



B.V. Bhoomaraddi College of Engineering and Technology
Hubli, Karnataka

FEEL Teacher
03 through 05 February 2006

A
Project Completion Report

Conducted by

CLHRD

College for Leadership and Human Resource Development

Affiliated to Mangalore University and an ISO 9001:2000 certified institution

AIM INSIGHTS, The HRD Group, Valencia Circle, Mangalore - 575 002., Karnataka

Phone: 91-824-2432129 Fax: 91-824-2436487 E-mail: clhrd@sancharnet.in Website: www.clhrd.ac.in

B. V. Bhoomaraddi College of Engineering and Technology Hubli

FEEL Teacher

03 through 05 February 2006

Introduction

B.V. Bhoomaraddi College of Engineering and Technology, Hubli had commissioned College for Leadership and HRD, a unit of AIM INSIGHTS, the HRD Group from Mangalore, Karnataka to conduct a Human Resource Development programme for forty one members of the faculty towards increasing their resource effectiveness.

The three day intervention was designed to introduce a thesis on human resource development and clarify concepts on Classroom Management, Classroom Structures, Classroom Strategies, Methods and Techniques, Types of Lectures, Language of Explication, Effective Lecturing, Direct and Indirect Intervention, Dealing with Assignments, Dealing with Projects, and Developing Competencies.

Daily evaluations and a course end evaluation were conducted during the course of the programme. An analysis of the compiled results of the opinions expressed by the participants is a part of this PCR (Project Completion Report).

CARAT (College for Action Research And Training), an independent unit of AIM INSIGHTS (Academy for Intense Motivation for Identifying Natural Skills, Independent Growth, Humane Thoughts and Strategies) has done the action research that has led to this Project Completion Report.

Leader Initiative

'FEEL Teacher' was introduced as a first time intervention at B.V. Bhoomaraddi College of Engineering and Technology, Hubli. It goes to the credit of the institution that it had decided to offer a programme for the members of the teaching faculty. It also is a pointer to the commitment of the management that they were willing to invest money on the members of the faculty to improve the quality of education. Again, the leaders of the institution have to be appreciated for the effective organizing that they had done for the conduct of the programme.

Skills identified

This 'FEEL Teacher' intervention was more for concept clarifications rather than skill development. The participants need time to develop associated skills which are needed to implement the internalized concepts in the actualities of teaching interventions. All the same, a few specific skills for functioning in the classroom were identified which as per the reports of the Facilitators were recognized and accepted by the participants. The concepts were dealt with in greater detail and their systems of functioning were also presented. There are chances that the identification of the need to practice these skills may influence the participants to make use of them in everyday life.

Strategy and Methodology

The primary strategy was a design of scholastic interventions in a classroom. Several strategies for different themes were adopted for interventions according to the need of a particular unit. The basic reason for adopting different strategies was to avoid classroom lecture, as the primary strategy was scholastic in nature. The methods adopted were generally interactive at every step. Also, among the various techniques used for implementing the designed training programme, the most supportive strategy used was experiential learning. In addition there were also use of printed materials.

Metanoia

'Metanoia' - a shift of mind, is the desired result of any 'FEEL Teacher' programme, and at B.V. Bhoomaraddi College of Engineering and Technology, Hubli too, it was the same. A shift of mind is possible only when an intellectual influence process is initiated. This is the precise reason for which the training programme is designed with group discussion as the most important strategy. The Facilitator acts as a consultant for each group if or when needed and breaks the possible inbreeding of thought processes. Any individual can improve his efficiency by becoming a more involved person only when that person has intellectually accepted the desired change or improvement. Of course, the change becomes a possibility of everyday functioning only when the intellectual acceptance is supported by identified and developed skills to function in the newly acquired conceptual clarity. Then alone, metanoia is complete.

Learning Outcome

The design of 'FEEL Teacher' for B.V. Bhoomaraddi College of Engineering and Technology, Hubli had two major objectives. Primarily, it was to expose to both the management and the teachers a new way of empowering the teachers through external interventions. The concept of out-sourcing as known to institutions is highly individual-centered rather than concept-centered. An intervention of the type that 'FEEL Teacher' offers is highly concept-centered and professional in nature. Secondly, it was intended to motivate the individual participant to think about possible improvements at the qualitative level of being a teacher. As per the reports and the compiled opinions of participants both the objectives have been achieved.

Competence Building

It was expected that a single intervention would not result in competence building. However, this intervention was meant to initiate competency building. Competence is a product of conceptual clarity and development of associated skills. It was intended that the participants should be taken through the first two phases of the FEEL cycle of change - from unconscious incompetence to conscious incompetence in a few areas and even to conscious competence in a few other areas.

The HRD Philosophy

The programme was expected to focus the attention of the participants on the HRD philosophy. It is essential that members of the teaching community should not only understand the philosophy of human resource development but also concentrate on human development.



The Research Results

I. Daily Evaluation

A daily evaluation was conducted on all the three days on a rating scale of one to nine with '1' as Very Poor and '9' as 'Excellent' to provide an opportunity for the participants to record their level of satisfaction.

Days	Scores									No Response	Total	Percentage
	1	2	3	4	5	6	7	8	9			
Day One	-	-	01	02	04	10	08	08	07	-	40	76.1
Day Two	04	01	-	02	08	08	11	05	02	-	41	64.2
Day Three	01	02	-	01	01	03	10	16	04	-	38	77.8
Average												72.7

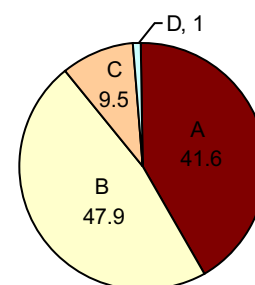
The most striking feature of the programme as revealed by an analysis of the participants' responses after compiling the same is an increase in the satisfaction level from 76.1% on Day One to 77.8% on Day three and the shift in the satisfaction level from the entry point to the exit point is to the extent of 1.7%. Equally important is to note that the average satisfaction level is 72.7% despite the dip in the satisfaction level on Day Two.

II. Course End Evaluation

A course end evaluation was conducted through administration of a questionnaire to all the participants. The questionnaire had two sections, Course Functions and Competencies of the Director with five areas under each of the sections. The participants had to grade each of the areas as either 'Excellent' or 'Satisfactory' or 'Not Satisfactory' or 'Very Unsatisfactory'.

a. Course Functions

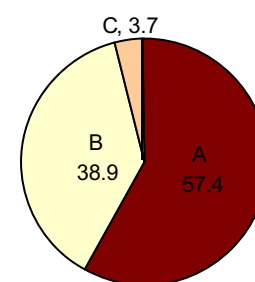
Areas	Excellent (A)	Satisfactory (B)	Not Satisfactory (C)	Very Unsatisfactory (D)
Concepts Discussed	44.8	52.6	02.6	-
Methodology Used	39.5	42.1	15.8	2.6
Materials Supplied	44.7	55.3	-	-
Time Schedule Designed	44.7	39.5	13.2	2.6
The Whole Course	34.2	50.0	15.8	-
AVERAGE	41.6	47.9	09.5	1.0



Traditional methods of teaching are not easily given up nor are unusual concepts easily accepted. This could be the reason for one participant marking 'concepts discussed' and five participants marking 'methodology used' as 'Not Satisfactory'. Teachers are used to a time schedule of 09.30 am to 04.30 pm. Hence, perhaps this time schedule that was designed from 08.00 am to 08.00 pm was not acceptable to the participants as is seen from the total of 15.8% dissatisfaction rating.

b. Competencies of the Director

Areas	Excellent (A)	Satisfactory (B)	Not Satisfactory (C)	Very Unsatisfactory (D)
Knowledge of the subject matter	57.9	42.1	-	-
Motivating participants to interact	57.9	39.5	2.6	-
Ability to keep the group lively	60.5	34.2	5.3	-
Language used	65.8	34.2	-	-
Skill to manage designed time	44.7	44.7	10.6	-
AVERAGE	57.4	38.9	3.7	-



It is evident from the charts presented above that there is a total of eight participants who have been dissatisfied with the three day course mainly on the grounds of 'Methodology Used' and 'Time Schedule Designed'. This is also reflected in their opinions regarding the 'Competencies of the Facilitator' which has received negative response from a maximum of four participants. These probably, are also the participants who have opted for the scores of *four* and below on all the three days of the programme while providing their feedback in the daily evaluations. Despite all this the total positive response is 89.5% for the Course Functions and 96.3% for the Competencies of the Facilitator.

In view of the high percentage of positive responses received for the 'Competencies of the Director' the negative response of 3.7% is being ignored and hence no explanation is being provided.



The content of the programme was very good and informative. Some of the methods can be very well put into the existing structure of the institution to not only become a good teacher but to make a well meaning difference to the teaching-learning processes.

Mr Anand M. Shivapuji

Excellent time management. The agenda of three days was completed in the given time schedule. Innovative ideas were generated.

Mr H.S. Patil, Dept of Architecture

I enjoyed and learnt a lot. It included a lot of innovative ideas that I had never come across before. It taught us different teaching methodologies. I was able to analyse myself with the help of the recording of my lecture. I came to know about many qualities that I have. I can implement the ideas conveyed in this training in my teaching.

Mrs Gowamma Patil, Dept of ISE

I liked the different teaching methods discussed, group discussions conducted and also the other aspects of the programme.

Ms Sujatha C. Dept of CSE

I liked this 'FEEL Teacher' programme a lot. I learnt about various skills, organisation of seating arrangements for each event, communication skills, group discussions, teaching methodologies, playing of games etc. from this programme.

Ms Geeta R. Bharamagoudar, Dept of CSE

Lot of discussions; a lot of knowledge is gained in these three days. There was concentration on all the aspects of HR especially those that help in tertiary teaching processes. Interacting with other participants paved way to understanding their ideas and views about the topics enhancing our innovative thinking.

Ms Jyotsna R. Mokashi, Dept of MCA

The three day sessions to improve our teaching methods were highly interactive. Each one of the participant was given the opportunity to show his/her abilities and qualities. No doubt that this kind of courses can develop our teaching skills. Very good course.

Ms Veena H. Choudapur

I liked the different ways of teaching, self-analysis of our speeches and innovative techniques used for teaching.

Mr Shrinivas D. Desai, Dept of Information Science and Engineering

We enjoyed learning. We came to know about our mistakes as our speeches were recorded. We came across so many other qualities of others. Definitely we will make use of what we have learnt in this workshop.

Ms Ujwala Patil

The training conducted was excellent. It tried to bring out our hidden talents. It was very informative and worth attending. I hope I will follow some of these methods this semester.

Ms Vidya P Marakumbi, Dept of CSE

The exercises conducted during the programme were excellent. We have learnt about preparation before attending to any activity.

Mr V.A. Goudar, Dept of Auto Engineering

I liked the different methods of classroom teaching imparted and the language used. The entire course as such was very nice and beautiful.

Ms Sujata S. Kotabagi, Dept of E & C

What I liked in the training programme are: Time management, Communication skills and Methodology adopted for concept clarification.

Mr Mahesh B. Gorawar, Dept of Mechanical Engineering

Aim Insights THE HRD GROUP

Recognised by Mangalore University as 'Centre for Innovative Training in HRD' and by Ed. Cil., Ministry of HRD, Government of India as 'Institution for Planning and Management'.

**Valencia Circle
Mangalore - 575 002
Karnataka, India.**

Phone : 91-824-2432129,2432229

Fax : 91-824-2436487

Website : www.clhrd.ac.in

Email : aiminsights@vasnet.co.in

clhrd@sancharnet.in

carat_ai@rediffmail.com

cdce@rediffmail.com

cfhs@rediffmail.com

CLHRD

College for Leadership and Human Resource Development

offers BHRD (Basics in Human Resource Development), a three year composite graduate course, trimester course in HRD with a degree in BBM. It is the only one of its kind in the country. Students who have completed their higher secondary or pre-university course are eligible for admission.. It also offers PGAP in HRD (Post Graduate Apprenticeship Programme in Human Resource Development), a one year diploma course. Students who have completed their post graduate course are eligible for admission.

CARAT

College for Action Research And Training

offers Facilitator Certification in HRD and other resource development training programmes for educational institutions, NGOs and corporate organisations, and conducts action research on cure, rehabilitation and development of human resource of students, teachers, parents and executives.

CDCE

College for Distance and Continuing Education

offers short-term correspondence courses such as Certificate and Diploma Courses in HRD and Certificate and Diploma Courses in Panetics (study of human suffering), which are specially designed for those who are interested in becoming more resourceful and effective.

CFHS

College for FEEL Holiday Studies

offers Programme Extension Centres (PECs) in different parts of the country to administer FEEL Holiday Schools in five streams, FEEL Primer (Stds.V and VI) FEEL Junior (Stds.VII and VIII), FEEL Senior (Stds.IX and X), FEEL Major (Stds.XI and XII) and FEEL Resource Effectiveness.