



TEACHING LEARNING CENTRE

Ramanujan College

National Faculty Development Program Skilling Program for Teachers

Developing Transformational Skills

15-21, December 2017

Program Idea Note:

Technology today is developing at exponential rate while thinking is growing at linear rate. To regulate the pace of technology, there is a need for the teachers to do exponential thinking. Teachers need the skill to transcend beyond formal learning or teaching. Learning or knowledge that simply serves the purpose of worldly existence is now easily available in the air. In the given situation, to reinstate legitimacy, a teacher needs to resume their predecessor's role of 'Guru' who could inspire students to transform blissfully. Inspiration to transform connects one to the interior self; while motivation to perform connects one to the exterior self. And it is ethical values that have got inherent potential of transforming spirit of motivation into inspiration. The biggest challenge, however, is to find many teachers and seekers of ethics. This is largely because most of us have become dishonest and thus consider honesty/ethics as fossils of museums or sermons of sadhus or unpractical subjects of the real world. We refuse to admit that in the real world we have become untrue or unreal. We are stuck in a millennial generation where loyalty is just a tattoo, love is just a quote, and lying is the new truth. We don't want a rule of ethicists, but a rule of the 'opportunists' who don't have 'the vision of truth', who don't know the true forms of Justice, Beauty and 'the good' and can't try to mould 'the world' accordingly.

Skills of a Teacher:

In modern education, the job of a teacher has become very complex. Different types of skills are required to teach effectively in a dynamic environment. These skills of a teacher have been classified into three categories, namely technical, human and enterprising skills.

Technical skill: It refers to the ability and knowledge of a teacher in using the pedagogy, tools and techniques involved in teaching specific subject. Ability in programming and operating a computer is, for instance, a technical skill. Teachers need technical skill to educate and train students. There are two things a teacher should understand about technical skills. In the first place, he must know which skill and what level of skill should be applied on particular student and be familiar enough with their potentiality to ask discerning questions. Secondly, a teacher must understand the role of each event organized and skill applied; and the inter-relationships between the events and skills.

Human Skill: It consists of the ability to teach effectively with, understand and inspire students both as individuals and as members of a class. Such a skill is required to win cooperation of students and to build effective study teams. Such skills require a sense of feeling for students and capacity to look at things from their point of view. A teacher with human skills is sufficiently sensitive to the needs and motivations of students so that he can judge the possible reaction to and outcome of various courses of action. He can resolve intra and inter group conflicts.

Enterprising Skill: It comprises the ability of a teacher to see the perspective of entire institution and the inter-relationships between its parts. This skill refers to the ability to visualize the academic pursuit as whole or to consider a situation in totality. These skills involve understanding abstract or innovative ideas,

constructing models and relationships, and anticipating economic implications of planned actions. It is the intellectual ability to coordinate and integrate all the institutional interests and activities. Such skills help the teacher to conceptualize the needs of the society, environment, and to analyse forces working in a situation. It also includes the competence to understand a problem in all its aspects and to use original thinking in solving the problem.

ETHICS APPLICATION FOR SKILL DEVELOPMENT

Workshop	ROLE OF APPLIED ETHICS IN TEACHING
Duration	7 Days (15-21, December 2017)
Target Audience	40 Teachers from all over India who are teaching social science subjects.
Objectives	<ol style="list-style-type: none"> 1. Assist teachers in improving the human face of teaching by equipping with the perception of deterrents of applying ethics. 2. Remind teachers that besides being moral exemplars, they are also expected to model ethical principles through their pedagogy. 3. Help them transform ethical problem into domain problem using moral reasoning, and emotional intelligence. 4. Examine how people can do without religion, but cannot do without inner values, without ethics. 5. Understand how ethics is the key to social life and means to integrate economy, politics, law, aesthetics, and so forth. 6. Discuss how ethical values improve teacher morale and impacts delivery, attitudes, behavior, discipline, and learning outcome. 7. Discuss that if vices like cruelty, violence, hate, vengeance etc. can be taught by some preachers; why can't values like benevolence, love, compassion, patriotism, ethics etc. by some teachers? 8. Help teachers to realize that the student will not invoke values, if it is one thing for him to learn values in the classrooms and is different thing in day-to-day situations.
	Schedule
Day 1	<ol style="list-style-type: none"> 1. Showing a documentary that can bring out our traditional culture of ethics and its impact upon learning outcome 2. To discuss millennial culture to make it more meaningful in contemporary settings, for instance – being Internet friendly 3. This process should arrive at some consensus on how to create a culture of ethics and improve human face of teaching.
Day 2	<ol style="list-style-type: none"> 1. Communication-skill Module: A module for the enhancement of analytical and communication skill is very important for teachers. Only then they can perform their transformational role effectively.

	<ol style="list-style-type: none"> 2. Videos and clippings giving information on wide spectrum of social, ethnic, class, gender, age, and occupation that are significant for evaluating ethical values and the diverse perspectives, Audios-short stories to develop listening skills and comprehension. 3. Talk on how to model ethical principles through their pedagogy.
Day 3	<ol style="list-style-type: none"> 1. Diagnostic Assessment Module: Every human is uniquely blessed with divine energy within. Admitting this, through this module the teacher should be able to tell the learners how to harness such energy individually and collectively. 2. Brainstorming session on: How to transform ethical problem of society into domain problem? 3. Just-a-minute on: How people can do without religion, but cannot do without inner values? 4. Lecture on: Ethics is the key to social life and means to integrate economy, politics, law, and aesthetics.
Day 4	<ol style="list-style-type: none"> 1. Situational Training Module: Through this module teacher should know that the student will not invoke values, if it is one thing for him to learn ethics in the classrooms and is different thing to engage with ethics in day-to-day situations. 2. Each participant would be required to write an article on their own in 3000-4000 words on 'Problems and challenges of teaching profession in India'. 3. Group Discussion on: How can ethical values improve teacher's morale and impacts delivery, attitudes, behavior, discipline, and learning outcome?
Day 5	<ol style="list-style-type: none"> 1. Inspirational Training Module: This module can help teacher realize that he can be role model in a society divided by factions and can inspire youth to rise to higher levels of thinking. We need to realize that 'All differences are of conduct, and not of kind, because oneness is the secret of every mankind'. 2. Evaluating visuals and pictures on unethical practices found in teaching. 3. Discuss that if vices can be taught by some preachers; why can't virtues or values by some teachers.
Day 6	<ol style="list-style-type: none"> 1. Ethics Sensitization Module: Through this module teachers would be enlightened with values. This module would suggest ways for emotional brain training in every institution to develop talents who can act as resource persons for the regular conduct and monitoring of skilling program. 2. Discussion on the various strategies that can be adopted by colleges to apply ethics in the teaching/learning.

	<ol style="list-style-type: none"> 3. Consensus, resolution and declaration of teachers attending the workshop on the possible role of ethics in teaching 4. Announcement of 'Best Paper' and 'Best Contributor' Award
Day 7	<ol style="list-style-type: none"> 1. Educational Trip, Networking, Feedback and Certificate Distribution

HOW TO REGISTER

All the participants are requested to register online visiting www.rcdu.in on or before 30th November, 2017. Registration for all the participants is mandatory. Only limited seats are available. Selected participants would be informed by 1st December 2017.

There is no registration fee; TLC Ramanujan College will provide the participants with the travel expenses of Air fare equivalent to 2nd-AC to and fro travel, whichever is cheaper.

Note: Participants would be required to pay ₹ 2000 towards accommodation during the entire period of the FDP. This amount also includes fooding expenses (availing the accommodation facility is, however, optional). You can also register giving your details directly through e-mail.

For further queries, please mail on: centreforethicsandvalues@gmail.com

VENUE- TLC, Ramanujan College, University of Delhi, Kalkaji, New Delhi -110019

FDP Organizing Team

- Dr. S. P. Aggarwal, College Principal and TLC Director
- Dr. T. K. Mishra, Convenor
- Dr. Vibhash Kumar, Co-convenor
- Dr. Nagender Pal, Organizing Secretary