

TOWARDS SELF-IMPROVEMENT : : AN EXPERIMENT

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1.0 INTRODUCTION

For the last few years, our technical education is suffering from acute shortage of experienced teaching faculty. Maharashtra state in the recent past has witnessed privatization of Technical Education, which brought up many self-financing Institutions. This has further compounded the problem. Low merited students and non-availability of teaching staff were the barriers for the colleges like ours which started functioning in rural areas. Attempts were initially made to approach senior faculty members from established colleges with a request to join us. These efforts could fetch hardly any success. The next alternative was to employ those who are willing to stay with us and prepare them over a period of time. Thus we were forced towards the exercise of building our own teaching team, which is rather a tuff and straining task.

2.0 NEED FOR FACULTY IMPROVEMENT

The greatest assets of a business are in its human assets and that the improvement of their worth/value is matter of, both, an advantage and moral obligation.

The survival and development of every institution mainly depends on the quality of man power, it employs and maintains. Skills and knowledge of the person working in the institution may appear adequate today, but what about future?

We believe, staff should be competent, trained and well-equipped which will help him to perform his duties to achieve aims

and objectives as laid down by the institution. In view of the job specifications of an Engineering teacher he is expected to acquire-

- Technical skills.
- Communication skills.
- Administrative skills.
- Human relationship.

The faculty must have in-service training to cope with above responsibilities. Readymade teachers for such complex requirements are practically rare.

Generally fresh graduates or those with less experience join self-financing Institutions. This may be stop - gap system or may be due to less job - opportunities elsewhere. These youngsters are not aware about expectations from them. Also lack of exposure to techniques of teaching is more common.

Engineering teacher has to cope up with technology changes via useful information available around, through workshops, seminars, courses etc. These resources are having their own limitations. Summer/winter schools are becoming very expensive. Moreover, initially participants from self-financing Institutions were not entertained for such schools.

3.0 STEPS TAKEN

In any case, we wanted to operate with long term goals by planning continuous improvement and by providing opportunity to every one to develop according to his maximum potential. It is possible for any Institution to take up more effective method

of updating the job related knowledge of teacher, provided there is will and desire. Our management and Principal are not exception to this.

- 1) Our Institution has encouraged higher studies/qualification improvement by deputing staff members to P.G.courses and Ph.D. Till date, 36 staff members have undergone this programme of which 70% have completed their courses.
- 2) Institutional task such as
 - Construction work through Department
 - Running of Production center.
 - Operating commercial service centre.
 - Learning resource development etc. are being assigned and closely monitored.
- 3) Participation in workshops/ seminars/ conventions/ exhibitions/ competitions was initiated.
- 4) Planning of class-room and laboratory instructions is made compulsory and is assisted through monitoring cell.
- 5) Moreover, the concept of Quality Circle is being implemented both for staff and students which I am going to discuss here, in details.

4.0 WHAT IS QUALITY CIRCLE

This is improvement and self improvement study group which offers every one the responsibility of quality. Its primary contribution is in improving knowledge and skills which can develop interest in the job. This further leads to job satisfaction, conflict reduction and building trust. Basically from Japan, Quality Circles then appeared on Indian screen. We tried it in academic environment with necessary modifications to suit our requirements.

5.0 HOW OUR QUALITY CIRCLE FUNCTIONS

(Refer our programme schedule, ANNEXTURE - I)

A topic relevant to teaching, is selected for presentation by two staff members every Saturday. The schedule is known to all at the beginning of term. Volumes on Training Technology Programme and other literature as required, is made available. All staff members are requested to attend these sessions. Demonstrations through OHP/Slide projector/TV-VCR are arranged to supplement the session. The presentation is followed by group discussions. Handouts on every topic are distributed to all participants in advance. A review session, in the form of test and feedback takes place at the end of academic term. Such meetings were generally arranged on Saturdays - a day very convenient for all staff members.

6.0 FEEDBACK

Initially

- Staff members were not serious enough.
- The purpose was not supported by all.
- Resistance to evaluation through test was also remarkable.

But, when similar sessions for our first year students were incorporated in their time-tables, our staff members realised importance of the programme. They were in a better position to guide the students. Our Trainer's Training proved to be useful during class-room lecturing. The faculty members sensed the need of such programmes and we noticed slow but definite positive change. Thus the initial resistance disappeared and now the tasks are agreed upon by all.

7.0 ADVANTAGES

- i) Less expensive, since Institution based.
- ii) Convenient to attend, ensuring larger participation.
- iii) Benefits such as Library of transparencies, slides and booklets of Handouts for ready reference.

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- iv) Better relationship with Audio-Visual aids.
 - v) Level of potential enriched.
 - vi) Harmonious relationship.
 - vii) The presentation enables every individual to utilize intelligence, skills and creativity.

8.0 SYSTEM, WEAKNESSES OBSERVED

- i) The topics generally dealt more with focus on skills. Knowledge front is yet to be directly attacked.
- ii) Limitations of an individual in information collection and presentation.
- iii) Limitations of large group size such as space, seating arrangement, concentration etc.

- iv) Topic of choice may not be always assigned.

9.0 CONCLUSIONS

No one enjoys being told his faults. On the other hand, competency develops through knowing strengths rather than focussing on weaknesses. We plan to provide opportunities to expand skills to take over complex tasks. Continuity of efforts is the major way to success of any project undertaken. We started in 1989, and it is a wire-drawn process. We wish to extend such facility for all students, non-teaching and instructional staff. In future, we propose to assess our teachers with respect to Style, Appreciation, Speed of writing/explaining and so on. This will lead to Zero Defects, an ideal situation, which we all aspire for. Under present circumstances, our Saturday Meeting approach appears to be a right step in the right direction.

ANNEXTURE "A"

*K.E. Society's College of Engineering & Polytechnic, Rajaramnagar Dist. Sangli.
Pin - 415 414.*

NOTICE

Date : 28/12/90

QUALITY CIRCLE PROGRAMME FOR - 1990-91.

Dear staff members, we have already organised & conducted four sessions under above mentioned programme. We propose the following schedule of programme for Second Semester.

- i) Venue : Visweshwaria Hall.
- ii) Time :- 3.30 to 5.30 pm.
- iii) Attendance is a must unless & untill informed eariler.
- iv) There will be no change in the scheduled programme in any case.
- v) Electrical department is requested to arrange for PA. system, OHP, Slide projector & Audio cassettes for every session.
- vi) Staff members to refer "Training Technology Programme" (7 Volumes) available in Library for their preparation of all these topics.

Sd/-
Director, Quality Circle Program.

Sd/-
Principal

Schedule of Programme

Sr. No.	Date	Topic	Staff Members
1	05-01-91	Use of Teaching aids.	S.V. Manjubath S.R. Mahajan S.A. Patil
2	12-01-91	Techniques to prepare students for exam.	S.S Kulkarni S.S. Gramopadhye S.M. Sawant
3	19-01-91	Demonstrate respect, love sympathy in learners.	P.J. Awasare S.S. Gramopadhye S.M. Sawant
4	02-02-91	Faculty student relationship	P.P. Deshpande S.R. Patil Miss. A.B. Patil

(P.T.O.)

5	09-02-91	Learning, thinking and problem Analysis.	Miss. M.S. Desai S.M. Jamadar P.D. Kumbhar
6	23-02-91	Students Awareness for professional abilities and responsibilities.	P.R. Sawant D.B. Kulkarni Bimlesh Kumar
7	02-03-91	Attitude development of teachers.	S.A. Lokare P.M. Mohite B.V. Kumble
8	09-03-91	Develop concepts / principles for demonstration	P.S. Patil S.H. Sawant K.D. Sapate
9	23-03-91	Oral questioning technique	P.D. Sathe H.S. Jadhav S.P. Patil (Elect.)
10	30-03-91	All round personality development of students	S.N. Kulkarni P.D. Jadhav P.G. Joshi
11	06-04-91	Effectiveness measurement of Lecture & limitations of class-room teaching	J.V. Kulkarni A.K. Hippargi S.K. Kamble
12	13-04-91	Conducting seminars and projects.	S. Murthy S.H. Patil T.J. Paulson
13	20-04-91	Relevance of Teaching with field work	H.G.Patil S.V. Mahajan B.K. Shaikh
14	27-04-91	Professional Ethics	S.P. Patil (Mech) Dr. B.P. Nikam A.A. Keste.
15	04-05-91	Review	N.H. Deshpande G.R. Kulkarni S.M. Khot R.A. Kanai

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