



MGM's COLLEGE OF ENGINEERING & TECHNOLOGY KAMOTHE, NAVI MUMBAI

DEPARTMENT OF HUMANITIES

FACULTY DEVELOPMENT PROGRAM

On

ENHANCEMENT OF EFFECTIVE COMMUNICATION SKILLS





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**ENHANCEMENT OF EFFECTIVE COMMUNICATION
SKILLS**

19th & 20th December 2017

Certification Program
On
Enhancement of Effective Communication Skills

Patrons

Shri. K.N.Kadam, Hon. Chairman,MGM

Dr.S.N.Kadam, Hon.Trustee, MGM

Chief Coordinators

Dr.K.G.Narayankhedkar

Dr.S.K.Narayankhedkar

Coordinator

Prof.Sreedevi Nair

Members

Prof. Lathika C

Prof. Sandip Gawai

PREFACE

Faculty Development Program is for improving faculty perception on the value of teaching, increasing motivation, enthusiasm for transforming knowledge and disseminating communication skills. It is a comprehensive professional development plan and an imperative for every institute.

Change is a natural response to life. In our everyday life we notice that people change constantly. In India, English language education is widely believed to be an instrument of change. Because of the rapid development of industry and technology, an increasing need has been felt for improving skills of communication at all levels. So it is necessary to equip the educators with suitable teaching methodologies. Enhancement of communication skills have a profound impact on teachers to execute the onus they are entrusted with.

In modern days, developing effective communication skills is extremely important and inevitable. Faculties require the power of effective communication skills in order to mold the students to be competent.

With the purpose of improving the linguistic skills of faculty members whose effective interaction is a vital ingredient to advance in the process of transformation of technical knowledge, the key factor of this program is with execution of teaching methodologies.

ACKNOWLEDGEMENT

It is a privilege to offer my indebtedness to the personalities without whom this workshop would not have been possible.

First and foremost it is an honor to profess my gratitude with high reverence to Hon. Chairman Shri.K.N.Kadam and Hon.Trustee Dr.S.N.Kadam for their incessant support in our deliberations.

My heartfelt gratitude to Hon. Director General Dr. K. G. Narayankhedkar for his incisive guidance and relentless support throughout the program. A deep sense of gratitude to Hon. Principal Dr. S. K. Narayankhedkar for the consistent encouragement.

My sincere appreciation goes to the Heads of Departments for their tangible inputs in making this program a successful one.

A grateful acknowledgement is extended towards the participant faculties for their exuberance and responsiveness.

Sincere thanks to the faculty members and technical staff who were a part of it for their valuable contribution.

Coordinator

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EXECUTIVE SUMMARY

Faculty member is “the driving force behind the institution—therefore, assisting that person to be as productive as possible will make the entire institution more productive”

“Faculty development needs” are those where institutional solutions may be imagined that enhance the knowledge, skills, and capacities of individuals. We also identify a set of “systemic problems,” where a broader range of strategies such as faculty development initiatives would be invigorated

In defining the content of this report, we categorized “faculty development needs” as those problems that might be solved by generating, publicizing, and applying resources that focus on enhancing the career progress, skills, or capacities of individuals. In this respect, our empirical definition of faculty development largely agrees with the professional development. Most teaching has at its core an emphasis on ensuring that the student knows how to access, evaluate, understand, and produce information. Therefore, it is the role of faculty members to define the desired student outcome, to outline where in the curriculum certain skills are developed and practiced, to consider the range of potential learning experiences, and to select the most appropriate teaching strategies.

Faculty members can improve student learning by encouraging students to explore and analyse ideas creatively. To improve the analytical power of students, faculties must have proficiency over language. Pedagogical approaches to teaching students to find and evaluate sources are as distinct as individualized teaching styles, as varied as the disciplines involved, or as common across disciplines as interdisciplinary relationships permit. However, the basic principles can be addressed in formal lectures, discussion sections, library visits, writing workshops, computer labs, or via distributed learning technologies such as MOODLES and Blackboard Teaching Students to Evaluate and Understand Content with each learning experience. It starts when the student frames the research question, then identifies and accesses information sources, evaluates the information, and finally uses the information effectively to accomplish a specific purpose. Having achieved understanding, the student then selects the information that he will incorporate into his knowledge base and makes a conscious determination. The ability to use language becomes the evidence of understanding and the effective use of the information is to produce critical insights about information

literacy through their own production of information which is likely to be the result of some form of active learning opportunities—those that go beyond lectures and require students to make critical decisions about the information they evaluate and produce, especially as they try to formulate a response.

INTRODUCTION

The aim of technical education is human resource development in specific professional areas of which communication is an important part.

The acquisition of this facility would accelerate the process and undoubtedly enrich the language education.

Grammar is to a language what management is to an organization. In writing a composition or an oral presentation, the primary requirement is to ensure that the sentences you generate are acceptable from the grammatical and usage point of view. Grammar and usage together constitute a body of rules and practices. It is necessary to learn these rules and practices for acquiring a command over its spoken and written forms. This program illustrates the application of grammar at various levels through examples. The linguistic proficiency of the learner is bound to improve, if he goes through them carefully.

In choosing items for vocabulary exercises we need to make the well-known distinction between those items that the learner needs for active use and those others that he needs to recognize and understand. Of all forms of written communication, letters are the most common, numerous and personal. Over the years principles are framed which enable a person to write successfully. Every letter you write bears the hallmark of your character and personality. A successful business letter is framed with courtesy, clarity and conciseness. While writing, the reader's interest should be kept in mind by developing 'you-attitude.' This would ensure quick transmission of message and evoke the desired response.

The Two-Day program facilitated the participant faculties to have a self- analysis to identify the barriers they have and how to overcome them.

First day session was started with a brief self- introduction just to assess the confidence level in a formal situation. The highlight of the day was a talk on '**voice modulation for effective teaching**', one the most powerful weapons that you can have in your arsenal while delivering a lecture. How to use one's voice for maximum impact by vary the elements of sound for emphasis. Because timbre enhances the meaning and credibility of what one says.

The Second Day session started with a SWOC Analysis followed by a practice session on **Effective Letter Writing**.

A study of the principles of correspondence helps the learner to effectively frame and phrase the sentences to convey the meaning.

OBJECTIVES

- To develop a clear perception on the basic concepts of grammatical accuracy.
- To prompt the learner to acquire proficiency in writing various forms of communication in flawless and acceptable English.
- Understand the basic difficulty in writing clearly, simply and correctly.
- Identify the different purposes of writing.
- Know the essential principles of effective written communication.
- Plan your written communication by paying special attention to the needs and expectations of your readers.
- Use appropriate words and language for writing correctly and effectively.
- To analyze the rhetorical skills and strategies to be an effective communicator.
- To reflect with greater confidence and create positive impression in the classroom.
- To develop a learning culture to enrich knowledge where communication is both receptive and expressive.
- To improve the art of communication by precision in thought and expression.
- To equip oneself to meet the needs of the students and foster the intuitive skills augmented in the teaching learning process.
- To execute the educational pedagogy for the culmination of professional skills.
- To obtain a clear perception of the basic concepts of grammar and usage.
- To prompt the participants to acquire proficiency in writing on various contexts.

AREAS OF FOCUS

- Effective Speaking Skills
- Comprehension (Understanding)
- Effective Writing Skills
- Grammatical Accuracy

GUIDE LINES

1) *Be courteous and considerate*

You attitude

Judicious use of active and passive voice

Avoid negative words

2) *Be clear*

Avoid jargon

Avoid long sentences

Use simple words

3) *Be complete*

In format

In content details

4) *Be correct*

Grammatical accuracy

In content details

5) *Be concise*

Use short sentences and necessary detail

FACULTY DEVELOPMENT PROGRAMME- 2017

A Two- Day Certification Programme on **Enhancement of Effective Communication Skills** for faculty members was conducted on the **19th and 20th of December 2017**, at MGM's **CET** from 9.30 am to 6.00 pm. The objective of this program was to identify the linguistic barriers they have and how to overcome those through a continual process.



Inauguration by Hon. Director General



Address by the Principal

The program was inaugurated by **Hon. Director General Dr. K. G. Narayankhedkar** on **Tuesday, 19th of December at 9.30 am** with an official declaration. He encompassed the essentiality of communication skills as teachers. **Principal, Dr. S. K. Narayankhedkar** addressed the faculties by specifying the significance of the basic skills of listening and speaking.

The session was started with a self- introduction and a brief of any preferred topic by the participant faculties. The objective was to judge their confidence and grammatical accuracy.

Prof. Usha Nair, Head, Department of Humanities, VJTI, Mumbai, enticed the audience with the topic **Voice Modulation for Effective Teaching**. The necessity of understanding the importance of one's own voice and its various intonations to share effective transformation of knowledge in class rooms, were discussed during the session on Tuesday, 19th December.



Prof. Seema Khan, Department of Humanities, SIES Graduate School of Technology, Nerul, Navi Mumbai held a session on **Effective Letter Writing** with different work sheets. The basic principles to be followed while writing a letter with precise and brief content were discussed on Wednesday, 20th December.

Language Lab Practice: The practical session of Listening & Speaking on different contexts with Group Discussion Visuals and root words with grammatical accuracy in sentences while pronouncing were seen and practiced. Visuals of various interviews and presentation modules were shown to the candidates to understand the guidelines and non-verbal actions in formal situations. Important non-verbal communication clipping visuals were also shown on various contexts. Audios of basic grammar exercises were also practised



A personal analysis on Strength, Weakness, Opportunity and Challenge was done in the morning session. This helped the candidates to realize their positive and negative aspects of

personality. Hypothetical situations were given to execute their own personality aspects to find solutions. The Feedback session gave an opportunity to the participants to share their two-day experience. They showed exuberance in their opinions about and suggestions for the overall programme. **The Valedictory function** was graced by Hon. Director General and Principal. Participation Certificates were distributed to the faculties. The program ended with a vote of thanks to the authorities for their relentless support and incisive guidance throughout.





It was identified that many of the participants have language, semantic and psychological barriers. It can be curbed and eliminated through such skill development programs. Because **Practice maketh a man perfect**. This proverb says acquiring knowledge only through books cannot help man in the longer run. Perfection can be achieved only through proper practice. Different methodologies such as newspaper reading, short stories or novel reading, note down unfamiliar words, find out the meanings of them must be adapted.

Participant Feedback:

Feedback is the final link and a mechanism to be used to modify any need- based communication planning.

A feedback session was held before the concluding ceremony to evaluate the benefits and elicit the opinions of participant faculties.

From the feedback it was ascertained that the workshop represented a creative approach to teaching students, to have a self- analysis to identify the barriers and how to overcome them. It provided a structured framework for what the teachers have already been executing in the class rooms.

The program was crafted in such a way in which they could test their linguistic competence through a brief presentation session which was inspirational and enlightening.

Lectures delivered by the resource persons were informative and well presented. The group work and interactive sessions were interesting and fruitful. Most participants felt that the adequate measures to be adapted in the class room are obtained.

More such programs should be conducted which enhances a set of differential skills and teaching strategies wherein language plays a pivotal role.

CONCLUSION

The purpose of communication is to inform, persuade or motivate a desired action. One of the very basic dimensions of effective communication is the knowledge and use of proper language for a specific purpose. Effective communication skills are essential for the execution of teaching strategies. Good teachers nurture and update their knowledge and skills through constant and deliberate efforts. Teaching is now perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes of teaching. Most engineers deal with products and processes in their day to day professional life or even as engineering students, in the laboratories and workshops. They need to know the composition, function and working of the objects they use. They will also need to know the sequential steps of the instructions necessary to perform a process at a purely academic level. So imparting knowledge to the students has profound impacts on them throughout their life. The Two-Day session envisaged and facilitated the participants to analyse one's own barriers and aid him/her to adapt different ways to curb the inhibitions in speaking technical as well as general English. Engineering education is a Conglomeration of Technical, Scientific, Mathematical concepts and applications. Teaching English in engineering disciplines is a complex process. It needs a knack of identifying the students of different intellectual quotient levels in comprehensiveness. Such programs will enhance the professional development and academic stature of an institute's faculty members because of its connectivity to the educational vivacity.

ANNEXURE



MGM's College of Engineering and Technology, Navi Mumbai.

Certification Program for Faculty Members on Enhancement of Effective Communication Skills



Mahatma Gandhi Mission's College of Engineering and
Technology, Kamothe, Navi Mumbai

MGM CET/ADM/17-18/Internal/

Date : 21/11/2017

NOTICE

A Two day Certification Program for faculty members will be conducted from **Tuesday, 19th December** to **Wednesday, 20th December 2017**, on **Enhancement of Effective Communication Skills**.

All HODs are informed to nominate the names of faculty members from the respective departments, who are interested to attend the same, by **Wednesday, 22nd of November 2017** before **5.00 pm**.

Date	19.12.2017	20.12.2017
Time	9.30AM - 11.30 AM 11.30AM - 1.30 PM	9.30 AM-11.30AM 11.30AM- 1.30 PM
LUNCH BREAK	1.30 PM -2.30PM	1.30 PM -2.30PM
Language Lab Practice	2.30PM – 6.00PM	2.30PM – 4.00PM
Candidates' Presentation Session	-----	4.00 PM – 6.00 PM

Principal

	Tick	Signature	Time and Date		Tick	Signature	Time and Date
Dean R and D				Librarian			
Dean Acad				Warden/In-charge Admissions			
Dean FE	√			Exam Cell In-charge			
Head, BIOMED	√			IEC Chairman			
Head, BIOTECH	√			Assistant Registrar			
Head, CHEM	√			Accountant			
Head, CIVIL	√			T and P In-charge			
Head, COMP	√			Chairman Students' Council			
Head, EXTC	√			Site Office			
Head, IT	√			General Secretary			

AGENDA

Date: 19/12/2017 -- 20/12/2017

Time : 9.30a.m to 6.00 p m

Venue: Namaste Room (Class Room # 7)

First Floor, MGM CET

Program:

Tuesday, 19th December 2017

Welcome by Prof. Sreedevi Nair	9.30 am – 9.33 am
Address by Principal	9.33 am – 9.38 am
Address By Director General	9.38 am – 9.45 am
Self Confidence Analysis: Self Introduction and a brief of any preferred topic by the participants	9.45 am – 11.15 am
Voice Modulation for Effective Teaching: A session by Prof. Usha Nair , VJTI, Mumbai	11.30 a m – 1.30 p m
Language Lab Practice Session	2.30 p m – 6.00 p m

Wednesday, 20th December 2017

SWOC Analysis and Barriers to Effective Communication: A session by Prof. Sreedevi Nair	9.30 a m – 11.15 am
Effective Letter Writing: A session by Prof. Seema Khan, SIESGST , Navi Mumbai	11.30 a m – 1.30 p m
Language Lab Practice Session	2.30 p m – 4.00 p m
Presentation by the participants & the Valedictory function	4.00 p m – 6.00 p m

PROFILES



USHA NAIR

Head, Humanities and Management Department

VJTI, Matunga, Mumbai

Mobile: 9833372453

ushanair@hs.vjti.ac.in

EXPERIENCE:

- Joined as Lecturer in the Department of Humanities and Management in 1987.
- Currently Associate Professor.
- Head of the Department since 2009

COURSES TAUGHT:

- Communication Skills courses for Under Graduate and Post Graduate Level
- Professional Communication Skills for the MCA students.
Specialization – Technical Writing , Presentation Skills

RESPONSIBILITIES:

ON CAMPUS

- Member of the Syllabus Revision Committee of University of Mumbai, before VJTI became autonomous.
- Member of the Governing Body, Academic Council of VJTI.
- Faculty-in-Charge of the Counselling Centre, VJTI
- Secretary of the Internal Complaints Committee formed as per the Sexual Harrassment Act, 2013.
- Faculty-in-Charge of the E-Cell.

OFF CAMPUS

- Conducts training programmes in Communication Skills for Faculty of Engineering Colleges.
- University of Mumbai nominee on Panel for Selection Interviews for Engineering College Teachers.
- Member of the Board of Studies of Humanities and Sciences of Sardar Patel Institute of Technology.

EDUCATION:

MA English and M Phil from University of Mumbai

PGDHRM from IGNOU

BOOK PUBLISHED:

Communication Skills based on the syllabus of Mumbai University

Publisher- McGraw-Hill

PERSONAL INTERESTS:

Music, Reading, Writing



Ms Seema Khan

MA (English), M.Phil (English)

Qualified SET - Maharashtra

Teaching experience of 16 years

Work Experience:

❖ **SIES Graduate School of Technology (SIES GST), Nerul, Navi Mumbai**

Humanities & Applied Sciences

July 2007 till date

- Assistant Professor- Communication Skills and Business Communication & Ethics
- In-charge, Training & Placement Cell

Ramrao Adik Institute of Technology, Nerul, Navi Mumbai

August 2004 to June 2007

- Lecturer, Communication Skills

❖ **DAV Public School, Nerul, Navi Mumbai**

2002 to 2003

❖ **Vasantrao Naik Institute of Arts & Commerce, Nagpur University, Nagpur**

1994 to 1995

1999 to 2000

- Lecturer- English and English Literature for BA and MA

❖ **Other academic activities**

- Organised ISTE Approved STTP on Soft Skills - The Art of Communication in January 2008.
- Organised Campus Recruitment Training for the TE & BE students of SIES GST.

- Conducted Soft Skills training for the students of SIES GST.
- Organised “Train the trainer” sessions on Soft Skills and Aptitude Test Training for Faculty members.
- Appointed as Subject Expert for University Staff Selection Commission interviews for the subject of Communication Skills in 2013 and 2016.
- Conducted session for General Management students on Communication Skills at the SIES College of Management Studies, Navi Mumbai
- Interview panelist for admissions for PGDM at the SIES College of Management Studies.
- Judge, National Level Debate at Fr C Rodrigues College of Engineering, Bandra, Mumbai.

LIST OF PARTICIPANTS



MGM's College of Engineering and Technology, Navi Mumbai **Certification Program for Faculty Members on Enhancement of** **Effective Communication Skills**

Department	Name
BIOTECH	Prof. Rajpoot Akanksha
	Prof. Chaudhary Shweta
BIOMEDICAL	Prof. Patil Nishant
	Prof. J. Priyanka
CHEMICAL	Prof. Nilanke Nikhil
	Prof. Karpe Yogesh
COMPUTER	Prof. Ashwini Datta Padekar
	Prof. Savalkar Vishwayogita
CIVIL	Prof. Aravalli Akshada
	Prof. Darus Sagar
ELECTRICAL	Prof. Rakshasmane Raju
	Prof. Hemke Ganesh
EXTC	Prof. Narwade .P.P
	Prof. Sable Hema
IT	Prof. Mukadam Deepti
	Prof. Yadav Dipali
MECHANICAL	Prof. Patil Basangouda
	Prof. Marale Suraj
F.E.	Prof. Pawar Smita
	Prof. Gandal Sapna



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