



SOUTH EAST ASIAN EDUCATION TRUST (R)
S.E.A College of Science, Commerce and Arts
Affiliated to Bangalore North University
Recognized by UGC under 2(f): Accredited by NAAC at 'B' Grade

ACADEMIC YEAR 2021-22
REPORT
ON
FACULTY DEVELOPMENT PROGRAMME
TOPIC: EFFECTIVE TEACHING SKILLS TO ACHIEVE MULTIDIMENSIONAL
EFFICIENCY

Date: 07/06/2022 to 11/06/2022

Time: 1.00pm to 3.00pm

Days: 5 Days

Beneficiaries: Teachers and Students

Total number of participants 120

- **Objective:** To facilitate exposure to the latest pedagogical methods classroom and to revive the teaching style, delivery of content, course preparation and management of changing paradigm shift in the teacher-student relationship.
- To re-emphasize the concept of “teacher as transformer” who go beyond the syllabus and beyond the classroom to motivate the students for accepting challenges for innovative work.

About the FDP:

A good teacher is like a candle – it consumes itself to light the way for others. The outcomes of this approach are mo problem-solving by students, highly stimulating classroom discussions, honing of prob real-lifelong and cognitive skills of students, better preparedness of students for real life corporate realities/issues, learning becomes multi-dimensional and interdisciplinary – and a renewed joy in teaching and learning. This was a Five days Faculty Development Programme where various related subtopics were discussed in detail by eminent educationists and a very beneficial academic environment was experienced by the participants.

DAY 1**Time : 1PM -2PM****Mode: Online****Resource Person:** **Prof. Niranjana Vanalli.**
 Vice-Chancellor,
 Bangalore North University,
 Bangalore

Welcome Speech: Dr.Muthe Gowda

Introduction of FDP and Vote of thanks : Dr.S. Raji

The session started with a welcome address by Prof. Muthe Gowda T. N. Principal, SEA College of Science, Commerce, and Arts. In Inaugural Session, Dr Niranjana Vanalli Vice-Chancellor, Bengaluru North University, Bangalore. This session covered effective teaching Skills. teaching skills describes as a bunch of central and supportive teaching skills. Developing these competencies help a teacher to command a class, build rapport with students and fulfil their goal as an educator. These skills shape an excellent teacher and fall among the most desirable qualities that are sought after by an employer. More importantly, we need them to make a difference to students and the entire teaching domain in general.

Next Session:**DAY 1****Time : 2 PM -3 PM****Mode: Online****Resource Person:** **Dr K. Viyyanna Rao**
 Ex- Vice-Chancellor of Acharya
 Nagarjuna University,
 Honorary Director,
 S.E.A Group of Institutions
 Bangalore

Welcome Speech: Ms. Hemavati

Vote of thanks : Ms. Nethra

After the inaugural, first session started, Prof. K. Viyyanna Rao explained about multi-disciplinary teaching skills like Conventional Vs Modern teaching skills, cognitive skills, Social environmental skills, Motivational skills, cognitive ability skills and how to interconnect with the flipped classroom.

DAY 2

Time : 1 PM -3 PM

Mode: Online

Resource Person: **Dr. Raghavendra A.N**
Associate Professor,
Department of MBA
CMR Institute of Technology
Bangalore

Topic: Transforming Teaching and Learning Process

Welcome Speech: Ms. Josephine

Vote of thanks : Ms. Shalini

The Session covered a Combined process where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work, and assesses the outcomes of the instruction and also covered

The Five Steps of the Learning Cycle

1. Step 1: Prior Knowledge. Prior Knowledge is the knowledge the student has prior to you starting the topic.
2. Step 2: Presenting new material.
3. Step 3: Challenge
4. Step 4: Feedback.
5. Step 5 Repetition.

DAY 3

Time: 1 PM -3 PM

Mode: Online

Resource Person: **Dr. Natarajan,**
Associate Professor,
Dept of Mechanical Engineering,
Gopalan College of Engineering and Management
Bangalore

Topic: Outcome-Based Education

Welcome Speech: Ms. Shruthi

Vote of thanks : Ms. Sarala

This session covered OBE and other related terms;

Outcome-based education or outcomes-based education (OBE) is **an educational theory that bases each part of an educational system around goals (outcomes)**. By the end of the educational experience, each student should have achieved the goal.

Some important aspects of the Outcome Based Education

1. Course is defined as a theory, practical or theory cum practical subject studied in a semester.

For Eg. Visual programming

2. Course Outcome (CO) Course outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course.

Generally, three or more course outcomes may be specified for each course based on its weightage.

3. Programme is defined as the specialization or discipline of a degree. It is the interconnected arrangement of courses, and co-curricular and extracurricular activities to accomplish predetermined objectives leading to the awarding of a degree. For Example, B.com Logistics

4. Programme Outcomes (POs) Program outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

5. Program Educational Objectives (PEOs) The Programme Educational Objectives of a program are the statements that describe the expected achievements of graduates in their career, and also in particular, what the graduates are expected to perform and achieve during the first few years after graduation.

6. Programme Specific Outcomes (PSO) Programme Specific Outcomes are what the students should be able to do at the time of graduation with reference to a specific discipline. Usually, there are two to four PSOs for a programme.

7. Graduate Attributes (GA): The graduate attributes, 12 in number are exemplars of the attributes expected of a graduate from an accredited programme.

And also covered bloom taxonomy, mapping co, pos and attainment levels.

DAY 4

Time: 1 PM -3 PM

Mode: Online

Resource Person: Dr S R Keshava

Professor,
Department of Economics,
Bangalore University, Bangalore

Topic: Pioneering Pedagogies for Experiential Learning and Problem Solving

Welcome Speech: Mr. Manjunath T

Vote of thanks : Ms. Revathi

This session covered its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking.

Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning. Students are engaged.

And also covered the Teacher as a facilitator. However, teachers who are well-versed in experiential education act as facilitators. This means **putting the student at the center and involving them in decision-making and problem-solving**. The teacher as facilitator also means facilitating the transfer of knowledge to the real world

DAY 5

Time: 10 AM -12 PM

Mode: Offline

Resource Person: Arjun V Singar, PhD (IISc)

(Pundit Singri)

Assistant Professor-RVCE, Co-Founder & Educational
Strategist-CREAA Academy for learning (CBSE), Bangalore
Member-PES Trust, Mandya. Founder-FRIYAY Learning.

Topic: Integration of ICT in Teaching , Blended learning and Flipped Method

Introduction : Ms. Hemavati M

Summary of FDP: Dr. S. Raji

General Speech: Dr. Muthe Gowda

This Session was very interactive and interesting, He covered NEP, Higher Education, Blended Learning, Assessment Methods, Problem Solving methods, Case studies, brainstorming like flipped method, pair and share methods, game-based teaching, scenario-based activity, Moocs, swayam, and so many learning platforms. And also he explained overall customized and personalised education.

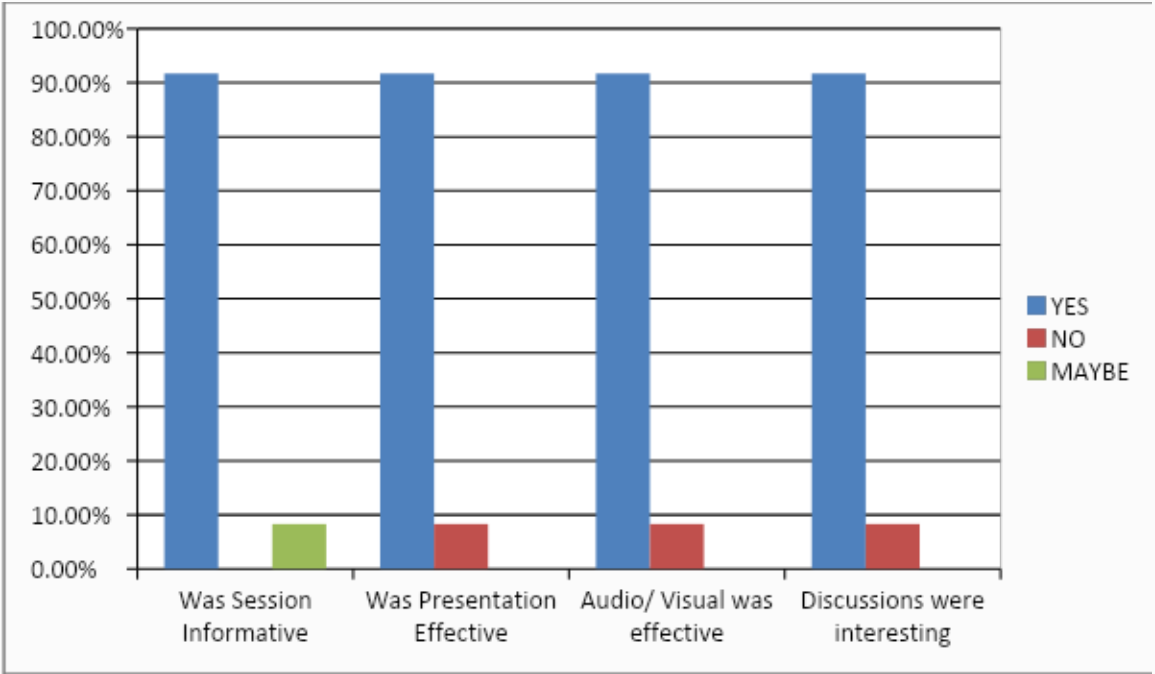
Blended learning brings exciting opportunities for new ways to teach and learn. Flipped learning in particular creates a reversed experience where the student learns the concept on their own and then applies and reinforces what they learned during classroom time.

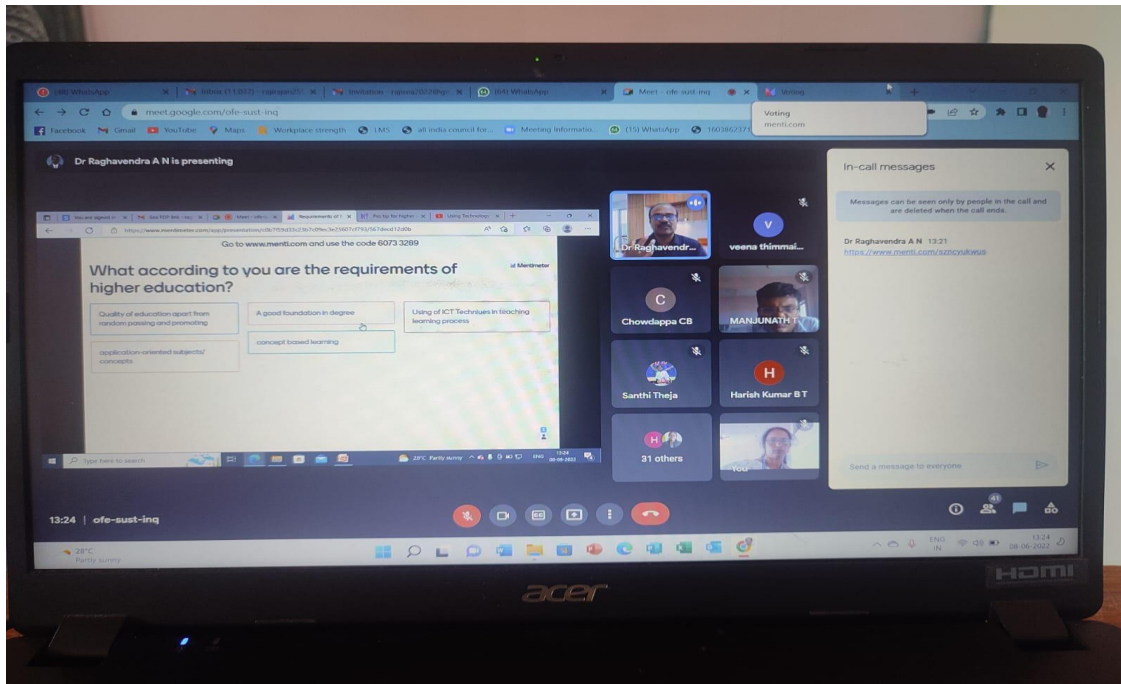
Examples include **learning stations, labs, and the flipped classroom** where learners practice the lesson before attending the face-to-face training. Flex: Flex learning is a term that can be used interchangeably with personalized learning

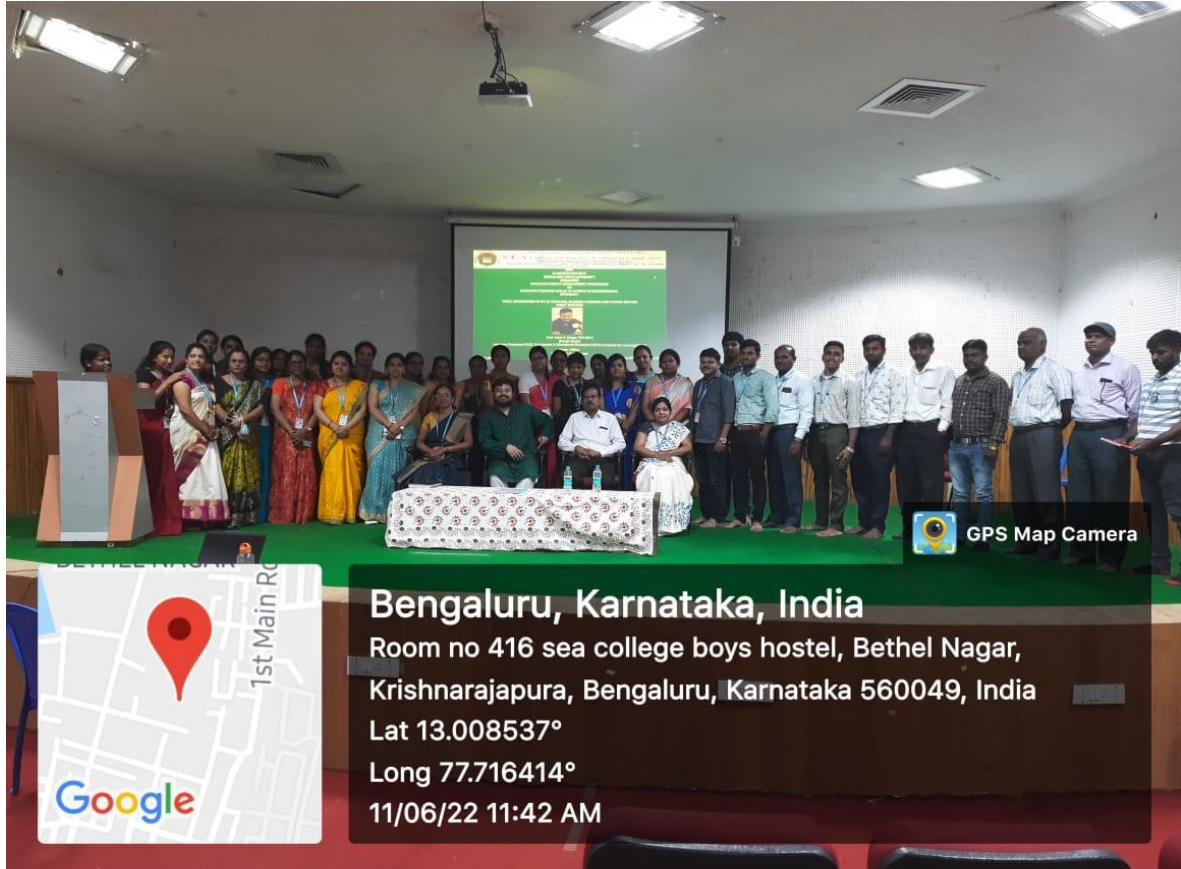
The flipped classroom is a form of blended learning which incorporates both face-to-face class time and web-based learning. The hallmark of blended learning is that the strengths of these two teaching/learning modalities are intentionally combined, resulting in a customised educational experience.

Feedback

Questions	YES	NO	MAYBE
Was Session Informative	92%	8%	8.3%
Was Presentation Effective	94%	6%	00
Audio/ Visual was effective	93%	7%	00
Discussions were interesting	91.7%	8.3%	00







Prepared by
Dr.S.Raji

Principal