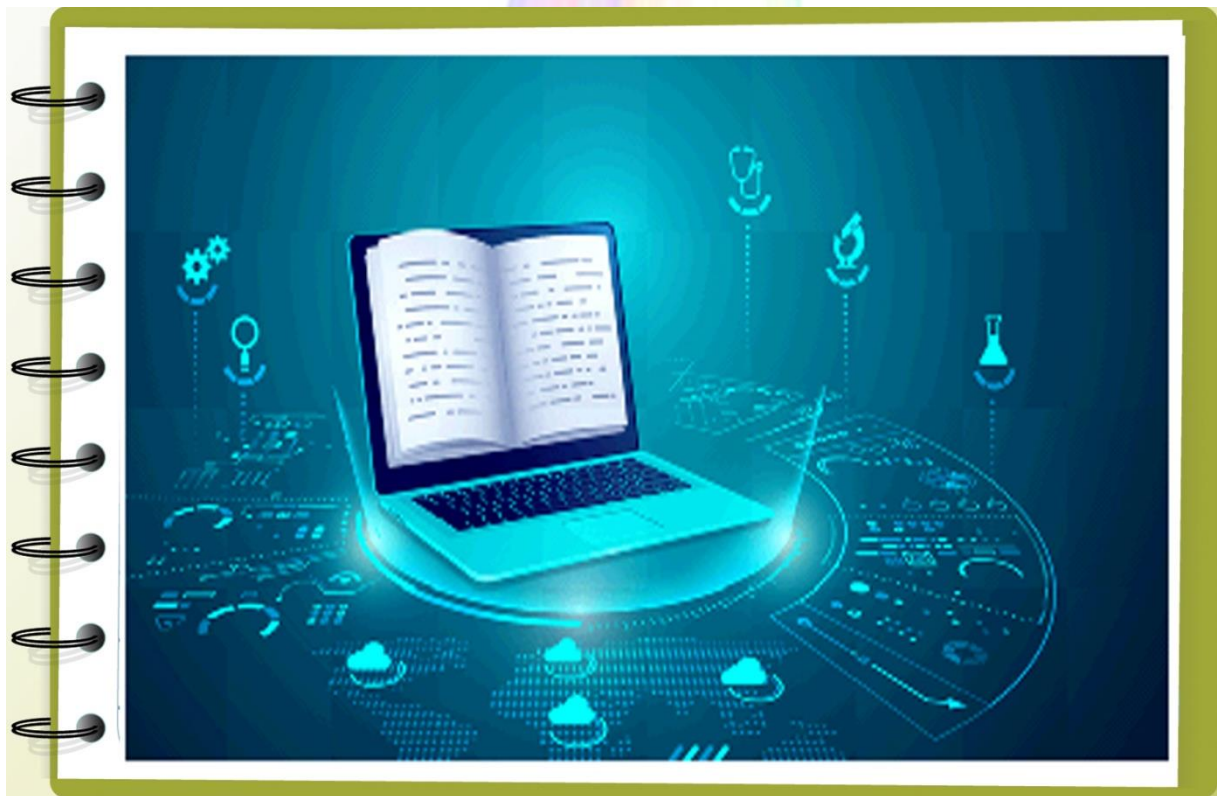


QUARTERLY E-NEWSLETTER

SIESCTD- ADHIGAM



Vol-V — Issue-IV
September 2021 to April 2022

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INSIGHT

We are all aware that the Pandemic brought with it one more year of online education and completely transformed the educational landscape. We present to you pertinent articles with regard to Education in the post-pandemic world. Our contributors starting from our Managing Council member Shri. Srinath S to articles by Principals and teaching faculty at various educational institutions have emphasised on the same.



During this pandemic period, we have designed and conducted the following programs:

- Awareness program on health / wealth management, cybercrime for staff members.
- Cybercrime / Anti ragging awareness webinar for students.
- Online workshop on English language Development and Research Writing - Do's and Don'ts of Research Writing and Technical Publication.
- Anti-Ragging Awareness webinar that was attended by 1006 students from across the courses. This webinar oriented students on different online crimes and safety measures.
- Webinar on NEP 2020: Innovative pedagogies for quality Education on 11th January 2022 was organised by SIES(Nerul) College of Arts, Science & Commerce, SIES Central Training Department in collaboration with Guru Angad Dev Teaching Learning Centre under Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT), Ministry of Education, Government of India.
- Two half day hands-on workshop on Orientation to Computers for Class IV staff members was designed, and conducted which staff appreciated a lot.

Over the years, SIES Central training department has curated and organized programs, initiated new learning practices to be adopted by our organization. We are happy to share that the **official website of the department** was launched in

the month of **December 2021**. This issue sees the introduction of a special column titled **SIES Talent Space**. We are happy and proud to share initiatives by SIES APJ Kindergarten teachers and showcase inimitable talent of staff member from SIES College of Management Studies.

The continuous guidance, support of our management and all SIES institutions facilitated these learning initiatives and the e-newsletter-'Adhigam' to achieve its goal.

Happy Reading

Suma Nair – SIES Central Training

21st CENTURY EDUCATION : IN A POST- PANDEMIC WORLD



With plethora of educational institutions that opened up in India over the past two decades and the many who were existing before, most of them are not prepared for the modern day societal needs. The 'purpose of existence' of academic institutions have been missed out.

At the same time, the societal expectation that a formal educational qualification will fast-track jobs and career-path is what also propelled generation of parents to pay up for their kids' education. Traditionally, almost all of us grew up with the notion and past statistical evidence that formal education increases chances of employment. In the current GEMZ world (Gig Economy Millennials genZ), it does not hold anymore.

Reality shocks expectations

The misplaced theoretical expectation or even belief is that the industry and academicians would work collaboratively, for improving the learning standards and for the betterment of the learning standards and deliver value to all stakeholders. The sector has not shown much urgency in participating in upgrading itself - be it academic pedagogy, content, teaching methodologies, primary research, industry consulting.

The high altar of outdated lecture notes and older presentation slides could prove to our Waterloo ! Most of the lecture notes for most subjects are even available online. In most cases, it depends on the quality of the teachers if they can help the students shine in real life qualities and not just in the theoretical learning (or cramming).

Outdated thinking

Technology & industrial disruptions are a given; history has demonstrated that *large disruptions impact societal values and influence behavioural changes*. While humans have adapted themselves to newer normal with every disruption, the Fourth Industrial Revolution (4th IR) is a bigger disruption. It has enormous potential to do positive for the humankind. And have a trail of *downside risks* including *disruption in conventional methods of employment*, thereby drastically reducing the number of jobs available in the eco-system and increasing the *urgency to retool the entire education and skilling thinking & methodologies*.

In today's times, the question of an old-school regulatory framework for education seems *self-defeating in itself*. After all, if the market mechanism can drive up better quality standards and to serve student community better, consequently help industry get better trained ready-talent, forceful bureaucratic interventions are not needed.

Regulatory decay of sorts, over the decades, has allowed the ugly head of academic jealousy, petty politics to damage the moral fabric of what should have been the pillar of GDP-growth, and what should have aided in nation-building. Education and learning don't seem to have any correlation.

Excellence in academics & academicians

We should *revamp our education pedagogy* with aim to inculcate multiple skills to each individual, as part of the mainstream education system. For this to be successful, we also need to upgrade our *teachers development program*, which is currently dinosaurous at best! With both of these initiatives, education framework will give *respectability* that skilling is a formal part of it and not an alternate to mainstream education. Teacher upskilling & industrial training modules and also having adjunct faculties who work in their domain sectors will help bring market content.

Teaching involves hunger for knowledge, passion, commitment, and hard work. Teaching is not a substitute for *not getting any other job!* At the same time, not every successful manager can be a good teacher or vice versa. *How do we train sufficient teachers to impart knowledge?*

How can we ensure that teaching community stays relevant with latest knowledge? What they learnt a decade or two or even three ago, won't be cutting edge for today's industry survival, leave alone the future?

Students' preference of subjects will be influenced by what Industry onboard as essential knowledge set along with critical skill sets as added bonus. To deliver these, we need academia to work along with industry faculty to offer skills demanded by the markets. Experiential learning is where students benefit from applying their knowledge to real-life challenges and the companies gain fresh insights from bright young minds. With both students and corporate recruiters demanding fundamental changes to drive entrepreneurial thinking, schools wanting to survive this onslaught will adapt quickly.

Education in VUCA world

Technology & Business schools are under pressure from prospective employers for different kinds of skill sets they expect the students to possess. Every job onboarding is expected to deliver results from day-one and meet targets flawlessly.

The rise of new-age start-ups & knowledge-centric gig-economy roles are adding to the changing business landscape. *None of those start-ups or businesses have had any precedence or textbook to learn from.* The changed context makes the content irrelevant!

For the VUCA world we live in, education and learning systems have to offer skill sets needed as essentials - problem solving, empathy, creativity, empathy, leadership, strategic thinking, understanding technological progress and

disruption, crisis management, ability to thrive under chaotic & dynamic world, and dynamic decision making.

Future business leaders will require skills that will help them tackle current and future business challenges, including a digital mindset, a focus on continuous learning, the ability to make data-driven decisions, and critical thinking. Meritocracy, design thinking and out of box ingenuity would be the play of the century, and not mediocrity or subservience that we subconsciously teach in most of our management schools.

The education industry - be it for-profit or not-for-profit - has to reimagine itself, reshape its present plight; to be able to be relevant to the industry, itself, and students alike. Therein, lies the biggest challenge. For its stakeholders' inertia is their biggest blinder.

Education sector is the only one where the consumer (student) becomes the product (alumni to attract future students)! Disrupt or damage is the tell-tale sign. Time will tell, if the management education industry will become a tale!

How do we deliver these?

Academic excellence without compromise
Business of education is impact-business
Contemporary content
Digital capabilities
Empathy
Financial literacy (needed for each of us)
Goals-based teaching methodologies
Hunger for knowledge
Interest in developing next generations

Srinath Sridharan, Member - Management Council, SIES

(Observations are personal and not attributable to organisations he serves)

‘EDUCATION IN THE ERA OF THE PANDEMIC’

DR. THANKAM P GHULE – Retired Principal M.D .College

Education has always been the topic of hot discussion. Critics have always attacked the present education system which is supposedly a “gift” of the pre-independence British Raj. The British wanted a class of clerks only for running their administration. They never wanted learned Indian minds.



The Indian educational institutions, except for the IITs and the IIMs, always had a lot of lacunae. There is an absence of innovative minds, creativity, and a sense of enquiry. Rote learning was encouraged, art of memorising was rewarded. Due to all the aforementioned issues, the education system was already on the brink of collapse.

To make the situation worse, the COVID-19 pandemic was inflicted upon us in the year 2020, making the process of physical learning to go into a coma for nearly 2 years. Data from the global stringency index devised by the Oxford COVID-19 government response tracker shows that 265 million schoolchildren in India have been taught exclusively through “remote learning” – the largest number in any country for the longest period of time.



Though the government is ready to roll out the New Education Policy to rejuvenate our education system, the pandemic-imposed lockdown has rekindled the negative undercurrents prevailing in the same.

The online mass education system was an adaptation to the pandemic which was further facilitated by the existing plethora of virtual learning platforms. Clearly, the owners of these platforms raked in high revenues during the past two years, but what happened to the teachers and the taught? The teachers who worked from

their homes provided the same education online but much without the required tools. Not to mention, the callousness on the part of students who were most of the time inattentive, logging in only for marking their attendance. This has resulted in a lack of conceptual clarity among the students, rendering the teacher learning process ineffective. Also, due to the process of virtual teaching, the practical learning of the theoretical concepts by the students was affected majorly. For instance, access to laboratories for science students virtually came down to zero. In addition to these issues, it would be wrong to assume the benefits of online education system have accrued to all the students equally.

The growing digital divide, which was recently flagged by the Supreme Court of India, is a matter of concern in a country like ours where the overall penetration of smartphones is still just about 30% of the population.



Another dimension of this is the prevalence of gender inequality in terms of access to education – only 20% of total internet users in India are females. Therefore, the benefits of online education have come with its own caveats.

A major outcome of the conduct of online lectures and examinations is the disastrous effect it has had on the writing and reading skills of students. Virtual learning was marked with the absence of library visits, reading habits, industrial & field visits-no real-life experience, no seminars, workshops, conferences, no interface with industry or experts in the field and no doubt solving questions sessions with teachers. There were no talent exploring sessions too.

It would be correct to assume that the creative and developmental skills of students have also suffered due to the shutdown of schools. Because of the lack of physical environment of educational institutions, the students were devoid of participating in competitions, interpersonal communications, peer interface and personality development due to lack of participation in co-curricular and extra-curricular activities. Except for those who themselves are highly motivated and

guided by their guardians, majority of the students would not be able to acquire these skills.

Of course, the present switch to online learning is not a permanent but a temporary solution to fix the existing problem. Further, the students also resorted to YouTube lectures posted online. However, the authenticity of such educational content remains questionable.

The way of assessing the potential of students in the form of written exams in India already has a negative connotation attached to – that of it being a memory test. To the teachers' dismay, the online conduct of examinations has entered the picture as a direct result of shutdown of schools and colleges. Since physical and practical exams could not be conducted, the process of assessment was also characterised by inflation of marks given to students which has provided “not so academically strong students” an advantage as they saw themselves passing without much effort. There was hardly any difference between the intelligent and hardworking student and his less hardworking peer. Exams not held; marks allotted by the average was what was seen in the pandemic. The existing exam system which needed an overhaul, instead, saw its quality deteriorating further.

Those who passed their 10th, 12th or graduated within these two years, representing the latest addition to human resource, are amongst the worst affected. They have earned the moniker of “the COVID batches”. As a result, the students belong to “COVID batches” have less employment potential because of the faulty education they have received. For instance, many recruiting companies notified-“COVID batches need not apply “

Training was generally required to defreeze what you had learnt, and further retraining required to freeze the new learnings required for the job to be done. How is it possible to compensate for this loss?

The students of the pandemic era cannot compete with their seniors or the juniors as they are less equipped. The seniors were better equipped as they belong to the pre-COVID times with better knowledge levels, the juniors to come will be better equipped because the future students would be enriched with the implementation

of the new educational policy. They could be likened to double edged swords - new educational policy + better resource inputs & application skills.

The bigger questions lying before us therefore is -

- How to solve the injustice faced by the students of the pandemic era, for whom it is a permanent loss in their learnings?
- Will they always remain under-equipped? Or can they make up for the two-year loss with an educational intervention.
- Can there be bridge courses to make them eligible for the next class?
- Can there be even better and realistic solutions to this big problem of loss of educational inputs of these 2 years?
- Can there be a CSR intervention by big industries giving supplementary employment-based skills to especially this pandemic-affected student community?

The government needs to bear these questions in mind and come up with solution for the same.

I can conclude by saying - “if winter comes-can spring be far behind”

LEARNING PRACTICAL SKILLS DURING PANDEMIC TIMES

**DR. TARA MENON - Vice Principal - SIES College of
Arts, Science and Commerce, (Autonomous)**



**“A bend in the road is not the end of the road –unless you
fail to make the turn.”- Hellen Keller**

The teaching - learning environment in the face of the current scenario of the COVID-19 pandemic has made many such turns by integrating a number of innovations, most of them using the integration of Information and Communication Technologies (ICTs) through blended learning (BL). This new pedagogical approach is being appreciated by teachers and learners alike and is rapidly gaining popularity. Blended learning is the ongoing convergence of traditional learning with online learning with technology enabled platforms. It is currently referred to as the “new normal”. Education at all levels have started adopting the virtual and hybrid formats. While they became necessary during the pandemic, they are here to stay as they have the benefit of utilizing the expertise of good and popular teachers and researchers. They also offer greater flexibility for the students as they can be free from the bounds of place of stay and their lecture schedules.

Zoom, Google Meet, Microsoft Teams permit effective teaching- learning to take place in live lectures and tutorials while Canvas, Blackboard and Moodle etc. take care of the teaching material and assessments. However, practical work which is an essential component of all natural science disciplines which involves specialized experimental set-ups, equipment and other activities require another set of skill sets. In these times of disrupted face-to-face teaching, this article discusses the various innovative ways of moving practical activities from real to virtual ensuring the continuity of teaching-learning and providing alternative means for skill based activities from home.

The usage of virtual laboratories (VLs) in education system has been reported for over 20 years. It was envisaged that VLs would provide an improved individualized learning which would cater to the needs of both urban areas and rural areas with high level of flexibility and reducing the concern for laboratory set-up. It had been observed that integration of virtual laboratories within classroom education could transform the teaching of laboratory courses even before the pandemic shutdowns.

VLs have the potential to save time and cost for both students and university as they reduce time spent in colleges in the real labs. In the present scenario they offer a solution to the COVID-19 impacted movement restriction as students can access this facility of VLs from home and learn practical skills anytime and anywhere using laptops and smartphones. Virtual lab also enables students to learn from mistakes with minimal negative consequences compared to real lab, thus improving their confidence in carrying out real work. In addition, VLs have an added advantage of minimizing issues related to use of experimental animals, inadequate power supply, lack of costly reagents, equipment and also sorting personnel safety issues to a good extent.



VLs employ techniques in the form of animations, simulations, emulations, haptics, videos and remote triggered experiments. Animations are graphic mediated and it helps to make the virtual laboratory resemble a traditional laboratory setup.

Simulation based labs platform uses a bio realistic model that has a synergy between biology and mathematical equations. It requires a high degree of interactivity with users and computers. The remote-triggered laboratories are the most recent addition which aims at enhancing laboratory education. These labs

are a hybrid approach that provides real access to costly lab equipment and experiments through the internet. Remote-triggered experiments can be designed in such a way that the users can control the remote lab set up with the aid of an interface window which can be viewed through browsers.

In simulation-based labs platform, for example, in order to explore how the cells and tissues function and to practice techniques used in disease testing and diagnosis, students carry out protein separation using gel electrophoresis and validate the presence of a particular protein using antibodies. A video of gel electrophoresis, with the same level of detail as provided in the lab script, enables students to calculate the concentration of protein solutions obtained and provide answers to an online test.

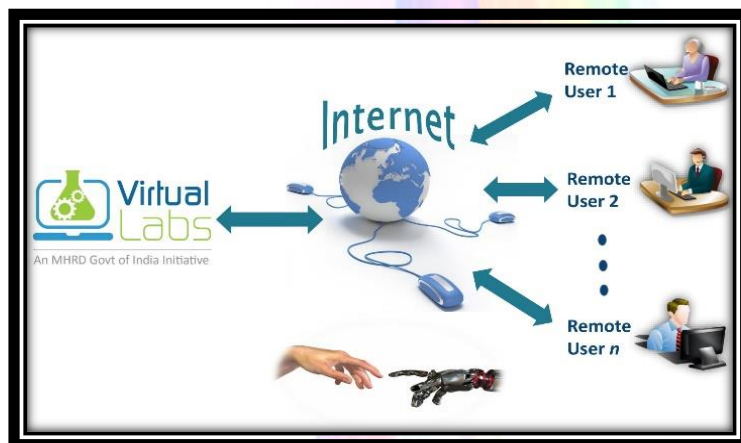
To demonstrate how antibodies can be used to validate the presence of a particular protein, several online resources can be used which would help students apply their knowledge and determine how antibodies can be selected when designing an experiment.

Our experience was an increase in students' usage of accurate explanations after using a combination of a molecular biology and bioinformatics simulation.

Of late, educational games have become increasingly popular for learning biotechnology. Citing an example, a forensic lab and a genetic engineering lab (<http://www.labster.com/biolabs/>) have a crime-scene case where the students start by exploring a crime scene that reveals an engaging story and then go on to analyse blood samples from the scene using PCR and gel electrophoresis. Through scientific inquiry, students will ultimately be able to provide conclusive evidence to nail in the culprit. Interactive 3D animations of microscopic events pause while students answer questions and identify elements and processes in animations.

Studies have shown that students support that the virtual labs allow them to familiarize with the basic techniques in par with regular theory classes and enhanced their attention span thereby improving the performance. The teachers' feedback was that the virtual labs were effective in overcrowded laboratory

sessions due to the accessibility and could serve as a supplementary tool to make the education easier and more interesting.



Despite virtual labs being very efficient in the e-learning process, the concept is associated with some challenges too. No real hands-on activities, lack of monitoring, no concept of good laboratory practices, over-simplified mediocre designs, ineffective replication of realistic lab environment, lack of natural variations, challenges and troubleshooting, minimal learning outcomes, unrealistic simulations, poor situation of computer labs and internet in rural areas, etc. are some of them. Reluctance of teachers and educational institutes is also apparent in not taking the full advantage of this technology.

Virtual labs therefore, help to expand the traditional face-to-face lessons in class, motivate the learners to actively participate and construct knowledge. In online classes, study material can be consolidated on a Learning Management System (LMS) and supplemented with digital learning tools. Lastly, in unprecedented times, like today, it also encourages students to design and test their own theories, via virtual labs, within a safe environment.

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‘GOOD MOVIES CAN IMPART GOOD VALUES TO OUR NEW GENERATIONS’

**DR. PRIYADARRSINI NILANJJAN PODDAR - Faculty SIES (Nerul),
College of Arts, Science and Commerce.**



Values widely speaking needs to be viewed in different Angles starting from ancient history, philosophy, science, culture, architecture etc. Imbibing values to our children in this age of Artificial Intelligence and Consumerism and materialism has really become a matter of concern.

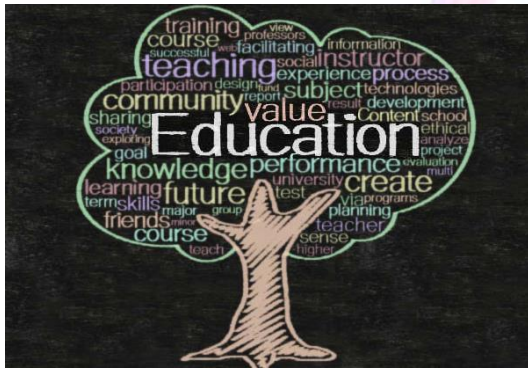
We need to revisit our thinking process and analyze our actions with deep insights. We need to ask ourselves few questions. Why the sufferings? Be it in the form of COVID 19 or anything else. COVID19, this pandemic gave us a lesson to learn. Let’s revive our lost human values. Nothing is more important than your existence. There are various ways of achieving and practicing values.

One such easy apprehensions can be achieved through fun filled ways, to give to our students and children of new generation, can be the medium of movies. However, there are other ways too, we can introduce the practice of Yoga, Mandala Art, practicing mudras etc.



The end point is that to give our newer generations a holistic development of sound physical, social, mental and emotional development of their precious being. The attempt will be to give the students of this generation a proper balance of their left and right brain giving them the analytical, logical, reasoning skill and creative skills. Here is a humble effort by the author to bring forth the nurturing of the human values through movies. There are hundreds of such movies imparting values, the noble film maker’s honest effort to send some valuable message across

their viewers. One such movie recently watched is “Postmen in the Mountains”. A movie strongly recommended for all us to revive back the human values. The movie Postmen in the Mountain is a China-Singapore co-production film during the early 1999, directed by Jianqi Huo. The movie revolves around three main characters - Father- Rujun Ten (Protagonist of the movie), Son- Ye Liu, and the Dog- Raul. Central Theme: The movie Postmen in the Mountains features the story of the middle aged Teng Rujun who is forced to retire from his service, as postman for rural mountain communities, due to his ill health. He hands over his job to his son Ye Liu, and accompanies him on his first tour to train him through the green and rough terrains of the mountain to deliver mail to the poor, rustic people living amidst the lush green mountains.



As the movie progresses it engages audience through the journey taken up by the father and the son, through their conversations, subtle relationship which was covered under the duties of the father’s service as postman and the son’s month-long longing for his father.

The suppressed emotions of the son for his father are revealed through the flash back in the movies. The dynamicity of the father and son’s relationship is expressed vividly through emotional dramatic moments in the movie. Especially in two specific moments, when the son crosses the river by taking father on his back, just as the father used to carry his son on his back in his childhood days, again gets revealed in the flash back moments. The tears in the father’s eyes drives the audience also emotional. Second such moment takes place almost at the end of the story when the son for the first time calls his father as “DAD’, The subtlety of the moment through dialogues and the vivid picturization, intermingling between present and past is able to express the deep relationship of love and respect between the father and the son. The son realizes that his father too missed him while on his service as postmen, keeping his duty as priority, he too craved for his son, who was a bit scared and refrained from his father due to his long absence

from home. The movie not only speaks about father and son relationship but it speaks about the relationship between Teng Rujan and his wife. The expression of the mother's feeling though gets depicted through the son. It again speaks about the deep relation the son shares with his mother. Teng Rujan's love for his wife get revealed in the cultural celebration of the villagers on their journey. Seeing his young son with the young country girl remind him of his romantic days of youth. Similarly, a melancholy feeling which the son realizes for his mother being taken away from his kith and kins, away from the mountains. The movie again beautifully portrays all the relationship which as a postman Teng Rujan develops in his journey through the mountain serving by delivering mail to the villagers. The poor, blind Granny waiting for his grandson who abandoned her with a lonely wife. It is a touching moment to see the father reading a blank paper as a message from the poor lady's grandson and also taking her financial care and other needs. The refine moment is that the father took efforts to pass on the same values to his son, when he asked him to finish the disguise reading of the remaining part of the letter to the poor old lady. The value of human relations again gets highlighted through the Grandma living in the hard terrain in hopes for his Grandson once visiting her. There are other angles of fellow feeling where we see the boy who gets admission in college as well as choosing the girl from the village for his son to get married. The compassionate nature of the postman is shown throughout the movie with the subtle intricacies of relationships. The most wonderful portrayal of relationship is depicted through the loyal Dog of the father and its relationship of loyalty with him. Earlier Raul protected and gave direction to the route through the wild terrains of the mountain and now it has been designated with same duty to his son, protecting and showing and directing Yun Le through the curves of the mountainous regions. The Postman's values of relationship and closeness to nature is well reflected through the lovely portrayal of the lush green landscape of Hunan mountainous regions, the rough streams, the rocky terrain, the lush green valley has a mesmerizing effect on the minds of the viewers with the soft and apt background music. It is a heart touching moment when the father chose the difficult ways of the mountain where resides simple

and beautiful rural people over the son's easy way to the task through modern ways to reach destinations through modern means of transports. The cinematography holds a very high position inspite of its simplicity of nature. The nobility of the profession is depicted through the love of the villagers on the mountains hold for the postman and the proud moment of the father introducing his son as the next postman to the villagers, as if transferring his heritage to his predecessor. A truly treasured moment. The movie also makes the Chinese culture open to those who were not much aware of it through the scenes of dance and music by the rural people in the mountains. It projects the importance of rural China so greatly that a boy predisposed towards modernity would sacrifice his western music and livelihood for the sake of the mountain-dwellers. Overall impression of the movie is that it projects human values of relationships, compassion, caring, fellow feeling and love for every being and dutiful aspects of human nature, which each generation is expected to cherish. The beautiful intermingling of feeling and dynamicity of relationship of father, son, mother, community, nature and service constitute the entire being of man. That's the holistic approach of human values one should practice in life. The Unique Dimension: The beautiful cinematography of the movie. The lush green mountains give audience a soothing effect to mind and soul. The tranquillity of nature could be felt with its delicate touch of humanism and soft back ground music, gives its uniqueness. The Connect to the film in perspective of Value Education: The film is totally connected to Value Education. As it speaks of mostly all the virtues of life, starting from sense of commitment to duty, Love, Compassion, Relationship with Family, Community, Nature, Animals. It takes the audience to the level of spirituality through human Karma and Values. Self-actualization can happen even when you attain the values in your life, upholds and cherish it and pass it on to your next generation.


Lesson received- Be committed towards your job, be dutiful, value relationship, love nature, accept hardness, help others, grow and develop and respect the sanctity of relationship and no shortcuts to discover the beauty of life.

Details of Webinar / Online Program / Workshop conducted from September 2021 to April 2022

S.No	Date of Program	Title of Program	No of participant	Trainer
1	Program on Resume Writing	16th September 2021	Students	Internal
2	Program on How to prepare for Interview	21st September 2021	Students	Internal
3	Webinar on Cyber Crime- Session I	25th September 2021	All Staff	Internal
4	Workshop Navigating The Pathways Of Research Publishing In Scopus Indexed Journals	4th/6th/8th October 2021	Teaching Staff	External
5	Workshop Navigating The Pathways Of Research Publishing In Scopus Indexed Journals	9th October 2021	Students	External
6	Anti-Ragging Awareness Program	16th October 2021	All Staff	Internal
7	Webinar on Cyber Crime	23rd October 2021	All Staff	External
8	Webinar on Financial Investments	28 th October 2021	Students	Internal
9	How To Find Internships And ACE done	13th November 2021	All Staff	External
10	Awareness Session on Diabetes Safety Measures	3rd December 2021	Faculty	External
11	Online Workshop on Citation Management Software	4 th /11 th / 18 th / 24 th December 2021 & 12th February 2022	Faculty	External
12	Workshop on English Language Development	10 th / 17 th / 22 nd / 23 rd December 2021	Faculty	Internal

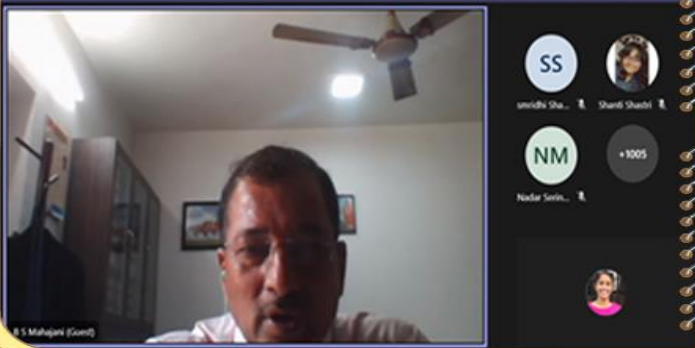
13	Four Day Workshop on Research Writing and Publications	11th January 2022	Faculty	External
14	National Webinar : On Nep 2020: Innovative Pedagogies For Quality Education	18th January 2022	Students	Internal
15	webinar on tips and technique for selection process and interviews	18th January 2022	Students	Internals
16	Online Program on Do's & Don'ts in Research Writing & Technical Publication (Four Weekend)	6th/13th/20th & 27th February2022	Faculty	External
17	Webinar on Financial Modelling	4th March 2022	Students	Internal
18	Webinar on Career Prospectus in Data Science	5th March 2022	Students	External
19	Webinar on Prevention of Sexual Harassment of Women at Workplace	7th March 2022	Students	Internal
20	Workshop on Advance Excel	22nd March 2022	Non-Teaching Staff	External
21	Webinar on Happiness And Healthy Leaving	7th April 2022	All staff	External
22	Workshop on Prevention Of Sexual Harassment	18th April 2022	Teaching & Non-Teaching	External
23	Workshop on Orientation To Computers	19th/20th April 2022	Non-Teaching Non-Clerical Staff	Internal
24	Workshop on Professionalism at Work Place	21st/22nd April 2022	Teaching & Non-Teaching	External

GLIMPSE OF PROGRAMME



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*Webinar on
Cyber Crime*



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*Anti-Ragging
Awareness
Program*



StemRx

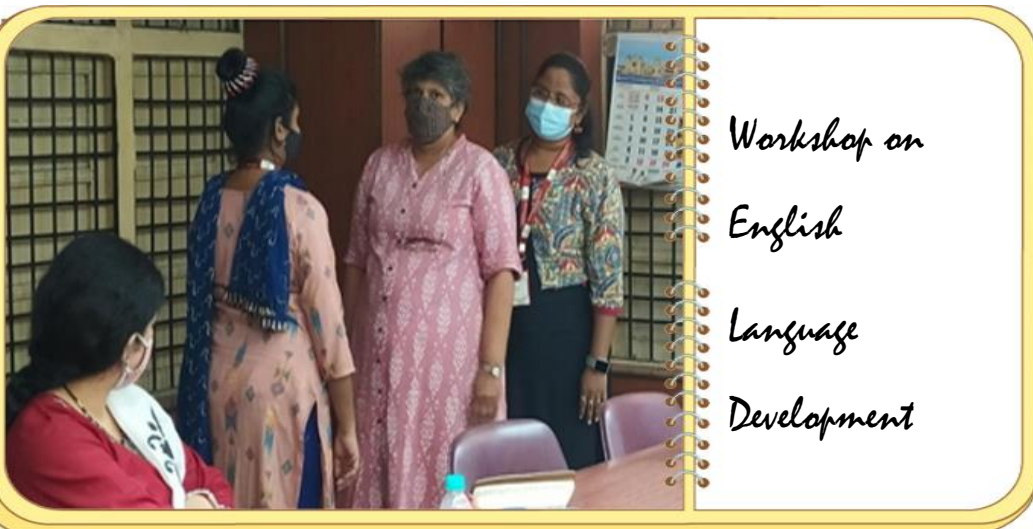
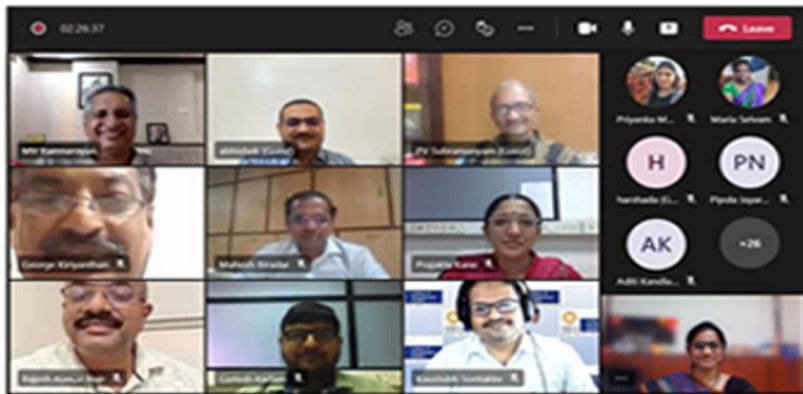
Normal: Pancreas produces Insulin. Insulin binds to Glucose and Insulin receptor. Glucose uptake into cells.

Type 1 diabetes: Destruction of β cells. Insulin production is low. Insulin binds to Insulin receptor.

Type 2 diabetes: Reduced insulin production and Insulin resistance. Insulin binds to Insulin receptor. Glucose uptake into cells is reduced.

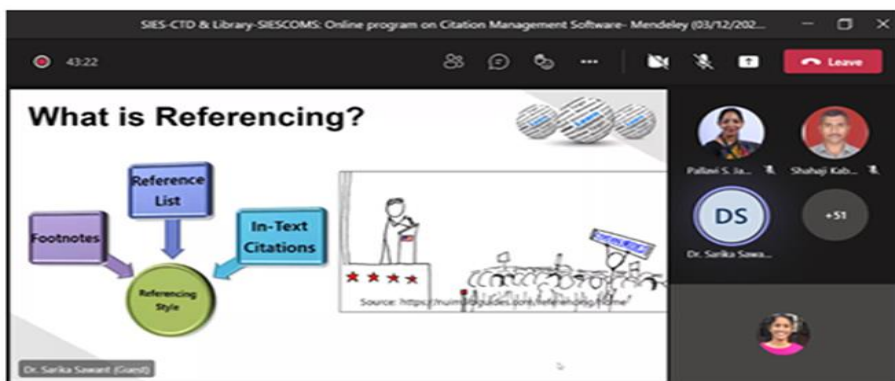
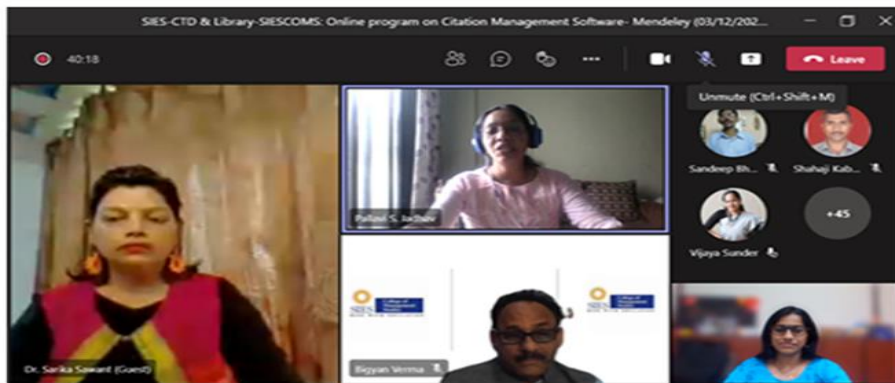
*Awareness
program on
Diabetes*

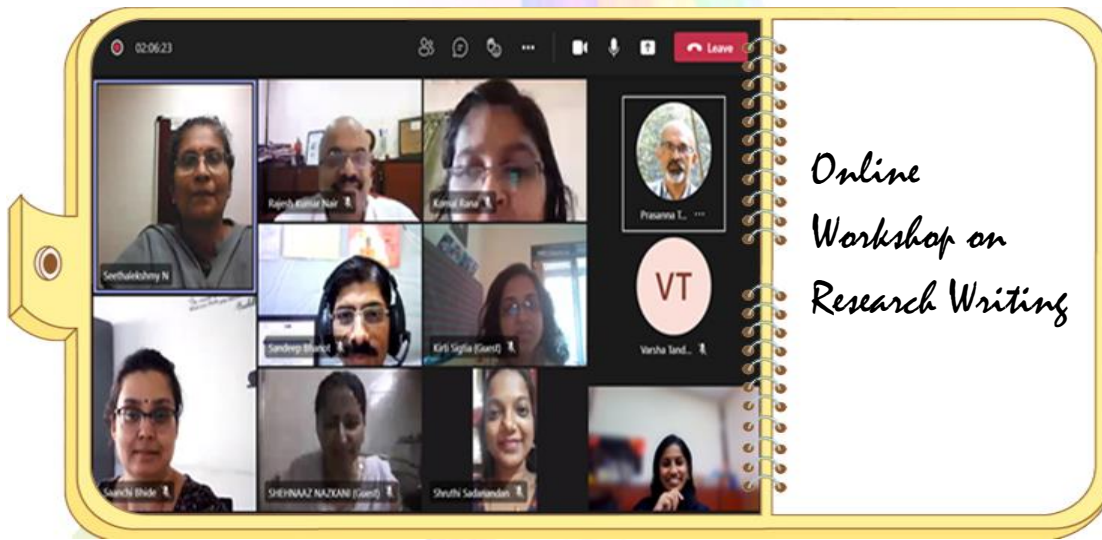
Webinar on Investment Portfolio Planning



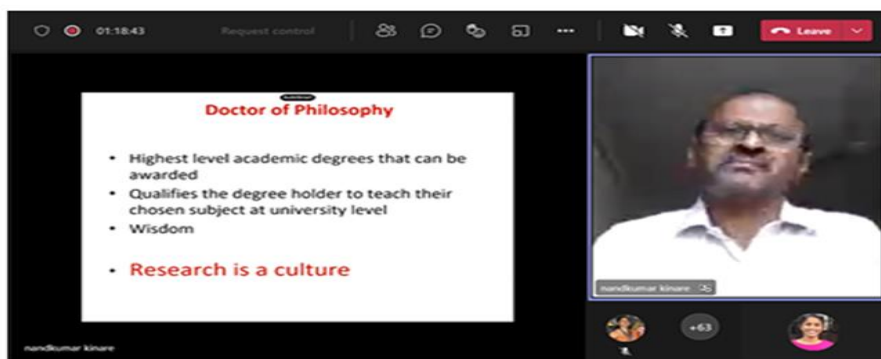


Webinar on Citation Management Software- Mendeley





Online Program on Do's & Don't's in Research Writing & Technical Publication



Workshop on Professionalism at Work Place





FEEDBACK ON WEBINAR / ONLINE WORKSHOP BY ATTENDEES

Anti-Ragging Awareness Program for Students:

Extremely informative and educational webinar. It was a very insightful session and very well managed

**Bharathi Venkat-Student
-SYBMS-SIESASCN**

Very informative, effective, and awesome explanation and awareness about ragging. Thanks to the whole team for the webinar.

**S Ghayathri Devi- Student-
SYJC-SIESASCN**

Webinar on Cyber Crime- Session I for staff members



Cybercrime is very dangerous and to get a knowledge on this is very important. This webinar touched all the aspects in detail. Grateful to organising team for initiating this and for our Nandini Ma'am for conducting this wonderful webinar. Thank you!!

-Priya Vasudevan -SIESASCN

Citation Management Software Mendeley for Faculty



Very informative session and well explained

- Pracheta Salunkhe Faculty-
SIESASCSW

Investment Portfolio Planning for Staff members



Guidance on planning finances for future (especially post-retirement survival in old age), Very nice and knowledgeable webinar. Experts were excellent and straight forward in speaking practically.

Ganesh S. Kadam~ Faculty~ SIESGST~

Workshop on Research for Faculty members

Totally loved how the program was broken down to steps for better understanding and how the instructor ensured someone new at research could grasp the basics.

Online Program on Resume Writing and Preparing for Interview for students

Vanshita Suresh Kodam- Student-SYDECED-I have learnt the step-by-step process involved in an interview process. It was explained very clearly with lots of examples and shared live experiences. Also learnt the format of making an 'Eye Catchy Resume'.

Webinar on Happiness And Healthy Leaving



Covered the topic within time, didn't go overboard, response towards participants was praiseworthy-

Shankar Rao- Teaching staff- SIES High School

Workshop on Professionalism at Work Place



To deal with different problems related to students as well as colleagues. To develop a better version of yourselves.

**-Teaching staff – SIESCE- Varsha Umesh
Dhanawade**

Help to handle the issues of students at administrative level in mindfulness manner.

Non Teaching Staff-Mangesh Kavankar

SIES TALENT SPACE

SIESAPJ Kindergarten innovate teaching learning practice

TRASH TO TREASURE

Title: Next generation learning. Implementing NEP in Kindergarten.

Objective: Student centric approach and NEP based learning.

The seed of knowledge

Sown in little minds

Nurtured and cared

Strong roots to bind

A wholesome development

is the need of the hour

Learning with fun

For these little minds to bloom with power.

-the.heartwork

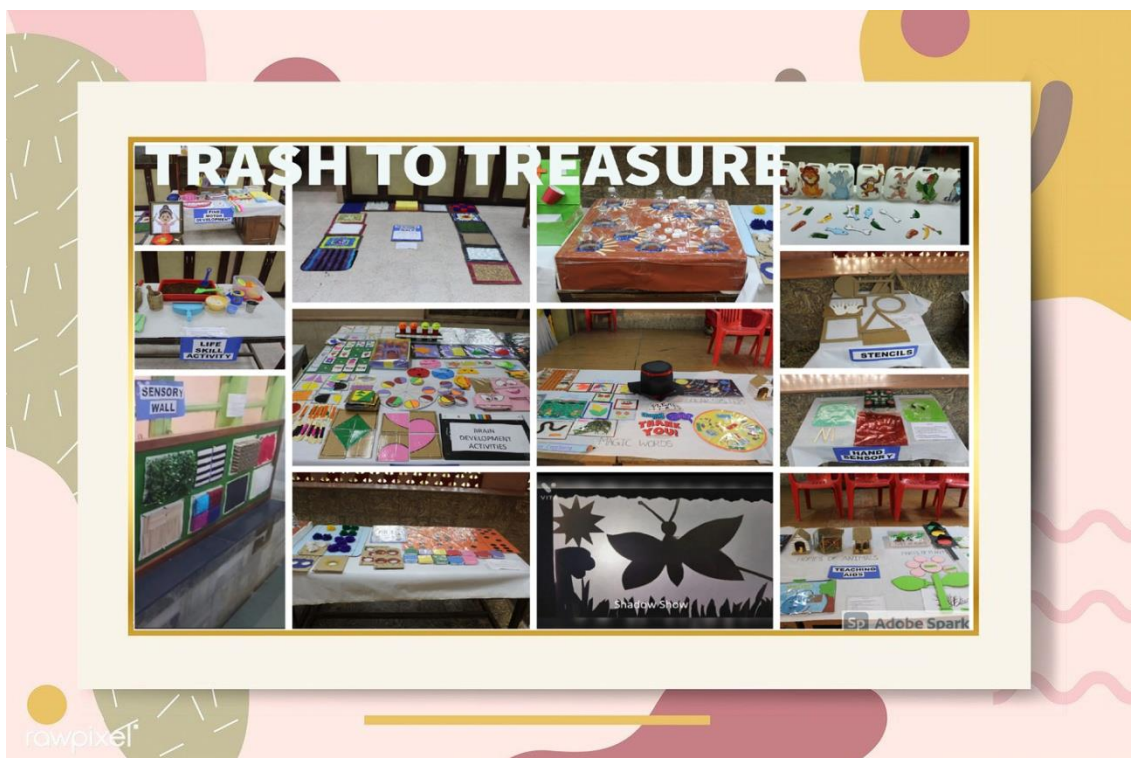
The NEP was just on its onset and we as teachers were all set to begin our journey with new and fresh ideas. The pandemic changed the entire education system overnight. Everything transformed and virtual teaching became the new normal. It seemed difficult to implement the NEP online. Hoping for good days to come we kept going and going, attending webinars, creating ideas and preparing for a holistic development of our students. Teaching and guiding the kindergarten students has been a different experience ever since. We realise fully well that we have an opportunity to mould raw minds and nurture blooming, enthusiastic kids.

That's exactly the reason why I decided to implement the NEP without any delay. My teaching team of 10 teachers and came up with the proposal of exhibiting aids

and tools that could help in the all-round development of our students through various interesting activities. An exhibition for the same was organized in our KG section with the theme “**TRASH TO TREASURE**”. This event was held on 20th of October 2021 and inaugurated by Mr. M.V.Ramnarayan (Hon. Secretary, SIES) and attended by Mr.Venkat Ramani (Jt. Hon. Secretary, SIES),Mr. Devdas Nair (Hon. Treasurer, SIES),Dr.Vidhya Satish (Director, SIES ICE) and Mr. Akhil Bhosale (Head Master, SIES (Dr.APJ Abdul Kalam) Memorial School, Ghatkopar)

The event was well-received by staff and parent.

All the teaching aids have been made by teachers themselves from waste materials like plastic bottles, bottle covers, unused cardboards, pebbles etc. Teaching aids included picture blocks, sensory development aids, flash cards and activity cards. The activity room included picture book library, blank boards for free writing and a paint area. These teaching aids are sure to make teaching and learning a lot more fun. Motor skills development, active learning and a providing opportunities for holistic development of our students is our sole objective.





SIES TALENT SPACE



“Save Earth Save Planet” care for mother earth and do our best to nurture it.

We come across lot of slogans in various platforms- by Government, social media, speech by politicians, social workers. We often think when will it happen and wait for others to begin. Why not we take the step, in that same zeal? My family and I started making Diwali lanterns. The **Eco-friendly lanterns** are handmade from bamboo sticks in the name of Lord Bharadi. Since last four years we have in small way contributed towards the cause of saving nature. The lanterns are made in nominal costs ranging from Rs. 100 – Rs.500/.

Everyone needs to maintain the balance of their environment. We urge all the readers if possible, to please start from today.

Rupesh Dukhande –

Library staff

SIES College of Management Studies,
Nerul.



Apart from scholarly articles we invite all the staff members to share their talent work (literary or creative work) with an image and few lines about it. The selected ones will be published in next issue in “SIES Talent Space”.

Send us by 10th July 2022

on suman@sies.edu.in

