A report on

One Week Faculty Development Programme

“Transcending Newer Horizons in Management Teaching”

organized by

Narmada College of Management

(28th August to 1st September 2017)

The one week Faculty Development Programme on “Transcending Newer Horizons in Management Teaching” organized by Narmada College of Management from 28th August to 1st September 2017 was a great success with 22 management teachers participating from various B-Schools across Gujarat. The B-Schools that were represented and their respective faculty numbers are as follows:

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<tr>
<th>Name of the Institute</th>
<th>No. of Faculty Members/Exe</th>
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<tr>
<td>1. S R Luthra Institute of Management, Surat</td>
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<td>2. Mandvi Education Society, Inst of Business Mgmt, Mandvi</td>
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<td>3. Naran Lala School of Industrial Management, Navsari</td>
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<td>4. Bhagwan Mahavir College of Management</td>
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<td>5. P P Savani University, Kosamba</td>
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<td>6. Parul University, Vadodara</td>
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<td>7. Shri Rajju Shroff Inst of Chemical Tech, Valia</td>
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<td>8. Shri Jairam Patel Institute of Business Mgmt, G’nagar</td>
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<td>9. C K Shah Vijapurwalal Institute of Mgmt., Vadodara</td>
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<td>10. GTU Research Scholar</td>
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<td>11. Narmada College of Management, Bharuch</td>
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<td>12. ONGC PetroAdditions Ltd, Dahej</td>
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<td>13. ABC Bearings Ltd. Bharuch</td>
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**TOTAL:** 30

To begin with, Ms Rashmi Ghamawala, Assistant Professor and co-ordinator of the FDP, introduced the College to the Inaugurator and Speaker of the day as well as to the participants. Dr Deepak K Trivedi, Director (Education) of the Narmada College
campus welcomed all the dignitaries, Directors of Institutes and faculty members as well as the Industry delegates present in the programme. Dr A K Singh, Principal, Narmada College of Science and Commerce, Bharuch, wished all participants a happy learning while he appreciated such an initiative taken by Narmada College Management.

Dr. T.V. Rao, Chairman, T V Rao Learning Systems, inaugurated the programme by lighting the lamp followed by a prayer by Ms Bhumika Patil, student of MBA-II of NCM. After the introduction of Dr. Rao by the Director of NCM, Dr. Trupti Almoula, the session started with the address of Dr. T.V. Rao.

Dr. T. V. Rao is currently Chairman of TVRLS, Ahmedabad. Before setting up TVRLS, he was a Professor at the Indian Institute of Management, Ahmedabad for over 20 years beginning 1973 and subsequently an Adjunct Professor until 2014. He also worked as the L&T Chair, Professor of HRD at XLRI, Jamshedpur during 1983-85.

With over 40 years of extensive work in the field of HRD, he was nicknamed as one of the "Fathers of HRD in India". Some of the positions held by Dr. Rao and contributions include:

- Founder and First President of the National HRD Network
- Founder and the First Honorary Director of the Academy of HRD, India.
• President of the Indian Society for Applied Behavioural Science (ISABS).
• Worked with David McClelland of Harvard University (the initiator of the competency movement) and had joint research projects with him in seventies.
• Visiting Faculty at the Indian Business School, Hyderabad and an HRD Advisor to the Reserve Bank of India.
• Assisted the Administrative Reforms Commission in reviewing the personnel management practices for civil services, and also served as member of the HRM Review Committee of Nationalised Banks set up by the Ministry of Finance in 2009-2010.
• Established the first dedicated department of Human Resources Development at L&T along with Dr. Udai Pareek in mid-seventies much before HRD was known.
• Authored and co-authored around 60 books on various contemporary and HRD themes relating to Leadership, Managerial effectiveness, Education, Health and Population management, Behavioural Sciences and HRD.
• First to start a Leadership Development methodology in India in the mid-eighties using what was later termed in the USA as '360 Degree Feedback'. The first Assessment Development Centre in India was also run by him in Gujarat.
• HRD Audit methodology was the first of its kind across the world. This was later converted by him to the HRD Scorecard 2500 points.
• Won several awards for his outstanding contributions to the field of HRD including the title of "Ravi Matthai National Fellow" awarded by the Association of Indian Management Schools.
Day 1
Session 1

LEADERSHIP AND INSTITUTION BUILDING: THE ROLE OF MANAGEMENT TEACHERS

Resource Person: Dr T V Rao, Chairman, TVR Learning System, Ahmedabad

His address was on Leadership & Institution building. He said management schools can explore any part of life. He discussed about different types of teachers and how a teacher can be a good institution builder with the key ingredient/s that can drive a teacher to be an Institution builder. He spoke about how individuals can integrate their own mind to drive oneself towards reaching that particular goal. He also talked about the mechanisms of periodic self-stimulation, happiness index, writing blogs, setting goals, reading books of great leaders /organization builders.
Day 1
Session 2

SPIRITUALITY & ITS EFFECTIVENESS IN MANAGEMENT EDUCATION
Resource Person: Dr. Dinesh Kapadia.
He holds a degree in B.Sc. (microbiology and chemistry) with an MBA in Marketing Management. He has completed his PhD from GTU.

He has a rich experience of 20 years in marketing of consumer and industrial product. He has been in Management education teaching for 10 years. He has been doing Life transformation teaching course with Art of Living since last 8 years. He is an active associate of Art of Living Foundation, and has been associated with many activities like teaching foundation course and Youth Leadership Training Program in Maharashtra and UP, participating in rural health related program in Jharkhand, planning and implementing agri-based programs for farmers of Yawatmal district in Maharashtra. He has been participating in trekking programs in Himalayan region since last 25 years.

At present he is the Area Chairperson, General Management with VES Institute of Management Studies & Research, Mumbai. He has also conducted a faculty development program at Vadodara as part of GTU.

His address:
After a brief exercise related to need for balance in life, the session started with discussions on various dimensions of life and the importance of balancing all of them appropriately. Balance from within & with life is attained through spirituality, he said.
According to him, disconnection with oneself creates the imbalance. He also discussed the three aspects:

1). Management & Spirituality.
2). Role of spirituality in education
3). How to instill spirituality amongst students through Management of mind, Techniques like breathing, understanding layers of thoughts.

"MIND WITHOUT HESITATION IS MEDITATION"

His address was then followed by a 20 minute pranayama exercise.

Day 2:

EXPERIENTIAL CASE METHOD FOR MANAGEMENT TEACHERS

Resource Person: Dr. M R Dixit.
He is an independent management researcher and facilitator. His teaching, research and consulting interests are Case Method of Learning, Strategies in Longevity of organisations, Innovation and Knowledge Management. He has written cases and published papers in the field of strategic management. He has been a member of the Board of Governors of Private and Public-Sector Undertakings in India. He has conducted several faculty development programmes on case method in India and abroad. He has worked as a faculty member at the Indian Institute of Management, Ahmedabad (IIMA) for three and a half decades. He had worked in the Corporate Planning division of HMT, a large diversified company in India, prior to joining IIMA. He was the Editor of Vikalpa, IIMA’s Journal for Decision Makers. He was an EEC visiting professor in the Euro-India Cooperation Programme at ESSEC, Paris, and Rotterdam School of Management, Erasmus University, Netherlands.

The session began with discussion on the case on “Kanpur confectioneries”. The 1st session was from the perspective of participants. It dealt with how to analyse a given case/case let., how to build up the platform for the case. The steps learnt are:

1) Enter the case as protagonists
2) Engage, build & brainstorm
3) Exit

Subsequently, in the second session, he discussed a case from the instructor’s perspective—talking about assessment of a case/an assessment of fit. The case handled was that of Chandra BalaMody Academy.

The steps learnt are:

1) Comprehension
2) Assessment fit
   -demand (time / syllabus)
   -supply participant profile
3) Realization of learning objective: case & concept linkage
4) Execution
   -unstructured or organised
Prof. Dixit made us learn how to build up the involvement amongst students, engage them into the case, brainstorm for different situations and finally reach out for solution sets.

*Interactions during Dr. Dixit Sir’s Session*

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**Day 3**

**Session 1**

**DEVELOPING RESEARCH ATTITUDE AMONG MANAGEMENT TEACHERS**

Resource Person: Dr KathanShukla, Faculty at IIM- Ahmedabad
Dr. Kathan Shukla is an Assistant Professor in Ravi J. Matthai Centre for Educational Innovation at the Indian Institute of Management Ahmedabad (IIM-A). He completed his Ph.D from the University of Virginia in Educational Research, Statistics and Evaluation program in 2015 with Prof. Timothy Konold as his advisor. Dr. Kathan has worked as a postdoctoral fellow and taught educational statistics at UVA. He conducts research on applications of structural equation modeling, multilevel modeling, latent class analysis, and school climate & peer victimization. He is a member of the Youth Violence Project team led by Prof. Dewey Cornell. In addition, Dr. Kathan works with Prof. Catherine Bradshaw’s group on different projects in the areas of safe and supportive schools, and student bullying behavior. More recently, Dr. Kathan collaborates with Prof. Vijaya Sherry Chand and Prof. Vishal Gupta to examine the effectiveness of innovative teaching on student learning, motivation, and engagement.

Dr. Kathan has earned a Bachelor of Science in Physics from St. Xavier’s College, Ahmedabad and pursued M.Sc. in Solid State Physics from the Sardar Patel University, India. After graduation, Dr. Kathan taught Physics to high school students for more than a year in India. In 2009, he joined the University of Houston to pursue M.Ed. in
Educational Psychology. He has published several research papers in high-impact journals, and a book entitled: Education in India: A Globian Perspective.

Dr. Kathan started his session with a basic question “what is the difference between scientific research and journalism? Journalists who write about science (or medicine or public policy or finance) must translate the difficult, technical language of their sources into the language of their readers. What’s lost in translation angers scientists and researchers, and often, the result of the process is nonetheless too difficult to understand for the average reader. Researchers and journalists both seek truth. This guiding principle enlightens research investigations, whether in the field and lab, or through interrogations and interviews. Any type of research involves lot of reading. The writing style which researchers and journalists use differs significantly, with research scientists preferring statistical analysis, passive voice and ample journal references while journalists pepper their writing with adages, quotes and real-world examples.

Scientific research differs from journalism with respect to the Transparency, Reproducibility and Predictability.

Dr. Kathan emphasized on the importance of Research for an academician and different ways in which research problems can be identified. He explained why choosing the right design is essential at the inception of a good research paper. The purpose of a research design is to guarantee that the evidence obtained enables the researcher to effectively report the research problem rationally and as explicitly as possible.

The next session by Dr. Kathan was on developing ways to motivate students for learning. The current era is of automation. Machines are replacing Man which indicates that half of today’s jobs will vanish in future. That calls for making the students more employable. Hence the teachers/academicians need to evolve ways and methods of teaching that inculcates critical thinking amongst students. Dr. Kathan discussed the drawbacks of rote learning, a memorization technique based on repetition. Therefore,
management teachers need to develop alternatives to rote learning, i.e. meaningful learning, associative learning, and active learning.

Day 3
Session 2
IMPORTANCE OF INTERPRETING THEORETICAL ASPECTS IN TEACHING FINANCE
Resource Person: Prof. (Dr.) P.K Priyan, Professor, S.P. University, Anand

Dr. P.K. Priyan is Ph.D. in Management (1998) from MBA department of Sardar Patel University, VallabhVidyanagar and M.Phil from Kochi University of Science & Technology, Kochi. He has been working in the Faculty of Finance, MBA department of Sardar Patel University, VallabhVidyanagar since 1994. Before joining Sardar Patel University he worked as Research Assistant with IIM, Ahmedabad for five years and about three years with industry prior to that.
He has been teaching subjects like Management Control Systems, Financial Decision Analysis, Investment Management and Financial Management. He has co-authored a finance textbook in 2002.

He had also edited two books in 2009 and published two books from Germany in 2012. Dr. Priyan has published forty papers in various research journals and registered one management case with IIM, Ahmedabad. He has ten research students currently pursuing doctoral studies while three have been awarded doctorate. He has completed one major research project from UGC. He was also chairing the Corporation Bank constituted for the academic activities during 2010-12. He is also a visiting faculty at Institute of Rural Management, Anand (IRMA) since 2013.

Dr. Priyan started his session with a story, by the renowned author Oscar Wilde. Dr. Priyan in continuation to the previous session, on motivating students in classroom learning, by Dr. KathanShukla, emphasized on instilling critical thinking in the student intellect. That requires development of reasoning, analytical and comprehension skills.

For instilling these skills among the students, a faculty needs to adapt and develop diverse teaching pedagogies. There are several techniques to develop analytical skills in student intellect; one of them is the case study method. Cases are narratives, situations, select data samplings or statements that present unresolved and provocative issues, situations or questions. Hence knowledge of fundamental concepts is very essential for understanding cases.

Dr. Priyan stressed on the responsibilities of a teacher. Teachers are expected to optimize the conditions for learning. Before addressing the students in the class, every teacher must dedicate extra time for instructional preparation and reflection.

**Day 3**

**Session 3**

**ASSIMILATION OF ECONOMIC AND FINANCIAL NEWS – AN ENABLING TOOL FOR UNDERSTANDING CONCEPTS**
Dr. SurendraSundararajan, a Professor at M. S. University of Baroda, is an MA (Economics), LLB, MBA (Wisconsin), and a PhD. His area of interest includes Central Bank Policies and Derivatives. He is an expert in Securities Markets and Risk Management & Derivatives. He is also a visiting faculty at SP Jain Institute of Management and Great Lakes Institute of Management. Dr. Sundararajan has been awarded with Higher Education Forum’s award for Best Teacher in Financial Management (2010) and the Dewang Mehta Award for Best Teacher in Financial Management (2010). He has penned a book titled Book of Financial Terms, 4th ed., Tata McGraw-Hill, New Delhi, 2010.

In this age of information, newspaper is the most powerful tool to express ideas and information. It is a part and parcel of modern life. Dr. Sundararajan’s session was on
using newspapers as an effective teaching tool. The financial and economic news published in the financial newspapers can be assimilated for enabling the students understand the basic concepts and application of those fundamentals in the real world. It also helps the students to judge the authenticity of the news published.

Dr. Sundararajan simulated a classroom experience where the participants had to read and explain any article published in the Economic Times newspaper of 30th August, 2017. Macroeconomic and macro financial events were given a greater focus. While company specific news was used selectively.

The article had to be read and understood within the stipulated time, the participants could raise questions if any. Then the instructor, Dr. Sundararajan discussed the chosen article at length. This enables the students to develop confidence in participating in group discussions.

The other advantages of using this approach in class, are:

- It ensures that students remain updated. General Awareness is an important attribute while appearing for the Interviews and final placements
- It helps relate practice to theory
- It helps refine their understanding of concepts and key issues
- It develops the ability to frame and ask questions
• It promotes critical and counter intuitive thinking
• It builds the confidence in students to speak in public
• It hones the communication skills and builds a strong vocabulary

This technique not only benefits the students, but also helps a Faculty in different ways:
• It builds pressure to stay updated
• It sharpens analytical skills
• It hones critical thinking
• It improves one’s vocabulary

Day 4
Session 1
TEACHING ORGANISATIONAL BEHAVIOUR WITH EXPERENTIAL TOOLS : VARIOUS GAMES AND EXERCISES

Resource Person: Prof (Dr.) Margie Parikh, Professor, B K School of Management, Ahmedabad

Dr. Margie Parikh is a Professor, BK School of Business Management, at Gujarat University. Her areas of specialization are Organizational Behavior, Human Resource Development (HRD), HR Policy Formulation, Organization Development, Organization
Theory, Leadership, Indian Ethos in Business and Managerial Communication. She has done her Ph.D from CEPT University and MBA (Finance) from Gujarat University. Her major research areas include Organizational Ambidexterity and Effectiveness: a Case Study of Public Urban Transport at Ahmedabad Municipal Corporation. Dr Margie Parikh serves on the board of Atul Auto Ltd. an independent director. Her current work involves effective crossing over of first or second generation startups to mid-size. Cross cultural issues in management are among her favorites. She has several publications to her credit and has presented papers at several national and international seminars.

Dr. Margie’s session was on teaching organizational behavior using experiential tools. The session started with an old phrase “Nothing is new under the Sun”. The phrase highlights the monotony in life. Conventional teaching tools create a monotony in class.

Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regard to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur.

Innovative Teaching tools used by Dr. Margie include,

- Traditional games like Nagolchu, for building team spirit
- Showing excerpts from a movie before starting a topic in class and discussing it in context to that topic
- Using crosswords – ask students to make some crosswords with concepts from the book with some humor appeal
- Making short films or skits based on topics from the text book, with a message at the end of the film.
Day 4
Session 2

INNOVATIVE PEDAGOGY IN MANAGEMENT EDUCATION WITH RESPECT TO OB, HR AND LABOUR LAWS

Resource Person: Dr Sunita Sharma, Associate Professor, Faculty of Management Studies, M S University, Baroda

Dr. Sunita Sharma, is an Associate Professor at Faculty of Management Studies, M S University of Baroda. Dr. Sunita is a science graduate and holds a Master degree in Law, and Ph. D. in Human Resource Management. She has 27 years of work experience with 5 years in industry, experience as an advocate and 22 years of rich experience in academics. Her area of research includes Corporate Governance, HRM and General Management. She is presently a senate member in the M S University of Baroda and a member of Board of Studies at the Faculty of Management Studies.

Dr. Sunita was awarded with The Dewang Mehta National Education Award for “Most Innovative Input in HR syllabus”. She has many publications to her credit and has presented various papers at national and international forums. She has authored a book
titled ‘Corporate Governance in India’ published by New Century Publication, New Delhi, year 2008-09.

The conventional teaching techniques like Group/ Individual Assignments, Presentations, Company visits, Extra reading do not involve student participation. Such techniques call for a one way communication. Hence, teachers need to adopt creative teaching tools with a concern for academic nurturing, encouraging independent thinking and strengthening soft skills of the students.

Dr. Sunita demonstrated Short films as an effective teaching tool. Instead of making presentations through PPTs, the focus here is to involve all team members in developing a short film on the topic of study. The learning outcome of such a technique is that students inculcate traits like leadership, team building, networking and they also learn how to be good team players while they also learn the topics of study. Students learn and can remember the concepts in a better way. Such assignments provide challenges, innovative and independent thinking, and self-learning with application.

Day 4

Session 3:

INNOVATIVE PEDAGOGICAL TOOLS FOR EFFECTIVE TEACHING: MARKETING AND ENTREPRENEURSHIP PERSPECTIVE

Resource Person: Dr. Renuka Garg, Director, Department of Business and Industrial Management, V N South Gujarat University, Surat.

Dr. Renuka Garg has more than 30 years of experience in teaching management at postgraduate level. She has conducted several Faculty Development Programs (FDPs) and Executive Development Programs (EDPs) for the benefit of the teaching fraternity and management professionals. She has published scores of research papers and management cases in international and national journals and presented papers at various seminars/conferences at national and international levels. She is actively
engaged in extension and consultancy activities with organisations such as SuratZari Industry and Surat Municipal Corporation.

Why use games to teach? Games engage people. Making learning fun motivates students and helps them pay attention and stay focused on the subject.

One reason to promote educational games is to encourage students to learn outside of class. Young adults will go out of their way to play games, even a single game, for hours on end. There is also evidence that games allow students to focus well enough to learn better.

Dr. RenukaGarg introduced gaming as an innovative tool for teaching marketing management and entrepreneurship. She opined that it’s a risk free learning, which
increases interaction among players, gives real time feedback and engages the participants.

Dr. Renuka demonstrated the effectiveness of this tool with a business game wherein the participants were entrepreneurs owning an enterprise which dealt with manufacturing paper boats and selling them. Such gaming techniques can help identify skills in the participants, like goal setting, risk setting, achievement with excellence, locus of control, dealing with stress etc.

Day 4
Session 4
PHOTO NOVEL AND FLIPPED CLASS ROOM AS A TOOL TO TEACH MARKETING COMMUNICATION
Resource Person: Prof. (Dr.) Kallol Das, MICA, Ahmedabad
Dr. Kallol Das started his career in the corporate world with multinationals like Caltex and Gulf Oil. Subsequently, he moved to management consulting in the area of brand and customer relationship. After five years in the industry he shifted to academics where he found his true calling. He has been now in the teaching profession for around twelve years. His teaching interests include qualitative research, gamification, services marketing and general management. He has authored a large number of research papers/case studies in reputed national/international publications, as also two books on CRM. He has delivered talks at prestigious forums such as IRMA, NIFT, BritishCouncil etc. He is the pioneer of the Photo Novel genre of literature in India, besides being an award winning film maker for the short educational film titled “In Pursuit of Success”.

Dr. Kallol Das started his session with his movie on making of a good teacher. Dr. KalloIDas demonstrated two innovative pedagogical tools, Photo Novel and Flipped Classroom technique for teaching marketing communication.

Photo novel is a form of sequential storytelling that uses photographs rather than illustrations for the images, along with the usual comics’ conventions of narrative text and word balloons containing dialogue.

The young generation of today, also termed generation Y, and born roughly between 1982 and 2003, suffers from short attention spans and is in constant need of stimulus. This presents unique challenges before educators as they grapple to attract the attention of this virtual generation. These are people who have seen their growth from childhood to adulthood coincide with the spread of the Internet and visually stimulating technologies, such as high-definition television and sophisticated video games.
This innovative tool converts a typical text-based business case study into a photo-novel format. Dr. Kallol added that this visually appealing version greatly engages the "virtual generation" studying in business classrooms today leading to an enhanced learning experience.

The flipped classroom is a type of blended, or hybrid learning which means that it uses a combination of face-to-face and digital techniques. In the flipped classroom, what is “flipped” is the type of activities students do in class and out of class. The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new materials outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates.

In a traditional classroom, students often gain their first exposure to new materials in class, usually during lectures. Then, they are sent home to do the “harder work of assimilating” that information on their own. The problem with this format is that it is not a very good way for students to learn. When being exposed to new materials for the first time, students usually haven’t had the opportunity to process the information enough to even identify where they have questions. And the harder work of assimilation is more effective when students have support, such as people to answer their questions and with whom to talk through problems.
Dr. Viral Bhatt is the Director of SAL Institute of Management, Ahmedabad. Dr. Bhatt has a total 19 years of work experience. His area of interest include Quantitative Analysis, Operation Research, Research Methodology, Production & Operation Management.

Dr. Viral Bhatt delivered a session on basics of research and statistics. He started off with the fundamentals of research like types of variables, scales, sampling techniques etc. He emphasized on Literature Review as a powerful tool for creating a base. He dealt with how to formulate a good questionnaire, factors to be considered while preparing a questionnaire, the related biases while framing questions, etc.
Further Dr. Viral Bhatt discussed the parametric and non-parametric tests. He demonstrated various tests practically with actual data that he carried with him for the session to be more effective.

Day 5:

VALEDICTORY FUNCTION:

The valedictory session began with the welcoming of the chief guest Dr. B M Rawal, Pro Vice Chancellor, Veer Narmad South Gujarat University, Surat. Ms. RashmiGhamawala read out the proceedings of all five days after which Dr. TruptiAlmoula made a concluding note and thanked everybody for their participation. She then introduced Dr B M Rawal and invited him for his address.

Dr. B M Rawal started his address with an emphasis over what responsibility an individual has as a teacher. Teachers should feel blessed for being given such a great opportunity to make a positive difference to the lives of hundreds and hundreds of students. Life is not a luxury for students and especially for teachers it should never be one. With this he stressed on the importance of hard work for teachers as well as students of management. He highlighted the fact that one should never be satisfied with the limited knowledge and understanding that one possesses. Thus one needs to
keep on exploring newer horizons. Teaching, learning and evaluation is the ideal system for teachers and students.

Speaking on the one week Faculty Development Program he said that such programs are the need of the hour as the teaching community will progress only through Communication, Commitment, Creativity and Collaboration.

Through collaboration comes the sharing of creative ideas and hence teachers must keep on interacting.

Dr. Rawal’s address was followed by Certificate distribution to all participants. Dr. A K Singh, Principal, Narmada College of Science and Commerce, Bharuch, Dr. Viral Bhatt, Director, SAL Institute of Management, Ahmedabad, along with Dr B M Rawal, awarded the participants with Certificate of Participation.

*Few Glimpses of Valedictory Function*