

Reflections on Student Centred Learning and the Strategies to be Adopted by a Teacher

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The Director CLHRD from Mangalore conducted three day training programme for 61 teachers comprising 38 lecturers from college and 23 from SSKV Schools from September 28th through 30th September at S.S.K.V College of Arts & Science for Women. This programme was conducted to build self esteem through non correctional methods of training & to develop values and associated skills such as Technical, Conceptual and Human relations to participants.

This was in a way a recollection of learning which we learnt from the 10 day training programme in HRD in Mangalore. Those 10 days provided me with the solid knowledge and skills for developing my career, so to be back one more time with the learning's is quite interesting and also it is a powerful way to improve our learning and memory.

The first day of the programme started with the Day's Discourse on Classical teachers and Scholastic Education followed by the self analysis of the faculty, which analysed their ability to work with other people. The areas of earthly resources were discussed by classifying them in to animate(plant, animal and Human) and inanimate resources (land, water and air) and the human resources of an individual can be grouped under 12 heads such as Traits, Values, Interest, Skills, Situation, Cognition, Feelings, Imagination, Body system, Experience, Conscience & Will Power.

It is learnt from the listing of human resources that every teacher has to employ newer strategies, methods and techniques for developing the resourcefulness of the students irrespective of the subject she teaches. Every process of learning or testing or assessment of students should aim at developing their competencies. This was followed by a discussion on the justification of Taliban's in opposing Polio Vaccine which has taught the teachers to be a leader in a classroom influencing with their thoughts more than their behaviour and this will create a great impact on the students both in their thoughts and behaviour. It was quite interesting to see the teachers getting clear understanding of concept clarification. The provision of information normally stands as a first objective of a teacher in classroom. It has also taught us the need to develop different strategies, methods and techniques to be adapted in a classroom for skill development of the students.

The second session of the first day started with counting numbers. When the teachers were asked to count numbers from 1 to 61, they took 40 seconds; it was gradually reduced to less than 20 seconds by the third time of their counting. This taught us the way and means of developing the resources of the students. It was followed by the boiled frog handouts which gave us the learning of comfort zone of both the students and the teachers and we came to know about the need to critically evaluate concepts to discover more effective system of functioning. We came to know about the shift of mind and how to influence the content of the mind of the students and the breakthrough principles to be discovered by venturing new methods or new strategies.

In the afternoon session, from taming a donkey we learnt that the innovation and experimentation will make each class different, otherwise the classes will be a imitation or blind following of others. Boredom, ineffectiveness and disorientation can result in learning deficiencies. From making T & Nine spots we came to know about the role we have to play as a teacher by identifying the [potential of the students which need to be developed.

As a whole the first day of the programme taught us about the leadership role we have to play by guiding the students in learning and development and the quality of us depends mainly on the development of resourcefulness of the students besides the quality of their performances in academics

The second day learning started with a discourse on learning and development and it was followed by the topic on 'Freedom', which gave us a new understanding of the term freedom, which is nothing but a result of social compromise and we came to know about two absolute freedom which are not governed by social compromises-“thinking and Feeling”. In any situation the teacher should make assertive decisions to protect the freedom of all the

parties involved. Then we moved on to an interesting topic 'punishment'. when we were asked about what is punishment everybody started explaining the way the punishment can be, but the discussion gave us a clear picture of the word 'punishment' which is primarily a reduction of freedom. It has to be in the form of learning and development and this is followed by the discussion on personality and identity. The most important identity of any person should be 'Human' because all other identifies emerge from different areas of human resource and streams of virtual presence.

In the afternoon session we had a discussion on the skills we should possess as a teacher and the art of convincing which made us to know about the argumentation and refutation which needs employment of more social skills and we came to know about the learning possibilities of a teacher who can influence the students through her teaching by adapting different patterns of thinking skills and it's the responsibility of a teacher to help students to discover themselves, especially their qualities.

The third day of the programme started with a discourse on competencies of teachers. The teachers were divided into groups to give definition for words 'capacity', 'potential', 'competency', 'ability', 'teaching', 'facilitating', 'counselling', 'mentoring', 'discipline' etc., and we had a clear picture of the definition of these words after our discussion and this is followed by a blind walk which made us learn about the Trust we should have with others to build relationship.

The three day training programme created a great impact on us and we came to know that the need of the hour is the change we have to bring in the strategies, methods and techniques in transforming information, knowledge or concept or developing the competencies of the students.