



QUARTERLY NEWSLETTER
SIESCTD- ADHIGAM— Vol—IV Issue-II October 2018 – January 2019

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QUALITY IN EDUCATION – AN OVERVIEW OF THE INDICATORS

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. A good quality education is envisioned to be holistic in nature. It should encompass academic skills such as literacy and numeracy, sound cognitive skills to perceive the world in which children live and also decipher basic scientific concepts. Mere dissemination of knowledge is not the sole aim in any educational institution. Along with development of creative thinking and social skills, every educational institution believes in imparting sound moral values that need to be imbibed by every student. Thus a student of today needs to be an all-rounder – a person with moral responsibility, good academic knowledge and optimal life skills, emotionally balanced and capable of dealing with the social environment.

These traits may appear as something that fits a tall order. Are we preparing our students to attain these traits? Is our curriculum designed in a manner that enables the students to achieve them all? Is our educational system catering to achieve these goals or do they just appear on mission and vision boards? An intense reflection will help us ponder on this and seek the right answers. Let us begin and look at the indicators for quality in education.

WHAT ARE THE INDICATORS FOR QUALITY IN EDUCATION?



Competent Teachers: Competency has multiple perspectives. The educator has to be competent in all areas not necessarily only in her teaching. Competency ought to be there in every aspect of his/her work be it planning the activities or managing the children or preparing a teaching aid or organising a charity drive. A competent teacher is the master craftsman in every classroom transforming every learning environment, every single day in the best possible way.

Skill-based teaching environments: An enlightening learning environment is one which not only imparts theoretical knowledge

but focuses on skill-set development. Of what use is a particular knowledge when it does not foster any skill? Hence it is pivotal that learning environments need to focus on skill sets specific to the stream. A marketing student needs to develop interpersonal skills, communication, organization and delegation, strategic thinking, problem solving, decision making to name a few. Thus, it becomes important that such career-specific skills ought to be part of the goals of education.

Focus on innovation: Innovative practices carried out by the educational institutions not only improve the quality of educational pedagogy but make the teaching-learning processes interesting. It is important to keep in mind that innovative practices need not be the prerogative of the pedagogy adopted by the institution but it must strive to bring in innovation in the thinking processes of students. Some of the innovations presently found in our educational systems are as follows:

- **Peer teaching:** Peer learning encompasses a broad spectrum of activities. Griffiths, Houston and Lazenbatt, 1995 have identified ten different models of peer learning. This ranged from a regular senior tutoring a junior model, to innovative learning spaces where students assist each other to solve not only academic problems but also personal ones, to following discussion seminars, study groups, buddy mentoring or parrainage, counselling, schemes where peers assess each other, collaborative project work that would be with cascading groups, workplace mentoring and activities related to the community. The focus of peer learning must be not only knowledge sharing but also that of ideas and experiences. Learning must traverse beyond independent

to interdependent or mutual learning (Boud, 1988).

- **Collaboration:** Collaboration in an educational set-up is multi-faceted. Collaboration needs to take place between members of the teaching fraternity, between students and teachers, between teachers of the neighbourhood colleges, with NGOs and community outreach projects and with the industry. Effective collaborations lead to growth and development of the community perse.

- **Role plays/Street plays and games** not only entertain the students but instill messages in a subtle manner. An empathetic approach is adopted when students see specific situations being portrayed. A role play on exclusion of children in a school set-up will stir up the children's understanding towards inclusion of children with difficulties and disabilities. Street plays bring in the messages in a strong manner. When it is performed during break times at colleges, important messages can be passed on clearly to students be it sexual abuse, domestic violence, women empowerment, importance of good health or effects of bad habits.

- **ICT enhanced learning environments** not only provide novelty and break the monotony but also present content matter in an engaging manner.

- **Adopting flip methodology of teaching** wherein the students are made active participants in the learning process is one of the methods adopted in today's classrooms. Students are given the resource or study material either as hard copies of class notes or they are sent via email or intranet. Students on receiving such information gather concepts, develop their own theoretical constructs and draw inferences.

Application based pedagogy: “I hear, I know. I see, I remember. I do, I understand” said Confucius. Learning by doing is considered as one of the best methods of education. A pedagogy that adopts learning by doing will not only create interest in the students but will enable the student to retain what has been learnt. Any learning is meaningful only when it is application-based and has direct implications in the real world. Rote learning without any practical application is a wasted effort. It is thus important to adopt and adapt a learning style that is application oriented. When it thus happens, skill set development naturally follows through.

Orientation to Research: Research is often considered to be something that lies in the hands of the cream of academia. Research activities need not be linked only with the top-brass researches and illustrated academicians. Development of a research-bent of mind is the quintessential component in carrying out researches. The quest to learn coupled with curiosity are important traits that need to be fostered in the minds of students. Simple researches can be carried out by every class. This will help in the development of research interests. In order to achieve this, the teacher herself needs to develop an orientation towards research. This, when well-developed can cascade to the students with minimal effort. Simple surveys, interviews, observations, case studies can be carried out in educational institutions as the first step. The second step would involve detailed research projects once the students have gained confidence in their research skills. Third step should involve long-term research projects. Research thus must become an integral part of every educational institution. The growth of any field can be established only when sound researches are carried out.

Getting industry-ready: An industry-academia collaboration is imperative in the success of an educational institution. Employment is often considered as the goal of education. The academic pursuits of every course that a student opts for needs to convert into getting “industry-ready”. The readiness to secure gainful employment requires development of sound skill-sets that are necessary for the particular vocation. What is important is clearly understanding the expectations of the industry and preparing students to secure the much needed employment. When there is variance between the expectations of the industry and the actual preparedness of the students, effective employment becomes a problem.

Conclusion: *Education is one of the most powerful weapons which you can use to change the world* said Nelson Mandela. Understanding the indicators of quality education is the first step. All policies and reforms become futile if there is lack of understanding. True learning takes place in every classroom. It is also the green house that develops not only academic education but also talent and creativity. The dynamics of effective classroom teaching lies in the hands of the teacher. An exemplary teacher can transform the mere brick-and-mortar structure into something that provides optimal and engaging learning scenarios (www.thebetterindia.com).

Adopting effective, interesting and engaging methodologies, innovative practices that focus on application based learning, with a research bent of mind that has been kindled by competent teaching makes the student hone the right skill sets and make him/her industry ready. These facets when accomplished lead to the development of quality in education. ■

AMELIORATING EDUCATION



Dr. Neera Kumar
Assistant Professor - SIES (Nerul)
College of Arts, Science and
Commerce

“The renowned Naom Chomsky was quoted saying, "Education is really aimed at helping students get to the point where they can learn on their own. . . .”

While thinking about education, the primary job of an educator is reflection and retrospection. Questioning whether the knowledge that educators are trying to impart is actually helping students. Are the methods most effective? Are educators truly preparing their pupil for the future while catering to the needs of the society by creating aware citizenship? The traditional method of teaching and imparting knowledge have been extremely effective in the past, however, the global landscape seems to be changing rapidly in a manner that the current education system, perhaps did not anticipate.

Increased reliance on technology and rapid transformation of the economy have led to a massive wave of introspection amongst Governments and Institutions, forcing them to acknowledge that the current teaching methods and skill development programs are not able to produce a workforce ready for the 21st Century Economy. While there has to be a general sense of accountability and inclination to adapt, much of the responsibility lies with educational institutions and organizations.

It has been pointed out, by learned educators and industry professionals, that the traditional pedagogy based on ‘transmission’ and ‘lecture model’ is highly ineffective. Educators have to rethink their pedagogy in order to adequately teach competencies and skills demanded by the 21st Century Economic Landscape.

With the emergence of the Web 2.0 Movement, there has been a need to conceptualize new learning and teaching methods in order to make learning more holistic by ensuring that there is a production of ideas, personalized learning while imbibing community value. This is being catered to by Pedagogy 2.0 (appears in Handbook of Research on Hybrid Learning Models, Fu Wang Lee, Joseph Fong, Reggie Kwan in 2009). Pedagogy 2.0, unlike its predecessor, focuses on participative learning as opposed to the didactic form of learning, where in knowledge was transmitted from teachers to students. In their works in the year 2009, McLoughlin and Lee highlight the opportunities and avenues afforded to students through Pedagogy 2.0 by citing corroboration for the effectiveness of giving learners control and responsibility over their own learning. This is basically the Project based learning model. In another paper published in 2009, Bernie Trilling and Charles Fadel record that there are 5 key

characteristics of Project based learning; project outcomes being tied to curriculum and learning goals, driving questions and problems such that they lead to central concepts or principles of the topic and subject area, learners' investigations and research involve enquiry and knowledge building, learners' be responsible for managing and designing most of their own learning and finally, problems based on real-world problems and issues that the students care about.

Every student eventually becomes a part of the larger society as a decision making entity and every single one of their decisions matter because these become a part of public opinion and affect law making and social change.

This model is effective because it applies the four Cs principles; Critical Thinking, Collaboration, Creativity and Communication. The challenge however is integrating these in the existing education model or creating a new system based around these. While the later may be a too farfetched, it is plausible to make changes in the current model of education.

What we as a society need is the understanding of the implications of a classroom beyond its four walls. When in a classroom, the pupil are students. Outside of the classroom walls, these pupil are citizens who cast their votes and are working professionals who contribute to the economy. Every student eventually becomes a part of the larger society as a decision making entity and every single one of their decisions matter because these become a part of public

opinion and affect law making and social change. In a time when our country is going through a social transformation and addressing issues like Sexual Harassment, LGBTQ rights and Uniform Civil Code, we need citizens that will drive these debates in a positive direction in order to make India a more egalitarian society. On the other hand we are also seeing massive changes in the economy due to the massive technological advancements. We are moving towards an information society. Work that was previously done manually in limited quantities is now mass produced by machines. Essentially, machines are taking over human activity and there is much more focus on intellectual property than physical property. There is a need for smarter and more innovative employees.

In an aging world India is a young country, with more than 50% of the population under the age of 25. We can use this as a prime opportunity to establish ourselves as the world's suppliers of skilled workers and employees that are 'future-ready'. All these seemingly Herculean demands of the 21st Century can be met only through a new approach to education. It is true that teachers are responsible for the future of the country and by making changes in the existing systems and methodologies and adopting new approaches like Pedagogy 2.0, teachers and educators can transform the future of the country. Systemic changes and a little effort, by teachers and educators is India's hope to become a global force to be reckoned with. ■

A PROFESSION AND A PROFESSIONAL



Mr. P V Narayanan
Mentor & Chairman of
SIES School of Packaging, Nerul

The term profession roots back to many centuries from the word "Professio" and represent an oath of a religious order.

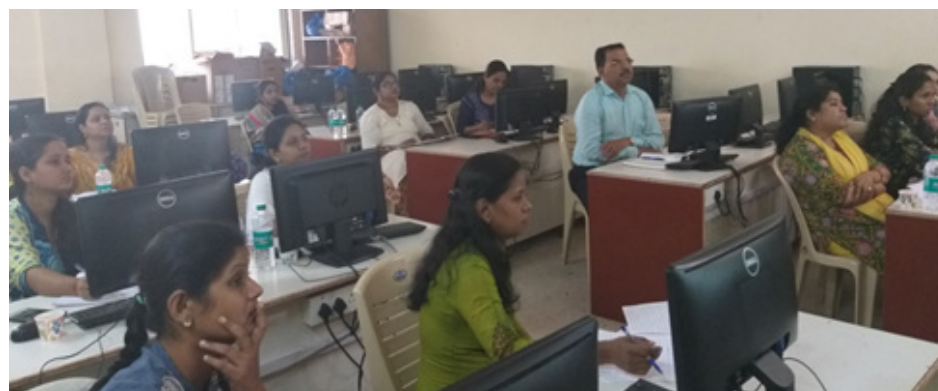
By entering into the profession we look for a livelihood like many others in the faculties of finance, economics, science, technology, medicine and others. Whereas a professional is a religion to serve and bless, it is deep rooted and has a complexity of integrity, self-awareness, skills and knowledge, meaningful qualities, capability of a vision, commitment to manage present and

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future, not being gender centric, dynamics in learning, quality with positive attitude, a born leader and a role model inspiring all resource. The professional looks for beyond the radius. It is not just thinking – out of box but creating an out of box atmosphere. For him the words "I" does not exist, it is always "We". The signature on the paper or report has a lower value but the contents therein matters more and capabilities to perceive the meaning and value is more

significant and interpretational capabilities for a given use, purpose and against an object gains the value in the last letters "al" between the two. The mind is full of research molecules, searching for solutions creating the right approach to achieve the right goal and not merely "solved the problem". The problem or constraints could recur and expand and perceiving them as what a professional aims at. The integrity represents the path of a professional and the manner in which he represents and executes the responsibility. A profession "pays" and a professional is honoured. A profession gives promotions and positions and increments but a professional is a symbol of value. A profession talks about years of experience but a professional represents achievements only measured by quality and not quantity. A professional has a retirement but a professional keeps moving with ecolons and lives even after martyrdom, though physically. His prologues, teaching and contributions adds to the fundamentals and steps in the ladder for others to move forward on what is left back by the professionals. It is the reflection of a commitment to the subject or commitment to a commitment under self-infected oath to serve.

Interesting though, can I be a better professional and where can I stop!!!. ■



Snap Shot of SIES Central Training Department from October 2018 to January 2019

With this volume Adhigam has entered its fourth year. The knowledge shared through various published articles by the teacher sand leadership team are remarkable. We thank all the contributors for their articles and inputs which enhance the value of Adhigam.

We thank Managing Committee members for the continuous support and guidance for the growth of department. The Heads of Institution continuously contributes towards enhancement of knowledge management initiative.

In this quarter focus was primarily on designing and conducting various student development programs from high school to post graduate students. The interactive program by Dr. Peter Cunningham- International speaker for faculty members was highly appreciated. Program for faculty members on NET preparation guided the teachers well for the exam in December 2018.

The snap shot of programs conducted since October 2018 are mentioned in upcoming page.

And the journey continues with more horizons to cover.....

Details of SIESCTD program conducted from October 2018- January 2019

S. N.	Title of program	Date	Beneficiaries	No of participants	Faculty
1	Workshop on Resume Writing & Tips for Interview	10-10-2018	S Y Degree Students of SIESASCN	66	Internal
2	How to focus your super brain	11-10-2018	Student Council of High School Matunga	44	External
3	Workshop on Resume Writing & Tips for Interview	28-11-2018	SIESIEM Students	5	Internal
4	Internationalisation of Higher Education	29-11-2018	Teaching Staff	11	External
5	Happiness Workshop - SIES High School Teachers	30-11-2018	Teaching Staff	45	External
6	Workshop on NET Paper I	05-12-2018	Teaching Staff	17	External
7	Workshop on Business Etiquette	19-12-2018	SIESIEM Students	5	Internal
8	Workshop on Resume Writing & Tips for Interview	09-01-2019	SIESICE Students	75	Internal
9	Workshop on Resume Writing & Tips for Interview	17-01-2019	SIESNICE Students	17	Internal

Sharing of Training Program Experience by Staff Members.



“The international speaker session was highly thought provoking experience and well organized.”
 - **Dr. Lakshmi Muthukumar**, SIESASCS-Sion (W) -Teacher



“The practical learning of how to solve the NET paper was effectively conducted by the trainer.”
 - **Ms. Mamta Pandey**, SIESCE-Sion (E) Teacher

Thank you for guiding our teacher trainees to write their CV and on how to face an interview. The girls loved the way you made them feel at ease and gained valuable inputs. We are sure that this learning experience will benefit them and help them to confidently face the interviews.

Ms. Rashmi Pradhan –SIESICE- Faculty & Program Coordinator

“I am indeed very thankful to you for conducting seminar on TIPS FOR INTERVIEW PREPARATION on 10 October'2018. Session received a very good feedback from the students. It was quite informative and focused in approach. It gives me great pleasure to share with you that students have expressed their willingness to have more sessions of the same nature.”
 - **Dr. Priyanka Mohan**, SIESASCN-Teacher and Course Coordinator



CALL FOR ARTICLES

We invite articles (around 800 words) from all faculty / staff to make the newsletter interactive learning forum by sharing learning/ teaching initiatives, experiences/ideas. Send us the write-up / articles by 10th May 2019 at suman@sies.edu.in

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