

# Report

## Faculty Development Programme (FDP)

**Title: Institutional Restructuring and  
Strengthening Autonomy through NEP**

**Date: 20<sup>th</sup> Nov to 25<sup>th</sup> Nov 2023**

**Domain: ATAL Technical FDP**

**Application No: 1691664841**

**Academic Year: 2023-24**

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**Society of St. Francis Xavier, Pillar's  
Fr. Conceicao Rodrigues College of Engineering  
Bandra (W), Mumbai-400050**



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<b>Table of Contents</b>		
<b>S.N.</b>	<b>Content</b>	<b>Page No.</b>
<b>1</b>	<b>Executive Summary</b>	<b>2</b>
<b>2</b>	<b>Contents of FDP</b>	<b>4</b>
<b>3</b>	<b>Outcome Achieved</b>	<b>4</b>
<b>4</b>	<b>Schedule</b>	<b>5</b>
<b>5</b>	<b>Eminent Resource Persons</b>	<b>6</b>
<b>6</b>	<b>List of Participants</b>	<b>8</b>
<b>7</b>	<b>Session Detail: Day-1</b>	<b>9</b>
<b>8</b>	<b>Session Detail: Day-2</b>	<b>12</b>
<b>9</b>	<b>Session Detail: Day-3</b>	<b>15</b>
<b>10</b>	<b>Session Detail: Day-4</b>	<b>18</b>
<b>11</b>	<b>Session Detail: Day-5</b>	<b>22</b>
<b>12</b>	<b>Session Detail: Day-6</b>	<b>24</b>
<b>13</b>	<b>Photographs</b>	<b>25</b>



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### Executive Summary:

ATAL FDP on 'Institutional Restructuring and Strengthening Autonomy through NEP' was organised from 20<sup>th</sup> Nov to 25<sup>th</sup> Nov 2023 at Fr. Conceicao Rodrigues College of Engineering, Bandra(West), Mumbai; one of the renowned, premier and sought-after private Engineering colleges. FDP was inaugurated by Former AICTE Chairman Dr. Shankar S Mantha. During Six days (Monday to Saturday) 25 hours of teaching in ten equal sessions was delivered by renowned experts like Dr. S. S. Mantha (Former AICTE Cahirman), Dr. B. N. Chaudhari (Principal, Sardar Patel Institute of Tehcnology), Dr. Vandana Mishra Chaturdvedi (Vice Cahncellor, D. Y. Patil Deemed to be University), Dr. S. Y. Mhaiskar (Pro-VC, NMIMS University), Dr. Y. S. Rao (Vice Principal, S.P.I.T.), Dr. Prachi Gharpure (Former Campus Director, NMIMS Campus Indore), Prof. Ajay Kambekar (Professor, SPCE), Dr. Faruq Kazi (Dean R&D, VJTI) and Prof. Seema Sant (Professor, VES). They spoke on various topics related to NEP, IKS, Research & Development to Autonomy.

Every day one-hour article discussion session was well organised. Articles chosen were the articles written by IIT professors. First article discussed was by Nikhat Parvez and Avlokita Agrawal from Indian Institute of Technology Roorkee, "Assessment of sustainable development in technical higher education institutes of India," Journal of Cleaner Production 214 (2019) 975-994 and another article was by Prof. Milind Sohoni, Professor at Computer Engineering Department, IIT Bombay, "Engineering teaching and research in IITs and its impact on India," appeared in Current Science, June 2012. These sessions were moderated by Dr. S. S. Rathod (Principal, Fr. CRCE).

Also 5 hours of activity-based learning sessions of one hour each were organised. Session on Life Skills Training, Mental-Health and Mentoring were conducted by Corporate Trainers from LIFEINCREDIBLE. Session on design thinking was taken



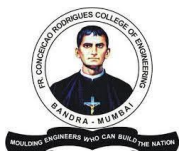
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by Prof Priya Deshpande and Prof Renuka Pawar from S.P.I.T. This session was very much appreciated by all the participants. Session on Transforming assessments was conducted by Dr. S. S. Rathod (Principal, CRCE) under which Progress Report Card making activity was conducted.

Industry visit was organised at City Institute of Disaster Management (CIDM) Parel which is disaster management facility of BMC Mumbai. Information regarding various disasters and precautions to be taken was given to participants. Different simulation models and prototypes were shown to explain the concept in a better manner. Mr. Rajesh Lokhande, Chief Disaster Management along with his colleagues have given this information. This visit was well appreciated by participants and promised to spread awareness about disaster management to community.

Audio-visual tools were used during FDP, innovative methods were adopted by resource persons like group discussion, brainstorming, performing activity, role play etc. Comprehensive continuous assessment of learning outcomes was carried out as per ATAL FDP guidelines. Summary of articles and reflective journal is prepared by each team and individually as well by participants.

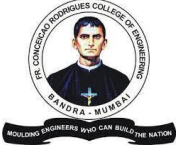
Valedictory session was organised at the end of FDP during which interaction with participants was conducted. Outcome of this FDP is reviewed and participants agreed that expected outcome is achieved. Participants have given their oral feedback and appreciated organisers for their efforts. FDP ended with vote of thanks by the coordinator to all the participants, organising team and AICTE for providing funding to this FDP.



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<b>Contents of FDP:</b>	
<b>S.N.</b>	<b>Topics</b>
1	Indian Education System: Historical Perspective
2	Indian Knowledge Systems
3	United Nations SDG: Implementation through NEP
4	Handling Diversity in Indian Education
5	OBE and Curriculum Restructuring
6	Innovations in Teaching Learning
7	Dos and Don'ts of Autonomy
8	Research Ecosystem, Rankings and Accreditation: NEP Perspective
9	Risk Management in HEI
10	Multi-Disciplinary and Skill Based Education
11	Visit to BMC's City Institute of Disaster Management, Parel
12	Activity Based Session on 'Life Skill Training'
13	Activity Based Session on 'Design Thinking'
14	Activity Based Session on 'Transforming Assessments'
15	Activity Based Session on 'Mentoring'
16	Activity Based Session on 'Mental Health Management'

<b>Outcomes Achieved:</b>
<i>Participants got awareness about various aspects which include awareness about NEP, autonomy to imparting skills. The primary outcomes achieved are as follows:</i>
1. Participants learned about Indian knowledge System and its importance in relation to NEP
2. Participants learned about provisions made in NEP2020 and appreciated the efforts taken by regulating bodies towards implementing NEP in true sense
3. Participants learned various innovative methods of engaging the learners.
4. Participants interacts with peers to learn from each other about success and failures of autonomy
5. Participants appreciated the need to restructure education ecosystem and hence will start contributing towards the same.
6. Participants learned various disasters and their mitigation techniques
7. Participants learned about UN Sustainable Development Goals and their significance in the current scenario
8. Participants learned importance of imparting life skill training, mentoring and mental health management in education campuses
9. Participants learned about how to prepare proposal to fetch research funding
10. Participants learned about Risk management and Conflict management in HEI



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**AICTE's Training and Learning (ATAL) Faculty Development Programme (FDP) on**  
**'Institutional Restructuring and Strengthening Autonomy through NEP'**  
 (20<sup>th</sup> to 25<sup>th</sup> Nov 2023)

**Schedule**

**Day 1: 20/11/23: Mon 9:00 – 9:30: Inauguration**

**Venue: Seminar Hall (108)- Office Floor**

Time	Day 1 20/11/23 Mon	Day 2 21/11/23 Tue	Day 3 22/11/23 Wed	Day 4 23/11/23 Thu	Day 5 24/11/23 Fri	Day 6 25/11/23 Sat
9:30pm – 12:00pm	<b>Session 1:</b> Indian Education System: Historical Perspective: <i>Dr. S. S. Mantha</i>	<b>Session 3:</b> United Nations SDG: Implementation through NEP <i>Dr. Ajay Kambekar</i>	<b>Session 5:</b> OBE and Curriculum Restructuring: <i>Dr. Prachi Gharpure</i>	<b>Session 7:</b> Dos and Don'ts of Autonomy: <i>Dr. B.N. Chaudhari</i>	<b>Experiential Learning:</b> Visit to City Institute of Disaster Management (CIDM), BMC, Parel	<b>Session 10:</b> Multi-Disciplinary & Skill Based Education: <i>Dr. Rahul Dahatonde</i>
12:00pm– 1:00pm	<b>Article Discussion</b>	<b>Article Discussion</b>	<b>Article Discussion</b>	<b>Article Discussion</b>		<b>Reflection Journal</b>
1:00pm – 2:00pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
2:00pm – 4:30pm	<b>Session 2:</b> Indian Knowledge Systems: <i>Dr. Vandana Mishra Chaturvedi</i>	<b>Session 4:</b> Handling Diversity in Indian Education: <i>Dr. Seema Sant</i>	<b>Session 6:</b> Innovations in Teaching learning <i>Dr. Y. S. Rao</i>	<b>Session 8:</b> Research Ecosystem, Rankings and Accreditation: NEP Perspective: <i>Dr. Faruk Kazi</i>	<b>Session 9:</b> Risk Management in HEI: <i>Dr. S. Y. Mhaiskar</i>	<b>MCQ, Feedback &amp; Interactions</b> (2:00pm – 4:00pm)
4:30pm – 5:30pm	<b>Activity Based Session:</b> Life Skill Training Mr. Swapnil Kshirsagar	<b>Activity Based Session:</b> Design Thinking <i>Prof. Priya Deshpande &amp; Prof. Renuka Pawar</i>	<b>Activity Based Session:</b> Transforming Assessments <i>Dr. Surendra Rathod</i>	<b>Activity Based Session:</b> Mental Health Management <i>Ms. Dhanashree Kadam</i>	<b>Activity Based Session:</b> Mentoring <i>Mr. Armeya Dandekar</i>	<b>Valedictory Session</b> (4:00pm – 5:00pm)



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**Eminent Resource Persons**

**Topic:**  
**Indian Education System: Historical Perspective**



**Dr. V. N. Rajasekharan Pillai**  
Vice-Chancellor  
Somaiya Vidyavihar University  
Provost, Somaiya Vidyavihar  
Mumbai

**Topic:**  
**Risk Management in HEI**



**Dr. S. Y. Mhaiskar**  
Pro-Vice Chancellor  
NMIMS University  
Mumbai

**Topic:**  
**Indian Knowledge Systems**



**Dr. Vandana Mishra Chaturvedi**  
Vice Chancellor,  
D. Y. Patil University  
Navi Mumbai

**Topic:**  
**Handling Diversity in Indian Education**



**Dr. Sunil Bhirud**  
Dy Director VJTI &  
Registrar, University of  
Mumbai  
Mumbai

**Topic:**  
**Do's and Don'ts of Autonomy**



**Dr. B. N. Chaudhari**  
Principal,  
Sardar Patel Institute of  
Technology  
Munshi Nagar, Andheri (West),  
Mumbai

**Topic:**  
**OBE and Curriculum Restructuring**



**Dr. Prachi Gharpure**  
Former Campus Director  
NMIMS, Indore

**Topic:**  
**Multi-Disciplinary and Skill Based Education**



**Dr. Rahul Dahatonde**  
Registrar  
Maharashtra State Skill  
University  
Mumbai

**Topic:**  
**Research Ecosystem, Rankings and Accreditation:  
NEP Perspective**



**Dr. Faruk Kazi**  
HoD and Professor  
Electrical Engineering  
Department  
VJTI, Matunga  
Mumbai

**Topic:**  
**Innovations in Teaching Learning**



**Dr. Y. S. Rao**  
Vice Principal & Dean  
Academics  
Sardar Patel Institute of  
Technology  
Munshi Nagar, Andheri(West)  
Mumbai

**Topic:**  
**United Nations SDG: Implantation through NEP**



**Dr. Ajay Kambekar**  
Professor  
Civil Engineering Department  
Sardar Patel College of  
Engineering  
Andheri (West), Mumbai

**Topic:**  
**Life Skill Training**



**Mr. Swapnil Kshirsagar**  
LIFEINCREDIBLE  
NLP Master Practitioner,  
Certified Trainer

**Topic:**  
**Mental Health Management**



**Ms. Dhanashree D. Kadam**  
LIFEINCREDIBLE  
NLP Practitioner, EI  
certified Trainer



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**Topic:**  
**Design Thinking**



Prof. Priya Deshpande  
Assistant Professor  
Sardar Patel Institute of  
Technology  
Munshi Nagar, Andheri  
(West), Mumbai



Prof. Renuka Pawar  
Deshpande  
Assistant Professor  
Sardar Patel Institute of  
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Munshi Nagar, Andheri  
(West), Mumbai

**Topic:**  
**Transforming Assessments**



Dr. Surendra Rathod  
Principal  
Fr. Conceicao Rodrigues College of Engineering  
Bandra, Mumbai



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**Day-1: Monday, 20<sup>th</sup> Nov 2023**

**Topic: Indian Education System: Historical Perspective**

**Date: Monday, 20<sup>th</sup> Nov 2023**

**Time: 9.30 am to 12.00 noon**



**Speaker: Dr. S. S. Mantha**  
**Former Chairman**  
**All India Council for Technical Education**

**Profile:**

- ❖ In an illustrious career that spans more than 40 years, Dr Shankar S Mantha has held several important positions both in Academics and Public Administration
- ❖ Dr. S S Mantha, was former Chairman of the National Regulator (AICTE), and implemented several e-governance initiatives and facilitating regulations over a six-year stint. Earlier, a Professor of Robotics, Control theory and AI at VJTI, he now occupies the Emeritus Chair.
- ❖ His work at IBM, Poughkeepsie, New York on TIVOLI is also noteworthy

- ❖ He has more than 280 publications in National and International Journals and Conferences besides authoring three books. He is the author of NVEQF, now renamed the National Skill Qualification Framework (NSQF) and the Regulations for 'Blended Learning'. He was member, Karnataka Skill development Authority and advisor to Government of Andhra Pradesh.
- ❖ He was the Pro Vice Chancellor of SNTD Woman's University and the Chancellor, KL University, both of which he served for three years. Currently, he is the CEO of MAHAPREIT Start-up Knowledge Centre. He is also an Adjunct Prof. at the National Institute for Advanced Studies (NIAS), Bangalore, and Chairman of Technical Committee, National Cyber Safety and Security Standards (NCSSS), and IT expert, for the Government of Maharashtra.

**Abstract:**

India has a rich history of academia and the formal dissemination of education. Early education in India commenced under the supervision of a guru. The Indian education system continued in the form of ashrams, in temples and as indigenous schools. Right from the beginning of their relationship with India, the British, who had come as traders and had become rulers and administrators, had influenced the economic, political and educational systems of the country. Their impact on the cultural and social life of India was gradual. It is essential to review the educational policies under the British rule to understand visualize the future. Development of education system during the British period was determined by the needs of the colonial powers. Keeping their motives in mind, the British developed the education system accordingly. The Charter Act of 1813 constitutes a landmark in the educational history of British India. Section 43 of the Charter Act 1813 contained the first legislative admission of the right of education in India in the public revenues. A decade before Lord Macaulay arrived in India; the General Committee of Public Instruction was formed in 1823. The first Law Member to be appointed was Macaulay who came to India in 1834. This marked a substantial change in the history of educational policy in India.

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. Every educationalist should be aware of history of Indian education system to contribute in the Implementation of NEP. This session will make then aware of evolution of Indian Education System.



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**Topic: Indian Knowledge Systems**

**Date: Monday, 20<sup>th</sup> Nov 2023**

**Time: 2.00 pm to 4.30 pm**



**Speaker: Dr. Vandana Mishra Chaturvedi**  
**Vice Chancellor, D. Y. Patil University**  
**Navi Mumbai**

**Profile:**

❖ Dr. Vandana Mishra Ma'am is a seasoned academician with 23 years of rich experience in the education domain. Throughout her career, she has demonstrated a strong commitment to upholding the university's motto, building on student value, streamlining academic operations, and driving revenue growth while working with reputed institutes in the education domain.

- ❖ Dr. Vandana Mishra has always demonstrated a strong commitment to academic excellence and innovation. As a keen planner and implementer, Dr. Mishra has a track record of implementing operational policies/norms, systems and controls, motivational schemes, and enhancing educational standards during her career span.
- ❖ She has initiated international MOUs for various schools and implemented various software at the University to ensure E-Governance and automation. Under her leadership, the University has undergone the National Accreditation and Assessment and achieved the highest grade of A++.
- ❖ She is currently heading the University as Vice-Chancellor and is providing academic leadership in partnership with senior academicians and departmental heads to drive strategy and policy developments. She has realigned the academic structure to decentralize with participatory management. Her leadership and guidance have helped to transform D Y Patil Deemed University into a world-class institution known for its cutting-edge research, outstanding faculty, and innovative programs

**Abstract:**

We know that IKS has a very long history. Indian civilization as such is been there for a very long time. Modern western scholars have dated it anywhere between 5000 to 8000 years back. Whereas, we look at the indigenous sources and the belief systems and so on, according to them it is a very ancient period, almost time immemorial. We need to understand is that a country with a very long surviving civilizational history ought to have accumulated knowledge over its long period of existence.

NEP mentions that India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically. We need Indian knowledge System for a variety of reasons. It defines the context for several aspects of day to day living for every individual. It is a manifestation of human intellectual achievements regarded collectively over by the society over a period of time, we need that and without this continuity of thoughts it will be very difficult to make further progress. And we can avoid reinventing the wheel in some cases and this knowledge is very important because we are in a global intellectual property rights, regulation and patent laws regime. So, we need it. It is very important for us to have it. Therefore, the ancestral knowledge will give us identity, it will give us a certain dimension of culture. Let us try to understand what Indian knowledge systems (IKS), what does it contain and so on.



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**Topic: Activity Based Session on 'Life Skill Training'**

**Date: Monday, 20<sup>th</sup> Nov 2023**

**Time: 4.30 pm to 5.30 pm**



**Profile:**

❖ Swapnil has a total experience of 15+ years in Human Resources, Strategy and Operations. Over the years, he has acquired tremendous insights in understanding process and systems, training, coaching, counselling and consulting on various core areas. With the long and wide experience of working in corporate, consulting and teaching domains he can understand the core of an issue and address the same with focus.

**Speaker: Mr. Swapnil Kshirsagar**

**LIFEINCREDIBLE**

**NLP Master Practitioner, Certified Trainer**

- ❖ As trained counsellor, he has handled many difficult situations and people issues. His expertise in training, coaching, and consulting over years has made him a seasoned professional in the Business Management domain. He believes in continuous learning which has kept him on the go through his career. His objective is to add value to people when he interacts with them. His wide experience has helped him to understand people and a knack of developing rapport with them.
- ❖ His core competency could be expressed, largely, in two specific domains – as a Behavioral Trainer and a Business Management Coach. By his interactive and participative approach, he is able to bring to the learning table the experiences of the participants; thus aiming at holistic development of his target audience.
- ❖ A passionate trainer involved in creating and developing several customized programs. He enjoys the research behind creating an intervention and works through to meet the stated and unstated objectives of the intervention. As a trainer, he has delivered various programs and covered a whole range of audience.
- ❖ He is a dedicated professional with his focus on life skills and behavioural skills. With his interpersonal ability, he has ensured that he is well known among the consultant circles for his professionalism in dealing with issues.
- ❖ Areas of expertise in the Behavioural Learning & Development domain: Outbound training program, Team effectiveness, People handling skills, Conflict resolution, Motivation, Behavioral applications in Project Management etc.
- ❖ Areas of expertise in HR Consulting: Setting up HR Processes R2R (Recruitment to Retirement), Induction & Onboarding, Employee Engagement Surveys, Formulating of Rules and Policies, Creating a Vision, Building a Value System, e-enabling HR (HRMS), HR Analytics, Succession planning, Talent Management etc.

**Abstract:**

A good old proverb goes like this – give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. To elaborate what this means is, it is better to teach someone to do something for themselves than to actually do it for them. As parents/ educators that exactly is our job: Empowering our children with life skills that will help each child realize their fullest potential and blossom as happy individuals. And not only that, but also help each child meaningfully contribute to society as future leaders.

Education has a defining role to play as well as having a sound philosophy at the core of our lives. And if we can integrate the two, we will have the finest blueprint for the betterment of our children's future. The aim of education will not only be cognitive development but also building character and creating holistic and well-rounded individuals equipped with the key 21<sup>st</sup> century skill. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. NEP rightly points out the need to incorporate life skills in mainstream education.



Society of St. Francis Xavier, Pillar's  
**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)

**Day-2: Tuesday, 21<sup>st</sup> Nov 2023**

**Topic: United Nations SDG: Implementation through NEP**

**Date: Tuesday, 21<sup>st</sup> Nov 2023**

**Time: 9.30 am to 12.00 noon**



**Speaker: Dr. Ajay Kambekar**  
**Professor, Civil Engineering Department**  
**Sardar Patel College of Engineering**  
**Mumbai**

**Profile:**

- ❖ M.Tech (Civil) IIT Bombay, Ph.D. (Civil), IIT Bombay
- ❖ Former HoD (Civil) at SPCE
- ❖ Former Dean Academics at SPCE
- ❖ Chairman Post Graduate Programmes at Sardar Patel College of Engineering (SPCE), Mumbai
- ❖ He has been working on many research projects related to Infrastructure Engg., Water resources Engg. Specialized in Offshore, Ocean & Coastal Engg., Civil Engg.

- ❖ He is also a Member Board of Studies Civil Engineering at Mumbai University, member board of studies Civil Engineering of Dr. BATU Lonere Raigad (State Technical University of Government of Maharashtra), member board of studies Civil Engineering of SVKM's NMIMS Deemed to be University
- ❖ He is actively involved in reviewing research papers at national and international journals. Reviewer at International Journals ASCE, Elsevier, Actapress, Hindwai.
- ❖ Some of his important publications are:
  - ✓ 2003: Estimation of pile group scour using neural networks, Applied Ocean Research, Elsevier, Oxford.
  - ✓ 2009: Data driven methods to analyze wave buoy observations, ASCE Int. Workshop on Computing in CE. Austin, Texas.
  - ✓ 2010: Wave simulation and forecasting using wind time history and data driven methods, J. of ships & Offshore Structures, Taylor and Francis.
  - ✓ 2010: Real time prediction of ocean waves using wind time series, Conf. Water 2010, Qubec, Canada.
  - ✓ 2012: Applications of Artificial Intelligence Techniques in Simulation and Forecasting of Wind Wave proceedings of QIP short term course on Coastal Processes and Modeling.
- ❖ Dr. Kambekar has delivered many lectures in the engineering colleges including IITs.
- ❖ Received grant @ INR 40 Lakhs from Department of Science and Technology Govt. of India, for mentoring a women scientist under women in Science and Engineering scheme and working as Post-Doctoral Fellow under his Mentorship

**Abstract:**

The Global Goals and the 2030 Agenda for Sustainable Development (UN) seek to end poverty and hunger, realise the human rights of all, achieve gender equality and the empowerment of all women and girls, and ensure the lasting protection of the planet and its natural resources.

The Sustainable Development Goal (SDG) 4 of UN aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030"

National Education Policy (NEP 2020) is in conformity with SDG 4. It intends to restructure and reorient education system in India. SDG 4 Promote free primary and secondary education and universal literacy. NEP aims to ensure 100% gross enrollment of children in schools.



Society of St. Francis Xavier, Pillar's  
**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)

**Topic: Handling Diversity in Indian Education**

**Date: Tuesday, 21<sup>st</sup> Nov 2023**

**Time: 2.00 pm to 4.30 pm**



**Speaker: Dr. Seema Sant**  
**Professor & Associate Dean Human Resources**  
**Vivekanand Education Society Institute of**  
**Management Studies and Research**  
**Mumbai**

**Profile:**

- ❖ Ph.D. (Business Administration)
- ❖ Ph.D Guide ( Management) Mumbai University
- ❖ Ph.D Guide (Management) SNDT Women's University
- ❖ Diploma in Training & Development (ISTD), New Delhi
- ❖ Lifetime Member – The Indian Society for Training & Development (ISTD)
- ❖ Certified Trainer for Saville Consulting International Accreditation Programme (Behavioral Assessment)
- ❖ Associated with PRIDE Project of Bosch and NSDC (Under Ministry of Skill Development and Entrepreneurship Govt of India) as Master Trainer for Skill Entrepreneurs

- ❖ Dr Seema also currently holds the portfolio of Dean Research. She promotes facilitating research activities and infrastructure, heads PhD Program. Seema is a behavioral certified trainer with 22 years of experience working with corporate and academic institutions.
- ❖ She has also worked as a Trainer for General Management & Communication Skills Program conducted for Chartered Accountants by ICAI for more than 500 students. Dr. Seema was been felicitated for her academic and professional work by various bodies. Awarded by Bombay Management Association as BMA Outstanding Faculty Award 2nd Runner up position for the year 2021-22. Felicitated by Cdr. Vijay Vadhera, NM ( Retd) President Navy foundation Mumbai. On occasion on 20th Admiral Soman Memorial Lecture at Mulla Auditorium Mumbai on 7th January 2023 for writing research paper in area of navy veteran second career. She has been awarded twice, consecutively as the "Best Faculty Guide" by ICFAI for Summer Internship Program in the year 2008 & 2009. She has received the Best Paper Award at 19th International Conference on Business and Commerce Management (ICBCM 2017) held at Singapore on 4th & 5th May 2017
- ❖ She and her team has developed VESIM Behavioural Assessment Centre ( VEBAC) in Institute Seema has conducted management development programmes in the area of Personality Assessment for self-awareness and for identification of training needs for companies like CCYM & Vatsalya Trust Mumbai, and assessed career assessment and personality assessment for MMS/PGDM in house students. She has also published book and research papers and several articles in magazines and Professional National & International Journals. She has attended various training program and presented research papers in National and International conferences. Her areas of interest are Organizational Development, E Learning, Employee engagement, Training Effectiveness & Development, and HR Analytics.
- ❖ Member of LACM Research Advisory Committee ,Little Angels' College of Management(LACM) affiliated to Kathmandu University, Nepal
- ❖ Conducted Training to program on "Professional Etiquette" Employees Walplast Product Pvt Ltd, Mumbai
- ❖ Personality Assessment for self-awareness and for identification of training needs for employees test administered and feedback given to all employees for companies like CCYM & Vatsalya Trust Mumbai
- ❖ Panel Member in Panel discussion on 'New Education Policy, 2020 And Commerce Education' Conducted by The Department of Commerce, Assam University Diphu Campus in collaboration with BMBB Commerce College, Guwahati.
- ❖ Session on "Effective Business Communication" to Institute of Company Secretary India (ICSI), Navi Mumbai.

**Abstract:**

Higher education plays a pivotal role in shaping the future of individuals and society as a whole. In recent years, the importance of diversity and inclusion in this domain has gained significant attention. Recognizing and embracing diversity in all its forms - be it cultural, socioeconomic, gender, or ability - is crucial for fostering a dynamic and inclusive learning environment. In India, a diverse nation with a rich heritage, the promotion of diversity and inclusion in higher education is not only a moral imperative but also a key driver for social progress, innovation, and global competitiveness. Embracing diversity in all its forms is crucial for creating inclusive learning environments, promoting social equality, fostering innovation, and enhancing global competitiveness. These sessions will enlighten audience regarding various aspects of diversity in Indian education system.



Society of St. Francis Xavier, Pillar's  
**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)

<b>Topic: Activity Based Session on 'Design Thinking'</b>	
<b>Date: Tuesday, 21<sup>st</sup> Nov 2023</b>	<b>Time: 4.30 pm to 5.30 pm</b>
	<b>Profile:</b> <ul style="list-style-type: none"> <li>❖ B.E (EXTC) from Amravati University, M.Tech (EXTC) from VJTI and Pursuing Ph.D (Domain-Biomedical Systems) from IIT Bombay</li> <li>❖ Gold Medal for Securing 1st position in MTech among all departments in VJTI in 2012</li> <li>❖ Domain Expertise: Image Processing, Embedded Systems and IoT</li> <li>❖ Published 25+ papers in Int. Journals and conferences</li> <li>❖ Executed projects under UoM minor research, IEDC, Idea Lab etc and her student's projects have won awards at competitions organised by industries like STMicroelectronics, Texas Instruments etc.</li> <li>❖ Creative problem solver, team player, lifelong learner and passionate teacher</li> </ul>
<b>Speaker: Prof. Priya Deshpande</b> <b>Assistant Professor</b> <b>Sardar Patel Institute of Technology</b> <b>Munshi Nagar, Andheri (West), Mumbai</b>	
	<b>Profile:</b> <ul style="list-style-type: none"> <li>❖ BE (Comp) from Pune University, ME (Comp) from S.P.I.T. and Pursuing Ph.D. in IoT security</li> <li>❖ Published 25+ papers in Int journals and conferences.</li> <li>❖ Certified Ethical hacker and D-Link Certified trainer</li> <li>❖ Conducted many sessions/workshops on Cybersecurity at various places in Mumbai.</li> <li>❖ Passionate cybersecurity professor who believes in a hands-on approach while teaching. Constantly challenging students with real-world scenarios and encouraging them to think critically and creatively to solve complex cybersecurity problems.</li> <li>❖ Team player, passionate teacher and keeps herself updated with latest trends and technologies</li> </ul>
<b>Speaker: Prof. Renuka Pawar</b> <b>Assistant Professor</b> <b>Sardar Patel Institute of Technology</b> <b>Munshi Nagar, Andheri (West), Mumbai</b>	
<b>Abstract:</b> Design thinking is a powerful tool all professionals can benefit from. By developing design thinking skills, you can become a more creative problem-solver, regardless of your role. This, in turn, can empower you to embrace and facilitate innovation within your organization to effect real, lasting change. The primary purpose of design thinking exercises is to cultivate empathy and a deep understanding of users' needs and perspectives. By encouraging participants to step into users' shoes through empathy mapping and user interviews, design thinking helps uncover valuable insights that inform the design process. Brainstorming is a classic design thinking activity that promotes rapid idea generation. By creating an open environment for communication, team members can share their thoughts freely, building off each other's ideas. This session will be an activity-based session involving participants to uncover design thinking process.	



Society of St. Francis Xavier, Pillar's  
**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)

**Day-3: Wednesday, 22<sup>nd</sup> Nov 2023**

**Topic: OBE and Curriculum Restructuring**

**Date: Wednesday, 22<sup>nd</sup> Nov 2023**

**Time: 9.30 am to 12.00 noon**



**Speaker: Dr. Prachi Gharpure**  
**Former Campus Director**  
**NMIMS, Indore (MP)**

**Profile:**

- ❖ B.E.( Electronics)- S.G.S.I.T.S., Indore University
- ❖ M.E.(Computer Engg)- VJTI, Mumbai University
- ❖ Ph.D.(Tech) - SNTD Women's University
- ❖ Over 36 Years of Teaching and Education Administration Experience
- ❖ Worked for 20 years at Sardar Patel College of Engineering.
- ❖ Professor and Head of Computer Department at Sardar Patel Institute of Technology from Oct 2006 – March 2008

- ❖ Principal – Bharatiya Vidya Bhavans' Sardar Patel Institute of Technology – Andheri (w), Mumbai, March 2008 – June 2019
- ❖ Director– NMIMS Indore Campus, SVKM's NMIMS Deemed to be University- Indore Campus, July 2019 till March 2023
- ❖ Taught several courses in computer engineering with innovative practices in teaching learning
- ❖ Currently guiding 05 PhD students from University of Mumbai
- ❖ Areas of Research- E-learning and Software Engineering
- ❖ Published several research papers in reputed journals including IEEE transaction on Education
- ❖ Chairperson Adhoc BOS (Computer) for Mumbai University from June 2012 till 2015
- ❖ Member Syllabus Committee for, Information Technology and Computer for University of Mumbai
- ❖ Member Staff Selection Committee for Maharashtra State, University Selection Committee
- ❖ Convener of Several Mumbai University Committees related to Affiliation, Approvals and Fact findings.
- ❖ Member of UGC committees for consideration of Autonomy to various Engineering Institute across India
- ❖ Administrative milestones towards Institute Building:
  - ✓ Worked towards getting permanent affiliation, Post graduate programs and PhD centres at S.P.I.T.
  - ✓ Funding for Initiatives: Worked towards getting DST Funding for starting IEDC ( Innovations and Entrepreneurship Development Cell) at S.P.I.T. ; Granted by DST in 2011-12; Amount sanctioned Rs. 44 Lakh for 5 years.
  - ✓ Incubation Initiative: Worked towards getting DST Funding for starting Technology Business Incubator at S.P.I.T; Granted by DST in 2015-16 – Amount sanctioned Rs. 417 Lakh for 5 years. S.P.I.T.'s Incubator (SP-TBI) became operational in 2016-17 and has become one of the most successful Incubator with over 35 Technology startups being housed as Incubates on campus. It has started earning revenue through a successful certification program to create and mentor new startups.
  - ✓ Autonomy: Worked towards building teams to create processes for achieving and sustaining academic autonomy. College was granted autonomus status by University of Mumbai from 2017-18. Established a differentiating curriculum envisioning all-round growth of students.

**Abstract:**

As per GR dated 4<sup>th</sup> July 2023, the Credit and Multidisciplinary Curricular Framework, designed on the lines of the National Credit Framework and AICTE Approval Process Handbook, is to be made applicable in first phase to the AICTE-regulated UG Engineering/ Technology Programs conducted in Autonomous Engineering Colleges and State University Campuses in Maharashtra with effect from Academic Year 2023-24. Subsequently from next academic year all colleges have to adopt to revised curriculum framework.

NEP mentions that states may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects.

A multidisciplinary education, as envisaged in the NEP- 2020 aims to develop social, physical, intellectual, emotional, and moral capacities of human beings in an integrated manner. A flexible curriculum will facilitate



Society of St. Francis Xavier, Pillar's  
**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)

creative combinations of various disciplines. NEP also states that focus should be to have less emphasis on input and greater emphasis on output potential concerning desired learning outcomes. To close the gap in achievement of learning outcomes, classroom transactions should shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) should also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. Some of the major problems currently faced by the higher education system in India include less emphasis on the development of cognitive skills and learning outcomes, a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study etc. This session will highlight the importance of OBE and how to restructure curriculum in line with NEP.

**Topic: Innovations in Teaching Learning**

**Date: Wednesday, 22<sup>nd</sup> Nov 2023**

**Time: 2.00 pm to 4.30 pm**



**Speaker: Dr. Y. S. Rao**  
**Vice Principal & Dean Academics**  
**Sardar Patel Institute of Technology**  
**Munshi Nagar, Andheri(West)**  
**Mumbai**

**Profile:**

- ❖ B.E. Electronics Engineering, M.E. Electronics Engineering and Ph.D (IIT Bombay)
- ❖ Dean Research and Development
- ❖ Recognized Ph.D Guide of Mumbai University in Electronics & Telecommunication Engineering
- ❖ Courses: Embedded Systems Design and applications, Real Time DSP, Computer Hardware and Design, RTOS for ARM and VLSI Design, PCB Design
- ❖ Published several research papers in reputed journals like IEEE Transactions

- ❖ Jetking Electronics, Shewri, Mumbai as a Trainee Engineer.
- ❖ Sanjivani COE, Kopergaon for 8 years– from 1992 to 1999
- ❖ Sardar Patel College of Engineering (UA) & SPIT, Andheri-W, Mumbai: 10 years from 2000 to 2010 as an assistant professor.
- ❖ Sardar Patel Institute of Technology from 2010 as a professor and Head of the Electronics and Telecommunication Department and from 2011 as a vice principal till date.
- ❖ Consultant (R&D) Gadhia Solar Energy Systems Pvt. Ltd. from 08/11/2011 till date
- ❖ Corporate Training
  - ✓ Trio Info.Tech. Pvt. Ltd. – Andheri
  - ✓ Siemens Information Systems Ltd., Khargar
  - ✓ KarRox Technologies Ltd., Andheri (W)
  - ✓ L&T, Madh.
- ❖ Consultancy Projects
  - ✓ Dan Technocraft – Ethuopia
  - ✓ Indra Packing Machines – Malad
  - ✓ SNTD – Santacruz
  - ✓ Sanjivani Sugar Ind. – Kopergaon
  - ✓ Shirdi Sansthan ICU – Shirdi
  - ✓ Johnson and johnson – Santacruz
  - ✓ Actis Technologies Pvt. Ltd. – Andheri
  - ✓ Trio Info.Tech. Pvt. Ltd. – Andheri
- ❖ Guest Faculty: NITIE, UMIT-SNTD, St. Xavier, SIES, DJS COE, NMIMS etc.
- ❖ Courses / Programs funded by Industry / MHRD
- ❖ IDE Systems Developed for conducting Short term Training Programs
  - ✓ Fixed point and Floating point DSP Kits
  - ✓ CPLD and FPGA Kits
  - ✓ HIL simulator using DSP-FPGA
  - ✓ Signal conditioning for three phase systems
  - ✓ JTAG Emulators for VLSI Devices



Society of St. Francis Xavier, Pillar's  
**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)


- ✓ 16-bit RISC Systems
- ✓ ARM Systems
- ✓ Wireless interface using RF and Bluetooth
- ✓ Command interpreter for DSP Processors
- ✓ BSL interface for Texas Instruments MSP processors
- ✓ Low cost AVR RISC system
- ❖ Faculty co-ordinator for AICTE IDEA Lab

**Abstract:**

Innovative teaching is the process of proactively introducing new teaching strategies and methods into the classroom. The purpose of introducing these new teaching strategies and methods is to improve academic outcomes and address real problems to promote equitable learning. In many ways, applying innovative teaching strategies to the classroom is a tacit understanding that our teaching methods can be improved.

It is important to take a student-centric approach to our methods. As a student, do we gain more from class by sitting passively in our seats for a 60-minute lecture? Or, are we more likely to learn by actively participating in the class by asking questions, collaborating on projects, and problem-solving? Let's look at few innovative teaching strategies that teachers use in their classrooms to improve student engagement and academic outcomes. NEP mentions that empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work. In this session, discussion will primarily focus on innovative teaching strategies that help drive better student outcomes.

**Topic: Activity Based Session on 'Transforming Assessments'**

<b>Date: Wednesday, 22<sup>nd</sup> Nov 2023</b>	<b>Time: 4.30 pm to 5.30 pm</b>
	<p><b>Profile:</b></p> <ul style="list-style-type: none"> <li>❖ ME from VJTI and Ph.D. from I.I.T. Roorkee.</li> <li>❖ Served at Sardar Patel Institute of Technology for 23 years.</li> <li>❖ Research Interest: VLSI design, device modelling and circuit simulation.</li> <li>❖ He is approved Ph.D. research guide for Electronics Engineering and Electronics &amp; Telecommunication Engineering at Mumbai University.</li> </ul>
<p><b>Speaker: Dr. Surendra Rathod</b>  <b>Principal</b>  <b>Fr. Conceicao Rodrigues College of Engineering</b>  <b>Bandra, Mumbai</b></p>	

- ❖ Delivered 100+ invited talks (which include topics related to OBE, autonomy and NEP) and keynote sessions
- ❖ Published 44 Int. Journal Paper, 100+ Int Conf papers, 8 Indian Patents, 2 book chapters, 1 monogram, 5 magazine articles and one copyright.
- ❖ Governing bodies, Academic Councils and Board of Studies of several colleges
- ❖ Received 'ISTE Best Engineering College Teacher Award for Maharashtra State' in year 2012, Faculty fellow by IUCEE (Indo US Collaboration for Engineering Education) and several other awards.

**Abstract:**


Assessment plays a vital role in education system. In NEP era, we need to rethink about assessments and the report card that shows how assessments are carried out. As per the NEP 2020 guidelines, student assessment, and progress tracking need to undergo a significant transformation. There are several NEP provisions relating to Transforming Assessment for Student Development mentioned in NEP Para 4.34, to NEP Para 4.42, NEP Para 6.13 and NEP Para 6.15. One of the key recommendations of NEP 2020 is the adoption of a holistic report card, which aims to provide a comprehensive evaluation of a student's overall development. A holistic report card is a multidimensional assessment tool that provides a comprehensive overview of a student's progress and development in various domains, including cognitive, affective, and psychomotor skills. There is a need to rethink how assessments are carried out and the why they are being shown to the outside world particularly in today's participatory digital world.



Society of St. Francis Xavier, Pillar's  
**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)

**Day-4: Thursday, 23<sup>rd</sup> Nov 2023**

**Topic: Dos and Don'ts of Autonomy**

<b>Date: Thursday, 23<sup>rd</sup> Nov 2023</b>	<b>Time: 9.30 am to 12.00 noon</b>
	<b>Profile:</b> <ul style="list-style-type: none"> <li>❖ Ph.D. (IIT Bombay) in 2001</li> <li>❖ Electrical Engineer- Garware Plastics and Polyester limited</li> <li>❖ Lecturer- Marathwada institute of technology</li> <li>❖ Design Engineer, DoE GoI Selection- Centre for Electronics Design and Technology, CEDT A 'bad</li> <li>❖ Lecturer MPSC selection, Government College of Engineering Aurangabad</li> <li>❖ Assistant Professor MPSC selection, Government College of Engineering Aurangabad</li> </ul>
<p style="text-align: center;"><b>Speaker: Dr. B. N. Chaudhari</b>  <b>Principal</b>  <b>Sardar Patel Institute of Technology</b>  <b>Munshi Nagar, Andheri (West), Mumbai</b></p>	<ul style="list-style-type: none"> <li>❖ Professor MPSC selection, Rank 1 College of Engineering, Pune in 2002.</li> <li>❖ Total Experience of more than 30 years</li> <li>❖ @COEP:               <ul style="list-style-type: none"> <li>✓ Deputy Director</li> <li>✓ Member {Senate Representative}, Board of Governors</li> <li>✓ HoD, Electrical 2002-04, 2009-12</li> <li>✓ Dean, Academics 2004-07</li> <li>✓ Rector 2002-2005</li> <li>✓ Chief Rector 2005-2007</li> <li>✓ Member, Building Works Committee etc.</li> </ul> </li> <li>❖ Member, Board of Studies, Instru. and Control, Pune University</li> <li>❖ Member, Board of Studies, Electrical Engineering, North Maharashtra University</li> <li>❖ Member, Finance Committee, Dr. B. A. T. University, Lonere</li> <li>❖ Member, Academic Council, Dr. B. A. T. University, Lonere</li> <li>❖ Member, Board of Studies, Dept. of Technology, Pune University</li> <li>❖ Worked on several committees formed by the Pune University, Shivaji University, Dr. BAMU and Dr. BATU for faculty selection, Local enquiry, Continuation of programs and other tasks</li> <li>❖ Member, Academic Committee, MSBTE</li> <li>❖ Chairman, Electrical Engineering Board, MSBTE</li> <li>❖ Member, Section Management Committee, ISTE Maharashtra-Goa Section</li> <li>❖ Procurement in-charge for the Maharashtra, TEQIP project-Phase I SPFU, Maharashtra</li> <li>❖ Worked on several committees formed by the State Government /Directorate of Technical Education, AICTE for various tasks/ projects such as TEQIP, Technological University formation in Maharashtra, Key performance indicators for the institutes in Maharashtra, C.R. format for Teachers, Institute Gradation policy for the state, Autonomy committee, High level enquiry committee constituted by Chancellor etc.</li> <li>❖ Visited many institutes across the country as an expert for NBA</li> <li>❖ Invited speaker for CEP program at IITB, and National Conference on Power Electronics at IITB in 2015.</li> <li>❖ Worked on interview / promotion panel for DRDO, R&amp;DE, ITM, and many institutions.</li> <li>❖ engaged in establishment of center of excellence in "Smart Renewable Energy Systems" at COEP in association with 5 industries.</li> <li>❖ PhD awarded=04</li> <li>❖ 70+ publications, 05 patents, 7 sponsored R&amp;D projects (Total funds fetched Rs 603 lakhs)</li> <li>❖ 10 Noteworthy industrial testing and consultancy assignments (Clients: Emerson, Stanford Generators, Bosh, MSEDCL, etc.)</li> <li>❖ Recipient of Cognizant Best Faculty Award 2013-14</li> <li>❖ Recipient of Teaching Excellence Award instituted by The Indus Foundation and AP Govt. in 2013.</li> <li>❖ Recipient of Linkein Innovation award in 2012.</li> </ul>



**Society of St. Francis Xavier, Pillar's**  
**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)

- ❖ Recipient of Fellowship of IEEE-PES society to attend PES winter meeting.
- ❖ Board Ranker, University Ranker (BE as well as ME) and recipient of National Merit Scholarship till graduation.

**Abstract:**

'Light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment.

Curriculum developers and Teachers should have the autonomy to define Learning Outcomes as appropriate to their classroom contexts, while maintaining the connection to the Competencies. These Learning Outcomes need to be seen as enabling guidelines for Teachers and school leaders and not as constraining demands on them. They have the autonomy to reimagine the Learning Outcomes based on their contexts. Teachers have the autonomy to arrange their classroom environment based on the dimensions and shape of the classroom, local conditions, and materials available. Assessment should not overly burden the Teacher. The Teacher should have the autonomy to judiciously choose the appropriate tool for assessment and the periodicity in which assessment-related record keeping is maintained.

While such autonomy is important, systematic record keeping of children's assessment should be seen as an important part of a Teacher's professional responsibilities. Teachers are responsible for student learning and must be held accountable for it. But Teacher empowerment and autonomy are preconditions for accountability. Accountability is critical but so is autonomy - an empowering culture based on autonomy is a necessary condition for accountability. This session is to enlighten participants about what is to be done and what not to be done to build successful autonomous institution.

**Topic: Research Ecosystem, Rankings and Accreditation: NEP Perspective**

**Date: Thursday, 23<sup>rd</sup> Nov 2023**

**Time: 2.00 pm to 4.30 pm**



**Speaker: Dr. Faruk Kazi**  
**Professor and Dean R&D**  
**Veermata Jijabai Technological Institute,**  
**Mumbai**

**Profile:**

- ❖ Dr Faruk Kazi received his Ph.D. degree from IIT Bombay in 2009. He is currently working as Professor & Dean of Research & Development at VJTI, Mumbai.
- ❖ He is a senior member of IEEE and is a recipient of AICTE-VISVESVARAYA Best Teacher National Award-2020.
- ❖ He is listed on "Schneider Electric Wall of Thanks-2021" for helping in securing Schneider Electric products.

- ❖ He has extensively worked in the areas of digital architecture and cyber security of critical energy infrastructure. He has contributed in developing resilience framework for smart grid and other smart city verticals. ICS-CERT & OEMs have released around 30 CVEs and worldwide advisories based on vulnerabilities identified by his research team. He has published more than 100 research papers in IEEE Journals & Conferences in the domain of smart grid, cyber-physical systems and critical infrastructure.
- ❖ He is working as Chair of WG-3 (Digital Architecture and Cyber Security) of India Smart Grid Forum (ISGF). He was involved in expert team investigating Mumbai Grid failure incident of 12 October 2020.
- ❖ He has worked as visiting research scholar at Swiss Federal Institute of Technology, EPFL, Switzerland, MIT USA, and Tufts University, USA.
- ❖ He has developed a research test-bed for the cyber security of critical energy infrastructure with in-kind support from industries like Siemens, Emerson, L & T (Electrical & Automation), Schneider Electric L & T Infotech, Claroty, and CISCO.

**Abstract:**

As per NEP, the fundamental principles that will guide both the education system at large, as well as the individual institutions within it are: outstanding research as a corequisite for outstanding education and development; and continuous review of progress based on sustained research and regular assessment by educational experts. Some of the major problems currently faced by the higher education system in India include: lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines.



Society of St. Francis Xavier, Pillar's  
**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)

Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge and research-based societies. Evidence from the world's best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings.

Research and innovation at education institutions in India, particularly those that are engaged in higher education, is critical. NEP envisions a comprehensive approach to transforming the quality and quantity of research in India. HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. The NRF will function to help enable and support such a vibrant research and innovation culture across HEIs, research labs, and other research organizations.

Institutional ranking and accreditation is one of the important issue in Indian education system. NEP states that one of the vertical of HECI will be a 'meta-accrediting body', called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. This session will enlighten participants about the aspects of research ecosystem, ranking and accreditations as envisioned in the NEP 2020.

**Topic: Activity Based Session on 'Mental Health Management'**

**Date: Thursday, 23<sup>rd</sup> Nov 2023**

**Time: 4.30 pm to 5.30 pm**



**Speaker: Ms. Dhanashree D. Kadam**  
**LIFEINCREDIBLE**  
**NLP Practitioner, EI certified Trainer**

**Profile:**

- ❖ Emotional Intelligence Practitioner - EI Learning Systems (USA) Certified in Skills of Coaching - CLI Certified Business & Life Coaching, Canada
- ❖ Master Neurolinguistics Practitioner - Mchugh Global Learning Systems, India Transactional Analysis Practitioner - Institute for Counseling & Transactional Analysis (ICTA)

- ❖ Certified in Training Design and Development Program - Enhanskill, India Bachelors of Business Management Studies (BMS) - Mumbai University
- ❖ Corporate Trainer - 2016 - Present
  - ✓ Delivered effective training programs to clients through hands-on activities, role playing, lectures and simulations to present information in variety of formats and achieve best results.
  - ✓ Maintained strong knowledge of Emotional Intelligence and Neurolinguistics Programming by participating in workshops, conferences and online education classes.
  - ✓ Oversaw training courses and promotional dedicated training programs for professionals and leaders as well as boosted confidence of employees by providing skilled training to improve knowledge and productivity.
- ❖ Co-Founder of LifeIncredible - 2021 - Present
- ❖ Operations Head at Vvensus Club - 2018 - 2019



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**Fr. Conceicao Rodrigues College of Engineering**  
(Affiliated to University of Mumbai)

- ❖ Skills Development Head, Pan India at Laja - 2017 – 2019
- ❖ Areas Of Expertise: Training Program Development, Leadership Training and Development, Emotional Intelligence Training, Communication and Business Etiquette, Motivational Speaking, Personality Enhancement, Decision-Making, Public Speaking etc.
- ❖ Dhanashree is an energetic Training and Development professional. Her expertise is instrumental in the creation and implementation of enhanced training programs that yield a direct impact on individual performance and improvement. With 8 years of expertise, an unwavering passion, and a profound belief in the potential of individuals to realize their dreams, her dedicated professional experience offers the acquisition of the right set of skills and techniques for the participants. She believes that it serves as the swiftest and most efficient route to personal and professional empowerment and prosperity. She facilitates one to one Coaching and open programs using unique tools and methodologies. NLP, Mindfulness, Transactional Analysis & Emotional Intelligence are some of the tools which she uses.
- ❖ Her meticulously designed workshops and trainings are tailored to heighten productivity and facilitate the accomplishment of life goals. Through her adept guidance, participants are empowered to unlock their full potential and achieve elevated success in both their professional and personal pursuits. She takes a proactive approach by creating, testing and using evaluative procedures to assess performance before, during, and after training sessions, ensuring an accurate measurement of participants' progress.
- ❖ In addition, she assume the responsibility of overseeing training courses and promotional paths for professionals and leaders. By providing guidance and support. She facilitates the growth and development of individuals within the organization, enabling them to progress along their career paths and assume leadership roles responsibly. Her esteemed clientele includes ONGC, L&T, Vivo Constructions, Vvennus Club, Conchem Pvt Ltd, to name a few.

**Abstract:**

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.

Mental health is more than the absence of mental disorders. It exists on a complex continuum, which is experienced differently from one person to the next, with varying degrees of difficulty and distress and potentially very different social and clinical outcomes. This session will help understand the issues related to mental health through various activities.



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**Day-5: Friday, 24<sup>th</sup> Nov 2023**

**Topic: Visit to BMC's City Institute of Disaster Management, Parel**

**Date: Friday, 24<sup>th</sup> Nov 2023**

**Time: 9.30 am to 1.00 pm**

**Abstract:**

In the year 1999 Disaster Management Department was set up at Municipal Head office with a specific aim of minimizing loss of life and property due to any disastrous situation that might occur anywhere within jurisdiction of Municipal Corporation of Greater Mumbai. DMU will co-ordinate between various aid agencies so as to provide quick and efficient emergency services to victims by taking immediate and proper decisions. After devastating floods of 26 July 2005, a well-equipped DMU Cell with ultramodern facilities was established & put back in to service again on 30 May 2006.

Main Functions of the Disaster Management Department are Single-point source for all issues related to disaster management, Risk Assessment, Prevention & Preparedness, Mitigation, Response, Recovery & Reconstruction, Command & control agency between administration & field units, Provide early warning to citizens, Arrange for emergency supplies of water and food, Arrange for transfer of stranded & marooned persons, Arrange for emergency transport for the seriously injured, Coordinate for setting up temporary shelters, Coordinate with Non-Governmental Organizations etc.

City Institute of Disaster Management (CIDM), BMC, Parel is a replica of the 24-hour Disaster Management Control (DMC) room. The aim of creating a mirror image of the existing DMC, located at the BMC headquarters, is to safeguard against any unforeseen contingency in case a primary disaster control room fails. In such situations CIDM gets activated in 19 seconds. It performs the same functions and give same output as that of the main control room. At this center there are training modules on how individuals should respond to a disaster. The modules for every professional is different whether a doctor, paramedic or a mediaperson. CIDM also has an educational art gallery with working models of disasters which could hit the city including earthquakes, floods, cyclones and fires created in different cubicles.

This visit to City Institute of Disaster Management (CIDM), BMC, Parel is a kind of Experiential Learning for the participants.

**Topic: Risk Management in HEI**

**Date: Friday, 24<sup>th</sup> Nov 2023**

**Time: 2.00 pm to 4.30 pm**



**Speaker: Dr. S. Y. Mhaiskar**  
**Pro-Vice Chancellor**  
**NMIMS University, Mumbai**

**Profile:**

- ❖ Dr. Sharad Mhaiskar is at present Pro-Vice Chancellor at NMIMS university. Earlier he has served as Dean of Mukesh Patel School of Technology Management and Engineering, a constituent unit of NMIMS.
- ❖ He has vast experience of more than 35 years in higher education sector as well as consulting practice and academic administration.

- ❖ Dr. Mhaiskar graduated in Civil engineering from Mumbai University in 1978. He subsequently earned his Master's and Doctoral degrees from IIT Bombay.
- ❖ He has professional experience in a consulting firm in the Middle East of 4 years and academic experience for about 31 years in reputed institutions in India and abroad.
- ❖ He has been a member of Engineering Accreditation Evaluation Committee (EAEC) of the National Board of Accreditation, India and has evaluated several programs and institutes, across the country for accreditation for NBA and NAAC.
- ❖ He is at present an Independent Director at DORSCH Consult, India, a subsidiary of DORSCH Consult, Germany.



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**Fr. Conceicao Rodrigues College of Engineering**  
 (Affiliated to University of Mumbai)

- ❖ He has been enlisted as a member of the expert committee to examine high rises with reference to Earthquake provisions by Municipal Corporation of Greater Mumbai. (MCGM). Dr. Mhaiskar has been a Fulbright Scholar and keen in developing ties with reputed international universities. His consulting assignments have been with reputed consulting firms in India and Abroad.
- ❖ He has guided 40 students for their M.Tech. Dissertation and 4 Ph.D. research scholars in different areas of Civil and Materials Engineering. He has been a member of the BIS committees for drafting codes and standards. He has to his credit several research papers in international and national journals. At present he is also member of the American Society Civil Engineers (ASCE) and Fellow of the Indian Geotechnical Society (IGS).
- ❖ Dr. Mhaiskar has keen interests in Civil and Material Engineering, Higher Education sector reforms, Accreditation and partnerships with reputed global universities.

**Abstract:**

Risk Management is the process by which higher education institutions plan for and mitigate risk to their institution that could prevent them from achieving their strategic goals and objectives. The risk management in each process allows for greater possibilities for its successful implementation. The college which incorporates the risk management into a management system can achieve better results and make more rational strategic decisions. Risk assessment is an extremely sensitive and responsible job that requires real expertise in the area where it is conducted. It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. Every organization is exposed to many types of risk; and organizations should develop a risk management culture. All types of risks have to be identified, assessed and managed. The worst-case scenario for an HEI is a small number of enrolled new students. It is a danger without countermeasure for the risk minimization. The only good countermeasures for this danger are the preventive ones. This session will primarily focus on kinds of risks HEI is exposed to and possible measures to overcome them.

**Topic: Activity Based Session on 'Mentoring'**

**Date: Friday, 24<sup>th</sup> Nov 2023**

**Time: 4.30 pm to 5.30 pm**

**Speaker: Swapnil Kshirsagar**  
**LIFEINCREDIBLE**  
**Mentor, Coach & Trainer**

**Abstract:**


Mentoring is an age-old practice that has gained new relevance. Mentor training programs are designed by organizations to prepare mentors (and often mentees) to be as effective in their roles as possible. Mentorship training can include learning about goals and benefits, best practices for conducting mentorships and key skills for success. Without the right training, mentors and mentees are left to wing it on their own, representing a wasted opportunity for truly impactful mentorship programs. While some mentors may have good natural instincts or previous experience to help them, some might struggle—or need guidance in fundamental skills such as how to establish milestones or provide constructive feedback to mentees. When mentors have a clear understanding of expectations and responsibilities, they are better equipped to create quality mentorship experiences that align with the institute's mission.



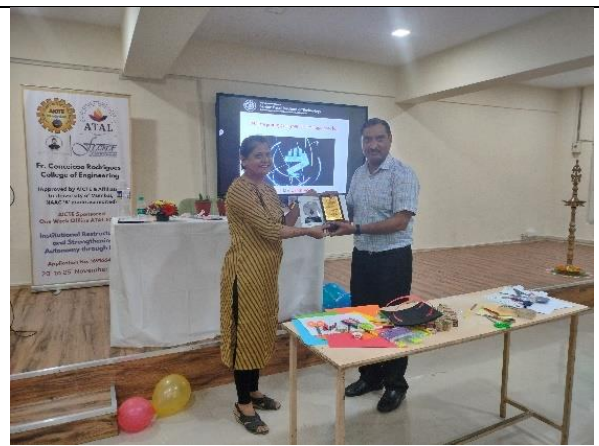
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**Day-6: Saturday, 25<sup>th</sup> Nov 2023**

**Topic: Multi-Disciplinary and Skill Based Education**

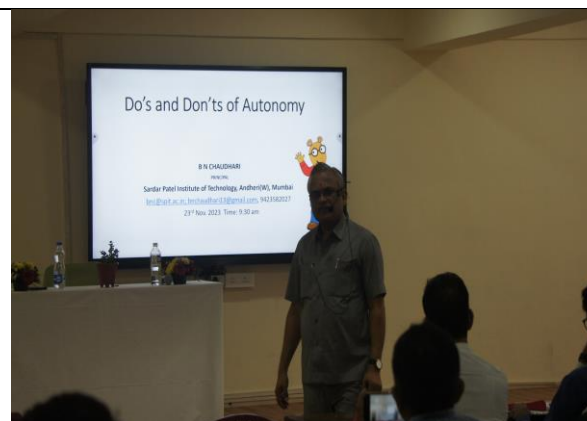
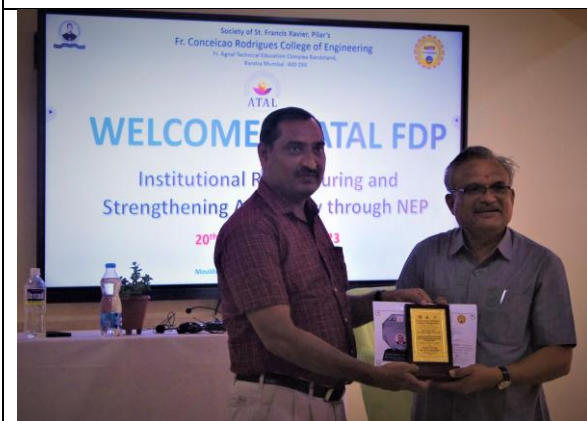
<b>Date: Saturday, 25<sup>th</sup> Nov 2023</b>	<b>Time: 9.30 am to 12.00 noon</b>
	<b>Profile:</b> <ul style="list-style-type: none"> <li>❖ Ph. D. (2015), M. Tech. (2004, Distinction), B. E. (2001, 1st Class) in Electronics &amp; Telecom Engineering</li> <li>❖ Total experience: 20 yrs. (Training &amp; Placement, Academics, Administration)</li> <li>❖ Certified Trainer from Rutgers University, USA in Training Skills (Earned 22 Credits)</li> <li>❖ Completed MDPs from IIM Calcutta, IIM Indore, IIM Shillong</li> </ul>
<b>Speaker: Dr. Rahul Dahatonde</b> <b>Registrar, Maharashtra State Skill University</b> <b>Mumbai</b>	<ul style="list-style-type: none"> <li>❖ Senior Officer- TATA Power</li> <li>❖ Training &amp; Placement Officer @ Fr. Conceicao Rodrigues College of Engineering</li> <li>❖ Sardar Patel College of Engineering (SPCE), Mumbai from last 15 years               <ul style="list-style-type: none"> <li>✓ Dean (Finance and Admin)</li> <li>✓ Training and Placement Officer</li> </ul> </li> <li>❖ Expertise in administration &amp; system evaluation as a member of AICTE Expert Committee</li> <li>❖ RRC committee member for PhD candidates at SPIT</li> </ul>
<b>Abstract:</b> <p>India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific' fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional' fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.</p> <p>Problem of vocational education has been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013. NEP states that vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. The nuances of multidisciplinary and skill-based education will be discussed in this session.</p>	

### Photographs





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