



ADHIGAM

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Message from Mentor Dr. A K Sengupta



I take great pleasure in announcing release of the first issue of the bulletin of the Central Training Department.

As a part of the academic community, we always believe that the system of continuous learning is essential particularly for those who are involved deeply in the teaching-learning processes. I mean the faculty; if we at SIES are looking at creating an institution aimed at developing sensible citizens for the 21st century with right knowledge, skills, attitude and value system, faculty members have to be at their best at the forefront of knowledge creation and dissemination. They should be ahead of the compatriots of other institutions as well as students; then only will they be able to make an impact both inside and outside the classroom.

Advisory Board

1. **Dr. Alka Mahajan**, Principal, SIES Graduate School of Technology, Nerul
2. **Dr. R Rangaprasad**, Director, SIES School of Packaging, Nerul
3. **Dr. Nina Roy Choudhury**, Principal In Charge, SIES College of Commerce & Economics, Sion(E)
4. **Prof. Vidhya Satish**, Director, SIES Institute of Comprehensive Education, Sion (W)

It is in this context that a central outfit like Central Training Department can play a crucial role in honing and retuning the requisite qualities of a good teacher; the objective is to help teachers to migrate from zone of effectiveness to zone of greatness. A Central Training Department has, therefore, to be very best in its quality of content and delivery. Indeed creating the Department has been the right thinking on part of the Management of SIES. However, it will definitely take some time to make the Department a really good and competitive one where the participants would feel like coming again and again.

We have great vision to make it one of best training systems in the country for all types of education providers: from primary school to post-graduate teachers. Similarly, an educational institution has no meaning if it does not have a pool of dedicated, committed, knowledgeable and passionate non-teaching staff that creates the right ambience to make an outstanding educational institution. The other important target group of this Department is therefore going to be the non-teaching staff of all SIES institutions.

I am sure the Central Training Department has a bright future in an era of ever changing complexion of educational paradigms.

We look forward to continued support from all the institutional Heads / Principals / Directors to make our journey successful.

Together we shall make the difference!

Getting Started
Suma Nair – Central Training

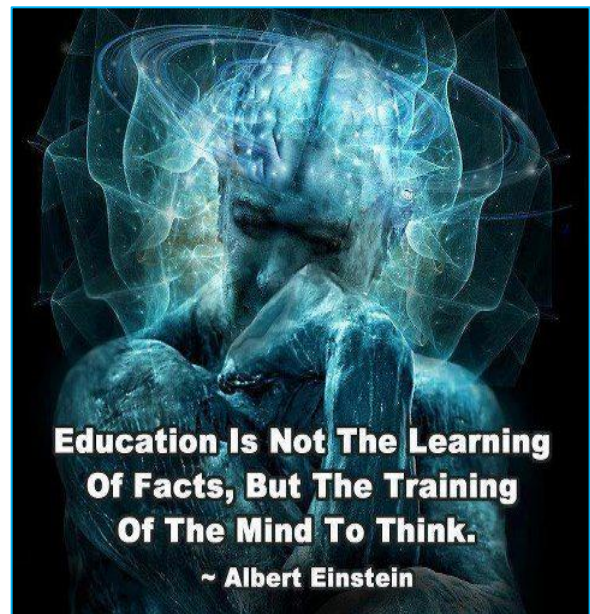
Central Training has successfully completed one year; on this occasion we are glad to release the **SIES -Training Newsletter - ADHIGAM**.

As said, **“Training is only effective if it promotes learning”**. The objective of the newsletter is to build learning culture among our institutions to foster continuous learning.

I take this opportunity to thank Management, heads of institutions, faculty and all colleagues who have constantly supported and guided us for establishing the department.

The current issue will give an insight on last year activities initiated by central training, articles by our faculty, events and programs done during 1st quarter of the current academic year.

Happy Reading



Reflective Practitioner

Prof. Vidhya Satish, Director, SIES Institute of Comprehensive Education, Sion (W)

Who is a teacher?

The one who is a teacher is

T - Tenderly Touching

E- Enthusiastically Enlightening

A - Always Appreciating

C - Cheerfully Caring

H - Happily Helping

E - Ever Encouraging

R - Readily Reaching

Do we all have these ideal qualities as a teacher? This is an important question for all teachers to ponder upon. The more we ponder on these qualities, an important trait of a teacher that merges is that of becoming "Reflective Practitioners". The etymology of the word "reflection" stems from the Latin word "reflectere" which literally means to bend backwards or turn back one's thoughts on some subject. A reflective person is a person with a meditative or deliberative disposition.

Reflection also means to give serious thought or consideration. Thus it becomes paramount for the teacher to become reflective. Reflective teaching practices involve *reflection on the methods adopted, evaluating processes, using research* to develop one's own practices and most importantly *sharing* good practices with others.

Reflection is purposive, organized, structured, deliberate, links theory to practice and promotes change and development. It is a process of self-examination and self-evaluation that effective educators regularly engage in to improve their professional practice. Educators must continuously study their practices if they are to grow. Concentration on these practices helps one to deliver the best work. Teaching is all about learning, growing and changing. "One who dares to teach must never cease to learn". Today's learning scenario has moved on from "delivering or covering" the curriculum to "setting the stage" for students to find and solve problems relevant to topics in curriculum and to themselves as learners. Good teaching is more of giving right questions than giving the right answers.

How does one get started?

Teaching can be compared with for example, learning to drive. Mastering clutch control at the very beginning is difficult, leads to repeated trials, sometimes leading to failure, then developing confidence and later mastering it and finally becoming an unconscious act. Teaching too follows a similar process. An unstructured model suggests that teaching can progress through the following stages:

- Unconscious incompetence – we are unaware of what we can do and don't know.
- Conscious incompetence – we are aware of our developmental needs and start doing something about it.
- Conscious competence – develop the mastery and skills, use them and watch how it affects.
- Unconscious competence – the skills become “naturalized” that it transforms into what we can call “second nature”.

Teaching can become one's second nature. But care must be taken to see that it does not make one complacent. Hence the need is to be reflective and review our skills from time to time. It is never too early to learn to become a reflective teacher.

Teachers must start by *writing a mission statement, devise an action plan* and *set goals*. Once the plans are made about enhancing the teaching-learning process, the teacher has to ask himself or herself “How am I doing”? “Is there anything to adjust”? “How to proceed to reach one's goals”? As the year progresses, the teacher has to evaluate his / her progress and that of his / her class. “Could they expect more of themselves or their students”? “What would they change or make different”?

The notion of reflection linking theory to practice underlies the work of Kolb and Gibbs (1984). The four stage theory of experiential learning can be linked to reflective practices. The four elements are a) **concrete experiences** b) **reflection** c) **abstract conceptualization** d) **active experimentation**. The teacher can begin at any point but must follow these steps. For example, if the teacher wishes to use role play in the classroom (*concrete experiences*), he/she is partially successful. The teacher then reflects on the use of role play in classroom teaching and considers ways of improving it (*reflection*). He / she reads more on effects of role play, discusses with senior colleagues and formulates an improved version of the activity (*abstract conceptualization*). The next time he/she plans to use role play, he /she incorporates new ideas in the planning (*active experimentation*). This leads to a new concrete experience and repetition of the cycle.

What are the areas one needs to reflect on?

A teacher has a phenomenal onus of being a role model. It is thus imperative that a teacher models the right behaviour. Rosenshine (1971) developed a list of effective teaching behaviors. Despite the fact that this research is old, this list is nevertheless valid even in today's times. The characteristics exhibited by good teachers are as follows:

- 1) Introducing and structuring topics or activities clearly.
- 2) Explaining topics with relevant examples and illustrative materials.
- 3) Organizing lessons in a systematic and business-like manner.
- 4) Using a variety of teaching aids.
- 5) Questioning students especially to promote higher-order thinking skills.
- 6) Using praise and other verbal and non-verbal reinforcement techniques.
- 7) Encouraging learner participation.
- 8) Making use of learner's ideas, clarifying and developing them further.
- 9) Showing warmth, rapport and enthusiasm often non-verbally.

Malcolm Knowles (1978) in his research has stated that adult learners have certain expectations of their teachers which are as follows:

- Treat learners as adults and not as children- though it sounds obvious, adult learners feel they are treated like children.
- Recognize their life experiences - the learner's experiences need to be listened to, and integrated into the teaching learning processes.
- Provide support and guidance - despite life experiences, many learners feel anxious and ambivalent especially if they have had bad school experiences.
- Respect their self -concept.
- Help them develop autonomy and independence as learners.

Above all, it is important to understand learner characteristics, needs and motivation. There can be no better judge than your own self. A reflective teacher knows how he / she has performed in aiding his / her students learn.

Conclusion:

What makes a good teacher is the ability to reflect. A reflective teacher develops optimum teaching qualities. He/she is open to new learning, researches topics and teaching styles, constantly improves teaching methods and shares both success and failure with colleagues. The more we reflect on, we begin to become objective, unbiased and clear. Once reflection becomes part of one's own nature, success and progress are bound to follow.

Training & FDP- The Need of Hour

Dr. Seethalekshmy. N, Associate Professor, SIES College of Commerce & Economics, Sion (East)

Quite a few graduates in the country cannot either speak or write English in an appropriate manner.

More than half graduates are not employable based on their spoken English scores!

These are some of the findings of various surveys recently conducted.

If this is the plight of our nation, how can we have Make in India Mission possible?

The employability depends on the academic skills as well as language skills. The personality of a candidate will be the sum total of not only intelligence, but also soft skills that are imparted along with academic learning.

The question is why our students are lagging in soft skills. To a certain extent, teachers are responsible for this sad plight. Therefore, we have to concentrate on the training and development of teachers from school standards itself. This can help improving the standard of students from school level onwards.

Another report which is published by one of the popular NGOs working in Mumbai called PRATHAM gives some frightening results regarding school education.

Children week in reading

Percentage (%) of children in Std 3

Year	Government School	Private School
2010	57.5%	42.4%
2011	64.8%	43.7%
2012	67.6%	44.7%
2013	67.4%	40.4%

Source:- Pratham Report

This table shows the percentage of students in standard III who cannot read their text books, be it in private school or government school.

The above figures indicate the woeful quality of education which we provide at initial level. The training interface should be aggressive at the school level for teachers, so that some improvement can be expected in performance of the students.

It must be appreciated that training is a continuous process in order to develop the human resources within an organization.

This has become the axiom of present business world. Training is a must for using new technology or techniques. Training can give knowledge, information, technical skills, social skills, conceptual skills as well as contribute to positive attitude building. Expenditure on training and development is an investment for human resources development. It makes the enterprise capable of meeting new challenges from time to time. Training is a process which can give benefits for both employer as well as employee. The main benefit received by the employer is improvement in quality and efficiency of the employees. It can develop a set of skilled workforce who are capable of handling any situation within the organization.

The benefits of the employees include development of confidence, skills, self-management as well as change in attitude.

Thus if we apply these core principles for educational institutions, the need of hour is FDPs and training programs for teacher. These training will be towards technical, managerial as well as conceptual skills of teachers. These will help teachers to grow and achieve excellence in their respective areas of expertise. Teachers can become not only efficient but also effective with this type of training.

The term efficiency indicates “Doing Things Right” whereas effectiveness aims at “Doing Right Things”. There is always a gap between the present performance and performance expected in future. Through faculty development programs this gap can be reduced or mitigated to a certain extent.

The FDPs can include coaching, delegation, and project assignment and understudy assignment as well as attending conferences and seminars. Management can encourage teachers to participate in seminars and conferences by reimbursing the conferences registration fees. The teachers should not only participate, but also present papers in such conferences, and thereafter discussions should also be conducted for further dissemination. Participating in conferences outside the state or country can give very good exposure to the delegates.

FDP is a systematic program for the overall development of the human resources. It should be an ongoing process which can make the human resources better. This can help the employees to aspire for higher positions as well as growth. These programs encourage the self-development of teachers to reach full potential. This can motivate the teachers to work hard and reach excellence in their performance. This is the **only** way to move forward in the current competitive scenario.

The Journey Begins

Inauguration program

Central Training **inaugurated its first program** on 20th August 2014, for the non-teaching staff -**Workshop on Self Enrichment and Development with Effective Customer Service**. Workshop *on ICT in Teaching-Learning Processes* was the first program for the Teaching staff.



With this beginning, series of workshops, round table discussions and interactive programs were conducted at central level as well as institute level as per the need.



Central Training programs



Institute specific training programs



Programs Conducted by Central Training 2014-15

Central Programs

Program Title	Date	Target Audience
Workshop on Self Enrichment & Development with Effective Customer Service	20 th August 2014	Non-Teaching Staff
Workshop on Use of ICT in Teaching - Learning Process	22 nd August 2014	Teaching Staff
Round Table Discussion on Quality	28 th November 2014	Teaching Staff
Round Table Discussion on Teaching & Learning Innovations	19 th December 2014	Teaching Staff
Workshop on RTI	10 th January 2015	HODs & Registrars
Round Table Discussion on Managing Student Expectations	28 th January 2015	Teaching Staff
IT Champion Training	26 th February 2015	All Staff

Institute Specific Programs

Program Title	Date	Target Group	Name of Institute
Workshop on Language Development	20 th September 2014	Teaching Staff	SIES School Preprimary
Interactive Discussion -Financial Planning	10 th October 2014	All Staff	SIESCOMS
Workshop on Self Enrichment	28 th October 2014	Non-Teaching Staff	SIESCE
Workshop on Stress Management	22 nd November 2014	All staff	SIEASC(N)
Workshop on Effective Interpersonal Communication	6 th December 2014	Teaching Staff	SIESCE
Workshop on Team Building	12 th December 2014	Non-Teaching Staff	SIESCE

Dr. Ela Goyal, Associate Professor MCA, SIES College of Management Studies, Nerul

Teaching/Learning process is becoming more involved and outcome based as compared to the times when we were students. Today, determining the effectiveness of the course is an important requirement, both from teachers' as well as students' perspective. Also, there are a number of administrative requirements on the various courses conducted by institutes and universities. The prescribed guidelines from the authorities have made it mandatory to do a continuous evaluation of students, match the learning outcomes of the courses to its objectives, conduct two or more unit tests in every course and so on. With the tight time-tables and a minimum 6-8 courses taught every semester having theory and practical classes, it gets difficult to ensure that all these simple looking requirements are met successfully. Further, maintaining paper records and finding them as and when required also turn out to be a daunting task.

A learning management system can ease all these issues for an institute besides improving the efficiency at every step.

Mostly it is web-based to facilitate "anytime, anywhere" access to learning content and administration. A complete record of all the activities done throughout the semester across courses can be maintained through this software. We, at SIES College of Management Studies, Nerul, use Moodle Learning Management System. It's a free and open source LMS. We have customized it to suit our needs. We have added many plugins too, to the same to make it more efficient and user-friendly.

The advantages of using this system are many.

Having all the course material online helps the teacher in planning his/her course well. The weekly plan is already uploaded so that the students have a clear idea of what is going to be taught and when. Besides the class notes, any other extra reading materials like URLs, audio and video recordings can also be uploaded. Even if the student is absent, he/she knows what is done in the class. The notes can be accessible from anywhere and there is no need to make personal copies of the same. The students are not dependent on the class representatives to update them on the happenings of the class.

The teacher can send a message in the form of a mail through the News Forum of the LMS, thus informing the entire class simultaneously on any important update.

Further the assessments can also be done online and efficiently. The assignments can be collected online. The submission of assignment can be strictly time-bound and in the format as required. Since the submitted assignments are available online through the server from anywhere, the teacher can correct and grade them at his/her convenience. He/she need not download or carry them across places. The complete records regarding grades, time of submission, non-submissions, is maintained at the server and can be used anytime as required to calculate internal assessment of the students. Anti-plagiarism plugins can be used to discourage habits of copy-pasting of assignments among the students.

Another form of assessments in the form of class tests can also be conducted online thus saving the teachers from mundane task of correcting, grading and consolidating marks.

Besides unit tests, small objective type class tests can also be conducted at the end of every lecture to gauge understanding of students and effectiveness of the lecture towards the topic. This can then be mapped with the objectives of the topic covered in the lecture to determine the fulfillment of learning outcome.

All these activities done in the course can be monitored by the administrators of the institute, thus giving them regular updates about the progress of each course. Complete records of the number of lectures conducted, student attendance, activities done in each course and student grades can be maintained through the system.

There are ways to connect the system to parents as well so that they are also informed about the performance and progress of their wards.

Overall, an LMS can bring about an all-round efficiency and improvement in the teaching learning process. It has advantages and benefits for all the stakeholders of the teaching-learning process.

It can automate a lot of administrative tasks done by the teachers, thus saving many man-hours which the teachers can then utilize in improving their knowledge through research and other activities. For students, an LMS can add to the academic rigor thus improving their understanding of the subject. From an administrator's perspective, an LMS can actually bring about more transparency in the system and make it more process-oriented.

We at SIES college of Management Studies have adopted the Moodle LMS in the teaching-learning process and thus are moving towards improving education.

The Importance of Training Students of English Literature in Formulating, Developing and Supporting a Thesis Statement

Dr. Lakshmi Muthukumar, Associate Professor, SIES College of Arts, Science and Commerce, Sion (West)

Very often, teachers of English Literature tend to teach under-graduate students the analysis of literary texts without empowering them with the knowledge necessary to write an argumentative, academic essay. Literary analysis is often reduced to presenting a critic's analysis and inserting a paraphrase or plot summary of the novel in question. It is vital to train students of English literature in the formulation of a thesis statement. In order to do this efficiently, it is necessary to enlighten the students about the difference between a topic and a thesis. In literature, a thesis is a position, proposition or interpretation that a person presents and then attempts to defend in literature should demonstrate enough hold over the primary source as well the secondary sources.

All this has to be importantly, couched in correct and effective language without any spelling or grammatical errors. The task is a challenging one and justly so.

An essay about literature usually begins with a thesis statement. This is typically stated concisely at the beginning of the first paragraph and briefly sums up the argument or the main idea that the essay seeks to defend. For instance, a sample thesis statement about characterization in R.K. Narayan's novel *The Man-Eater of Malgudi*, could read thus:

Nataraj in *The Man-Eater of Malgudi*, is not as innocent as he seems.

If the student uses the above thesis statement in the introductory paragraph of his essay, the remaining paragraphs should provide evidence to support this interpretation of the character.

I would like to share some pointers that I give my students here. The following tips may be kept in mind while developing a thesis statement:

1. A thesis statement presents an **opinion** that you will be attempting to defend, not a fact that you will be able to prove.
2. The opinion you set forth in your thesis statement should be **focused** enough to examine within the scope of your essay. If you are planning to writing five paragraphs, do not begin with a thesis statement that would take a two hundred page book to defend.
3. A thesis statement is different from a **topic**.
4. A good thesis statement is based on a **close reading** of the text. This will require the student to come up with an interesting idea to work on and write about and then take notes as he/she re-reads the text to look for textual evidence in order to defend the thesis statement.
5. Keep **revising** and **refining** your thesis statement until it expresses the precise point that you want to defend in your essay. Most writers find that if they can't write a good thesis statement in one or two sentences, then they haven't clarified their thoughts enough to begin writing their essay.
6. A good thesis statement does not have to present an earth-shatteringly original idea. However, it should also not be a case of stating the obvious. One way to come up with an interesting thesis statement is to think of a seemingly obvious interpretation and then try to find a way to argue against it. For example, you might attempt to defend a position that the real hero of Milton's *Paradise Lost* is not God but Satan.
7. Even if you choose an interpretation that is not very controversial, it is often helpful to think of arguments against your position so that you can **refute** them in your essay. This technique is also very useful in debating. In fact the whole exercise is very similar to planning our proposition in a debate.

8. Examining the various **literary elements** of the work prescribed such as plot, characterization, setting or point of view and analyzing its unique attributes is also a useful way of arriving at an interesting thesis statement.

Defending the thesis statement:

Once a good thesis statement has been formulated and developed, the next thing to do is to gather enough supporting evidence. This means collecting enough relevant details, quotes and incidents from the literary work under consideration that helps you defend your interpretation or idea. One can also usefully include quotes from book reviews, critical essays or interviews with the writer about the work. Utmost care, however, should be taken to cite these sources properly.

After gathering enough supporting evidence, all the material along with your arguments should be arranged into a strong, logical sequence.

Usually, it is a good idea to save one's most persuasive point for the last paragraph.

A useful checklist while revising your work:

1. Have you ensured that your thesis statement is focused enough?
2. Have you supported your thesis statement with at least three pieces of evidence?
3. If you have quoted directly from the novel or from other sources, have you checked the quotation for accuracy, used quotation marks, and cited the page on which the quotation appears?
4. Have you checked: Spelling? Punctuation? Capitalization? Sentence Structure? Paragraph Organization?

Hopefully the pointers shared on this forum will help our faculty to guide their students to improve their examination answers and assignments.

Beginning 2015-16

The Central Training compiled the training needs and made the calendar for the year 2015-16.

The Department has already conducted a few programs during the year 2015-16. Summary of the program is given below.

SPECIAL INITIATIVES

The concept of **knowledge sharing process on Leadership Excellence** through **Google Hangouts** connecting 6 colleges of SIES and other external college with eminent speaker **Dr. Manu Vora, ASQ Chairman & President, Business Excellence, Inc** from USA was introduced. This initiative is facilitated by **Shri. S. V. Viswanathan, Jt. Hon. Secretary** of SIES.

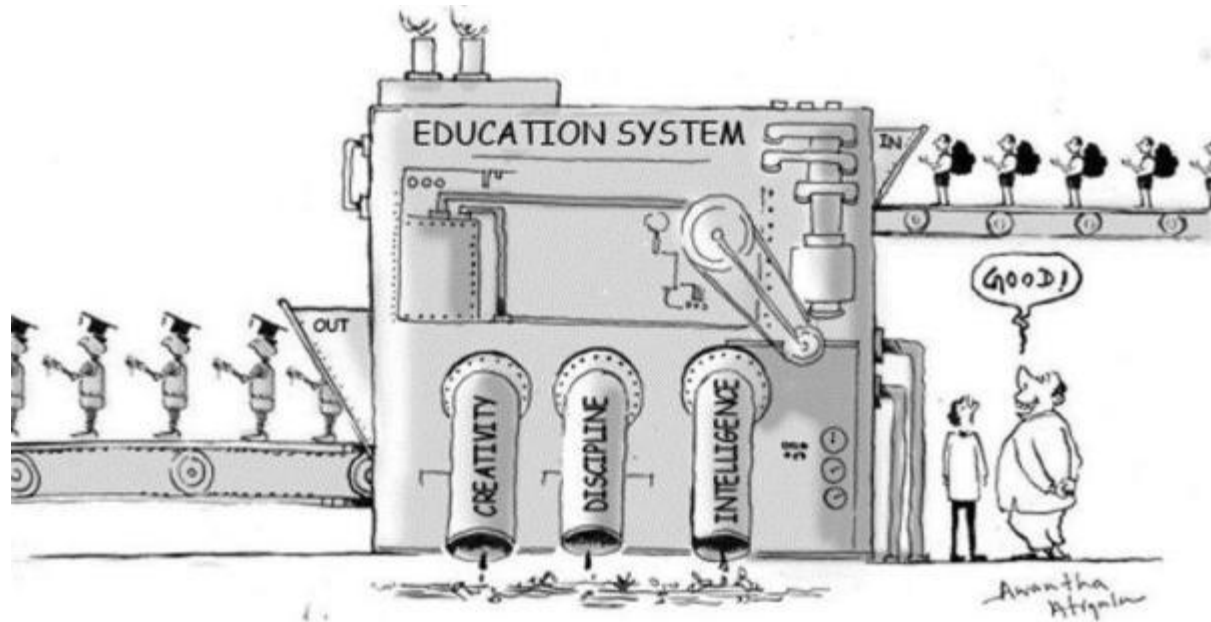
International Yoga Day on 21st June was celebrated with an **Awareness Program on Yoga** in Nerul campus. Students, faculty and members from Veda Pathashala attended the event and also participated in performing the Asanas and Pranayams.



Summary of Programs Conducted in First Quarter 2015-16

Program Title	Date	Target Audience
Interactive Discussion on Green Regulation	23 rd June 2015	All Staff
Leadership Excellence – Dr. Manu Vora	26 th June 2015	SIES College Staff
Workshop on Becoming Effective Teacher	27 th June 2015	Teaching Staff
Workshop on Effective communication and Customer Centric Approach	29 th June 2015	Non-Teaching Staff
Team Work – Dr. Manu Vora	17 th July 2015	Students of SIES Institutions
Round Table Discussion – Management Discipline	23 rd July 2015	Teaching Staff
Workshop on Introduction to Research	31 st July 2015	Teaching Staff

Programs conducted in 1st Quarter 2015-16





To make the newsletter interactive learning forum, share with us articles on Learning/ Teaching initiatives, experiences/ideas and also provide feedback. Please write to us or contact  

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