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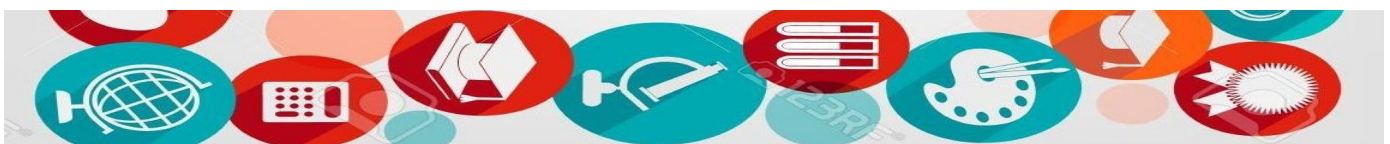
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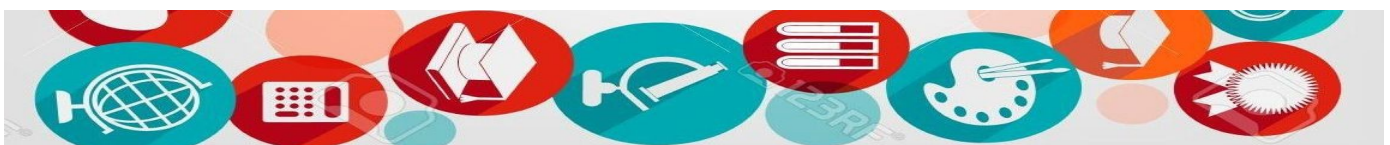
Message from the President

Training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill. The essence of training is to allow error without consequences. Training offers an opportunity to expand the knowledge base. It addresses weaknesses, improves performance, provides consistency ultimately leading to employees' satisfaction. SIES Central Training Institute has taken on this role with exemplary commitment and devotion. Adhigam, the e-bulletin provides a platform for contributed articles on diverse subjects and various aspects of training. The word "Adhigam" in Tamil means MORE. I am sure the e-bulletin provides far more benefits than envisaged by the process of training. I wish the department great achievements in the years ahead. May the stories of success find their place in Adhigam inspiring several other teachers and staff to emulate and progress in this pilgrimage of perfection.



Dr. V. Shankar
President

24th June 2017



Message from Dr. A K Sengupta

Dear Colleagues

SIES Central Training Department (CTD) has completed 3 years of its operation. **Adhigam**, the e-magazine of the department is entering the 3rd year of its journey. During its brief life span, the CTD has organized a good number of programs on various topical, relevant and contemporary issues for the institute's two important stake holders namely, **faculty** and **non-teaching staff**. The untiring efforts of my colleague Ms. Suma are being appreciated by all the users.

As we embark on the 4th year of the journey of CTD, we look forward to building a stronger training set-up aimed at developing the core competencies of both teachers as well as non-teaching colleagues at various levels. These competencies encompass all three parameters of knowledge, skill and attitude. We also contemplate evolving into a knowledge hub for all types of academic endeavors of SIES group of institutions.

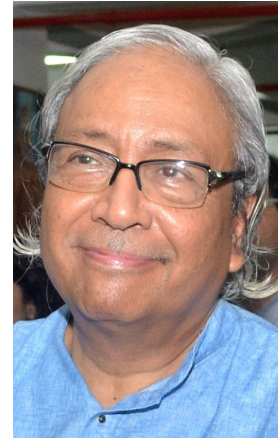
Finally, CTD aims at ushering into a full-fledged training and development institute, making it as one of the coveted, specialized institutions of the SIES family.

I wish the department a good success.

A K Sen Gupta

Mentor & Director

SIES College of Management Studies





Celebrating Special Days

Women's Day - 7th and 9th March 2017 : Health is wealth and with this premise a program for woman staff on "Fascinating Journey of Women" was organised at Nerul and Sion campus respectively. The program was attended by faculty, staff and students and well appreciated by all.

Environment Day –10th June 2017 : To commemorate World Environment Day 2017, SIES Indian Institute of Environment Management (SIES-IIEM) and SIES Central Training Department (SIES CTD) jointly organised a seminar, with the theme "Connect to Nature". Inaugurated with a plantation drive of fruit bearing plants in the campus by Chief guest and members of the institute. NSS Coordinator, students and faculty members from different institutions attended the half a day seminar.

International Yoga Day - On 21st June 2017 : Program on Yoga was organised where in faculty, staff, students and members from senior home attended and participated. The program covered and demonstrated -Introduction to Yoga, the Art of stretching, Asanas for specific health issues, Surya Namaskar, the slow yoga revolution, orientation and demonstration of Yoga Nidra – Guided Relaxation. The breathing techniques were also performed .



TEACHER AS MENTOR

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Can you name a person who had a positive and enduring impact on your personal or professional life, someone worthy of being called your mentor?

I CAN! Prof. Uday Gadkari, Principal of the institute I began my teaching career with.

Today when I look back on my journey from being a student who always felt that teaching was not her cup of tea to being a reasonably good teacher, I have to admit that this was possible only and only because of my mentor and guide-Prof. Uday Gadkari. I have vivid memories of my first day in the college as a teacher rather than a student. It also happened to be my first experience of supervising End Semester exam of final year engineering students who were appearing for the same exams 3rd or the 4th time!! It was a disaster from the word go! The students were *men* of my age and some even older. All DADA's!!! One of them even had placed a knife on the desk he was writing on. They passed suggestive remarks with intent to make me uncomfortable. I decided then and there that if this

is what teaching career involved I would not be coming back the next day. Immediately after the exam I went to the principal's office, asked his secretary for a plain paper, wrote my resignation, knocked on the principal's door, barged in and put the letter on the table. Looking at my state Prof. Gadkari just smiled and asked me for the reason of my agitated action. I shared what I had gone through. I can hear his words clearly even now after three decades "think of them as dinosaurs', the world is full of them. If you run from them now you will be running from them your entire life. Face them and fight them - I am there to support you'. His words worked like an energy shot. It was not easy but with constant support and guidance from Prof. Gadkari I learnt the ropes of teaching profession and to stand my ground on things I believed in. I also felt great comfort in knowing that my principal empathized with my difficulties, and that when he was a new teacher, he experienced similar challenges. The caring, high-quality mentorship I received during my first year of teaching



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similar challenges. The caring, high-quality mentorship I received during my first year of teaching helped me grow. Without it, I would have become another statistic, quitting after my first few days or months on the job.

What I learned from him, I have tried to practice with the new faculty members who join the institute I work in. I believe you don't need to be identified as a mentor but when you yourself feel the need to help, guide and support young teachers, your journey as a mentor begins. I am convinced that senior teachers can and should support the new teachers and guide them in the initial part of their career. Trust is crucial to the mentor-mentee relationship. New teachers must feel confident in expressing doubt or admitting mistakes to experienced teachers, without fearing embarrassment or repercussions. In this respect, mentors serve as confidants, not evaluators, concerned only with helping mentees -- and, in turn, students -- succeed in the classroom. It is comforting for the new

teacher to have a team of teachers he / she can go to on a daily basis. The senior teachers need to show them the ropes through action and not position. When teachers of different generations and experience need to work together, there is the potential for an unhealthy rivalry and a contentious relationship. Instead of waiting for the new teachers to make mistakes the need is to form a junior/senior relationship where the senior assists the junior with advice on how to meet daily responsibilities, offer professional advice and help the young teachers to understand the institutes culture and the junior on the other hand can help the seniors to incorporate new ideas & technology and develop pedagogy for the new generation students. The mentor can provide critical insights about the role and duties expected from young teachers and help them to read and sense the events going on around them. They must be provided informal support and care encouraging every step of the way. It's important for new teachers to feel valued.

Here are five ways you can encourage the



TEACHER AS MENTOR

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- **Social Seeder:** Relationships are a strong suit, and a colleague could use ones help. It may be with a difficult student, parent or even another colleague. Whatever form it takes, one can sow ones advice, knowing that the harvest comes long after the first seed is planted.
- **Co-pilot:** This type of mentor invites a colleague to take part in the learning process. You take the initiative to explore a new technology, incorporate a new teaching strategy or try new pedogogy and invite him/her along for the journey. Coach them through the situation if needed. Treat them with respect, just like you would with any of your colleagues. Don't call them your "helper" or "aid". Include them meetings, conferences, and activities of the institute.
- **Complementary Colors:** No one can master it all. Recognize and Complement each other's strengths as well as weaknesses. Look to form relationships to impart the strength and work on the weakness. Perhaps you are a tech guru, and your mentee has mastered her questioning technique. You

form a didactic relationship in which you teach one another. Put them at ease by being encouraging every step of the way.

- **Fortune Teller:** You see something in another teacher, especially a hidden talent, which the teacher isn't aware of. As the fortune teller you offer a prediction about where that teacher will be in the near future. You provide glimpses of hope by saying things like, "in a few weeks you will have that class in the palm of your hand," or "in two years you will see a lot of these kids come back from college and thank you for how well you prepared them."
- **The Lighthouse:** You see another teacher sinking under the stress. Provide a warm cup of coffee, an attentive ear, and a willingness to help a colleague find his or her way through the stressful phase.

Effective teacher mentoring can be challenging and time-consuming but it provides a sense of satisfaction when worthwhile results are seen.



THE P2 THEORY

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MHRD'S recently released rankings of India top institutions mirrors the various challenges for Indian educational institutions. The new ranking system is developed by us emulating china. When china published its ranking in 2003 under Shanghai ranking 9 Chinese universities made it to the top 500. India was having only 3 in its list – Indian Institute of Science, IIT Kharagpur and IIT Delhi. Last year, the Shanghai rankings featured 54 Chinese universities in top 500; India had only one – IISC. Now India has developed its own ranking methodology known as NIRF ie. National Institutional Ranking Framework. In the first week of April based on its own ranking methodology announced its list of top ranking institutions. Still we have only 8 institutions at the top. Why only eight? An analysis can give various reasons for it. The major reason is the lacunae in research. India's research output is a fraction of the global output. Our research publications are only 3% of the world publications. So the deep rooted problem is lack of research activities

from the top to bottom. Of course we are into research, but the aggressiveness with which we should do research is lacking here. This small article throws light on the two P's which can be inculcated within us which can prove wonders in the area of research. The two Ps are Passion and Pareto theory.

Daniel Goleman in his best seller Emotional Intelligence gives one of best definitions for habits- "A habit is simply something that we have done most number of times when faced with an external stimulus". Habit is the most practiced response. He also emphasised that good habits are hard to form and easy to live with, where as bad habits are easy to form and hard to live with. Therefore we have to make research as a habit for us in our lives.

Let us realize what the first P - Passion is. Big achievers and best performers across the spectrum be it business, sports, Arts, Music and beyond have done it only with passion. Passion can achieve goals set by us.



THE P2 THEORY

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It can motivate us, inspire us to deliver wonderful results. Real passion gives drive, energy and joy. Passion helps us to achieve success personally as well as professionally. Passion can force us to focus and put hard work. For conducting research what we need is hard work and focus. Anything great in this world can happen with passion. The great physicist Stephen Hawking's achieved because passion was working as driving force.

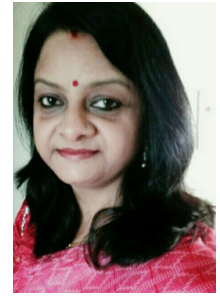
The second P is Pareto principle which is also known as 80/20 principle. According to Pareto anyone putting 20% efforts can easily achieve 80% success in their field of activity. The same principle we have to accept and make it as a habit. The amount of time to be invested regularly in research should be 20% daily which can make us addicted to research .This can become a habit later on. The minimum requirement from us- the academicians- is writing articles based on research. India's research outputs are to be

projected to the world like our Chinese counter part. Only then our reputation can be world wide and perception of world about us can be changed. So from the grass root level the only emphasis should be for research, so that just like IITs the reputation of colleges and universities can be improved and ranking among the global institutions can be achieved by us.

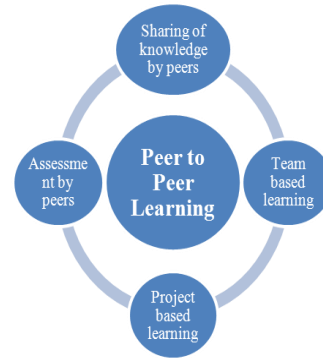


PEER TO PEER TEACHING FOR EFFECTIVE LEARNING

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Education is a goal-oriented process which continues throughout the human life. It is a potent force for the harmonious development of the personality of an individual. Gandhiji rightly said, “Education is the preparation for complete living, adjustment to environment, perfection of one’s nature, character building and harmonious development of personality.” It has an implication with responsibility to develop the qualities of hand, heart and head as well as training for life processes. Traditional methods of teaching often lack association with students at mental level. As per UNESCO (1972) a teacher has not only to impart knowledge but also to motivate students to think with their more involvement and association with teacher. In this regard peer to peer teaching or learning finds special place in cognitive psychology. This method gives full opportunity to students to satisfy their individual need without hesitation because teaching is done by his or her own classmate. It helps the students not only to expose with their mates and meet out the individual demand but also strengthen their confidence.



Mechanism of Peer to Peer Learning

History of Peer to Peer Teaching

The historical roots of peer-tutoring can be traced from first century A.D. when Quintilian noted the practice of having younger children taught by older children in his Institution Quatoria (Paolitto, 1976). The method was subsequently employed on a limited basis in Germany and Spain in the sixteenth century. Establishment of peer-tutoring on a formalised and widespread basis is generally credited to Andrew Bell, a Scotsman, who in the late eighteenth century established a school in Chennai, India for orphans of British soldiers and Indian mothers. Bell modified the ancient Hindu tutoring system and in a 1797 report described



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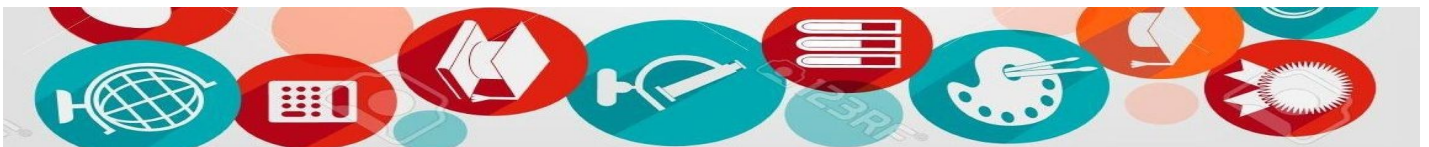
group peer tutoring as a method of instruction and discipline. Bell's methods were enthusiastically adopted by an English educator. Later on, various researchers studied the impact of peer tutoring on students and observed that peer tutoring improved the reading, writing capacity as well as performance.

Importance of Peer to Peer Teaching

According to Peter Norvig, 'Peer can be the best teachers because they're the ones who understand what it's like to not understand'. Peer teaching is a well-established practice in many universities, whereas reciprocal peer learning is often considered to be incidental-a component of other more familiar strategies, such as the discussion group. Formalized peer learning can help students learn effectively. At a time when university resources are stretched and demands upon staff are increasing, it offers students the opportunity to learn from each other. Students considerably gets more practice in peer to peer knowledge sharing than traditional teaching and learning methods. They take more responsibility for their own learning and, more generally, learning how to learn. It is not a substitute

for teaching and activities designed and conducted by staff members, but an important addition to the repertoire of teaching and learning activities that can enhance the quality of education.

As per Piaget (1932) students generally live within "two social worlds," one of unilateral adult-child commands, the other of mutual peer cooperation. The adult-child interactions reflect a fundamental asymmetry of power and knowledge; peers interact on an equal footing. This means that adults usually direct and structure the agenda in their conversations with children, whereas children negotiate and "co-construct" the agendas of their peer encounters. Hence, peer tutoring occupies an instructional ground somewhere between adult-child and true peer communication. Like adult-child instruction, peer-tutoring is based upon a transmission of knowledge model. In peer to peer learning the knowledge is "passed down" from person to person in a linear fashion rather than co-constructed by persons who are both seeking answers. Peer to peer teaching should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants.



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to peer learning the knowledge is “passed down” from person to person in a linear fashion rather than co-constructed by persons who are both seeking answers. Peer to peer teaching should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning.

Relevance of Peer to Peer Teaching in Current Scenario

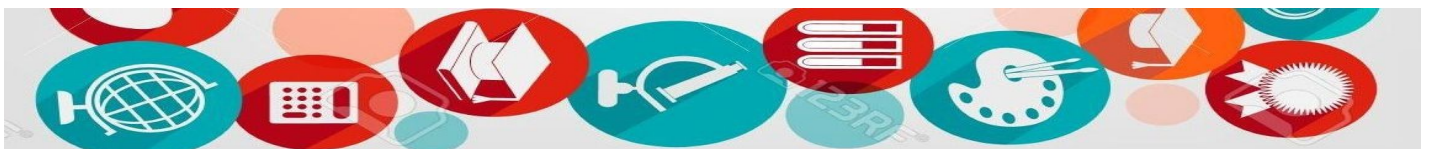
In the era of artificial intelligence peer to peer teaching is finding a special place. Many educational institutions now facilitate peer learning and collaboration through the Social Media Classroom: “With classes that meet face to face, the Co-Lab can help with co-construction of knowledge (by group editing of wikis), discussions that extend beyond the class meeting time (through forums and blogs), and a constructive back-channel for class meetings through micro

blogging and chat. Many educational institutions support teachers to engage in peer observation and peer coaching. Further, senior teachers may mentor their peers in college for better performance of students and institution. The peer to peer learning model is quite popular in private sectors also wherein skill sharing is common among employees. In NGOs participatory mode of learning is generally promoted that helps in effective impregnation of knowledge in society.

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UNESCO 1972. Ref. in the Education Quarterly (Summer 1986), Ministry of Human Resource Development, Government of India, Vol. 28, No. 2, pp. 78

PAOLITTO, D.P. 1976. The effect of cross-age-tutoring on adolescence: An inquiry into theoretical assumptions. Rev. Educ. Res., 46, pp. 215-237. In the International Encyclopedia of Education, Vol. 9, T-Z, 1985.



Training programs conducted during the period February 2017– June 2017

TITLE	DATE	BENEFICIARIES
Teaching Through Case Studies	14/02/2017	Teaching staff
Orientation to Research	17/02/2017	Teaching staff
Fascinating journey of Women	7/3/2017	Women Staff
Fascinating journey of Women	9/3/2017	Women Staff
Workshop on Case study Writing	14/03/2017	Teaching Staff
Workshop on Enhancing Teaching Skills	17/03/2017	Teaching Staff
Workshop on Effective Customer Service	30/05/2017	Non-Teaching Staff
Workshop on First Aid & Safety Measures	8/6/2017	Non-Teaching Staff
Seminar on Connect to Nature	10/6/2017	All
Program on International Yoga	21/06/2017	All
Program on Enhancing Communication Skill for effective classroom	29/06/2017	Teaching Staff
Program on Enhancing Oral Communication for effective classroom	30/06/2017	Teaching Staff





We invite articles (around 800 words) from all faculty / staff to make the newsletter interactive learning forum by sharing learning/ teaching initiatives, experiences/ideas.

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