

**Shirpur Education Society's
R. C. Patel Institute of Technology
Shirpur, Maharashtra**

**FEEL Teacher
10 through 12 January 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

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Introduction

Shirpur Education Society's R.C. Patel Institute of Technology had commissioned College for Leadership and HRD, a unit of AIM INSIGHTS, the HRD Group from Mangalore, Karnataka to conduct a Human Resource Development training programme for a total of 148 members of the faculty deputed by ten of the institutions belonging to the society, towards increasing their resource effectiveness.

The three day intervention was designed to introduce a thesis on human resource development and clarify concepts on Human Relationship, Emotional Intelligence, Mind Skills Development, Value Influence Processes, Effective Classroom Communication, Giving Attention to Detail, Team Building and Metanoia.

Daily evaluations and a course end evaluation were conducted during the course of the programme. A description of the learning outcomes that were expected to be engendered in the participants and an analysis of the compiled results of the opinions expressed by the participants are 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 R.C. Patel Institute of Technology, Shirpur. 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. Teacher the Classroom Leader, Human Relationship and Influence Processes, Emotional Intelligence, Principle Centeredness and Mind - Centeredness 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 R.C. Patel Institute of Technology, Shirpur 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 R.C. Patel Institute of Technology, Shirpur 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.

Thematic Analysis for Influence Processes

Theme	Desired Objective
Thesis on Human Resource Development	Exposing the teacher to an understanding of human resource. This would influence the teacher to accept the need for training and development in different areas of human resource.
Team Building	This unit was introduced to help the teacher understand the need to work as a team as professionals as well as to consider a class of students as a team with the teacher as the leader.
Influencing to Change	The need for applying intellectual influence processes for making a shift of mind, 'metanoia' had to be brought to the notice of the teachers. They had to understand that only when there is a change in the perception of the values involved, people can make necessary changes.



Mind Skill Development	While writing, reading, comprehending, memorising and such other skills are given importance, very often teachers may not see the need for minor skills of the mind as important for development. A couple of exercises were designed to influence the participants to understand an area called mind skills.
Emotional Intelligence	Development of emotional capacity is the direct product of emotional intelligence. Here learning to self-regulate emotions is of utmost importance for a teacher to be able to deal with students primarily and others, secondarily.
Understanding Human Relations	An individual's ability to relate to others also decides the effectiveness of his/her functioning in the field of work. It is of utmost importance for a teacher to be able to model it to the students in the process of clarifying concepts for them.
Attention to Detail	Effectiveness and Success of an individual are dependent to a great extent on his/her ability to give attention to detail. It is necessary that it is inculcated in the students by the teacher in the process of all the teaching and learning that takes place in the classroom. It is also a growth process for both the teacher as well as the student.
Understanding Values & Principles	Values are belief systems which when practiced become principles of life. Modeling values may lead to value conflicts. Conflicts need to be clarified, clarification may make a value acceptable. An understanding of this is required for the growth & development of both the teachers as well as students.

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 Evaluations

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.

01. RC Patel Institute of Technology, Shirpur, Maharashtra

Day	1	2	3	4	5	6	7	8	9	No Response	Total	Percentage
Day One	01	-	06	10	18	24	37	25	17	01	139	72.3
Day Two	04	02	03	06	08	21	32	45	16	02	139	74.7
Day Three	01	02	02	05	06	17	43	36	35	-	147	80.7
Average											75.9	

02. International College for Girls, Jaipur, Rajasthan

Day	1	2	3	4	5	6	7	8	9	No Response	Total	Percentage
Day One	-	-	-	01	02	11	27	28	02	-	71	80.1
Day Two	-	-	-	-	02	09	24	35	07	-	77	83.2
Day Three	-	-	-	-	-	07	13	32	22	01	75	87.0
Average											83.4	

03. Crescent Group of Educational Institutions, Chennai

Day	1	2	3	4	5	6	7	8	9	No Response	Total	Percentage
Day One	-	01	-	03	10	25	41	29	39	02	150	80.3
Day Two	-	01	02	03	12	26	33	40	21	02	140	77.5
Day Three	-	-	01	01	15	14	31	46	40	03	151	81.8
Average											79.9	

A close look at the daily evaluations show that there is a gradual increase in appreciation in every day at both institutions, International College for Girls, Jaipur and RCPatel Institute of Technology, Shirpur. However, in RC Patel Institute of Technology, on Day Two, the number of fully dissatisfied people has increased and also the total number of dissatisfied people at the level of 2 and below has increased from 01 to 03 on the third day. From the satisfaction levels recorded in the other areas, one understands that this dissatisfaction is most likely because of the design of time schedule, working from 08.00 am to 08.00 pm on all the three days.

All the more important is the fact that the total satisfaction level has increased from 72.3% on the first day to 80.7% on the last day. Also, the number of people who were fully satisfied increased from 17 on the first day to 35 on the final day. The total number of people who were at the high satisfaction levels of 7 and above on the scale, is 114 which constitutes 77.6% percentage of the total number. It is also satisfying to note that the number of those who are very little satisfied, below 3 on the scale, are only 5, which constitutes 3.4% percentage of the total.



II. Course End Evaluation

A course end evaluation was conducted through the 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'.

(Note: 1. R.C. Patel Institute of Technology, Shirpur 2. International College for Girls, Jaipur, 3. Crescent Group of Educational Institutions, Chennai)

a. Course Functions

Areas	Excellent (A)			Satisfactory (B)			Not Satisfactory (C)			Very Unsatisfactory (D)			No Response (E)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Concepts Discussed	44.2	72.0	55.0	49.7	28.0	44.3	4.1	-	0.7	1.3	-	-	0.7	-	-
Methodology Used	53.7	72.0	60.3	39.5	26.7	38.4	5.4	1.3	1.3	0.7	-	-	0.7	-	-
Materials Supplied	57.1	68.0	57.0	35.4	32.0	39.7	5.4	-	2.6	1.4	-	0.7	0.7	-	-
Time Schedule Designed	45.6	73.3	64.2	29.9	24.0	31.8	15.0	2.7	4.0	8.8	-	-	0.7	-	-
The Whole Course	40.1	57.4	50.3	53.1	41.3	48.4	4.8	1.3	1.3	0.7	-	-	1.3	-	-
AVERAGE	48.1	68.5	57.4	41.5	30.4	40.5	7.0	1.1	2.0	2.6	-	0.1	0.8	-	-

A careful examination of the compiled results has to be considered in the light of the fact that International College for Girls had only lecturers as participants, Crescent School had more school teachers and less lecturers and RC Patel Institute of Technology had more lecturers and a few school teachers. A close examination shows that it is likely that the minority group of participants might have found it difficult to cope with the discussions which were oriented towards the understanding of the group. The 'Time Schedule Designed', among the course functions shows the maximum dissatisfaction, which is not even a 50% of it at Crescent School and 25% at ICG, Jaipur.

A close look at the comparisons of the programmes conducted at the three colleges will give evidence to the fact that admission of a small group who is not able to follow the main stream of discussions would have been fully dissatisfied with the programme. However, the total dissatisfaction level is very minimal as it is only a total of 9.6%.

b. Competencies of the Director

Areas	Excellent (A)			Satisfactory (B)			Not Satisfactory (C)			Very Unsatisfactory (D)			No Response (E)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Knowledge of the subject matter	55.8	77.3	58.9	41.5	22.7	39.7	1.3	-	0.7	0.7	-	-	0.7	-	0.7
Motivating participants to interact	56.5	76.0	68.2	36.7	18.7	31.1	4.1	5.3	-	2.0	-	-	0.7	-	0.7
Ability to keep the group lively	53.1	88.0	68.2	39.4	10.7	30.4	6.8	-	0.7	-	1.3	-	0.7	-	0.7
Language used	62.6	70.7	80.8	32.0	24.0	17.2	2.7	4.0	1.3	2.0	1.3	-	0.7	-	0.7
Skill to manage designed time	57.1	84.0	61.6	38.1	16.0	35.0	4.1	-	2.6	-	-	-	0.7	-	0.7
AVERAGE	57.0	79.2	67.5	37.6	18.4	30.7	3.8	1.9	1.1	0.9	0.5	-	0.7	-	0.7

Among Competencies of the Director, RC Patel Institute of Technology has recorded the maximum dissatisfaction in the 'Ability to keep the group lively'. It is likely that some of the teachers who are not able to follow the language very well, could have recorded this dissatisfaction. One can also notice that despite a very high level of appreciation, the quantum of appreciation in RC Patel Institute of Technology is the least among the three. This could also be because of the same language problem which some of the school teachers or lectures could have faced.

FEELINGS

The programme was conducted excellently by you. Your ideas and views are very precious for us. Thank you for such an innovative programme. You made us think and evaluate ourselves and improve too.

Mr Patil Nitin N.

The programme conducted was very good and developed our hidden skills. I have always used teacher-centred method of teaching. Due to this programme I have come to know about the student-centred teaching processes and students behaviour. I enjoyed the three days positively and our gain will be the change in our passion for teaching.

Prof R.P. Mahajan

An excellent and enlightening programme. Earlier I thought that I can't make my world beautiful but after this I will make it as beautiful as I can. It was as sacred as a spiritual speech. I am satisfied. You have shown us that we are a group of 150 nice people with many divine values at Shirpur educational complex.

Prof C.R. Patil

The programme was excellent. We came to know about the various qualities of a teacher. We really enjoyed the various sessions. It will definitely help us to improve our teaching skills.

Mr Smital Dhanraj Patil

The programme conducted is certainly marvellous which enriches quality of a lecturer and helps them to grow. Punctuality practiced in the conduct of the programme is a very vital matter.

Ms Meghna Ujwalsingh Sisodiya

It will help us teachers to come out of our stagnant shells. It has certainly ignited our minds regarding our teaching techniques. Most thankful to many splendoured versatility.

Mrs Padmaja V. Joshi

An excellent programme of three days. I have acquired a lot of knowledge from this programme. I have also learnt how to develop our teaching competencies, our behaviour with students, our social responsibilities and last but not the least how to manage time.

Mr Rajnikant B. Wagh

An excellent training programme for teachers to learn innovative methods of developing several aspects of human resources and also the methods to use those in the students.

Mr Vivekanand A. Chatpalliwar

Contents are excellent. Crux of presentation was very good. Time schedule was quite hectic. Lucid way of presentation, really was remarkable. Intellectual programme.

Mr Atul A. Shirkhedkar