"We had an outstanding lecturer Mr. Pradeep Tiwari should be the example of all lecturers at USP. He is kind, supportive of students and goes out of his way to help us all in areas we are weak or unfamiliar or confused in!" (LW110 SEC 2016.1 #1:49) "I love my lecturer because he was the best lecturer I ever come across in my life (LW201 SEC 2016.1 #8:62). “Mr. PK Tiwari was god sent, he was the best and still is and always will be. A great teacher” (LW201 SEC 2016.1 #8:64) "I find Mr. Tiwari’s methods and approach the best way to keep the interests of students in their study. The School of Law must adopt his methods (LW112 SEC 2017.2 #9:110). “For the duration of my study at USP, I do hope to be under his tutelage where possible for he has made a very favorable impression. He is one of the best Lecturer. I hope he gets the trophy/medal for Best Lecturer” (anonymous teaching award nominee 2018).

Introduction

I am honoured to have been selected winner of the Faculty Teaching Excellence Award in the Faculty of Arts, Law and Education, and to be considered for the 2018 Vice-Chancellor’s Prize for Excellence in Teaching. I am also humbled by the nominations that have been submitted by my colleagues and students. I begin this portfolio with my teaching philosophy and expand on this in the context of my concerted efforts with which I meet my day-to-day responsibilities to my students, and to the university at large. I have addressed each of the criteria with outcomes-based evidence and supporting comments from the Student Evaluation of Courses (SEC), and the FALE Award nominations.
My Teaching Philosophy

Teaching is my strength and my passion. This is what drives me. I am extremely lucky to be able to fulfill my childhood dream; teaching. And to be selected the winner of the Faculty Teaching Excellence Award, is even more satisfying and encouraging.

Three concepts are core to how I understand my role as a teacher of law. They are:

- My conviction of the importance of the teacher-student relationship;
- My belief that learning should be transformative;
- My emphasis on connecting students' learning experiences with real life situations.

Broadly, I see my role not only as a learning facilitator, but a mentor. One nominating student writes: "Yes, you are blessed to have such a wonderful teacher and mentor on your teaching staff." Another student writes in the 2016.1 SEC for LW112 #90: "The best thing is to have a tutor/lecturer/mentor like Mr. Tiwari". As a teacher of law, I feel an incredible responsibility to society to produce not only the most knowledgeable lawyers as possible, but nurture citizens who respect the rights, beliefs, and opinions of others.

I constantly improve my teaching through self-reflection, reflection on student feedback (SEC), and peer/mentor reviews. "Mr. Tiwari is an excellent educator; he delivers his lectures and tutorials well, making it easy for students to understand" (LW112 SEC 2016.2 #40). In addition, the impact and effectiveness of my teaching philosophy in practice is evidenced in my discussion of the following criteria for the award:

Approaches to teaching that influence, motivate and inspire students to learn

I use a range of methods and approaches to teaching that influence, motivate and inspire students to learn. "I find Mr. Tiwari's methods and approach the best way to keep the interests of students in their study. The School of Law must adopt his methods" (anonymous student wrote in LW112 SEC 2017.2 #110). However, when I joined the School of Law, one question that really haunted me was how can I make my class lively and interesting? I had no clue whatsoever because I joined the teaching profession from a totally different background. It was not long that I found
the answer to this question. And the answer was **relationship building**. Like all relationships, the foundation for success is mutual trust. So that's exactly what I did in my first lecture. I entered the lecture theatre 10 minutes before time. I deliberately did this to get an impression of who my students were? The lecture hall was almost jam-packed. All students were anxiously looking at me; perhaps they were trying to judge my temperament. Some students greeted me with a smile; while others appeared to be confused. As soon as I smiled; the escalating tension in the hall immediately came to a halt. I knew my job was done. I understood my students; and, perhaps, to some extent, they understood me too. A nominating student writes: "A very learned lecturer with such high calibre and a very simple and humble person with excellent personality." I immediately perceived that they were looking for a **friendly learning environment**. While another writes: "He makes the class lively and the learning atmosphere is very friendly. He is very prompt in response and he is very punctual." This was the beginning of the lasting **teacher-student relationship**. A friendly environment encourages students to actively participate in class and facilitates learning. The positive impact of this approach is also evidenced in the following anonymous teaching award nominee and SEC comments:

- "**Mr. Tiwari always encouraged a friendly learning environment ...checked tutorials individually to ensure that we all worked on own answers and not group work only.**"
- "**The delivery done by P. K. Tiwari was excellent**" (LW112 SEC 2016.2 #1)
- "**Mr. PK Tiwari ... was very friendly and approachable**" (LW112 SEC 2016.2 #6)

Additionally, **confidence building, accessibility, and student-caring** are other approaches; I adapt to influence, motivate and inspire students to learn. In every class, there are some very vocal students, some capable of speaking, but who lack confidence; while others are simply too shy to speak. I **encourage every student** to speak/participate in class. After a couple of classes, this is clearly evident -- who can talk readily and who can’t. So, I accordingly phrase my questions. In order to develop **confidence**, I ask easy and leading questions. A student in LW110 writes: "**I gained confidence in speaking in class**" (SEC 2018.1 #4). Sometimes I direct my question to a couple of smart students before I ask a student who is shy. This approach has a positive impact on students' attitude towards learning. To develop further confidence, I never embarrass any student even if the answer is incorrect. I make sure that they learn the correct answer(s). If they answer correctly, I give positive comments such as, "**excellent**"; or "**well**
done”; or “good”; inspire students to learn. This approach too has a positive impact on students. This is evidenced in the following anonymous teaching award nominee and SEC comments:

- *The lecturer (Mr. Tiwari) was very supportive and kept the students engaged in lectures and tutorials* (LW112 SEC 2016.2 #59)

- “*LW201 course has an excellent Lecturer here in Laucala...build my confidence in undertaking the course freely and willingly.*” (LW201 SEC 2018.1 #2)

- “*Very interactive, encourages all students to participate, gives every student room to speak. Pushes students to dig deep. Always punctual, ready to listen, dresses very well*” (Anonymous teaching award nominee)

- “*Mr. Tiwari is indeed a professional, patient and helpful person. He helps students who are willing to learn, answer any relevant questions about the course and employs innovative methods of teaching.*” (Anonymous teaching award nominee)

As far as accessibility is concerned, I have an open door policy for consultation. Apart from the normal consultation hours that I allocate, I set out to be accessible to every single student, creating a teaching environment that helps all learners reach their full potential. “*Mr. Tiwari always avails himself for students during consultation hours*” (LW201 SEC 2017.1 #19). My conviction is that student-caring is one of the most powerful methods to influence, motivate and inspire students to learn. To achieve this objective, I tell my students that it’s not only your challenge to do well in this course, but it’s my challenge to deliver the course in a way that you understand and ultimately do well. Therefore, ‘you are not alone on this journey, I am with YOU’ – we’ll work together to achieve our goals. Finally, in the first lecture, I give students study tips such as, how to read the topic guide and make notes, how to read the cases and prepare case briefs, and how to prepare for tutorials. At last but not least, the most crucial tip – ‘get hold of the past year exam papers now’, and analyze and evaluate the papers to see the focus areas, strength, flow, and types of questions. I basically share my own experience as a student. For a lot of students, these study tips have really helped them to improve performance. Relationship building reduces the customary gap between teacher and learners and enhances learning. I treat all students equally. “*He is not biased and is a fair decision maker.*” (Anonymous teaching award nominee) “*P. K. Tiwari is always impartial, honest and fair when grading and giving feedback*” (LW110 SEC 2018.1 #26).
Additional comments also suggest that this approach has a positive impact on students:

- "The way he (sir) Explain is really good and easy to understand." (Anonymous)
- "Mr. Tiwari is really good in explaining the concepts" (LW112 SEC 2015.2 #13).
- "It was really motivating. Tiwari explained the notes clearly and simple. It’s what we law undergraduates want" (LW112 SEC 2016.2 #59).
- "Mr. Tiwari explains the notes very well. I also want him as the lecturer for LW202 (LW201 SEC 2017.1 #1).

My next core concept is that learning should be transformative. According to Marie, "learning is a two-way process; we expose our existing ways of knowing to new ways of knowing, to challenge and transform our view of the world." As such, I use innovative ways of teaching so that my teaching is capable of changing a person’s perception or promoting a shift in viewpoint.

"Mr. Tiwari employs various interesting, interactive and innovative methods during lectures. Apart from explaining the lecture slides, he also gives additional relevant information where possible." (Anonymous teaching award nominee) In order to achieve this, I quickly create scenarios to generate more complex discussions /arguments so that students develop critical, legal and analytical skills. An anonymous student writes about his/her learning experience as: "It was great. Involving students to be critical, effective and independent in learning and enhancing their knowledge and capabilities" (LW110 SEC 2016.1 #37). I divide the class into groups and debate on specific case laws. I give scenarios to the students and ask them to write judgments – as if they were presiding the matter. "All lectures and tutorials were well covered and lecturer and tutorials Mr. Tiwari gave excellent examples and case studies to understand the concept of the topics." (LW110 SEC 2018.1 #10). The objective here is for students to develop thinking. As such, student engagement is an integral part of my approach to teaching to achieve this. Some anonymous students’ comments are: "I enjoyed Mr. Tiwari’s lecture. Well executed. I have personally seen students strongly wanting to attend LW110 since I believe he engages everyone" (LW110 SEC 2016.1 #7). "The lecturer (Mr. Tiwari) was very supportive and kept the students engaged in lectures and tutorials" (LW112 SEC 2016.2 #59)

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1 Marie McEntee, 2015 Tertiary Teaching Excellence Award, Sustained Excellence, School of Environment, The University of Auckland.
Last but not least, I try regularly to expose students to real life situations and imagine themselves in practice. To stimulate their interests further, I share my experiences as a former government prosecutor. I quote from live court cases (local and abroad). I draw their attention to legal jargons, and give tips as to how a counsel should appear in court. This not only promotes scholarly values, fosters a sense of commitment, and develops critical thinking skills, but influences, motivates, and inspires students to learn further. In addition, I always encourage students to speak loudly and clearly and I make them project their voice so that the entire class can hear them. This is extremely important because when they go to court, no matter how cogent/persuasive their argument is; if the bench is not able to hear them, the purpose of their argument is defeated.

Therefore, I encourage students to think of themselves as practitioners and project their voice accordingly. This is a great boost to them. The following anonymous teaching award nominees and SEC comments suggest that this approach has a positive impact on students:

- **Mr. Tiwari is an intellectual person, he teach more beyond the context of the course, he is a man full of wisdom, he believe in outcome. I therefore recommend him.**

- **Through his experience in a dynamic field.**

- **Mr. Tiwari knows how to capture our attention. This is why Law Practitioners should teach law and not those trying to climb up the academic ladder, too much theory from these people (LW201 SEC 2017.1 #21).**

- **Mr. Tiwari is an excellent lecturer and he has made it an excellent learning experience. He constantly encourages the students to do their best. He is very helpful in terms of learning (LW201 SEC 2017.1 #5).**

- **Experienced Law Practitioner teaching us who simplifies the subject matter (LW201 SEC 2017.1 #52).**
Development of curricula and resources that reflect a command of the field

Creating an environment where the students successfully learn is fundamental to my philosophy. I plan and teach in ways that create opportunities to learn, engage students and promote effective learning. I use research-led approaches in developing my teaching resources and assessments. I plan and design the course in a way that facilitates learning. I ensure that there is a tight alignment of learning outcomes, pedagogy and assessment in my course. USP as a regional University, I always keep in mind the diversity of students and with different needs. I do provide students with a clear coherence of the subject outcomes, content, resources and assessment tasks that promote and support learning. I draw my teaching strategies and assessment task as follows:

Planning at course level

I begin the course with a warm and cordial welcome. Then, I introduce myself to the class with my contact details and consultation hours – and my open door policy; followed by ‘Course Description’. For instance, Commercial law looks at the basic laws that regulate the conduct of business and commercial activities in the USP region. Here, I highlight the importance of the course, why it is taught this semester, and how it is connected to the overall LLB program, and beyond. This is linked to ‘general relevance to all Course Outcomes; and particular relevance to with the Law Programme Outcome (2018) 1.’ Then, I go through the entire ‘Course Outline’ in great detail so that the students exactly know what is expected in the course. After that, I briefly outline all the topics covered in the course; and how is it related to each other. By doing this, the students exactly know the entire scope of the course and what is to follow on a weekly basis. This demonstrates knowledge of the topics covered in the course, clear objectives of the course, expectations of the students, and research-led approaches to learning and teaching (Schedule 2 &3). This is linked to Course Learning Outcome (2018) 1, 2, & 3). The positive impact of this approach is evidenced in the following comments:

- “Gave additional readings, provided useful information and encouraged from the beginning”.

- “Mr. Tiwari is a very learned staff and I really enjoy his teaching methods. He makes the class lively and the learning atmosphere is very friendly. He is very prompt in response and he is very punctual.”
Then, I go through the assessment, assessment regimes, tutorials, additional readings and cases. These detailed descriptions not only gives the students a clear understanding of the course, the purpose of the aligned activities, but it also gives a sense of the bigger picture. The attached ‘tutorial and assignment’ questions clearly demonstrates that the assigned tasks meet ‘general relevance to all Course Outcomes; and particular relevance to Law Programme Outcome (2018) 2, 3, & 4. In fulfilling Law Programme Outcome (2018) 5 & 6: I design the tutorials as such that the student is able to demonstrate, both personally and professionally, the principles of ethics and the standards of legal professionalism; and develop problem solving skills and reform. This is my planning at course level, which is different from planning for each session.

Planning for each session

Apart from the traditional study guide, powerpoints, lecture notes, and readings, I use a variety of innovative approaches to create an environment conducive to learning. I begin my lecture with a ‘proverb’ and relate it back to the course/topic. For instance, “The law is to serve the people, and not vice versa; and no one is above it” – Lord Denning. This reinforces the importance and supremacy of law. On the other hand, for ‘Formation of Contract’ - Offer’, the ideal proverb that I use to explain the implications of offer and acceptance is: “Good offers are never rejected” – Mahatma Gandhi. This not only enhances the students’ knowledge, but at the same time makes it interesting. Then, I move on to outlining programme objectives, course objectives, topic learning objectives, learning outcomes, prescribed readings, prescribed cases and finally, the lecture overview. The positive impact of this approach is evidenced in the following anonymous teaching award nominee and SEC comments – Schedule 4.

- “Well-presented lecture notes and cases summarized. Giving out quizzes and Assignment” (Anonymous teaching award nominee).

- *For me it was the lecturer’s (Mr. Tiwari) delivery during lecture and in tutorials, in that, he is able to help make me understand* (LW201 SEC 2018.1 #46).

- *The delivery done by P. K. Tiwari was excellent* (LW112 SEC 2016.2 #1).

- *Mr. Tiwari did an excellent course delivery* (LW112 SEC 2016.2 #52).
Another signature technique I use is to begin with a ‘joke’ just to ease the students and switch of
mind. “Mr. Tiwari was always very encouraging and ensured that the course was enjoyed,
especially when he would take time to crack a joke... just to drive a concept home... light
moments such as making a joke tends to lift a bit of the pressure off, especially since ....”(LW202
SEC 2015.2 #11) After that, if I have any announcements to make, I do that, followed by a few
questions based on the previous week’s topic i.e. ‘Self-Test’. Here I ask simple questions such
as, what was the topic for last week? What did we do on that topic? What did you learn from
that topic? My objective of the self-test is twofold: one, to do a quick revision of what we did
last week; and two, to engage the students. Then, I move on to my next slide which is ‘Recap’.
And then, introduce the new topic. As mentioned in criterion 1 above, I give a lot of examples so
that it’s easily understood. Some case laws are very long and complex; thus, I give out case
summaries so that students can follow. Then, a summary of the key points; reminder to read
cases and readings; and finally, introduce the next week’s topic. I am of the opinion that,
learning is dependent on the relationship between the learner and the teacher. If students like
their teacher, they are bound to like the subject. Consequently, students are more likely to attend
class. If they attend class, they are more likely to learn. The following comments suggest that
this approach has a positive impact on students:

- “Giving very easy examples from the perspective of a student and not lecturer which
  made it very easy to understand the concept of that particular topic and notes.”

- “Mr. Tiwari is well versed with the Law program. His knowledge and the ability to
  explain with examples on any topic makes learning interesting. With examples it becomes
  very easy to remember concepts.”

Additional comments from my nominees on this criterion are described below:

- Well-presented lecture notes and cases summarized. Giving out quizzes and Assignment.

- He use the following - require course material - additional material - he use his
  experience as a legal practice to advice student. By doing this, he influence and motivate
  us through experience.

- Lecture slides, extra reading material on moodle, and is always available via email or
  consultation at his office.
On the other hand, sometimes things just ‘pop up’ in the lecture which I never anticipated. So, in such circumstances, I immediately tell students that next week I will give you a brief account on this to enhance your understanding of the concept(s) involved. Therefore, it's not just the overall course plan that is crucial, but plan for each session as I go alone. “P. K. Tiwari always gives us work that relate to our studies and always gives us additional readings that isn’t too time consuming to go over” (LW110 SEC 2018.1 #24).

**Facilitating learning**

In order to facilitate learning, I always give ample examples so that students fully understand the concepts. I place additional readings and cases on Moodle to inspire them to learn. I give web links on Moodle so that students search and read materials. This enhances students’ research skills. Some case laws are very long and complex. Thus, I give out case summaries so that it’s easy for them to follow. I make sure that the teaching methods used and the assessment tasks are aligned to each other. This is evidenced in the following comments:

- **Using case laws, giving examples as per his experience and also informing the students the actual concepts of a topic by elaborating more on the lecture slides.**

- **His lecture recording and lecture slides are useful and more detailed.**

- **Mr. Tiwari gave model answers to questions and this guided us as to how we should attempt the questions. It also provided reference to extra readings or laws that assisted in learning.**

- **Provided with lot of assistance such as giving such real life examples of cases, etc.**

Although the lecture capture is uploaded to Moodle within 36 hours, soon after the lecture, I upload the lecture power-point slides and podcasts so that the students can listen and write their notes while it is fresh in their minds. This approach further support learning. One nominating student writes: “Quiz, lectures, lecture podcast, power point slides, topic guides, overall course outline, study task and review questions very good” (LW112 SEC 2016.2 #66).

Please refer to Schedule 2: Teaching and Learning for specific details.
Approaches to assessment and feedback that foster independent learning

Assessment is an integral part of teaching and learning. Given that USP is a regional University, with a diversity of students from different background and with different needs; I use a variety of assessment and feedback strategies to motivate students and support learning that is most effective for them. I set short-term learning goals while recognizing and acknowledging a larger purpose, i.e. achieving certain milestones, and prepare them for the future. Assessment is only for development purposes. The careful alignment of assessment and feedback activities is vital. The implementation of the RSD framework into LW courses has helped to meet the specific aims and objectives of the course for student learning (Schedule 2).

The assessment methods used in the past were all summative, i.e. two short answer questions and one major assignment. Not many students could do well because they were not used to the kind of independent and critical thinking that these sorts of assessments measure. Consequently, some students lost interest at an early stage and withdraw from the course. To counter this shortfall, I have introduced various measures to work around this problem, such as, the online tests/quizzes.

One such strategy is the 'weekly online test'. Currently, we have weekly online tests for LW112. I have an online test for LW372/472. Students cannot achieve high marks unless they thoroughly read all the materials (topic guide and additional readings), do all study tasks, and attend tutorials. Although this online test carries a small fraction of the total marks; it encourages students to work hard and achieve full marks. Conversely, if the students did not get good marks, they know that more effort is needed. Perhaps, they can go back and check where they went wrong. This is possible because an automatic feedback is provided for each online test once it is closed. Since all assessments are connected, these online tests build a good foundation for students to do well in the major assignment, and eventually, in the final examination. I make this clear to all students so that they are not left behind or miss any assessment. My experience shows that if students constantly work hard, i.e. do all assigned tasks on a regular basis; they achieve good grades.

As a law teacher, the other major hurdle is 'plagiarism'. Traditionally, this has held back students from achieving good grades. Not because they plagiarized; but because they have a high similarity index. Since they all use the same concept, and simultaneously, same case laws; similarity index is bound to increase: Schedule 2.9 and 2.10.
However, the problem associated with this is that when students see a high similarity index, they get frustrated and go back to their submissions to change certain words and phrases to lower the similarity index percentage. In doing so, they change the meaning of certain words and phrases. As a result, fail to achieve what they could have. The solution that I suggest is, to reference their work in accordance with the School of Law Referencing Guide to avoid being penalized or the need to change words and phrases. If they reference their work properly, high similarity index is not an issue because they all use the same concepts and cases. This encourages students to learn, build self-confidence, and develop academic writing skills.

For the purpose of consistency, I personally mark all the assignments and exam scripts my-self. This is also important from the perspective that if I mark the assessments myself, I would be in a better position to give a more constructive feedback. As such, I give my students a timely and comprehensive feedback (individual and general), so that they learn from others mistakes too. A regular and timely ‘feedback’ is extremely important. From past student evaluations, I noticed that my students have commented consistently positively on my feedback style. Some of the comments on assessment and feedback are as follows:

- “By giving feedbacks on assignment and tutorials.” (Anonymous student/nominee).
- “He provided individual feedback system.” (Anonymous teaching award nominee).
- Mr. Tiwari’s feedbacks were efficient and timely” (LW112 SEC 2017.2 #48).
- “Mr. Tiwari gave consistent feedback after every submission” (LW372 SEC 2016.2 #3).
- “The feedbacks are very timely, which really helps in self-assessing our work” (LW112 SEC 2016.2 #39).
- “Tiwari get to know us personally. I trust his feedback because he monitors us” (LW112 SEC 2016.2 #50).
- “My lecturer PK Tiwari is hands down the best lecturer in the world who is brilliant and most helpful and always gives timely feedback.”
- Creates a learning inductive environment ...and literally helps maximize learning” (LW201 SEC 2016.1 #9).
Another point worth noting is responding to student emails. I believe this is very crucial to keep the students motivated and intact. I always respond to student email within minutes or hours. Sometimes my responses are like ‘chat’ – instant response. "Mr. Tiwari was quick to respond to any emails pertaining to the course and assessments" (LW112 SEC 2016.2 #48). "The lecturer responds in a timely manner to query and questions. Thank you" (LW112 SEC 2017.2 #56). "He reply email and queries on time - he open up to student for discussion." Failure to respond to students’ emails leads to distrust, and discourage student’s learning.

On the other hand, a good strategy is needed to foster independent learning. For instance, from time to time, I flag on important due dates for online tests, assignments and other assessments. I constantly remind students that USP tutorial attendance policy requires that face to face students MUST attend at least 60% of the tutorials to be eligible to pass the course. I urge students to attend tutorials 100% and not just the minimum 60%. If they feel that they can attend 60% of the tutorials and pass the course; they may or may not because all the assessments are connected.

I give a variety of assessment tasks; such as, online tests; study tasks; weekly tutorial questions; quizzes; and individual assignments. In all these assessments, I integrate assessment strategies and/or the RSD Marking Rubric with the specific aims and objectives for student learning. As such, I implement both, formative and summative assessments in our courses; adapting assessment methods to different contexts and diverse student needs to enhance their ability of critical thinking and analytical skills: Schedule 3.
Respect and support for the development of students as individuals

Most people like to be addressed by their names. In my opinion, when you call someone by name, it creates a sense of closeness. More so, I like to know my students by their names. The following anonymous and SEC comments suggest that this approach has a positive impact:

- “Mr. Tiwari addressed us by our own names. He made an effort to learn our names which was very kind of him and he also used encouraging words like excellent and he continuously reminded us on the important aspects of the unit.”

- “Addressed us by name, spoke respectively, made us feel at home. In fact as a mature student I felt like quitting but Mr. Tiwari changed my mind.”

- “The fact that Mr. PK Tiwari knows all his students names! That is the best things that keep us on our toes” (LW201 SEC 2018.1 #30).

This is an overwhelming comment. I am very grateful to this anonymous student that, my contribution as a teacher, has made a difference in someone’s life. Nevertheless, professionalism and ethics play an important role in the development of students as individuals. Generally, I am very cautious with language. I always make sure that the language I use is non-discriminatory, not based on any gender, race, age, disability, culture, religion or politics. I talk to all students in my class. “By appreciating the answers given by students and most importantly NOT using any indecent or vulgar language to offend students including female student and gay students”

I always greet my students with a smile and talk politely. I have never dealt with them in haste. I attend to their queries promptly and thoroughly give encouraging feedback. I allow students to ask questions during the lecture too. My objective is that no student should go home with any doubts. Sometimes, I share my personal experiences with students. My objective is for them to learn something positive, and avoid making the same mistakes I did. This influence the students overall academic, social and cultural experience of higher education. The following anonymous teaching award nominee comments suggest that this approach has a positive impact on students’ learning ability: “Always encouraged and helped those who were willing to learn.”; “Help every student equally.”; “He always put himself to student shoe.”; “He treat everyone as equal.”; and “By learning to them and helping out regular basis.” (Anonymous teaching award nominee)
Scholarly activities that have influenced and enhanced learning and teaching

Depending on the context, I share my experience as a former prosecutor in the DPP’s Office. They get fascinated with the drama. In 2014, I presided as a judge in an advertisement for the School of Law. This advertisement later appeared in the newspapers and also aired on Fiji One. In 2015, one of my colleague and I did a moot court for Land Management students. For the past four years, I have been assisting the School of Law as a judge in Moot Court competitions. The following comments suggest that this approach has a positive impact on students:

- “Giving excellent examples as per his career in law with examples relating to work in DPP’s office.”
- “He used real life examples and related to us in a way we could understand.”
- “He detailed in level of studies.”

Nevertheless, to a great extent, my teaching philosophy was nurtured when I was a student here at the School of Law, USP. I am fortunate to have been taught by mentors as Professor Don Paterson, Professor Mohammed Ahmadu, Professor Stephen Offie, Professor Jeniffer Corin, Professor M. D. Sharma, Dr Jessie Chella, and Mr Peter Fulcher all of whom have influenced my perception and style of teaching.

I am a Member of the Bookshop and Library Committee. I assist the School of Law at University Open Day. I regularly meet and update PASS Mentors to enhance learning and teaching. At last but not least, dress code plays a vital role in motivating, inspiring, and influencing students. As a lawyer, I accordingly dress. Additional positive comments made by the students are as follows:

- “Gave useful and relevant information relating to our topics and coursework in general.”
- “Well explained.” “He always encourages accuracy and work done.”
- “Mr. Thwari always did revision of the previous week’s topic before moving on to the new topic. He would tell us how the topics are related. He taught contracts this semester and all topics are linked. He took us step by step.”
- “Giving real life examples.” “So far so good.” Recommend him for higher awards.

Please refer Schedule 3 – Student Support for details.
Conclusion

Finally, in my opinion, teaching is not only about developing students into the next generation of leaders, scholars, world-leading teachers, and so on. But it's about nurturing students who learn to respect the rights, beliefs, and opinions of others. Power, prestige, and wealth make some people blind. As a teacher, I believe it is my duty to transform the students' perception of the world today, for a better tomorrow.

My conviction of the importance of relationship, has made me a better teacher. When I was a child, my parents taught me to be humble, helpful and respect others. This is what I teach my students. I live what I teach. I cannot separate who I am as a teacher from who I am as a person outside of the classroom. *Let's become a human first* — *success will certainly follow*. By being humble, I influence, motivate and inspire students to learn. This is my biggest strength! Last but not least, some comments provided by my colleagues are as follows:

Comments on the Performance of Mr Tiwari's Teaching

Mr. Tiwari demonstrates skills relevant to the subject area(s) taught. He bases instruction on goals that reflect high expectations and an understanding of the subject. Further communicates clearly and checks for understanding. In addition designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes. Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Wins all students' respect and creates a climate in which disruption of learning is unthinkable.

By Dr Wilfred Golman
School of Law
Statham Campus
Dear Tiwari,

I am happy to support your application for the VC's Award for Excellence in Teaching. You were the Laucaia co-ordinator for LW112 at the time when I was overall co-ordinator last year, and I always found you very co-operative and willing to assist in any way that would assist the presentation of the course on Laucaia Campus. When I asked for suggestions about questions for the final exam you willingly contributed several helpful suggestions. Best wishes for your success, Don Paterson

Professor Don Paterson,
Emeritus Professor of Law, School of Law
The University of the South Pacific, Emalus Campus, Port Vila, VANUATU
Email: donald.paterson@vanuatu.usp.ac.fj; Phone Contact: +678 22748, ext. 127

I have known Tiwari for more than two years and I worked with him in S1, 2017 and 2018 as team for LW202 Contract Law. Tiwari is a knowledgeable and patient teacher, who demonstrates passion for his job and affection for his students. I was impressed when he told me he advised students in week 1 to set aside time for DC in addition to their study. His students would ask what DC was and he would explain DC meant [please fill in] near the USP Lautala campus to the laughers of the students. I think that exemplifies Tiwari’s ability to stimulate curiosity, his engaging manner of teaching, and how much he cares for his students. I wholeheartedly support his nomination for the VC’s Excellence for teaching.

Dr Lili Song
School of Law
VANUATU

I have worked with Pradeep since he joined the USP academic teaching staff in the second semester of 2014. We have both taught LW112 Legislation and LW201 Contracts together, with Pradeep taking the face-to-face classes in Fiji and myself the online sessions. He is an organised and reflective academic engaging students comfortably in the learning process, and is most supportive in his dedication to their academic development.

Dr Jessie Chella
Deputy Head of the School of Law
Emalus Campus, PMB 9072, Vanuatu

**Plans for the future**

Now that my concerted efforts have been recognized; I have increasingly been asking myself; “What next”? This reminds me of what Robert Frost said: “I have miles to go before I sleep......miles to go before I sleep”. I think it’s a ‘calling’ for a PhD.

I thank the selection committee for taking the time to consider this expanded portfolio for the 2018 Vice-Chancellor’s Prize for Excellence in Teaching.

Submitted on Friday, 27th July 2018

The End