REPORT ON 6th CAPACITY BUILDING PROGRAMME IN TEACHING TECHNOLOGY

SGT UNIVERSITY

SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY

(UGC Approved)   Gurugram, Delhi-NCR

Internal Quality Assurance cell (IQAC)

Capacity Building in Teaching Technology (Andragogy)

27th-28th April, 2018

Venue : Room No : A 306, 3rd Floor A - Block

Foreword

IQAC is the technical reform unit of SGT University, constantly trying to produce multi-directional quality upliftment of the university in every respect, from syllabus to teaching through the result declaration including graduation, with quality par excellence.

The IQAC conducts Faculty training programme through in-house and external training agencies as well as renowned personalities frequently. IQAC, SGT University has undertaken Teachers' training programme in Developing Teaching Tools, Improving the Capacity of the teachers in teaching technology, understanding UNCLE (Unconventional Learning Exercises) or using Newer Teaching Methods from time to time.

The present report pertains to the 6th in-house training of newly recruited faculties of the University from all the 17 Faculty branches those are taught here. The training is for the third batch in continuum of the newly recruited faculty members. This training was of very high quality and my team of IQAC has put on stupendous activity with their utter sincerity and effective capability. I thank them all from the core of my heart.

The entire IQAC is incepted to the Chairman SGT University, Mr. Manmohan Singh Chawla, whose personal effort, periodic suggestion and torching has resulted in making the Capacity building programme a success.

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T D Dogra
Director, IQAC,
SGT University, **Gurugram**

The **IQAC** has been propagating certain student centric teaching methods for regular class room teaching out of the 150 methods given in literature. These methods are focused to improvise on skills like cognitive, psychomotor etc. The in-house training of the existing faculty members of the University has been done to make them familiar with the techniques of teaching through these methods.

To keep the teaching pattern uniform, the newly recruited members of SGT University were needed to be enlightened about the same. So, training program about these techniques was designed. The training program was carried out in 3 batches taking 25 participants each. The modus operandi of each batch training session was almost the same. The first 2 batches were completed on 13-14th march 2018 and 21st-22nd march 2018 respectively. This document is the report of the 3rd batch of newly recruited faculy members making it as 6th capacity building program by IQAC conducted on **27th-28th April 2018.**

The purpose is to create an environment where old Lecture Type teaching will be replaced by Newer Student Centered Teaching.

The newer student centric methods as adopted by SGT University are as:

Cognitive Skills

1. Student's Interactive Session(SIS)
2. Student's Seminar(SS)
3. Teacher's Seminar(Multispecialty)
4. Project Based Learning(PBL)
5. Problem Based Learning(PBL)
6. Case Studies
7. Integrated Teaching
   - Intra-faculty (Within one faculty)
   - Interfaculty(More than one faculty)
8. Focus Group Discussion
9. Spot Group Discussion
10. Presentation cum Panel discussion(By Teachers)
11. Presentation cum Panel discussion (By Students)
12. Fish Bowl Technique
13. Role Play
14. Simulation Technique
15. Tutorials

Psychomotor Skills

1. Unconventional Clinical Examination
2. Unconventional Practical Examination
3. Hands- on

Assessment Techniques

1. Objective type questions
2. Objective Structured Clinical Examination(OSCE)
3. Objective Structured Practical Examination (OSPE)

The schedule for the program was as follows:

Day	10:00-10:45am	10:45-11:15am	11:15-12:15 pm	12:15-1:15pm	1:15-2:00pm	2:00-2:30pm	2:30-3:30pm
Day 1 27Th April	Ice Breaking Self Introduction Pre Training Evaluation Prof SC Mohapatra & Ms Arvinder Kaur Pabla	TEA BREAK	Student Interactive session Dr Sarju Devi/Ms Arvinder Kaur Pabla	Demonstration technique Mr Harsh Upreti/Ms Ambika Nair	LUNCH	Problem based learning Dr Sham Lal Singla	Fish Bowl technique Dr S.C Mohapatra
Day 2 28th April	Panel Discussion Dr Jasdeep Monga		Role Play & Simulation Ms Manisha & Ms Mamata Akoijam	Objective type questions Dr Astha Chaudhry		Spot Group Discussion Dr Astha Chaudhry	Valedictory session

The program started with the Registration of the participants on the following form and attendance on separate sheet for Morning and afternoon session on both the days:

6th Capacity Building in Teaching Technology
REGISTRATION FORM

Name   of   the

Faculty:……………………………………………………………Age………………
…M/F

Faculty…………………………………………………………Department…………
…………………..

Whether Trained in Teaching Technology Earlier……………………………Y/N

Signature

……………………………………………………………………………………………

IQAC
Internal Quality Assurance Cell

6th Capacity Building in Teaching Technology
27th April 2018

S.N	Name of the Faculty	Signature Morning Session(9.30-1.15PM)	Signature Afternoon Session (2-3.30PM)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

The participants who attended the program were:

S.No	Name of faculty	Designation	Faculty Name
1.	Ms. Shagun	Assistant Professor	**Commerce & Management**
2.	Mr. Shaveta Sachdeva	Assistant Professor	**Commerce & Management**
3.	Prof Ashok Panchal	Professor	**Hotel management**
4.	Dr. Avnish Pathak	Professor	**Ayurveda**
5.	Dr. Nithin R. Krishnan		**Ayurveda**
6.	Dr. Sachin Bhardwaj		**Ayurveda**
7.	Dr. Himani Goswami*		**Ayurveda**
8.	Mr. Muzaffar A. Makrani	Asst. Prof.	**Nursing**
9.	Ms.Nitu	Tutor	**Nursing**
10.	Mr S.K Pandey	Assistant professor	**Mass communication**
11.	Abhilasha	Assistant professor	**CLC**
12.	Amita Bhati	Asst Professor	**CLC**
13.	Dr Nitin Mittal		**Pharmacy**
14.	Dr Vijay Sharma	Associate Professor	**Pharmacy**
15.	Dr Vinita Rajput		**Agriculture**
16.	Dr Vijaylakshmi		**Agriculture**
17.	Mr Sumit Kumar Moudgil		**CSE, Engineering**
18.	Dr. Chitra Kaul		**CSE, Engineering**
19.	Ms. Preeti Garg		**CSE, Engineering**
20.	Ms. Renu Batra		**CSE, Engineering**
21.	Ms. Vimm Malhotra		**CSE**
22.	Ms. Neha Gehlot		**CSE**
23.	Mr. Pankaj Jain		**CSE**
24.	Dr Mukesh Kumar	Asst Prof	**Physical Sciences**
25.	Surender Bondwal,		**FAHS**

*= Participant who did not attend on the second day 28th April 2018.

Team IQAC,SGT University

[L-R Prof.TD Dogra, Dr. Sarju Devi, Dr Amit Bhardwaj, Prof.SC Mohapatra, Ms. Arvinder Pabla, Dr. Astha Chaudhry]

Under the leadership of our Director IQAC. Dr T.D Dogra, Dr S.C Mohapatra, Incharge Capcity Building program formally inaugurated the program. Dr Dogra also explained the principles of Andragogy and adult learning. This was followed by Ice breaking and Pre-training Evaluation by Prof. SC Mohapatra and Ms. Arvinder Pabla. All the activities were carried out in room no 306, Third floor, A block.

(Dr Dogra explaining about the Andragogy and its differences with Pedagogy)

After the presentation, ice breaking session was started by Ms Arvinder Kaur Pabla and Dr Sarju Devi wherein all the participants were asked to pick up a slip from bowl and emulate the sound of the animal/bird written over it to find their partner for the programme. Once the pairs were formed, they were made to sit with their partners to know them better. Each pair was then called out wherein each member introduced their partner stating the common things and dissimilarities between them.

(The participants picking up the slips to find their partner)

(The pairs discussing and then describing their partners)

After the ice breaking session, the pre-training assessment was explained by Ms Arvinder Kaurr Pabla and sheets were distributed to all the participants.

(Participants filling the pre-training assessment)

CAPACITY BUILDING IN TEACHING TECHNOLOGY

PRE & POST TRAINING ASSESSMENT

DATE:

NAME: **FACULTY:**

1. Name the subjects that you are teaching.

2. When did you join SGT University?

3. Have you undergone any training on teaching methodologies earlier? If any, p lease specify.

4. What do you understand by 'Student Interactive Session' (SIS)?

5. Share two ways through which SIS can be held.

6. Can defining the concept in the class be considered as demonstration technique?

7. No planning is required for demonstration technique. State whether true or false.

8. What are the steps involved in demonstration technique?

9. When is 'Fishbowl Technique' used in teaching?

10. Give one advantage of using 'Fishbowl Technique'.

11. What are the key skills developed in students when we undertake 'Problem Based Learning' (PBL)?

12. Can PBL be used as an assessment tool?
13. PBL is relevant only for medical streams. State whether true or false.

14. What is lesson plan?

15. Give one example where you can use panel discussion as a method of teaching in your stream.

16. Should panel discussion be followed by question answer session?

17. What is the difference between role play and simulation?

18. Can role play lead to stereotyping of the characters?

19. What plays a bigger role in group discussion: words or body language?

20. Can group discussion end on non conclusive note?

All the teaching programme were so tuned, it made the participants to get involved to their fullest extent of capability.

The reading material given to the participants was same as in previous 2 training programs.

The first session on **Student Interactive Session** was taken by Dr Saju Devi and Ms Arvinder Pabla from the Centre of language and Communication.

(Dr Sarju Devi and Ms Arvinder Pabla explaining about SIS)

The multiple methodologies which can be used for SIS are:

i.   Brain storming
ii.   Think-pair-share
iii. Think Break
iv.   Question-answer
v.   Picture prompt
vi.   Listen-Stop-Reflect-Write-Feedback
vii. Experience and knowledge sharing

SIS Exercise:

For SIS, 3 pictures were shown to participants and each pair was asked to formulate a story taking into account all the 3 pictures. Each pair told their innovative story and then were asked to do the exercise of filling up the blanks of the story in the correct tense. All the participants were explained that it is important to engage the students for their participation in learning. This can be done by allowing them to think and put in their views and knowledge and in the same process new things can be told and session can be held without any monotonous lecturing. Here, all the participants were made to learn tense through brainstorming, think pair share, picture prompt, experience and knowledge sharing.

Brainstorming:

The brainstorming session was carried out by Ms Arvinder Pabla on the topic of common interest by the faculty. All the points told by faculty members were jotted down and summarized. The participants were explained about the technique of brainstorming.

Demonstration

The Demonstration exercise was carried in the Faculty of Hotel and Tourism management by Mr Harsh Upreti and Ms. Ambika Nair for Dinning etiquettes and behavior modification in restaurants.

After the session all the participants had lunch in the Restaurant of the faculty of Hotel and Truism Management, while it was also a session to assess the take home messages and the faculty behavior change. All faculties including the members of IQAC had something to learn from the session.

Problem Based Learning (PBL):

After the lunch Prof Sham Singla, the Pro-chancellor of the university took the session on Problem based learning giving certain examples of problems pertaining to various faculties.

Fish-Bowl Technique

The last training task, for the day, was undertaken by Prof. S C Mohapatra,Dean Academic Affairs, SGT University. The whole group was divided in two sub-groups as shown below and made to sit in two uni-centric circles. The fish bowl word (Supportive Supervision) was then provided to them to buzz around.
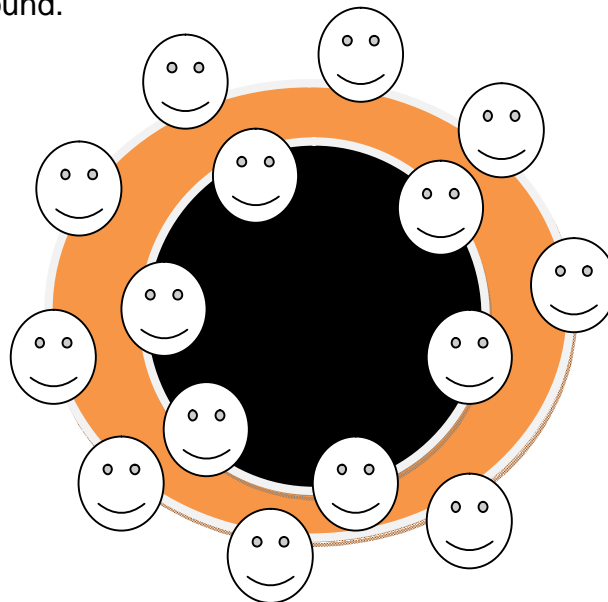
Each group chose their Leader, Time Keeper and Sociogram maker and presented their content of discussion at the end.

The fish-bowl is a powerful group involvement method. The fish-bowl consists of an inner ring which is the discussion group, surrounded by an outer ring which is the observation group.The inner group is given a task to discuss possible solutions to a problem and tries to arrive at the best feasible options within a limited time. While the inner group is discussing the outer group observes silently. Before the discussion starts, the outer group reviews the guided observation checklist and divides the sections among themselves. After the inner circle's time is up, the process is reversed. The inner group comes out and the outer groups go in carrying out the similar activity. In this way, each group is involved in discussion and observation. Fish bowls are not effective if the groups are large. This is because, if there are more people, all of them will not have item and/or opportunity to express their opinions and views satisfactorily. You should therefore limit the group size to about ten to twenty people.

 Use of Fish-bowl

The fishbowl has many uses. Some important uses relevant to your work are as explained below.

> l) As a problem solving tool: when one group listens and reviews discussion of the other group, they are able to view the problem form more than one angle. There is thus more interaction and stimulating and relevant discussion.

> 2) For team building: This methods is very effective in getting people to open up, to generate different views, and allow these views to be analyzed by the group.

> 3) For improving inter-group communication and relations: You can resolve conflicts by bringing together different groups with different and strong opinions.

The first day concluded with the feedback from the participants to be written on white paper.

Day 2: 28th April 2018

The day 2 of the program started with the feedback of the participants alongside the smileys whether happy or sad or Ok response about their experience on Day 1.

All the participants gave the positive feedback of the previous day as all the marks are alongside the happy faces. Some of the participants were so happy and so much enjoyed the day 1 program that they gave multiple ticks with their signatures.

(Prof Panchal making a smiley to express his experience about the first day of training)
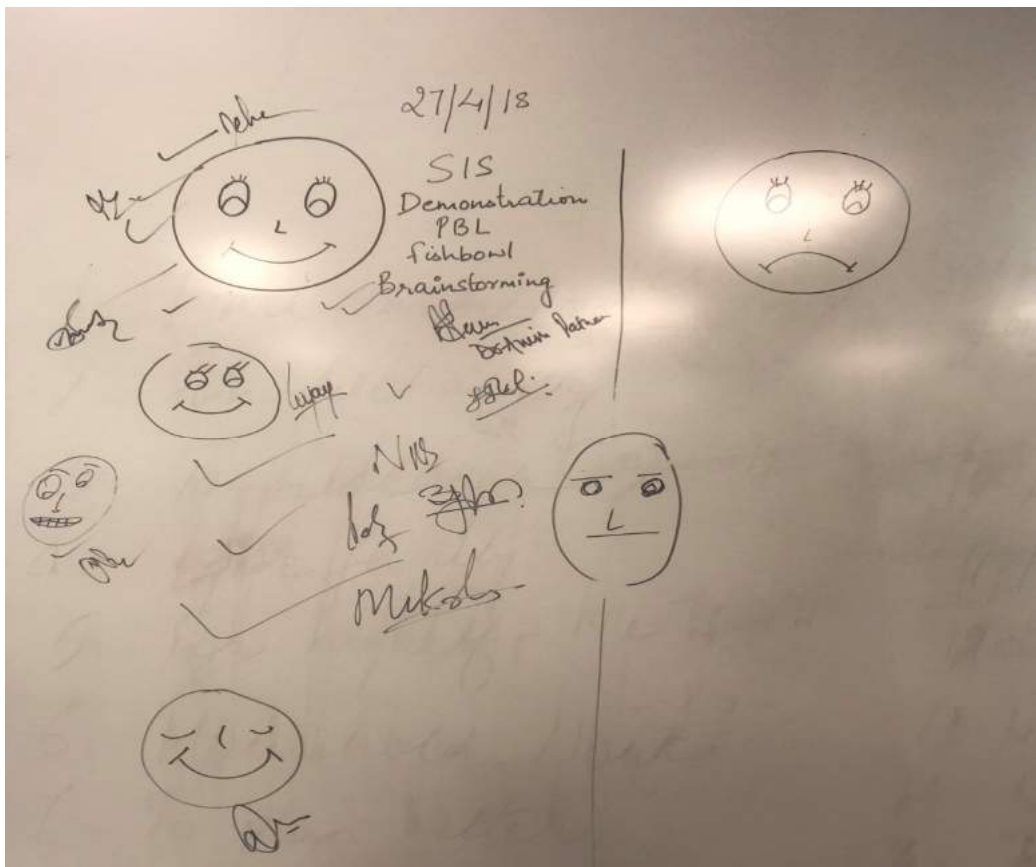
(The response of participants seen as multiple happy smileys or multiple ticks. None of the participant has bad response or neutral response)

Panel Discussion

The first session of the day was taken by Dr Jasdeep Monga on Panel Discussion. The differences between panel discussion, group discussion, symposia were discussed. Dr Monga made a panel of final year MBBS Students who were given a simple clinical case to discuss and reach to the proper diagnosis and treatment plan. The panel comprising of 5 students actively discussed the various possibilities and gave their justifications for the probable diagnosis.

On asking about the practical utility in the classrooms Dr Monga explained that panel/experts could be the students of the same class who have been made to read before hand, or senior students or postgraduate students who already know the topic. It can also be made of teachers/experts of same field or multiple field depending on the topic of discussion.

(Dr Jasdeep Monga, with the panel of students and explaining about Panel Discussion)

(Dr Monga explain about the panel discussion technique)

Role Play and simulation

The next session was conducted by Ms Mamata Devi and Ms Manisha demonstrating role play and simulation respectively from Faculty of Nursing.

For Role play students from Faculty of Nursing demonstrated on "Autism Spectrum Disoder"- Its features, clinical implications and social effects moderated by Ms Mamata Devi.

(Students demonstrating role play on Autism spectrum disorder)

For Simulation, a scenario of victim of cardiac arrest lying on the road was created. The passing by students of nursing assessed and situation and performed Cardiopulmonary resuscitation(CPR) on Mannequins.

(CPR demonstration on mannequin by Nursing student)

The other details about simulation, its types, multiple softwares and its application in various faculties like pharmacy, medicine, dental, aviation, fashion etc was explained by Ms Manisha, Assistant Professor, Faculty of Nursing.

(Ms Manisha explaining about simulation)

SIMULATION

PRESENTED BY :
Ms Manisha
Lecturer
Faculty of Nursing, SGT University

SCENARIO

- You are planning to go the college.

- On the way , they come across an unusual incident.

INSTRUCTIONS

1. Assess the situation

2. Identify the problem
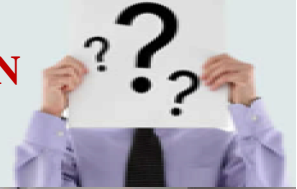
3. Respond to the situation

4. Solve the problem

CONTENT OUTLINE

- Meaning and definition of simulation
- Purposes of simulation
- Characteristics of simulation
- Types of simulation
- Application of simulation
- Procedure of simulation
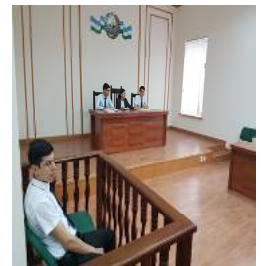- Role of teacher in simulation
- Activity

SIMULATION

MEANING OF SIMULATION

- Derived from Latin word :
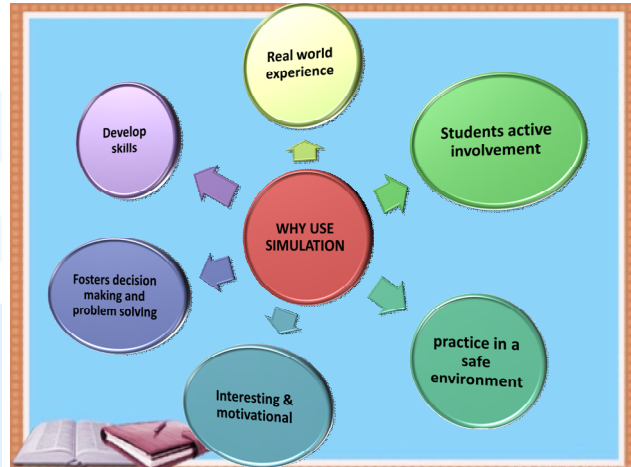 "*Simulatus*" - which means to imitate or to copy.

DEFINITION

- Simulation may be defined as the **act of imitating** the behavior of some **situation or some process** by means of something suitably analogous in order **to practice** some important skills.
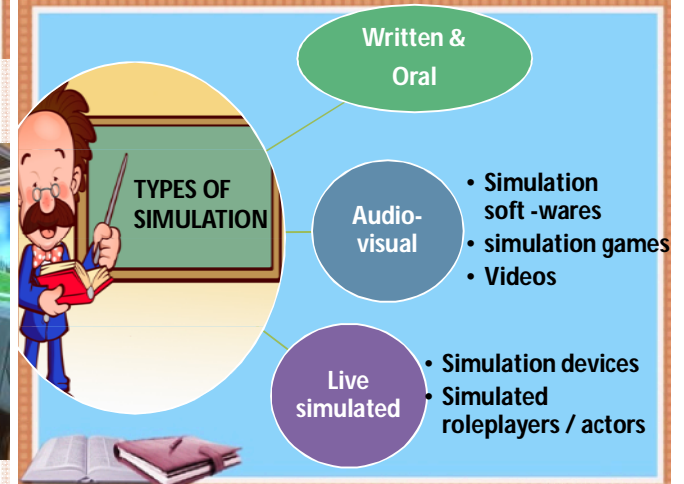
What can be simulated ????
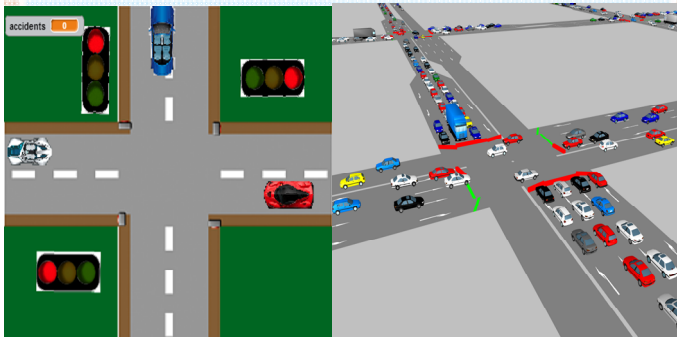

CHARACTERISTICS OF SIMULATION TECHNIQUE

- Realism
- Safe environment
- Focus on application
- Provide immediate feedback

### TYPES OF SIMULATION

- Written & Oral
- Audio-visual
  - Simulation soft-wares
  - simulation games
  - Videos
- Live simulated
  - Simulation devices
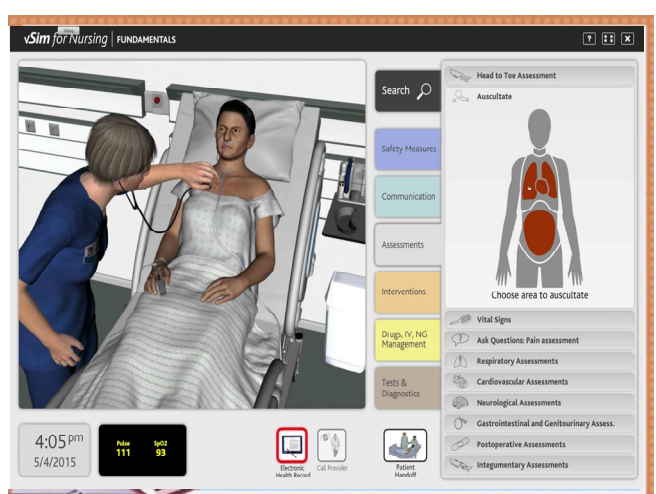 - Simulated roleplayers / actors

WRITTEN SIMULATION

- You are working in an intensive care unit as a staff nurse.
- The doctor incharge tells you to check the endotracheal intubation trolley of the ward.
- You immediately go to check it and find the trolley as given below:
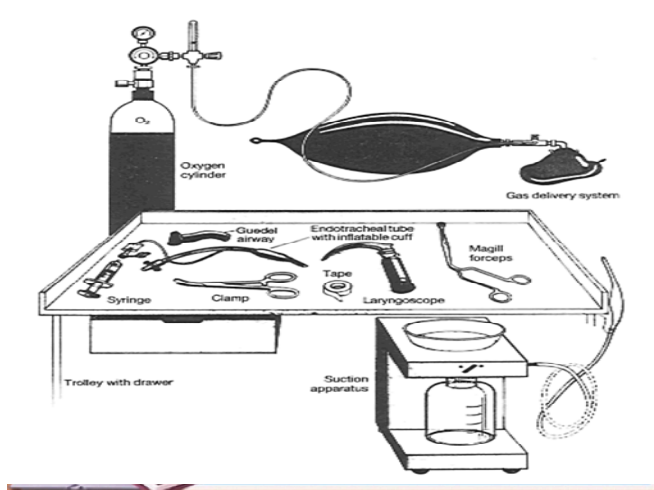
1) Is the trolley containing all the required articles?
2) You being the staff nurse will add any other article to this trolley?

SIMULATION GAMES

SIMULATION DEVICES (TASK TRAINERS)

BP CUFF SIMULATORS

BLOOD COLLECTION SIMULATORS

MANNEQUIN BASED SIMULATORS

SIMULATED ROLEPLAYERS / ACTORS

TEAM MEMBERS

- Team Leader
- Simulated actors/ Roleplayers
- Participants
- Facilitator / Debriefer

THE PROCEDURE OF SIMULATION

Setting learning objectives

Selecting the appropriate simulation method

Prepare simulation design

Introduce and begin the simulation

Debriefing / Post Simulation discussion

YOUR ROLE ????

- 1.PLANNING

- 2.FACILITATING

- 3.DEBRIEFING

APPLICATIONS OF SIMULATION

- Aviation

- Transportation

APPLICATIONS OF SIMULATION (CONT..)

- Law

- Engineering

APPLICATIONS OF SIMULATION (CONT…)
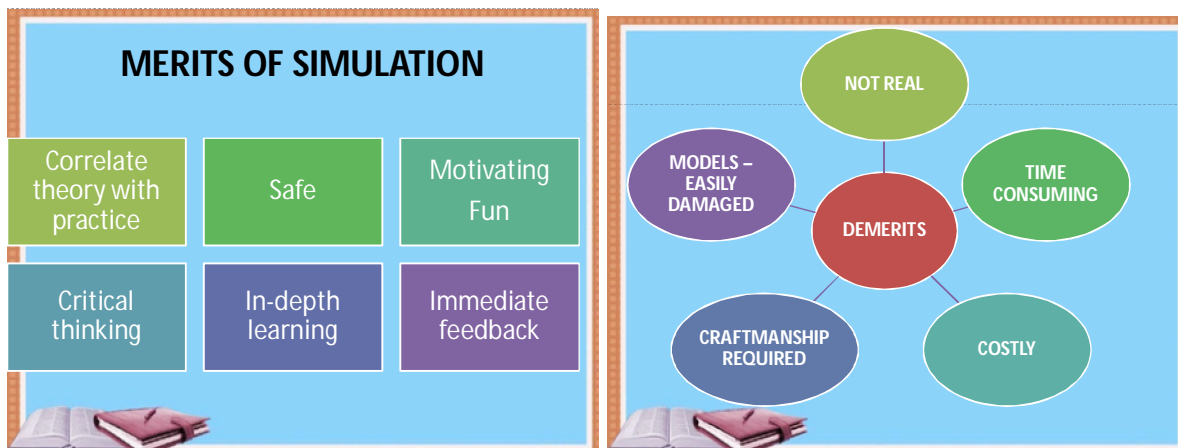
- Social and Behavioral Sciences

- Health Care

APPLICATIONS OF SIMULATION (CONT…)

- Fashion Designing

- Mass communication

- Commerce
  and Management

- Pharmacology

- Dental

Objective type questions

The next session was taken on Objective type questions- its significance, types and description about each type by Dr Astha Chaudhry. The session was very interactive wherein participants were asked to point out the flaws in each of the prepared MCQ. All the objective type questions were discussed considering the special points in their framing. After the presentation, all the participants were asked to prepare objective type question of each type and it was discussed with Director IQAC and Dr S.C. Mohapatra.

(Dr Astha explaining about Objective type questions)

(The participants discussing the prepared objective questions with Dr T.D Dogra)

Group Discussion

The group discussion was initiated by Dr. Astha Chaudhry. As was proposed, a group of individuals with similar interest who gather either formally or informally to bring up ideas, solve problems or give comments for discussion can be named as "Group Discussion".

She explained that group discussion is like a football game wherein ball is passed between each member of the team wherein each member is supposed to contribute his idea, knowledge towards a common goal. The general principles of formation of group and group discussion were discussed.

Focus group discussion is when the group is made up of participants with similar background and they discuss on a common topic. In a class focus group discussion can be carried out by giving the topic of the class to the students before hand. The class is divided into groups, each group is given a topic that they are supposed to read and come prepared. Each member of the group will contribute in the discussion and then each group

leader will present their discussion points in front of the whole class for everybody's learning. The facilitator will then summarize the topic and cover the deficiencies if any.

Spot group discussion refers to giving the topic of discussion to the students on the spot. Students are just given instructions a day before the class to get their textbooks and laptops for the class. During the class, teacher will divide the class into 4-5 groups and divide the topic to be studied into 4-5 subtopics. Each group will then discuss about their topic for 20 minutes reading the content from the text book and prepare a small ppt of 5 minutes each to be presented before the whole class by the team leader. The procedure was then undertaken by dividing the participants in to four Sub-Groups to discuss four components of "Effect of Smart phone and Social media". The TORs were "Profession & Work"," Personal Life", "Health" and " Social Issues like Crime & Political Issues"

(Dr Astha Explaining about Focus group discussion and spot group discussion)
Each group comprising of 5 members discussed about the topic for about 15 mins taking clues from internet and prepared a small ppt which was presented by the group leader.

(The group discussing among themselves with the involvement of facilitator-Dr Astha)

(The group leaders presenting about their discussion topic).

The role of facilitator in conducting these group discussion was clearly explained to the participants.

Pre & Post Training Assessment. IQAC has planned a series of training workshops to equip the newly recruited employees with the teaching methodologies that are being propagated by SGT University. Hence, Capacity Building in Teaching Technology (sixth in the series) was held on April 27 & 28, 2018 at SGT University under the agesis of IQAC. The training program saw enthusiastic participation from all the departments. A total of 23 participants completed the capacity building training. The participants had varied teaching experience - some of them are just beginning their teaching career and at the same time, there were a few who have been teaching for quite a while now. It was noticed that they had not undergone any training regarding the teaching methodologies. The training approach was based on adult learning principles with focus on peer learning and review during whole of the process. To make the training focussed and result oriented, a pre -training and post training evaluation was conducted. Regular inputs were taken to gauge the effectiveness of the training. The results when compared have given very positive outcome. Each participant showed marked improvement. The responses recorded by the participants reflect clear grasp of the concepts discussed and facilitated.
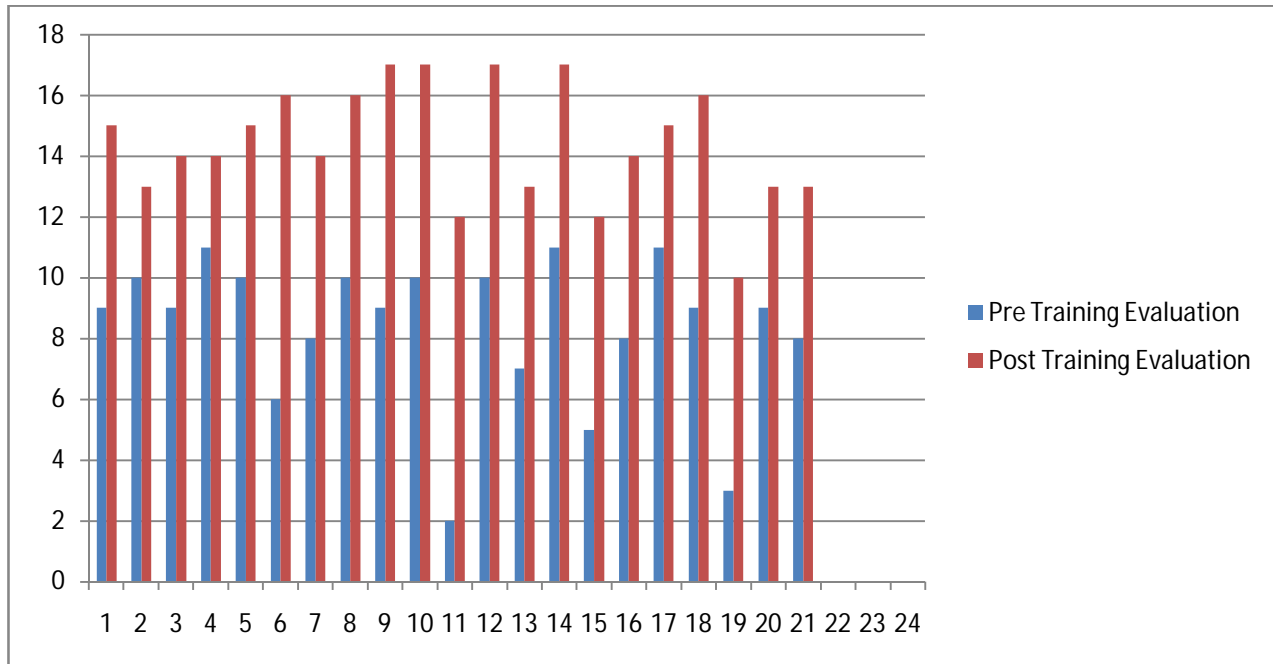
The participants were also asked to write their feedback on plain paper about their experience on both the days whether good or bad

Neha Sehrawal

1. Very Good Experience,
2. Understood the impact of SIS & PBL very well.
3. Mohapatra sir is source of inspiration
4. food was Excellent
5. Hands on session, Demostration was Excellent but will like to see it with another faculty also rather then.
6. saju man and awinder man are rockstar always.
7. looking forward for more such workshops to attend.

DAY-2

• The session delivered by Dr. Astha was very informative by which I am able to clarify that, what is objective type question is in actual.
   I appreciate her mode of delivering the lecture and her Knowledge.

• Dr. Mohapatra is an awesome personality. I wish, I can be such a person who Knows everything about all the aspects. Hats off to you sir.

• All the team mates were to sweet to facilitate the programme and participants too.

Dr. Vijay Narwa

Certificate Distribution:

Certificates were distributed to all the Participant Faculties and facilitators by Professor T D Dogra, the Director of IQAC and Prof.S C Mohapatra.

(Certificate distribution to Ms Vimmi from FET and Mr Harsh Upreti from FHTM)

All participants and team of facilitators from IQAC