



SGT UNIVERSITY
SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY
(UGC Approved) Gurugram, Delhi-NCR

Report on
**Pedagogic And Personal
Effectiveness Workshop**

10th January to 12th January, 2017



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INTRODUCTION

Academicians in Universities today are facing a growing array of changing roles and responsibilities that will require them to engage in ongoing professional growth. Faculty developers at liberal art colleges and comprehensive universities identified expanding faculty roles as one of the most important issues facing faculty on their campuses. The set of tasks expected of faculty is intensifying under increasing pressure to keep up with new directions in teaching and research. Thus, for example, new faculty members may need to develop skills in grant-writing or in designing and offering online courses. Seasoned faculty members may need to keep up with emerging specialties in their fields as well as to engage in more interdisciplinary work. All faculty members will continuously need to learn new skills in the face of an increasingly technological workplace. Providing opportunities for faculty to consider new ways to organize their courses and learning materials and work collaboratively across disciplinary fields will be essential.

Closely related to the challenge of managing new and expanding faculty roles is the challenge of achieving balance in work and life. In our research, faculty developers identified balancing and finding time for multiple work responsibilities as a significant issue of concern for faculty at all career stages. New faculty, especially, find it a daunting challenge to simultaneously achieve distinction as a scholar, teacher, and campus citizen. Faculty members also are concerned about how to achieve balance as they handle personal as well as professional commitments. Not surprisingly, concerns about balancing work and family are especially intense among women faculty who often face the press of biological clocks for childbearing at the same time as they are trying to start their careers and, in many instances, earn tenure. Faculty development services would be well served to include programming and coaching for managing time and work–family issues as well as the more traditional emphasis on teaching and learning.

Need of the Programme

1. To Integrate the basic components of educational process
2. To have a critical look at lecture as a teaching- learning method
3. To know the importance of safe learning environment
4. To discuss different dipsticks to check student's understanding in large groups
5. To discuss and critically analyze methods of assessment
6. To learn methods of public speaking
7. To understand the role of teacher and importance of teacher's portfolio



PROGRAMME OUTLINE

Professional and Personal Development, SGT University Pedagogic and Personal Effectiveness Workshop (*Annexure-I*)

Day 1

- **Harmony**
(Integrating basic components of the educational process)
- **Vanishing Art of Lecturing**
(A critical look at lecture as a teaching-learning method)
- **Breaking the Monotony**
(Dipsticks to check students' understanding in large groups)
- **Communication – I**
(Teacher as a facilitator of change)

Day 2

- **Student Assessment-I**
(Fundamentals of objective assessment)
- **Heart Sutra**
(Creating a safe learning environment)
- **Articulate with Aplomb**
(Public speaking from a lectern)
- **Communication - II**
(Understanding feelings and emotions)

Day 3

- **Student Assessment-II**
(Framing & assessing essay questions)
- **Teacher Intelligence**
(Resolving professional and personal conflicts)
- **Three-in-One**
(Roles of a teacher/Teaching portfolio/Diseases of the curriculum)
- **The Triumph of Learning**
(A perspective of the framework of teaching and learning)



SPEAKER'S PROFILE



Dr K Ramnarayan was the fifth Vice-Chancellor of Manipal University from 2010 to 2015. After completing his five-year tenure as Vice Chancellor, Dr. K. Ramnarayan took over as the Vice President - Faculty Development & Alumni Relations, Manipal University. He has been with the Manipal group for over 39 years in different academic and leadership positions. His experience and expertise are in higher education, academic leadership and curriculum development. He is an MBBS from Stanley Medical College, Chennai and an MD (Pathology) from Kasturba Medical College, Manipal.

Dr Ramnarayan was one of the early recipients of the ECFMG Foreign Faculty Fellowship in Basic Sciences, which initiated him into medical education in the US. He was subsequently awarded the Short Term Exchange Fellowship in academic leadership by the Foundation for the Advancement of International Medical Education and Research (FAIMER), USA. He was one of the founder members of the Department of Medical Education, Kasturba Medical College, Manipal. He has conducted over 400 faculty development workshops, nationally and internationally, over the past 30 years. He also has a Post Graduate Diploma in Higher Education from the Indira Gandhi National Open University (IGNOU). He was a member of the UGC Expert Committee to review regulations for deemed universities and private universities. He was the recipient of the Bloomberg UTV Award for Outstanding Contribution to Education. He has guided several PhD students and has over 100 research publications, most of them in pertaining to higher education. He has been an International Advisor for five successive editions of Underwood's textbook of Pathology. An academician to the core, he enjoys teaching and is passionate about people empowerment and mentoring.



Dr Sudhakar Nayak is Director, Manipal Centre for Professional & Personal Development (MCPD) which is involved in training and empowering the employees of Manipal University. He served as the third Registrar of Manipal University. His other previous positions include: Deputy Registrar, Manipal University, Professor & Head of Department of Biochemistry, Head of the Department of Medical Education and Associate Dean of Kasturba Medical College, Manipal.

Dr Sudhakar Nayak completed his MBBS from Mysore Medical College and joined Kasturba Medical College, Manipal in 1979. His MD in Biochemistry was followed up with a Dip NB and a PhD. He was an ECFMG Foreign Faculty Fellow in Basic Sciences for one year in Loma Linda University, USA. He is also trained in palliative care and has a Fellowship in Palliative Medicine. He has over 25 years' experience in training of health professional teachers having conducted over 400 faculty development workshops, nationally and internationally. As a teacher and academic administrator, he has a clear understanding of the various components of the educational process. He relishes sharing his experience and expertise with fellow teachers.



INAUGURAL CEREMONY



The SGT University organized a Faculty Development Programme on Pedagogic and Personal Effectiveness on 10th, 11th and 12th January 2017. The inauguration was graced by the presence of esteemed Pro-Cancellor Dr T.D Dogra, Pro Vice Cancellor Dr. Dilip Singh, Dean Research and Development Dr. M.S. Sidhu, Dean Education and International Affairs Dr. H. S. Grover and our worthy guest speakers Prof Dr. K.Ramnarayan and Prof. Dr. Sudhakar Nayak. About 150 participants from various faculties of SGT University who participated in the workshop were present for the ceremony along with some university officials. The master of ceremony for the occasion was Dr. Radhika Rai. The auspicious

lamp lighting was followed by the welcome note by Dr. M. S. Sidhu. Prof. Ramnarayan stressed on the need for regular programmes for the faculty to ensure growth and upliftment of the institution. The guest speakers were felicitated with a memento and certificate.



Welcome Note by Prof. (Dr.) M.S. Sidhu, Dean Research and Development





Prof. (Dr.) M.S. Sidhu, Presenting Memento to Prof. (Dr.) K Ramnarayan



Prof. (Dr.) H.S. Grover , Presenting Memento to Prof. (Dr.) Sudhakar Nayak



DAY-1

Lecture By Dr Sudhakar Nayak

Harmony

- Student should feel open and safe in your presence.
- Once he is in his comfort zone only then he will be able to receive what you want him to learn
- Giving = Receiving

Lecture By Dr K Ramnarayan

Vanishing Art of Lecture

Three types of Teachers:

- a) Obfuscator - creates confusion among students
- b) Regurgitator - He/she teaches the same as that is there in text book- no extra information given
- c) Facilitator - He/she makes the lecture interesting
 - Two way communication
 - Discussion

What is lecturalgia?

Pain causing lecture

Causes

- Lecture objectives unclear
- Lecture disorganized
- Too much, Too fast
- Did not respond to audience need
- No concern and care of students

Goal of lecture

A. Primary-**Inspire** B. Secondary-**Influence** C. Tertiary-**Inform**

Transform rather than inform



Prof. (Dr.) Sudhakar Nayak in his own Special way - speaking on how a teacher can be a facilitator of change in students





Faculty well Connected with the speaker

What makes lecture effective?

- Expertise
- Engage the audience
- Explaining the ability
- Enthusiasm
- Evoke interest

Some myths about lecture:

- Covering information-teaching
- Speech making-instruction
- No question- understanding
- Pleased group reaction-learning
- Academic success-teaching skill
- The best learner-the best teacher

(Not possible always)

Breaking The Monotony

Teacher should opt for various method of assessment of student.-use various dipsticks

Dipstick should be *(Annexure-II)*

Complex	D (less time ,more complex)	A (more time, more complex)
	C (less time ,more complex)	B (more time, more complex)
Time		

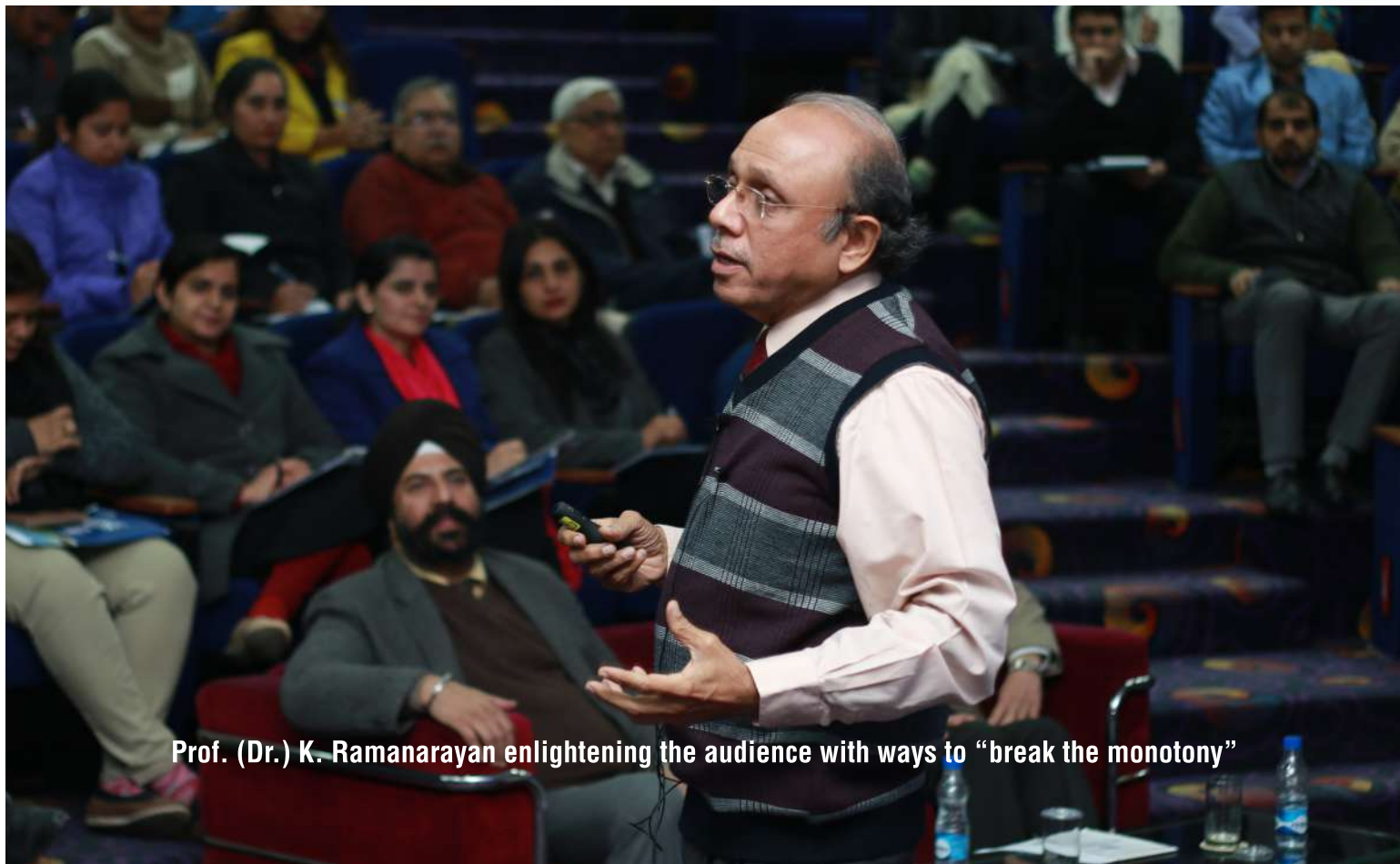
Most commonly used - (C) less time, less complex
 (B) More time, less complex

Various dipstick (53ways) - discussed *(Annexure-III)*



Guidelines of An Effective Lecture

1. Don't be complete
{I am here to show you the way you have to do the running}
2. Don't mention anything once!
{Repetition, Reinforcement by the Teacher, by the Student}
3. Don't regurgitate.
4. Don't restate, create.
5. Manner of teaching should be simple and creative
Creative teacher = novel + useful
Never say negative thing to students as human mind reads negative message fast.
6. Don't confess - Profess
(Never say topic is tough) (Source of inspiration)
7. Don't extemporize, organize!
8. Don't be monologue –break the monotony Give/opt many ways of assessment
9. No sarcasm, no self respect hurting.
10. Silence of student in class should not be taken pride of.
11. Take attendance in between the lectures.
12. Don't exceed the time.
13. There should be why in students mind.
14. It should be lively, educative, creative, thought provoking, understandable, relevant, and enjoyable.



Prof. (Dr.) K. Ramanarayan enlightening the audience with ways to “break the monotony”



DAY-2

Lecture By Dr K Ramnarayan

Objective assessment (*Annexure-IV*)

Formative assessment

- During learning for reinforcement
- Should carry no marks
- Should be quick
- Should be during/after class
- Can also be used as dipstick

Summative assessment

- Assessment of learning
- Carries marks

Importance of objective assessment

1. Provides consistency in marking
2. In subjective questions bias is inculcated
3. No accessory bias-answer key present

But...

- a) Bias may be inculcated by the paper setter because of specific area of interest
- b) Can be attempted by guess work
- c) Generally 20% of the questions have A,B,C,D or E response Equal distribution of responses

Student assessment should be done based on curriculum, Not Attitude assessment

Lecture By Dr Sudhakar Nayak

Heart Sutra

1. Do not have prejudiced/judiced eyes
2. To develop good relations- with anyone- "trust" is of prime importance

TRUST=U+C+K+M+L (*Annexure-V*)

U= Understanding/listening

C=Clarify your expectations

K=keep the promises

M=maintain personal integrity

L=little things

1. For understanding /trust to develop dialogue is important.
2. Dialogue=advocacy + inquiry evaluation/description
3. For trust and safe environment to develop description should not evaluation.
 - v Descriptions cannot be denied.
 - v Evaluation develops distrust
 - v Description should care/concern





Audience Enjoying the Session

Chakshumati Vidya: (*Annexure-VI*)

Do not have jaundiced eyes/prejudiced eyes.

Lecture By Dr.k. Ramnarayan (*Annexure-VII*)

Articulating with aplomb- Dr. K Ramnarayan

It is a part /role of a teacher working in a university to do public speaking

Public speaking:

Editing – selection and sequencing

Writing-timing do not memorise

Posture- do not lean, do not hug the lecturer

Pause – plan it before

Rhetorical questions-answer yourself immediately

Flourishes-repetition of words

Phrases and words – carefully choose words



Lecture By Dr. Sudhakar Nayak

Most powerful changes required for instant change:-

- Stop Hurting
- Be Transparent
- Celebrate Life
- Create Freedom
- See The Truth

Lecture By Dr.K.Ramnarayan

Methods of assessment are important learning strategy

- 1) Asses performance of students not student
- 2) Do not give surprise attack, we are dealing with student not enemy
- 3) Provoke imagination

Essay question (Annexure-VIII)

- 1) We encourage bluffing
- 2) Encourage creative thinking

Objective question

- 1) We encourage guessing (with negative marking for guessing wrong deterrent)
- 2) Can be biased sometime if paper setter has specific area of interest

Restricted Response Essay

Frame question so that response is restricted to :-

- Content
- Less/specific content
- No. of words
- Format

How to improve reliability of essay question

- 1) Minimize Variation
 - 2) Marking Schemes: Make examiners accountable
 - 3) Multiple markers
- To improve the reliability of examination

Revolve around 4 things

- Correct→ how much correct is content
- Complete→ how much
- Clean→ organized
- Creative→ be open to accept



Why do we assess

1. Ensure competence
2. Predicting performance
3. Providing feedback
4. Guiding student learning
5. Evaluation curriculum

Student knowledge should be assessed by mixture of



Lecture By Dr Sudhakar Nayak

Nature of any disorder in life is

- 1) Anger (if we communicate anger we get back anger)

Response/feeling to an event

- Primary feeling (be considerate/fair)
 - Secondary feeling (Anger)
- 2) Fear- makes you suffocate
 - 3) Hurt

Be Intelligent To End These Three

Lecture By Dr K Ramnarayan



Three In One

1) Role of Teacher (*Annexure-IX*)

- a) Facilitator (make better citizen/ better learner)
- b) Assess (be aware to be fair)
- c) Planner (what plan will be more effective)
- d) Resource Developer (guide their study)
- e) Information Provider (ways to get knowledge)
- f) Role Model (more things are caught than taught)



Who is teacher (*Annexure-X*)

Who touches the life of student with unconditional love

What is a teaching portfolio

A record by an academic staff member

Teaching portfolio: Documentation of everything you do (*Annexure-XI*)

1. Reflects : assess and be aware of your performance as teacher
2. Improve: based on evidence
3. Project: when required

Documentation of teaching:

1. Evidence about teaching
2. Systematic comprehensive
3. Standard frame

Diseases of curriculum:

1. Cirriculosclerosis: departmentalization , one department becomes stronger/dominant than main institution.
2. Curriculoarthritis: relation/articulation between departments becomes painful
3. Curriculumhypertrophy: growing text books ,knowledge explosion in a book , too much to read
4. Carcinoma of curriculum: one segment of a department keep on growing
5. Iatrogenic curriculum: tempering the curriculum.
6. Curriculum ossification: rigid to change, biggest obstacle is attitude of teacher.

Feedback

1. Did you like it
2. What did you learn
3. How did you apply
4. Where is the impact

PEDOGOGY

- Child learning is decided by teacher
- what to learn - decides teacher
- How to learn - decides teacher

ANDRAGOGY

- What to learn - decides teacher
- How to learn - decides student

HEUTAGOGY

- What to learn - decides student
- How to learn - decides student



Now a days we are going towards third one where teacher are only guide by sides.
That is problem based learning.

Lecture -5 Dr. Sudhakar Nayak :
conflict (battle between two thoughts)



Basic source of conflict is within mind, not between heart and mind

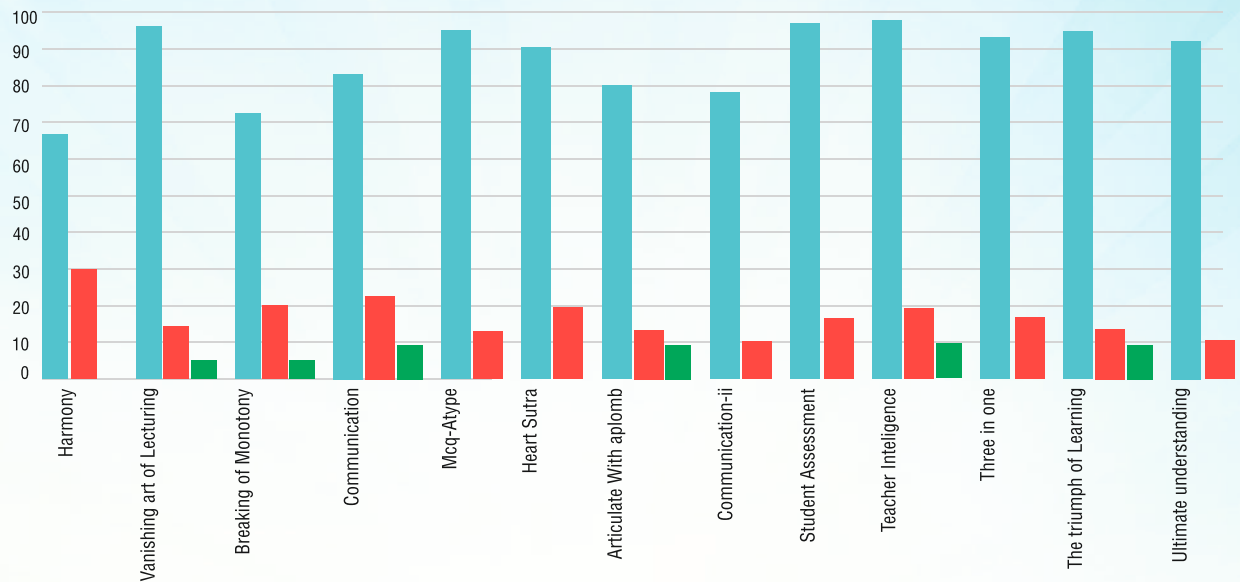
1. Association- anger
2. Fear-imagination
3. Hurt-recurrence (forget and forgive)

*Please See, Do Not Think Maintain Integrity
Be Aware of Your Actions Don't Hurt People Close To You*





Feedback Assessment of FDP Participants



Feedback Assesment (Graphic Representation)

- Very Helpful
- Helpful
- Not Helpful
- No Comments

Session	HARMONY	Vanishing art of Lecturing	Breaking the Monotony	Communication I	MCO-A type	Heart Sutra	Articulate with Aplomb	Communication II	Student Assessment II	Teacher Intelligence	Three in One	The Triumph Of Learning	Ultimate Understanding
Very helpful	68	86	78	74	87	80	79	76	86	88	92	83	82
Helpful	32	13	19	23	13	20	16	6	14	12	8	10	11
Not Helpful	0	1	3	7	0	0	0	0	0	0	0	0	0
no comments	0	0	0	0	0	0	5	0	0	1	0	2	0

Feedback Assesment (Tabulated Representation)





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Certificate of Appreciation

Awarded To

For Participating in the Faculty Development Programme

on

Pedagogic and Personal Effectiveness Workshop

at **SGT UNIVERSITY**

on 10th to 12th January 2017

Prof. (Dr.) T. D. Dogra
Pro Chancellor
SGT University

Prof. (Dr.) K. Ramnarayan
Former Vice Chancellor
Vice President - Faculty Development
& Alumni Relations, Manipal University

Prof. (Dr.) M.S. Sidhu
Dean
Research & Development
SGT University

Prof. (Dr.) SUDHAKAR NAYAK
Director
Manipal Centre for Professional &
Personal Development (MCPD)

Prof. (Dr.) SUMA G.N
Associate Dean
Research & Development
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