTORS TO BE EXECUTED IN THE NEAR FUTURE....

- 1) The journey of the entire semester should be utilized for student performance enhancement by taking regular and positive feedbacks and applying amendments in line with the subject oriented guidelines prescribed by the GTU.
- 2) The focus should be on active learning rather than passive learning.
- 3) Laboratory hours should be planned in such a way that apart from the conventional practical work, specific time can be devoted in grooming students by letting them perform small tasks which help build their attitude, skills, knowledge and enhance their overall personality and communication skills.
