

Reports of Faculty development Programmes (FDP), professional development/Administrative training programs organized by the college in the Academic Year 2017-18

Sr. No.	Title of the Programme	Target Audience	Page No
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NET/ SET Guidance Lecture Series for Commerce, Management and Computer Science & Applications

Organised by: IQAC-VSIT

Date: 23rd October to 27th October, 2017

Time: 10:00 AM To 5:00 PM

Duration: 30 hours

Venue: X- 018, X – 001, M - 101

Attendees: 64 Participants

VSIT | Vidyalankar School of
Information Technology
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**Internal Quality Assurance Cell of VSIT
Organizes**

**NET/SET Guidance
Lecture Series**
(for Commerce, Management & Computer Science)

Date:- 23rd Oct to 27th Oct 2017

Schedule		
DATE	TIMING	PAPER
23 OCT.	10:00 AM to 5:00 PM	Paper 1 (Common)
24 OCT & 25 OCT.	10:00 AM to 5:00 PM	Paper 2 (Commerce/Mgmt/CS)
26 OCT & 27 OCT.	10:00 AM to 5:00 PM	Paper 3 (Commerce/Mgmt/CS)

Venue
Commerce / Management: X-018
Computer Science: X- 001

Registration Fees : Rs.500 Per Head

CONTACT PERSON:
MS. POONAM MIRWANI 9766222189
MS. SARIKA CHAUHAN: 9933464857

It has always been the endeavour of VSIT to enhance their faculty profile by organising enrichment programs for the institute and society.

Internal Quality Assurance Cell had organised Lecture Series on NET/ SET Guidance for Commerce, Management and Computer Science & Applications from 23rd October to 27th October, 2017.

The lecture series started on 23rd October, 2017 at 11 a.m. in the Seminar Hall M101 with a formal welcome address by Ms. Poonam Mirwani (IQAC Co-ordinator).

Ms. Surashri Adhav from Patkar College, was the resource person for Paper I (Common). She clarified the concepts on frequently asked questions in Paper I such as blood relations, logical reasoning, numericals on data analysis and interpretation among many others. The session ended at 5:00 p.m. with vote of thanks by Dr. Sarika Chouhan.

On 24th & 25th October 2017, separate sessions were conducted for Commerce & Management and Computer Science & Applications.

The details are as under:


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VIDYALANKAR SCHOOL OF
INFORMATION TECHNOLOGY
Vidyalankar Marg, Vidyalankar
Educational Campus, Wadala (E)
Mumbai - 400 037.



Internal Quality Assurance Cell

Faculty	Resource Person	Venue	Number of participants
Commerce & Management	Dr. Rajesh Bhoite	X - 018	33 (VSIT: 18) (Other Colleges: 15)
Computer Science & Applications	Mr. Bhupendra Kesaria	X - 001	31 (VSIT: 23) (Other Colleges: 8)

On 26th & 27th October 2017, sessions for Commerce & Management and Computer Science & Applications were conducted simultaneously.

The details are as under:

Faculty	Resource Person	Venue	Number of participants
Commerce & Management	Dr. Rajesh Bhoite	X - 018	33 (VSIT: 18) (Other Colleges: 15)
Computer Science & Applications	Mr. Subodh Deolekar	X - 001	38 (VSIT: 23) (Other Colleges: 8)

71 participants from different colleges attended the lecture series. The Lecture Series was indeed beneficial for the NET/ SET aspirants.



Activity Name: NET/ SET Guidance Lecture Series for Commerce, Management and Computer Science & Applications
Date: 23rd October 2017 Time: 10:00 AM To 5:00 PM
Venue- M - block

Internal Quality Assurance Cell



Activity Name: NET/ SET Guidance Lecture Series for Commerce, Management and Computer Science & Applications
Date: 24th October 2017
Time: 10:00 AM To 5:00 PM
Venue- X - 001



Activity Name: NET/ SET Guidance Lecture Series for Commerce, Management and Computer Science & Applications
Date: 25th October 2017
Time: 10:00 AM To 5:00 PM
Venue- X - 001



Activity Name: NET/ SET Guidance Lecture Series for Commerce, Management and Computer Science & Applications
Date: 26th October & 27th October, 2017
Time: 10:00 AM To 5:00 PM
Venue -X-018



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NET /SET Guidance Lecture Series for Commerce , Management and Computer Science & Applications organised by IQAC of VSIT

Date: 23/10/2017 to 27/10/2017 Time: 10:00 am to 5:00 pm Dept: Commerce and Management

Sr. No.	Faculty Name	Institute Name	Signature				
			23/10/2017	24/10/2017	25/10/2017	26/10/2017	27/10/2017
1	Abhijit Raorane	Vidyankar Shool of Information Technology	<u>Abhijit</u>	<u>Abhijit</u>	<u>Abhijit</u>	<u>Abhijit</u>	<u>Abhijit</u>
2	Agnus Meledath	Vidyankar Shool of Information Technology	<u>Agnus</u>	<u>Agnus</u>	<u>Agnus</u>	<u>Agnus</u>	<u>Agnus</u>
3	Anindita Banerji	Vidyankar Shool of Information Technology	<u>Anindita</u>	<u>Anindita</u>	<u>Anindita</u>	<u>Anindita</u>	<u>Anindita</u>
4	Anita Yadav	Valia college, Mumbai	<u>Anita</u>	<u>Anita</u>	<u>Anita</u>	<u>Anita</u>	<u>Anita</u>
5	Ashwini Joshi	Vidyankar Shool of Information Technology	<u>Ashwini</u>	<u>Ashwini</u>	<u>Ashwini</u>	<u>Ashwini</u>	<u>Ashwini</u>
6	Dr. Charanjit Kaur Banga	Guru Nanak Khalsa College, Mumbai	<u>C. Kaur</u>	<u>C. Kaur</u>	<u>C. Kaur</u>	<u>C. Kaur</u>	<u>C. Kaur</u>
7	J gunasundari	Vidyankar Shool of Information Technology	<u>J.G</u>	<u>J.G</u>	<u>J.G</u>	<u>J.G</u>	<u>J.G</u>
8	Kavitha Chandramohan	Vidyankar Shool of Information Technology	<u>Kavitha</u>	<u>Kavitha</u>	<u>Kavitha</u>	<u>Kavitha</u>	<u>Kavitha</u>
9	Mangal Singh Rawat	Vidyankar Shool of Information Technology	<u>M.S. Rawat</u>	<u>M.S. Rawat</u>	<u>M.S. Rawat</u>	<u>M.S. Rawat</u>	<u>M.S. Rawat</u>
10	Monika Thapar	Vidyankar Shool of Information Technology	<u>Monika</u>	<u>Monika</u>	<u>Monika</u>	<u>AB</u>	<u>Monika</u>
11	Dr. Sonal Sharma	Vidyankar Shool of Information Technology	<u>Dr. Sonal</u>	<u>AB</u>	<u>Dr. Sonal</u>	<u>Dr. Sonal</u>	<u>Dr. Sonal</u>
12	Nikita Shah	Visiting Faculty	<u>N.K</u>	<u>AB</u>	<u>N.K</u>	<u>N.K</u>	<u>N.K</u>
13	Nisha Dang	Vidyankar Shool of Information Technology	<u>N. Dang</u>	<u>N. Dang</u>	<u>N. Dang</u>	<u>N. Dang</u>	<u>N. Dang</u>
14	Payal Hinduja	Smt. CHM college, Maharashtra	<u>P. Hind</u>	<u>P. Hind</u>	<u>P. Hind</u>	<u>P. Hind</u>	<u>P. Hind</u>
15	Pradnya Vilas Joshi	Royal degree college, Mumbai	<u>P. Joshi</u>	<u>P. Joshi</u>	<u>P. Joshi</u>	<u>P. Joshi</u>	<u>P. Joshi</u>
16	prathma nemane	Vidyankar Shool of Information Technology	<u>P. Nemane</u>	<u>P. Nemane</u>	<u>P. Nemane</u>	<u>P. Nemane</u>	<u>P. Nemane</u>
17	Priya Yadav	Valia college of commerce, Mumbai	<u>Priya</u>	<u>Priya</u>	<u>Priya</u>	<u>AB</u>	<u>Priya</u>



NET /SET Guidance Lecture Series for Commerce , Management and Computer Science & Applications organised by IQAC of VSIT

Date: 23/10/2017 to 27/10/2017 Time: 10:00 am to 5:00 pm Dept: Commerce and Management

Sr. No.	Faculty Name	Institute Name	Signature				
			23/10/2017	24/10/2017	25/10/2017	26/10/2017	27/10/2017
18	Priyanka Gupta	Valia college of commerce, Mumbai	Priyanka	Priyanka	Priyanka	Priyanka	Priyanka
19	Priyanka jain	S.K.college of Science and Commerce, Navi Mumbai	P.Jain	P.Jain	P.Jain	P.Jain	P.Jain
20	Puja ahuja	RA podar college of commerce and economics, Mumbai	P.ahuja	P.ahuja	P.ahuja	P.ahuja	P.ahuja
21	Ranjit Anand	Vidyalankar Shool of Information Technology	Ranjit	Ranjit	Ranjit	Ranjit	Ranjit
22	Reshma khan	Valia college of commerce, Mumbai	Reshma	Reshma	Reshma	AB	Reshma
23	Rumeli Sharma	Vidyalankar Shool of Information Technology	R.S	R.S	R.S	R.S	R.S
24	Dr. Pashmeen Kaur Anand	Vidyalankar Shool of Information Technology	Pashmeen	Pashmeen	Pashmeen	Pashmeen	Pashmeen
25	Sadika Pathan	Laxmichand Golwala college, Mumbai	Sadika	Sadika	AB	Sadika	Sadika
26	Santosh Gupta	Vidyalankar Shool of Information Technology	S.Gupta	S.Gupta	S.Gupta	S.Gupta	S.Gupta
27	Sehgal Jasmeet Kaur	Anna Leela College, Maharashtra	Sehgal	Sehgal	Sehgal	Sehgal	Sehgal
28	Sindhu krishnan	Vidyalankar Shool of Information Technology	Sindhu	Sindhu	Sindhu	Sindhu	Sindhu
29	Snehaprabha katti	Vidyalankar Shool of Information Technology	Katti, S.	Katti, S.	Katti, S.	Katti, S.	Katti, S.
30	Soyal Khan	Visiting Faculty	S.K	S.K	S.K	S.K	S.K
31	Swagatika Nanda	Vidyalankar Shool of Information Technology	Swagatika	Swagatika	Swagatika	Swagatika	Swagatika
32	Tasneem Nazeer Chougale	Valia College, Mumbai	T.C.N	T.C.N	T.C.N	T.C.N	T.C.N
33	Yadav Pooja Inderkumar	GR patil College, Mumbra	Pooja	Pooja	AB	Pooja	Pooja

[Signature]
Boonam Minoani
IQAC Co-ordinator



[Signature]
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NET /SET Guidance Lecture Series for Commerce , Management and Computer Science & Applications organised by IQAC of VSIT

Date: 23/10/2017 to 27/10/2017 Time: 10:00 am to 5:00 pm

Dept:- Information Technology and Computer Science

Sr. No.	Faculty Name	Institute Name	Signature				
			23/10/2017	24/10/2017	25/10/2017	26/10/2017	27/10/2017
1	Aasha Vanve	Vidyalankar Shool of Information Technology					
2	Archana D. Jadhav	SIES College of Arts, Science & Commerce, Mumbai					
3	Archana Patil	Anna Leela College of Commerce and Economics, Mumbai					
4	Archana Talekar	M.L. Dahanukar College, Maharashtra					
5	Bhavesh Shah	University of Mumbai					
6	Deepa gode	Bhavans College, Mumbai					
7	Dr.Sarika Chouhan	Vidyalankar Shool of Information Technology					
8	Hrishikesh Tendulkar	Vidyalankar Shool of Information Technology					
9	Janet Dsouza	Ratnam College of Arts, Science and Commerce, Mumbai					
10	Janhavi Vadke	Vidyalankar Shool of Information Technology					
11	Ketaki Ghawali	Vidyalankar Shool of Information Technology					



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Date: 23/10/2017 to 27/10/2017 Time: 10:00 am to 5:00 pm

Dept:- Information Technology and Computer Science

Sr. No.	Faculty Name	Institute Name	Signature				
			23/10/2017	24/10/2017	25/10/2017	26/10/2017	27/10/2017
12	Kimaya Shelar	Vidyalankar Shool of Information Technology					
13	Madhavi Amondkar	Vidyalankar Shool of Information Technology					
14	Mithila Chavan	Vidyalankar Shool of Information Technology					
15	Pallavi Tawde	Vidyalankar Shool of Information Technology					
16	Payal Shah	Vidyalankar Shool of Information Technology					
17	Pushpa Mahapatro	Vidyalankar Shool of Information Technology					
18	Rohini Desai	Vidyalankar Shool of Information Technology					
19	Sabir Moin Shaikh	Vidyalankar Shool of Information Technology					
20	Sandhya Kapil Thakkar	The S.I.A College of Higher Education, Mumbai					
21	Sanjeela Sagar	Vidyalankar Shool of Information Technology					



Faculty Development Program on Practical Artificial Intelligence

Organized by:- Lab Development Committee

Date: - 9th - 11th November, 2017

Time: - 9:00 AM To 4:00 PM

Duration: - 30 hours

Attendees: - 20

Venue: - Lab X-019



The sessions were conducted by Mr. Siddesh Wagle and Mr. Nilesh Dalvi Artificial Intelligence Consultants at CereLabs. They had provided hands on training on various Artificial Intelligence topics like regression, classification, clustering algorithms, machine learning and deep learning using iPython software under Ubuntu operating system. The Faculty Development Program was conducted for 30 hours, consisting of 21 hours training and 9 hours of hands on Project Work.

On the last day of the session, Mr. Davesh Rajadhyax - the founder and CEO of CereLabs explored the world of AI and its real time applications.

The motto of this activity is to make faculty aware about various artificial intelligence techniques. After attending this training sessions, the participant faculties will be able to use this technology in guiding student's project based on AI and can take up AI as a research. Some pictures of the FDP are on the next page.

Lab Development Committee



Activity Name: FDP on Practical Artificial Intelligence
Date: 9th Nov 2017
Time: 9:00 AM To 4:00 PM
Venue- X-019



Activity Name: FDP on Practical Artificial Intelligence
Date: 10th Nov 2017
Time: 9:00 AM To 4:00 PM
Venue- X-019



Activity Name: FDP on Practical Artificial Intelligence
Date: 11th Nov 2017
Time: 9:00 AM To 4:00 PM
Venue- X-019



Activity Name: FDP on Practical Artificial Intelligence
Date: 11th Nov 2017
Time: 9:00 AM To 4:00 PM
Venue- X-019

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**Faculty Development Program on Practical Artificial Intelligence Organised by Lab
Development Committee**

Date: 09/11/2017 to 11/11/2017

Time: 9:00 am to 4:00 pm

Sr. No.	Faculty Name	Signature		
		9/11/2017	10/11/2017	11/11/2017
1	Aasha Chavan	<i>A Chavan</i>	<i>A Chavan</i>	<i>A Chavan</i>
2	Ashwini Koyande	<i>A Koyande</i>	<i>A Koyande</i>	<i>A Koyande</i>
3	Beena Kapadia	<i>B Kapadia</i>	<i>B Kapadia</i>	<i>B Kapadia</i>
4	Geeta sahu	<i>G Sahu</i>	<i>G Sahu</i>	<i>G Sahu</i>
5	Janhavi Vadke	<i>J Vadke</i>	<i>J Vadke</i>	<i>J Vadke</i>
6	Kimaya shelar	<i>K Shelar</i>	<i>K Shelar</i>	<i>K Shelar</i>
7	Leena Jadhav	<i>L Jadhav</i>	<i>L Jadhav</i>	<i>L Jadhav</i>
8	Madhavi Ambondkar	<i>M Ambondkar</i>	<i>M Ambondkar</i>	<i>M Ambondkar</i>
9	Mithila Satam	<i>M Satam</i>	<i>M Satam</i>	<i>M Satam</i>
10	Pallavi Tawde	<i>P Tawde</i>	<i>P Tawde</i>	<i>P Tawde</i>
11	Prachi Mahajan	<i>P Mahajan</i>	<i>P Mahajan</i>	<i>P Mahajan</i>
12	Pushpa Mahapatro	<i>P Mahapatro</i>	<i>P Mahapatro</i>	<i>P Mahapatro</i>
13	Rajendra Patole	<i>R Patole</i>	<i>R Patole</i>	<i>R Patole</i>
14	Rohini Desai	<i>R Desai</i>	<i>R Desai</i>	<i>R Desai</i>
15	Sanjeela Sagar	<i>S Sagar</i>	<i>S Sagar</i>	<i>S Sagar</i>
16	Sarika Chouhan	<i>S Chouhan</i>	<i>S Chouhan</i>	<i>S Chouhan</i>
17	Seema Murkar	<i>S Murkar</i>	<i>S Murkar</i>	<i>S Murkar</i>
18	Snehal Tandel	<i>S Tandel</i>	<i>S Tandel</i>	<i>S Tandel</i>
19	Swapna Kadam	<i>S Kadam</i>	<i>S Kadam</i>	<i>S Kadam</i>
20	Ujwala Sav	<i>U Sav</i>	<i>U Sav</i>	<i>U Sav</i>

Rajendra Patole
Rajendra Patole
Lab Development Committee
(Convener)



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Principal
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A Report on " Faculty Development Programme Preparing a Teacher for Different Roles "

Organized by: IQAC-VSIT

Date: 5th May to 11th May 2018

Time: 10 AM to 4 PM

Duration: 30 hours

Attendees: 30

Venue: Y 101

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**Faculty Development Programme
Preparing a Teacher for Different Roles**

Resource Person

1. DR. MANOJ BHATVADEKAR
M.D., D.P. M., Consulting Psychiatrist

2. MR. PRAMOD PALEKAR
Managing Director & Principal Faculty
of Sumances Consultrainers Pvt. Ltd.

3. DR. ABHIJIT PHADNIS
Director, Gilledge Financial Counsel
Pvt. Ltd.

4. DR. BINILKUMAR SREERAMAN
Asst. Prof. of Economics, NIE



Date : 5 to 11 May 2018
Time : 10:00 am to 4:00 pm
Venue : Y Block Seminar Hall

Today the calling of educating has turned out to be very testing. Instructors are relied upon to be both viable educators and specialists. Being a teacher isn't just about sharing information; it is tied in with ensuring that students really incorporate this information and determine learning out of it. Any showing that does not bring about successful learning is pointless. Accordingly, to be a powerful instructor, one should have the capacity to convey the space learning utilizing the most reasonable academic devices. For this, each educator needs to consistently redesign himself/herself by participating in look into.

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A Faculty Development Programme was organized from 5th May to 11th May, 2018 at Vidyalankar School of Information Technology. This was a six-day Faculty Development Programme where various topics related to “Preparing a Teacher for Different Roles” were discussed in detail by eminent educationists and a beneficial academic environment was experienced by the participants.



Activity Name: FDP on Preparing a Teacher for Different Roles
Date: 5th to 11th May 2018 Time: 10 AM to 4 PM
Venue- Y 101, Y-Block

The FDP aims to provide opportunities to faculty members and research scholars to enrich their teaching skill and to develop the knowledge of participants in their relevant field for inculcating learning values in students and guiding and monitoring their progress.

The FDP was attended by 30 participants from faculty members of Information Technology, Commerce, Management and Communication Department. The event was coordinated by Prof. Ashwini Koyande. While designing the structure of the programme it was kept in mind that there are going to be people from different background so that maximum can be benefitted out of it.

INAUGURAL SESSION:

The FDP was begun on fifth May, 2018 where the Speakers were invited by the Principal Dr. Rohini Kelkar, Vice Principals Prof. Vijay Gawde and Prof. Asif Rampurawla, Adjunct Faculty Chandrahas Deshpande and Makarand Deshpande. The main session was on the theme Teacher's part as a Mentor and the visitor speaker was Dr. Manoj Bhatvadekar, M.D., D.P. M., Consulting Psychiatrist.

Principal Dr. Rohini Kelkar welcomed Dr. Manoj Bhatvadekar and participants. She insisted on the skills and knowledge of the faculties required to make the teaching learning effective.


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Day 1 (5th May 2018) : The Role of a teacher as a Mentor

The first session started with the introduction of the resource person by Prof. Ranjit Singh Anand. Dr. Manoj Bhatvadekar has delivered keynote address on Teacher's part as a Mentor.

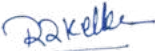


Activity Name: FDP on Preparing a Teacher for Different Roles
Date: 5th May 2018 **Time:** 10 AM to 4 PM
Venue: Y 101, Y-Block

His session truly justified the quote of Lailah Gifty Akita, "Every great achiever is inspired by a great mentor." "Every individual must be given the opportunity to unearth his/her highest potential." Dr. Manoj Bhatvadekar talked about different roles of a teacher as a mentor during the course of

his/her mentoring relationship. A teacher has to act as a sounding board for ideas/concerns into possible opportunities and provide support on personal issues, if appropriate. The mentor has to be empathetic towards his/her mentee. Any form of communication between a mentor and a mentee has to be a two-way process for which the mentor has to look on the reflection of his/her own personality and identify resources to help mentee enhance personal development and expand the mentee's network of contacts.

To make the participants understand the importance of right mentoring, a role play on chosen situations was performed by each participant to get a clear idea about counselling and guiding. While performing different roles on situations, participants also realized that when appropriate, playing devil's advocate to help mentee think through important decisions and strategies is equally necessary.


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The session was very much informative. He made the session interactive and based on various examples for better understanding of the academicians. Last but not the least when the house was open for questions the academicians were keen to ask and with the same level of enthusiasm they were justifiably answered by Dr. Manoj



Activity Name: FDP on Preparing a Teacher for Different Roles
Date: 5th May 2018 Time: 10 AM to 4 PM
Venue- Y 101, Y-Block

Bhatvadekar. The session was ended with the vote of thanks given by Dr. Pashmeen Kaur Anand.

Day 2 (7th May 2018) : The Role of a Teacher as an Effective Presenter and Communicator

In the second session, resource person Mr. Pramod Palekar started his discussion with the concept of identifying one's own personality while giving presentations and listening to others. Mr. Pramod Palekar is the Managing Director & Principal Faculty of Sumances Consultrainers Pvt. Ltd. The introduction of Mr. Pramod Palekar given by Prof. Ranjit Singh Anand highlighted on his achievements as a trainer in the areas of:

- Speech Communication
- Team Building
- Business Presentation Skills
- Corporate Etiquette
- Interpersonal Communication
- Time Management
- Positive Thinking and Relationship Management

The session started with each participant's introduction to build an initial bonding between the trainer and the participants. To make the session much more interactive, the introduction was videotaped to see oneself and analyze different aspects of Body Language and Oratory Skills. Terms like Gravity, Terminus, Fig Leave posture in relation to one's posture has been discussed while giving the feedback after the introduction. The topic, "Effective Presentation" not only dealt with the rules of presentation but also the various other requirements attached with presentation were been discussed in an interactive session. Mr. Pramod Palekar mentioned in his address that listening also is a pivotal part of every presentation when it comes to effectiveness of one's communication. The passion must be reflected which will eventually build a connection with the audience. Continuing with the discussion, he added that your presentation needs to be built around what your audience is going to get out of the presentation that means you also need to remain focused on your audience's response, and react to that.

The most important thing Dr. Pramod Palekar has mentioned while preparing and delivering the presentation is to think out of the box. As there are many rules which can act as a prejudice that eventually might become a barrier to make a presentation not getting the desired output. He kept on adding on the importance of accepting challenges in terms of introducing some innovative ideas to keep on trying to give something new to the audience.

Third session was a continuation of the importance of effectiveness in communication techniques. Participants also watched themselves giving their own introduction and observed the changes in their speech and body language which was an interesting way of looking at oneself and identifying the areas to be worked on. After knowing few rules of effective presentation, topics were prepared by participants in a team to understand the importance of Time Management. As Mr. Pramod Palekar had rightly pointed out that the impact of oral communication is less so it may become a challenge for the presenter to encourage the audience to be interactive so that the retain power can be increased. So factor like voice modulation, gestures and postures can help the presenter to make his or her presentation viable and understood by his/her audience.



Activity Name: FDP on Preparing a Teacher for Different Roles
Date: 7th May 2018 Time: 10 AM to 4 PM
Venue- Y 101, Y-Block

He also added the presentation changes when performing in a team. As team presentation needs interpersonal skills tend to be able to work well in a team or group and with other people more generally. Interpersonal skills are therefore vital in all areas of life at work, in education and socially.

Through awareness of how you interact with others, and with practice, you can improve your interpersonal skills. During a group presentation, interaction and discussion is at its peak because we can learn and adapt to new things and learning.

“Effective lecturers combine the talents of scholar, writer, producer, comedian, showman, and teacher in ways that contribute to student learning.”

Wilbert J. McKeachie, Teaching Tips

The above statement truly justifies today’s role as a teacher. A compelling educator is a phenomenal communicator and along these lines ponders enhancing his or her introduction abilities. A standout amongst the most vital parts of imparting is molding both substance and style to fit your group of onlookers. In the classroom, on the off chance that you can't impart in a way that is both understandable and intriguing to your understudies, their learning will be significantly diminished. Dr. Palekar added that to strengthen one’s presentation skills focus should be given on:

- Verbal Communication
- Non-verbal communication (gestures, posture, eye contact, voice modulation)
- Visual Aids
- Meaningful organization of Content
- Experience and Examples
- Links and References


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The second session ended with an overwhelming response where Mr. Pramod Palekar concluded the importance of communication and information process in the teaching field. He explained to the participants how to use body language and eye contact in the classroom while teaching the subject. Also the participants informed that how to manage classroom with moulding and adapting themselves with the changing requirements and needs of the students.

Day 3 (8th May 2018) Session 1 : The Role of a Teacher as an Instruction Specialist

Dr. Abhijit Phadnis is a Mumbai university rank-holder in the B.Com. (1982) examination. He is a national rank holder in final examinations of ICWA (1983), CA (1984), CS (1987) and CFA India (1989) examinations. After work spanning 6 years, in 2009, he was awarded a PhD by the Indian Institute of Technology, Bombay. His thesis titled 'Factors influencing investments into Indian states' has been published as a monograph by a German academic publisher and is available for sale globally on www.amazon.com.



Activity Name: FDP on Preparing a Teacher for Different Roles

Date: 8th May 2018 Time: 10 AM to 4 PM

Venue- Y 101, Y-Block

Dr. Phadnis has created a unique e-learning solution to learn accounting, costing & finance which will revolutionize learning of these subjects.

He has written a serial of 49 episodes which has been animated and has excited the corporate world with a new way of teaching accounting, costing & finance.

As the session focused on "Teacher as an instructor", Dr. Abhijit Phadnis is the right resource person to highlight the points of an instructor as preciseness and concreteness in any message can bring out the essence of understanding among students. Dr. Phadnis focused on few of the roles of teachers as instructors to have effectiveness in learning.

- Realities of Today
- Learning Needs
- Hygiene factors in Facilitation
- Learning Principles
- Opportunities



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Date: 8th May 2018 Time: 10 AM to 4 PM
Venue- Y 101, Y-Block

He mentioned that learning is a personal agenda. Now a day we all are busy creating facades that increases stress which is mostly self-created. There is explosion of information everywhere which makes us confused and anxious. Students need learning, unlearning and then relearning so that retaining of information does not become a task but an activity.

Today's education is information oriented which must have genuine value, relevant and scale to customization innovation. He interestingly quoted, "Teaching should be changed to facilitation." Participation, opinion, involvement and ownership is a must to buy in terms of teaching learning activity. He also added that the most basic learning need is completion of certification and competitive spirit in handling groups.

Hygiene factors has been clearly explained which are also one of the basic needs of learning process. Factors like customer focus, right environment, self-motivator and right strategy is required to meet the current needs of learning. As an instructor, empathy for learners plays a vital role so as customer orientation. Knowledge upgradation is only possible who teach and share and the willingness to learn and improve is required for one to evolve. What is read may not be retained, what is heard is retained a longer but what is thought remains for the real long term. This mantra should be implemented as an instructor to make learning and sharing a two-way process. Dr. Phadnis has made the session interesting by introducing the participants to a concept of memorizing to refresh the learning. The method is:

- 1 day
- 1 week
- 1 month
- 6 months

Examples and exercises should be given where practical based applications of learning should be given to connect the theory to connect with the real life application. Experimental learning should be adapted to give a new direction to learning and instructing. The session ended with a discussion on available opportunities provided to students that includes innovative ways of using multimedia, projects can be given on "you

tube”, role plays can be a good source of learning for application and caselets, industrial visits to co-create learning, practical demonstrations and quizzes.

Day 3 (8th May 2018) Session 2 : The Role of a Teacher as an Effective Presenter and Communicator

The objective of a classroom introduction is to help you in viably passing on data in a way that permits understudies (or their folks) to recollect what you said. Tragically, for a few, the introduction turns into a brace, and they start to depend on the slides to recount their story, instead of to enable them to recount the story. A teacher's utilization of visual guides in educating, as different components of the showing practice, ought to be consistent with the educator's general way to deal with instructing. Continuing with the topic of Effective Presentation, participants had an exchange of rules, necessities, and methods on preparing slides which is considered as one of the most popular visual aid of new generation learning. Few rules which participants have found useful are as follows:

- Keep the content and slides simple
- Limit bullet points and text
- Limit transitions and animations
- Use high quality graphics
- Use charts and tables wherever necessary
- Use colours well
- Use Video and audio

Apart from these basic rules, it had also been shared with the participants that there is nothing wrong or right when using any form of aids. Most importantly we need to remember is that the presenter is the real presentation and not the slides which have been showed to the audience. The purpose of this FDP on



Activity Name: FDP on Preparing a Teacher for Different Roles
Date: 5th to 11th May 2018 Time: 10 AM to 4 PM
Venue- Y 101, Y-Block

“Effective Presentation” was a rich experience as it was a collaboration of knowledge, sharing, implementing and enhancing the teaching learning skills. The fifth session concluded pronouncing words correctly also feedback from the participants on the programme.

Day 4 (9th May 2018) – The Role of a Teacher as a Researcher

Day 4 of the Faculty Development Programme on Different Roles of a Teacher focused on the role of a teacher as a researcher. Dr. Binilkumar, Assistant Professor of Economics, was the resource person for the session. The resource person was introduced by the Principal, Dr. Rohini Kelkar and a bio was given by Prof. Ranjit Singh Anand. Teachers who are actively interested in research often attempt to involve themselves dynamically and creatively in academics. They improve classroom teaching and also play an important role in decoding the relevance of the curriculum to the learners. Research is now inseparable from education. Additionally, teachers who are involved in research are preferred and are seen as more capable and qualified. Thus it is necessary for teachers to hone their research skills and in turn, teach students to view knowledge with an inquisitive mind and thereby view learning as fundamental to self-development.

“Knowledge generated by research is the basis of sustainable development, which requires that knowledge be placed at the service of development, be converted into applications, and be shared to ensure widespread benefits,” said Mary-Louise Kearney, Director of the UNESCO Forum on Higher Education, Research and Knowledge (“The Importance of Research and its Impact on Education”, University of Skovde).



Activity Name: FDP on Preparing a Teacher for Different Roles
Date: 9th May 2018 Time: 10 AM to 4 PM
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Dr. Binilkumar Sreeram spoke on various aspects of research and explained important research terminologies. He began the session by asking the members in the audience their research interests. He then proceeded to explain that research is the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. It is vital to invest in research to improve ourselves because it enables us to look at different

issues and topics through varied perspectives and at the same time, improves our analytic ability.

He began the lecture with the fundamental question: what is data? Data and information are seen as interchangeable terms and concepts. Data is the starting point of research and all conclusions derived are from the existence of a certain kind of data. In research, data is measured, collected and reported, and analyzed, whereupon it can be visualized using graphs, images or other analysis tools. Therefore all research starts with data collection. Gathering data can be accomplished through a primary source (the researcher is the first person to obtain the data) or a secondary source (the researcher obtains the data that has already been collected by other sources, such as data disseminated in a scientific journal). Quantitative data is that can be quantified and verified, and is amenable to statistical manipulation. Quantitative data defines whereas qualitative data describes. Qualitative data is information about qualities; information that can't actually be measured. It approximates and characterizes but does not measure the attributes, characteristics, properties, etc., of a thing or phenomenon. There are other types of data as well. Categorical data is that which can be divided into groups. This is data that can be organized into mutually exclusive categories. Categorical data is usually qualitative. However, quantitative data can also be put into categories.

There are two different ways to classify data based on the possible values observed. These two types are discrete and continuous data. Discrete data is information that can be categorized into a classification. Discrete data is based on counts. Only a finite number of values is possible, and the values cannot be subdivided meaningfully. Data is continuous if there's no clear separation between possible values. Discrete data take particular values, while continuous data are not restricted to separate values. Discrete data can take on only integer values whereas continuous data can take on any value. Structured data is data that has been organized into a formatted repository, typically a database, so that its elements can be made addressable for more effective processing and analysis. Research involves conversion of data to information and consequently, to knowledge. That is the sole and fundamental purpose of research.

Dr. Sreeraman also elaborated on primary and secondary data, the meaning, the advantages and disadvantages of both. Data collected by the investigator himself or herself for a specific purpose is primary data. Data collected by someone else for some other purpose (but being utilized by the investigator for another purpose) is understood as secondary data. He mentioned examples of secondary data sources, NSSO, Annual Reports of Companies, RBI data being some of them. Primary data has several advantages.


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Since they are collected by the investigator himself or herself, such data is raw and the investigator often collect data in a manner that benefits the research effort. Primary data is also the most updated data available to the researcher or investigator. And therefore is more reliable than secondary data. However, primary data has to be collected by investing a lot of time and money. It is thus a time-consuming process. An appropriate sample size and method of collecting pertinent data has to first be identified before gathering data. The behaviour of the respondents also affect the research process. Sometimes the respondents might not respond at the desired time and might also tamper with the data by not filling it on their own. Secondary data also has its own advantages and limitations. One of the main advantages of secondary data is that it saves time and is comparatively less expensive than primary data. It is easier to access and obtain. It also acts as a frame of reference for the investigator. However, since it is collected by a third party for another research purpose, it might not be reliable. With the passage of time, the data might not be updated and thus has a short relevance span as compared to primary data. At times, it can distort the research too. It can also raise issues of authenticity and copyright.

Many instruments can be used for gathering data. They include questionnaire, telephone, email and facsimile, and interviews. Research methods can be the survey method or observation method. Survey is used to collect quantitative information about items in a population. Surveys are used in different areas for collecting the data even in public and private sectors. A survey may be conducted in the field by the researcher. The respondents are contacted by the research person personally, telephonically or through mail. This method takes a lot of time, efforts and money but the data collected are of high accuracy, current and relevant to the topic. Observation is a complex research method because it often requires the researcher to play a number of roles and to use a number of techniques; including her/his five senses, to collect data. The observer puts himself in the actual situation and watch carefully. On the basis of his knowledge, skills and experience he collects the data without contacting the respondents. The results of observation entirely depend on the talents of the researcher. This method can be used only by expert persons in the research.



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Observation methods have been developed with the objective of 'observing people in their natural setting - as they go about their everyday lives. Observation methods can overcome some of the criticisms of quantitative research methods (Validity, bias etc.) and can be useful when its subject can't provide information, or can only provide inaccurate information.

Dr. Sreeram then explained the Linear Research Process. Research can be seen as a series of linked activities moving from a beginning to an end. Research usually begins with the identification of a problem followed by formulation of research questions or objectives. Proceeding from this the researcher determines how best to answer these questions and so decides what information to collect, how it will be collected, and how it will be analysed in order to answer the research question. Regardless of the route taken subsequently, research should start with the problem and the research questions. The steps involved are theory, hypothesis, operationalization, analysis, data collection, sampling and interpretation.

It is important to formulate a research design. A research design is the set of methods and procedures used in collecting and analysing measures of the variables specified in the research problem research. The design of a study defines the study type (descriptive, correlation, semi-experimental, experimental, review, meta-analytic) and sub-type (e.g., descriptive-longitudinal case study), research problem, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan. Research design is the framework that has been created to find answers to research questions. It is a systematic approach that a researcher uses to conduct a scientific study. It is the overall synchronization of identified components and data resulting in a plausible outcome. A research design is an arrangement of conditions or collections. Types of research designs include Descriptive (e.g., case-study, naturalistic observation, survey), Correlational (e.g., case-control study, observational study), Semi-experimental (e.g., field experiment, quasi-experiment), Experimental (experiment with random assignment), Review (literature review, systematic review) and Meta-analytic (meta-analysis).


After discussing types of research design, Dr. Sreeram expounded on data collection and data entry. Data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. Once data collection has been completed and checked, the process of data entry and cleaning starts.

In the discussion on sampling, he spoke of two types: Probability and Non-Probability sampling. Probability sampling is a sampling technique wherein the samples are gathered in a process that gives all the individuals in the population equal chances of being selected. Probability sampling uses random sampling techniques to create a sample.

There are different types of random sampling. Simple random sampling is a completely random method of selecting subjects. These can include assigning numbers to all subjects and then using a random number generator to choose random numbers. Classic ball and urn experiments are another example of this process (assuming the balls are sufficiently mixed). The members whose numbers are chosen are included in the sample. Stratified Random Sampling involves splitting subjects into mutually exclusive groups and then using simple random sampling to choose members from groups. Systematic Sampling means that you choose every “nth” participant from a complete list. Cluster Random Sampling is a way to randomly select participants from a list that is too large for simple random sampling. Multi-Stage Random sampling uses a combination of techniques.

Non-probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected. Subjects in a non-probability sample are usually selected on the basis of their accessibility or by the purposive personal judgment of the researcher. The limitation of the non-probability sampling method is that an unknown proportion of the entire population was not sampled. This entails that the sample may or may not represent the entire population accurately. Therefore, the results of the research cannot be used in generalizations pertaining to the entire population. Non-probability sampling also has different types. Convenience Sampling is probably the most common of all sampling techniques. With convenience sampling, the samples are selected because they are accessible to the researcher. Subjects are chosen simply because they are easy to recruit. This technique is considered easiest, cheapest and least time consuming. Consecutive sampling is very similar to convenience sampling except that it seeks to include all accessible subjects as part of the sample. This non-probability sampling technique can be considered as the best of all non-probability samples because it includes all subjects that are available that makes the sample a better representation of the entire population. Quota sampling is a non-probability sampling technique wherein the researcher ensures equal or proportionate representation of subjects depending on which trait is considered as basis of the quota. Judgmental sampling is more commonly known as purposive sampling. In this type of sampling, subjects are chosen to be part of the sample with a specific purpose in mind. With judgmental sampling, the researcher believes that some subjects are more fit for the research compared to other individuals. This is the reason why they are purposively chosen as subjects. Snowball sampling is usually done when there is a very small population size. In this type of sampling, the researcher asks the initial subject to identify another potential subject who also meets the criteria of the research. The limitation of using a snowball sample is that it is hardly representative of the population.

Dr. Sreeraman explained that research is a rewarding process and enhances both teaching and analytic abilities. The session ended with a vote of thanks presented by Dr. Pashmeen Kaur Anand.


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Day 4 (9th May 2018) Session 2 : The Role of a Teacher as an Instruction Specialist

Vidyalankar School of Information Technology, as part of its Faculty Development Program, organized a session on 'C++ with Animation and Navigation solutions & Algorithms' by Dr. Abhiram Ranade.

Dr. Abhiram Ranade completed his B. Tech in Electrical Engineering from IIT Bombay in 1981. He completed his Doctorate in Computer Science from Yale University in 1989. Dr. Ranade has worked as an Assistant Professor at University of California, Berkeley during 1988-95.

The entire session revolved around the theme 'Role of teacher as an instruction specialist'. The session comprised of two parts viz. C++ with Animation and Navigation solutions & Algorithms. The first part included detailed talk on the following topics : what is programming, A conjecture: why programming is difficult , Pedagogy for overcoming the difficulty, A teaching tool simpleCpp, the Books and Experiences.



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Date: 9th May 2018 Time: 10 AM to 4 PM

Venue- Y 101, Y-Block

Dr. Ranade highlighted the important challenges that the students face related to programming. He observed that the students can execute complex algorithms but cannot write programs based on simple algorithm. The suggestions included that the teaching should include how to translate their informal knowledge of manual computation into an algebraic description as needed for writing program. In the process Dr. Ranade developed a teaching tool called SimpleCpp, effective in creating 2Dimensional coordinate graphics on touch screen devices like phone. The commands used for running the code in SimpleCpp included keywords like repeat, forward, right, left etc which are easier from the point of view of students to

remember and relate. Teachers can also grab student's attention by running a complicated design created using few simple lines of code.

The second part of the session included talk on "Navigation solution and algorithm". The basis for research and algorithm creation is explained by Dr. Ranade with a simple example of commuting using a delay prone bus. He helped us think in a direction so that an optimal solution is proposed and mathematically deduced.

The takeaway from the session is the vision on how to work in the research area and to teach programming by concentrating on the solution of simple day to day activity. Faculty members were overwhelmed by the immense knowledge Dr. Ranade conducted the session with ease.

Day 5 & 6(10th & 11th May 2018) : THE ROLE OF A TEACHER AS A LEADER

Day 5 and 6 explored the role of a teacher as a leader. The resource people for the session were Girish Patwardhan and Dr. Mangesh Karandikar. The three sessions of three hours each were a strategic blend of activities and learning. The inclusion of various energizers kept the participants on constant alert and both days helped to learn the importance of various leadership styles. The participants were informed that there is a need to understand the distinct difference between a boss and a leader. A boss is more of an authoritarian role. A leader on the other hand is all about motivation, guiding and involving all team members to achieve their best potential. Thus the sessions focused on how to be an effective team leader and thus lead students as a guide and not as a mere lecturer.



Activity Name: FDP on Preparing a Teacher for Different Roles

Date: 10th May 2018 Time: 10 AM to 4 PM

Venue- Y 101, Y-Block


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The session began with an energizer where participants were given a sheet of paper with qualities and they had to identify which of their colleagues possess the qualities after confirming the same. This activity made the participants realize that though they work together, they do not really know much about particular qualities of each other. The objective of the activity was to understand the importance of networking. It is important to constantly form networks and understand those in your networks because one never really knows who might be of help at a given time. Networking is crucial to avail of opportunities and to learn new things. Having a well-established network must become an important part of our lives as it is necessary for self-upliftment and development. The activity was succeeded by a discussion on de-westernising communication in India. This was done through equating the teacher in the classroom as a performer and the learners also as performers of their respective role. In this regard, understanding emotions in performing arts was studied through the rasa theory explained in *Natya Shastra*, an ancient text on performing arts, valued in Sanskrit theatre, by Bharat Muni. In the Rasa theory, there is a mention of nine *rasas* and their corresponding *bhavas*. This was used in Sanskrit theatre to express distinct emotions in an effective manner. The *bhavas* can be strategically used to express a certain sentiment in the classroom too to incite a desired response. Understanding *bhavas* in students in various instances also helps the teacher to react effectively. This was followed by an activity where the participants had to complete a task under conditions and every task had to be done in a unique manner. The task was to run from one end of the room to the other without walking and letting the footwear to touch the ground. The participants were also not allowed to copy another's way of completing the task. Though it came across as nearly impossible, the participants learnt that they were actually able to figure out different and unique ways to complete the task. The objective was to understand that there is always a solution to a problem. Additionally there is always more than one way to solve a problem. One is often discouraged in the face of challenges but through creativity and positive thinking, problems can be overcome and success, achieved. Creativity is crucial to problem-solving.

Post lunch break, the participants were taught about rubrics in grading. Setting criteria for assessment of assignment and course work is known as rubrics and it works to systematize the assessment process. At the same time it also works as a fair way to evaluate assignments and eliminates subjectivity, thereby enabling equal evaluation for all assignments. The participants were also told about the success of using rubrics by the resource people. The participants were then divided into groups and they formulated their own rubrics for a hypothetical assignment.

An activity on team building was undertaken. The thirty participants were divided into two groups. Each group was given a mat and had to stay on the mat. They had to flip the mat without getting off it. It elucidated the importance of strategy the ability to look at every task,

no matter the difficulty, as possible. It also demonstrated the importance of mutual support in the team without which the task suffers.



In the activity that ensued, participants were divided into three teams and were provided with six threads and five elastic bands. They were also to shift a jar filled with water from point A to point B. Both points were apart by a considerable distance. Additionally around both points a space was demarcated which must not be trespassed by any part of the body. The participants realised the importance of strategizing to achieve a complex task. But what was the most important lesson was the need to distribute work to avoid confusion. As the famous axiom goes, 'two many cooks spoil the broth'. The teams realised that when all members started to shout instructions, it led to confusion. In case of one team, it led to a hurried failure. In another team, they decided to pause their efforts, distribute roles and then carry forward with the task. The ones assigned to instruct were able to clearly help the ones carrying out the task to navigate successfully. The team members also realised that they mustn't give up hope and to keep trying to succeed. Another team realised that they couldn't complete the task because they failed to strategize effectively. Thus the activity demonstrated the importance of wise distribution of work, motivation and strategizing.

Day 5 ended with the screening of a video on teamwork. The resource persons had recorded a short film on how ants work to carry food over various obstacles. Every ant worked in unison to complete the task and performed their respective roles diligently which allowed for the successful completion of the task. Proper distribution of work among team members leads to increased productivity in the workplace. Productivity in the workplace is probably the most important aspect in managing students and in the case of committees, team members. You need to make sure that every cog in the machine is well oiled to distribute properly the amount and difficulty of tasks each staff member must handle. A very important aspect in maximizing productivity is proper division of work among all of the members of your team.

After all, team management is the ability of an individual or an organization to administer and coordinate a group of individuals to perform a task.

Day 6 also involved enthusiastic participation and engagement with the topic on teacher as a leader. The participants were divided into two teams. In each team the members had to stand in a circle, hold hands and stand facing outwards. They had to turn themselves to face inwards without letting go of the members' hands and without crossing their hands. The teams had to strategize in order to complete the task and once again the participants learnt the need to strategize subject to limiting conditions. Having a clear and focused strategy is critically important to the success of any team or organization. It is important to have efficient and effective business strategies in place to accomplish complex tasks.

Another interesting activity followed this. Participants were split into five groups and each group nominated a leader. The leaders were separated from their groups and given specific resources to achieve a specific task which was unique to each leader. The leaders returned to their respective groups and started to direct the team members to complete the task given



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to the leader. However, the leaders were immediately instructed to switch to a new team. Most leaders face resistance from the new teams as the leaders had to convince them to adapt to a new strategy and task. The leaders were again shifted to a new team and had to convince the new teammates to adapt to their task. The teams that adapted to the new leaders and were co-operative managed to successfully and smoothly complete the task compared to those that continued to resist. This activity was important as it demonstrated that it is not the people, the relationship between the members and the leader, or the pride of the team members that is important. Task is priority and work comes first over pride and personal preferences. Professionalism and adaptability is crucial for successful team efforts. Additionally, the task also demonstrated the ability of a leader to connect to a new team and get along well with

them in order to get work done.

The activity was succeeded by a discussion on making teaching interesting in classrooms. Learners are not really inclined to learn and often feel that learning is thrust upon them. The success of the teacher then is to guide them to self-imbibe an inclination to learn. Learning needs to be made simple and easy to be enjoyable. All institutes now tend towards student-centric approach to education and in this approach, the need to teach students takes precedence over the need to educate and guide. The resource people also informed that today's students are born in the digital age and the teachers, born before the digital age, are actually digital immigrants. Thus students tend to connect more to teaching methods that use digital methods than the conventional classroom teaching. Often digitalization of education is enforced as a self-study method. Amalgamating it to routine teaching might just work to bring students closer to studying. Students are often discouraged to use gadgets in the institutional space. Perhaps by allowing controlled usage, it could in fact make classroom teaching more productive. What is digital is good now and not something that should be seen as a hindrance to education. This will help prevent distancing the students from learning and in fact make learning of various topics, theoretical and practical, enjoyable. It also allows them to involve themselves in the learning process and not be passive receptors which is what often induces indifference in learners. Various tools are available for the educators due to today's face-paced and changing world and educators must use such tools to maximize productivity and enhance both teaching and learning. A teaching aid is a tool used by teachers to help learners improve reading and other skills, illustrate or reinforce a skill, fact, or idea, and relieve anxiety, fears, or boredom and must be used to supplement routine teaching.

This was followed by an activity that was perhaps the most challenging of all. The participants were divided into three teams and each team nominated a leader. Each leader was given a tent and equipment required to pitch the tent. The leaders returned to their teams to find the members blindfolded. The task was to instruct the blindfolded members to pitch the tent. It was quite challenging as the members had to rely solely on the instructions and it was also challenging for the leader to give minute instructions to pitch the tent. Interestingly, none of the participants had ever pitched a tent before so it was quite a challenging task. In this activity the members realised the importance of trust in their leader and also the importance to be specific and patient as leaders. The members also realised the importance of being patients as team members and not being too hasty to complete a task.

The participants discussed the lessons they learned in all activities with the resource persons and analysed various aspects of leadership and teamwork. It was indeed a productive two-day session on leadership and even helped unwilling leaders realise their potential to guide teams.



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Date: 11th May 2018 Time: 10 AM to 4 PM
Venue- Y 101, Y-Block


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FDP Feedback Testimonials:

The FDP held in May was a comprehensive program that aimed to engage the teachers in various aspects of self-development, both as a teacher and as an individual. Strategically combining activities, discussions and traditional teaching, the sessions did not leave us disengaged. I personally felt that the session on Research could have been more specific and advanced. It was a little too basic and the points covered were pretty much those taught to undergrad students. The sessions on leadership kept everyone of their toes and was quite interesting. I also found the session on Teacher as an Instruction Specialist quite engaging. I was actually looking forward to the session on Mentoring and while the points and activities discussed were helpful, I think more student-specific discussions and information would have been much welcome. Nevertheless, I found that the FDP helped me learn a lot as a teacher since I have spent but a year teaching college students and therefore, the FDP was quite productive. I feel that I have become a better mentor and I'm able to be a little relaxed with students unlike my previous fastidious and rigid countenance; I can empathize better.

---Ms. Laksmi Pillai

The FDP conducted in May was wonderful and transformational. Not only did the experience provide me with an opportunity to make a change/make a difference in the lives of students, but it also provided me the opportunity to grow and learn about myself as an educator and as a person. I'm eager to put the strategies I learned to work so that students can survive and thrive in our college. Every teacher befitted: some, this session; in some or the other manner as I personally have. To sum this up, I would say this was a fantastic FDP. As a trainer myself, I learned new techniques that can be used in most, if not all aspects, for Training and Development and I look forward to more sessions like these.

---Mr. Ranjit Anand

The Faculty development program greatly expanded my understanding of role of a teacher and gave me great understanding of how teacher can become a mentor, a researcher and a guide. It taught me various self-management skills.

This beautifully planned program has been very helpful for me in providing me self-confidence, better presentation skills, empathy towards students as well as helping me to be more in control.

---- Ms. Poonam Mirwani


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Faculty Development Program On 'Preparing a Teacher for Different Roles'

Date: 05/05/2018 to 11/05/2018

Time: 10:00 am to 4:00 pm

Sr. No.	Faculty Name	Signature					
		05/05/2018	07/05/2018	08/05/2018	09/05/2018	10/05/2018	11/05/2018
1	Aasha Chavan	<u>Aasha</u>	<u>Aasha</u>	<u>Aasha</u>	<u>Aasha</u>	<u>Aasha</u>	<u>Aasha</u>
2	Agnus Meldath	<u>Agnus</u>	<u>Agnus</u>	<u>Agnus</u>	<u>Agnus</u>	<u>Agnus</u>	<u>Agnus</u>
3	Ashwini Koyande	<u>Ashwini</u>	<u>Ashwini</u>	<u>Ashwini</u>	<u>Ashwini</u>	<u>Ashwini</u>	<u>Ashwini</u>
4	Dr. Pashmeen Kaur Anand	<u>Pashmeen</u>	<u>Pashmeen</u>	<u>Pashmeen</u>	<u>Pashmeen</u>	<u>Pashmeen</u>	<u>Pashmeen</u>
5	Dr. Swagatika Nanda	<u>Swatika</u>	<u>Swatika</u>	<u>Swatika</u>	<u>Swatika</u>	<u>Swatika</u>	<u>Swatika</u>
6	Hrishikesh Tendulkar	<u>Hendulkar</u>	<u>Hendulkar</u>	<u>Hendulkar</u>	<u>Hendulkar</u>	<u>Hendulkar</u>	<u>Hendulkar</u>
7	J Gunasundari	<u>J.G.</u>	<u>J.G.</u>	<u>J.G.</u>	<u>J.G.</u>	<u>J.G.</u>	<u>J.G.</u>
8	Janhavi Vadke	<u>Janhavi</u>	<u>Janhavi</u>	<u>Janhavi</u>	<u>Janhavi</u>	<u>Janhavi</u>	<u>Janhavi</u>
9	Kavitha Chandramohan	<u>Kavitha</u>	<u>Kavitha</u>	<u>Kavitha</u>	<u>Kavitha</u>	<u>Kavitha</u>	<u>Kavitha</u>
10	Lakshmi Pillai	<u>L.Pillai</u>	<u>L.Pillai</u>	<u>L.Pillai</u>	<u>L.Pillai</u>	<u>L.Pillai</u>	<u>L.Pillai</u>
11	Leena Jadhav	<u>Leena</u>	<u>Leena</u>	<u>Leena</u>	<u>Leena</u>	<u>Leena</u>	<u>Leena</u>
12	Madhavi Ambondkar	<u>Madhavi</u>	<u>Madhavi</u>	<u>Madhavi</u>	<u>Madhavi</u>	<u>Madhavi</u>	<u>Madhavi</u>
13	Mangal Singh Rawat	<u>M.S. Rawat</u>	<u>M.S. Rawat</u>	<u>M.S. Rawat</u>	<u>M.S. Rawat</u>	<u>M.S. Rawat</u>	<u>M.S. Rawat</u>
14	Mithila Chavan	<u>Mithila</u>	<u>Mithila</u>	<u>Mithila</u>	<u>Mithila</u>	<u>Mithila</u>	<u>Mithila</u>
15	Monika Thapar	<u>M.Thapar</u>	<u>M.Thapar</u>	<u>M.Thapar</u>	<u>M.Thapar</u>	<u>M.Thapar</u>	<u>M.Thapar</u>



Rakel
Principal

Faculty Development Program On 'Preparing a Teacher for Different Roles'

Date: 05/05/2018 to 11/05/2018

Time: 10:00 am to 4:00 pm

Sr. No.	Faculty Name	Signature					
		05/05/2018	07/05/2018	08/05/2018	09/05/2018	10/05/2018	11/05/2018
16	Payal Shah	<i>P. Shah</i>	<i>P. Shah</i>	<i>P. Shah</i>	<i>P. Shah</i>	<i>P. Shah</i>	<i>P. Shah</i>
17	Poonam Mirwani	<i>PM</i>	<i>PM</i>	<i>PM</i>	<i>PM</i>	<i>PM</i>	<i>PM</i>
18	Prathma Nemane	<i>PANemane</i>	<i>PANemane</i>	<i>PANemane</i>	<i>PANemane</i>	<i>PANemane</i>	<i>PANemane</i>
19	Rajendra Patole	<i>R</i>	<i>R</i>	<i>R</i>	<i>R</i>	<i>R</i>	<i>R</i>
20	Ranjeet Anand	<i>Ranjit</i>	<i>Ranjit</i>	<i>Ranjit</i>	<i>Ranjit</i>	<i>Ranjit</i>	<i>Ranjit</i>
21	Rumeli Sharma	<i>RS</i>	<i>RS</i>	<i>RS</i>	<i>RS</i>	<i>RS</i>	<i>RS</i>
22	Sabir Moin	<i>Sabir</i>	<i>Sabir</i>	<i>Sabir</i>	<i>Sabir</i>	<i>Sabir</i>	<i>Sabir</i>
23	Sandip Khandekar	<i>Sandip</i>	<i>Sandip</i>	<i>Sandip</i>	<i>Sandip</i>	<i>Sandip</i>	<i>Sandip</i>
24	Santosh Kumar Gupta	<i>S Gupta</i>	<i>S Gupta</i>	<i>S Gupta</i>	<i>S Gupta</i>	<i>S Gupta</i>	<i>S Gupta</i>
25	Seema Vishwakarma	<i>V</i>	<i>V</i>	<i>V</i>	<i>V</i>	<i>V</i>	<i>V</i>
26	Shajil Kumar	<i>SK</i>	<i>SK</i>	<i>SK</i>	<i>SK</i>	<i>SK</i>	<i>SK</i>
27	Shreyas Bondre	<i>SB</i>	<i>SB</i>	<i>SB</i>	<i>SB</i>	<i>SB</i>	<i>SB</i>
28	Snehal Tandale	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>
29	Spruha More	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>
30	Sylvy Dmonte	<i>Sylvy</i>	<i>Sylvy</i>	<i>Sylvy</i>	<i>Sylvy</i>	<i>Sylvy</i>	<i>Sylvy</i>

Poonam Mirwani
COAC (Co-ordinator)



Sandip
Principal

Training session on the vMIS (College ERP System)

Organized by: VSIT - IQAC

Dates: 9th & 10th June 2017

Time: 2:00 PM to 4:00 PM

Attendees: 24

Venue: X-119



Internal Quality Assurance Cell of Vidyalankar School of Information technology had organized a training session on the **VMIS(College ERP System)** for VSIT non-teaching staff (Admin Staff/ Library / Exam Cell) on 9th and 10th June 2017.


The management of the day to day operations of the Institute has been streamlined with a customized ERP developed by the Institute that manages all administrative and academic processes of the Institute. The aim of this session is to train all non-teaching staff members to efficiently use college ERP system and smoothen the administration process.

This session was conducted by Ms. Ketaki Ghawali, Assistant Professor, Dept. of IT, VSIT.

Day 1(9th June 2017)

On the first day 9th June Ms. Ketaki started with session by introducing all the modules which ERP System includes. They are:

- Staff attendances, payrolls and leaves


Principal
VIDYALANKAR SCHOOL OF
INFORMATION TECHNOLOGY
Vidyalankar Marg, Vidyalankar
Educational Campus, Wadala (E)
Mumbai - 400 037.



- Admissions and cancellations
- Accounts – Fee payments and petty cash handling
- Library management
- Stores and Inventory management
- Academic Administration
- Digital storage of important documents and retrieval
- User access privileges to staff and students
- Integrated mail and SMS alerts

Then she covered administration module related to students in detail, where she covered student form filling, bonafide certificate generation, leaving certificate, issue railway concession, ID card, Entry Pass, Gymkhana login and library module. For each module hands on practice is given to each participant.

Day 2 (10th June 2017)

On the second day 10th June Admission and Exam Module were covered. Admission form filling, modify admission, admission cancellation, exam registration, exam marks entry, creating new head per exam and generating various reports were covered.

Questions from all participants were answered and overall training session was informative and benefited all non-teaching staff.



Activity Name: Training Session on vMIS (College ERP System)

Date: 9th and 10th June 2017

Time: 2:00 PM To 4:00 PM

Venue:- Lab X - 119

Two Days vMIS Training (College ERP System)

Date: 09/06/2017 to 10/06/2017

Time: 2:00 pm to 4:00 pm



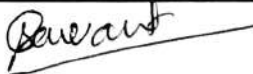
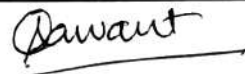





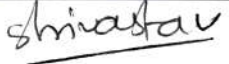


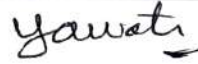

Sr. No.	Participant Name	Signature	
		09/06/2017	10/06/2017
1	Akshay Mohite	<i>A Mohite</i>	<i>A Mohite</i>
2	Akshay Parab	<i>A Parab</i>	<i>A Parab</i>
3	Ankul Patara	<i>A Patara</i>	<i>A Patara</i>
4	Apurwa Mahadik	<i>A Mahadik</i>	<i>A Mahadik</i>
5	Dipika Keluskar	<i>D Keluskar</i>	<i>D Keluskar</i>
6	Girish Gokhale	<i>G Gokhale</i>	<i>G Gokhale</i>
7	Kavita Bandiwadekar	<i>K Bandiwadekar</i>	<i>K Bandiwadekar</i>
8	Madhura Patil	<i>M Patil</i>	<i>M Patil</i>
9	Pooja Ghag	<i>P Ghag</i>	<i>P Ghag</i>
10	Poonam Pansare	<i>P. Pansare</i>	<i>AB</i>
11	Pritee Jagdale	<i>P. Jagdale</i>	<i>P. Jagdale</i>
12	Rupali More	<i>R More</i>	<i>R More</i>
13	Sameera Bagwe	<i>S Bagwe</i>	<i>S Bagwe</i>
14	Sandeep Jadhav	<i>S Jadhav</i> <i>AB</i>	<i>S Jadhav</i>
15	Sanjivani Mohite	<i>S Mohite</i>	<i>S Mohite</i>
16	Shreya Gole	<i>S Gole</i>	<i>S Gole</i>
17	Shubhangi Khandare	<i>S Khandare</i>	<i>S Khandare</i>




Two Days vMIS Training (College ERP System)


Date: 09/06/2017 to 10/06/2017

Time: 2:00 pm to 4:00 pm

Sr. No.	Participant Name	Signature	
		09/06/2017	10/06/2017
18	Snehal Patil		
19	Swapnali Sawant		
20	Swati Bare		
21	Vaishali Pawar		
22	Vandana Shrivastav		
23	Vinaya Lokhande		
24	Yogita Awate		


Poojam Minoani
(Co-ordinator)




Principal
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Information Technology
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