NARULA INSTITUTE OF TECHNOLOGY
81, Nilgunj Road, Agarpara, Kolkata- 700109

REPORT ON

SEMISTER/ CONFERENCE / WORKSHOP

1. Name of the Participant : SANGITA ROY

2. Department :ECE 3. Designation: Assistant Prof.

4. Category : ☐ Faculty ☐ TA ☐ her Staff

5. Sponsorship : ☐ NIT ☐ Self

6. Title of the Seminar : "**Short Term Course on Faculty development Programme for Effective Teaching**"

7. Seminar Organized by : Centre for Educational Technology,IITKGP

8. Duration: 3 days (10/7/14 to 12/7/14)9. Total Participant:75

10. Topic Discussed :

1.AI in Education
2.Introduction to MOODLE
3.Supervised practice session on MOODLE
4.Assessment and Evaluation
5.Supervised Practice session on Assessment and Evaluation
6. Good Teaching and its attributes
7. What I consider as good teaching
8. Outcome based learning Washington Accord,NBA Guideline
9. Taxonomies and Instructional Objectives
10. Outcome based curriculum design and software
11. Supervised Practice session for Outcome based curriculum design
12. Communication and Presentation skills
13. Research Methodology

11. Name of the speakers(with Contact Nos. ,if possible):

1. Professor P. K. Bhowmick
2. Professor S. Nayak
3.Professor A. K. Ray
4.Professor S. K. Som
5.Professor B Bhattacharya
6. Professor S Das Mandal
7. Professor T Bhattacharya

12. Name of the Other Participating Institutes :

1.Mallabhum Institute of Technology, Bishnupur
2.PEC University of Technology, Chandigarh
3.NEOTIA INSTITUTE OF TECHNOLOGY MANAGEMENT
4.R.V.S. COLLEGE OF ENGG
5.Dronacharya College of Engineering, Farrukhnagar, Gurgaon

13. Brief report on the deliberation of the Seminar (to be attached as Annexure-1) :

14. Presentation given at NIT on 24/07/14

15. Presentation Attended by : ☐ culty Students ☐

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Date : Signature of the Participant

Comments By HOD (with special emphasis on how NIT has been benefited) :

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Signature of HOD

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Signature of Principal

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Signature of Director

ANNEXURE-1

A Report on

"Short Term Course on Faculty development Programme for Effective Teaching"

Indian Institution of Technology ,Kharagpur has been serving the nation as temples of higher learning and research in engineering, technology, science, medical science and technology, management and law for over half a century. One of the areas in which the IITs have been contributing significantly for national development is the Quality Improvement of Technical Teachers and Continuing Education of working professionals, which is assuming tremendous importance in shaping the human resource of our country. In the face of rapid technological advancement that is taking place around the globe, it is important for engineers and scientists to continue to learn new technologies, update and upgrade their knowledge, much after completing formal education in the college. IIT Kharagpur, the largest and the most diversified technical institute in the country, has been handling this responsibility almost from its inception in early 1950s. Continuing Education Programme of I.I.T, Kharagpur administers mainly the following programme: i) QIP, ii) Curriculum Development, iii) Short Term Courses.In summer 2014 they are conducting "**Short Term Course on Faculty development Programme for Effective Teaching**" in different batches. In batch 2 more than seventy participants are there from different AICTE Approved Engineering Colleges across the nation. The course duration is for three days from 10th July to 12th July 2014.Prof. Bani Bhattacharya gave the introductory speech on 10th July 9.30 A.M. Prof P. K. Bhowmick explained the application of AI in Education .

Prof. S. Nayak explained the software MOODLE and its application. **Moodle** (acronym for *ModularObject-OrientedDynamicLearning Environment*) (stylised in lower-case as **moodle**) is a free softwaree-learning platform, also known as a Learning Management System, or Virtual Learning Environment (VLE). As of June 2013 it had a user base of 83,008 registered and verified sites, serving 70,696,570 users in 7.5+ million courses with 1.2+ million teachers. Moodle was originally developed by Martin Dougiamas to help educators create online courses with a focus on interaction and collaborative construction of content, and is in continual evolution. The first version of Moodle was released on 20 August 2002.

Prof. A. K Roy ,Retd. Prof.,ECE ,IITKGP, elaborated the Assessment and Evaluation and followed by practiced session with this.Prof. Ray also focused on Attributes of good teaching.

Prof. S. K. Som,ME,IIT,KGP, delivered "What I consider as good teaching?".

Prof. Ray lectured on "Outcome based learning Washington Accord,NBA Guideline".

Prof. S Das Mondal introduced the website www.ide.iitkgp.ernet.in "National Mission Project on Education through ICT ". Practical session followed by this. Each participant made their curriculum and Prof Das Mondal discussed each design with its merit and demerit.

Prof. B Bhattacharya delivered the concept of Pedagogy Training and Taxonomies and Instructional Objectives and Communication and Presentation skills.

Prof. T Bhattacharya gave the conceptof “Research Methodology”.

Benefit of the course:

The term pedagogical purpose designates an learning activity an extra benefit rather than just delivering a bit of learned content. Meaning that by definition it is shared by the teacher with the learners.It encourages metacognition,and therefore will develop learner skills or build learning power as Guy Claxton would say. For example if a strategy is good for making comparisons such as venn diagrams, then by signalling this purpose the teacher creates awareness in their learners.Increasedindependence of students. Having a pedagogical purpose in every day lessons will assist students in enquiry based or problem based learning lessons. They will have a wider range of "tools" to get unstuck and learn by themselves. On task behaviour and the quality of work improves as students take each task seriously, after all each task has a purpose. Teachers plan better lessons as they stop planning "busy" task and start including focussed learning activities, which are easier and more productive in creating feedback loops to exploit. It increases teacher reflection on their classroom. Asking why strategies work will lead to asking how I can adapt this strategy which will eventually lead to creating your own. The next natural step in this process is Action research which is well documented as a very effective form of professional development. Teachers will dismiss the notion of having a teachers toolkit that they can dip into. Pedagogical purposes are an engineering factory allowing teachers to become more autonomousPedagogical purposes broaden the feedback a teacher can give. The research by Black and Williams indicates that good feedback should indicate where the students are, where they should be heading and how to get there. It is this final steps that pedagogical purposes fit best. They help develop a teacher’s pedagogical content knowledge, so teachers can develop multiple strategies to teach the same topic, understand and identify the misconceptions students are likely to have. Ultimately teachers are better equipped.