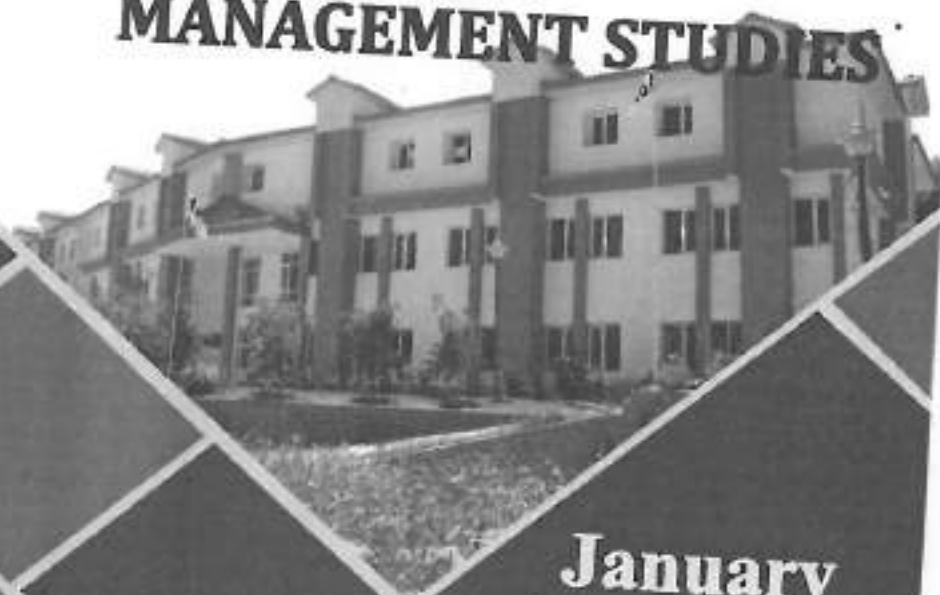


**REPORT OF
FACULTY DEVELOPMENT PROGRAMME
ON
QUALITY EDUCATION IN
MANAGEMENT STUDIES**




**FDP
2018**

**January
29-30, 2018**

**ORGANIZED BY:
SCHOOL OF MANAGEMENT
FACULTY OF ENGINEERING AND MANAGEMENT**



**ABHILASHI UNIVERSITY
CHAIL CHOWK (CHACHYOT) DISTT. MANDI (HP)**



Foreword Message




Dr. R. K. Abhilashi
Chancellor
Abhilashi University

Quality education system with a dynamic learning, research, trained manpower, knowledge, technologies and products is fundamental to the national progress and prosperity. Therefore, it is urgency for strengthening our educational standard, human skills, employability and prosperity. As a step forward, knowledge and skills of teachers and researchers under the changing scenario need to be refreshed and updated. Therefore, Abhilashi University has initiated periodically to organize and conduct Faculty Orientation Program, Refresher Courses, and Faculty Development Program (FDP). The Abhilashi Education Society and the management of Abhilashi University extend all help and co-operation in completing such academic activities in the campus. Managerial efforts, blessing and help in all these affairs of the university by Hon'ble Pro-Chancellor Dr. (Er.) Lalit Abhilashi is highly appreciated.

Presently, School of Management in the Faculty of Engineering and Management at the Abhilashi University is organizing a Two Days FDP on the theme entitled "Quality Education in Management Studies" on January 29-30, 2018.

It gives me immense pleasure to congratulate Prof. A.S. Guleria, Vice-Chancellor, Major J.C. Patial, Registrar, Dr. S.C. Chauhan, Dean of the Faculty of Engineering, Technology and Management, Mr.HemantKapoor, Coordinator, and organizers of the program. I also thank all the Resource Persons and Participants for their contributions. It is expected that the FDP would prove fruitful and helpful in accomplishing academic excellence in the university. I wish the program a grand success.

Dr. R.K. Abhilashi



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Foreword Message

I am happy to learn that School of Management, Faculty of Engineering and Management, Abhilashi University, is going to organize two days Faculty Development Programme (FDP) on January 29-30, 2018. Higher education is considered as a vehicle of social, economic, political, cultural transformation and growth & development. Abhilashi University is working with the vision and




mission to pass on quality education among learners and to become a social, economic, political, cultural transformation vehicle in real sense. Universities which have adequate infrastructure for teaching and research, well qualified and innovative faculty, academic and industrial collaborations at national and global level are in demand. Faculty Development Programmes (FDPs), Refreshers Courses and Faculty orientation programmes provides an excellent platform to exchange views, ideas & the latest innovations and to improve faculty abilities in carrying out effective teaching and research, testing. These programmes untimely polished a teacher to impart quality education among students and inculcate leadership quality in them for national growth & development.

In the series of organization of Faculty Development Programmes (FDPs), Refreshers Courses and Faculty orientation programmes by Abhilashi University, School of Management in the faculty of engineering and management is organizing a two days Faculty Development Programmes (FDP) programme on the theme "Quality Education in Management Studies" from 29th to 30th January, 2018 at Abhilashi University, Mandi H.P. This programme will definitely be proved a fruitful event for resource persons, participants, and one & all.

I congratulate the Coordinator of this programme and his team to arrange such a program in a big way. I, also congratulate Management Abhilashi University for extending all help in organizing this Faculty Development Programmes (FDP) at Abhilashi University.

Prof. A.S. Guleria
Vice Chancellor



WELCOME SPEECH

I welcome the Chief Guest, Hon'ble Chancellor of Abhilashi University Dr. R.K. Abhilashi; Hon'ble Vice-Chancellor Prof. A.S. Guleria; Registrar Major J.C. Patial, respected teachers and Non-teaching staff members present in the programme. Hon'ble Chief Guest Sir, schools, colleges and universities are known as educational institutions. They take the responsibility of making a child a wholesome person, all-round individual. For this purpose, they organize a number of activities. Sir, India has the largest number of educational institutions and hence largest number of teachers. But the quality in teaching and research has not improved up to the desired level. Though. Government has made possible provisions and programmes such as seminars, conferences, workshops, extension lectures, orientation programs and refresher courses, yet teaching have not improved. Therefore, special programme for the quality teaching and research are emphasized. Faculty Development Programme (FDP) a planned programme for teachers for quality teaching and research seems important. It is range of activity to be conducted by the institutions for preparing the teachers for quality teaching and research. It is the indicator for the institution for the confidence of providing quality education by the academics force of the institution. It is such a programme which prepares the teachers to improve their teaching style and provide quality teaching and research. Quality teaching is defined as a teaching how much and how well the students learn the topics and the knowledge so gained is used for personal, social, national and international benefits. The teaching will be moral valued based one. The lack of quality teaching and research is due to the lack of planning and implementation of educational system in India. Academic interaction and teaching during this faculty development program would prove beneficial and useful to students, teachers and all concerned. I, therefore, welcome and thank the Hon'ble Chief Guest and participants.

Prof. S. C. Chauhan
Dean
Faculty of Engineering & Management
Abhilashi University, Chail Chowk

Introduction:

It is believed that the most important resource of any reputed institution has been its human resource including faculty members and other non-teaching staff. However, the role of a teacher who imparts knowledge and skills to students is prime and like God. In ancient times gurukuls were considered as holy places where students were supposed to reside over a long period of his/her life under the supervision of gurus. But from first half of the last century, it was assumed that a competent basic scientist or clinical professional would naturally be an effective teacher. Instead of such advancement the teaching learning process, the preparations for teaching and delivering quality education are still same. Therefore, the teachers should be equipped with ancient basic moral responsibilities with modern teaching techniques. Therefore, faculty development programme (FDP) in order to deal with the rapid changes and shifting paradigms in education plans an important role. Without such training, teaching is often reduced to instructors presenting their understanding of the subject by one-way lecturing.

Faculty Development Programme (FDP) has proven to be successful for improving teaching skills in higher education. This Faculty development programme (FDP) organized by School of Management, Faculty of Engineering and Management, Abhilashi University, will have a positive effect on teaching skill and academic achievement on teachers not only of School of Management but on whole faculty of Abhilashi University.

Objectives:

The program is designed to train and develop teaching professionals in their area so that they can act as role model in guiding and motivating young students:

- To provide a forum to exchange views, ideas & the latest innovations in the field of quality education in management studies.
- To offer learning on basics, emerging trends & challenges in the field of management.
- To improve ability in carrying out research, testing & consultancy in the area of management.

To accomplish these objectives of FDP, the following organizing committee was constituted with its specific schedule for two days (29-30 January, 2018) :

Organizing committee:

- | | |
|----------------------|--------------|
| 1. Mr. Hemant Kapoor | Co-ordinator |
| 2. Dr. Jatinder Kaur | Member |
| 3. Dr. Jyoti Sondhi | Member |
| 4. Mrs. Nancy Verma | Member |

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Dynamics of Education and Structural Transformation

Prof. A. S. Guleria

Hon'ble Vice-Chancellor, Abhilashi University, Chail Chowk

Growth refers to the qualitative changes in the income, production, consumption, saving, investment and capital accumulation over time. While, development refers to the qualitative changes in all such parameters in general and level of living & quality of life in particular. Growth & Development, thus, refers to structural and institutional dynamics which results to GDP changes. GDP results in to the changes in structure and system of the economy. Economy has dualistic structure with Agriculture, industry, and Services in rural and urban sectors. The system in the structure may be capitalistic, socialistic, feudalistic, mixed, cooperative etc. These changes over time and with the passage of time are termed as following stages of growth:

- Traditional or Subsistence or Backward.
- Pre-conditions to Take-Off.
- Take-Off.
- Drive to Maturity.
- High Mass Consumption.
- Spirituality.

Passing through these stages due to dynamics in structure and system of the

economy results into the transformation process where standard of living and quality of life and education changes. Magnitude and quality of education does not remain same in these stages of growth & societal transformation. We, in India are still struggling around the Take-Off stage in education.

Professional education identifies fundamental issues which directly relate to our happiness, welfare, aspirations, goals and success in life. Value education deals with what is universally valuable to all mankind, what is conducive to all individual and collective happiness & prosperity in a sustainable way. It results to live in harmony, understanding, successful

conduct and dignity. Practically, however, dynamics in education and institutional changes in public & private sectors are neither liberated/supported by the structural system nor attained its due share of GDP in India.



TEACHING SKILLS

Major J.C. Patial, Registrar, Abhilashi University, Chail Chowk

At the outset, the speaker appreciated the efforts of School of Management for organizing the Faculty Development Program for the benefit of the faculty of the University. Thereafter, he introduced the subject by elaborating the meaning of teaching i.e. knowledge transfer; facilitate positive new learning experience; talent addition for self – independence and creating critical analysis faculty in the learner. Further, he explained the meaning of skill as an art of stimulating interest in doing something; effectiveness in doing some art/action; a technique to perform successfully or the dexterity; ability and efficiency of a person in doing something. Furthermore, he explained the meaning of teaching skills as an art of stimulating and sustaining interest in learning; technique of delivering 4Ws and 1H of subject; art of causing, facilitating & promoting fast learning; instructional effectiveness in class; motivating & engaging students in learning and making learning easy, interesting & innovative. After introduction, the speaker explained the following skills in detail which form the teaching skills and without which a teacher cannot be able to teach well and become a good teacher:-



Subject Knowledge: The speaker said that the knowledge is itself a Skill, therefore, the teacher should have thorough Knowledge of the subject and preparation of lesson plan well including the latest development and up to date knowledge on the subject and linking the subject with the subject already studied by the learner as well as link the subject with the requirement of Industry of today. The teaching in a University can't be separated from research, therefore, a teacher should give food for thought during his class so that the critical analysis faculty of student is sharpened and focused on the innovation and creation of novelty. He also stressed that poor teacher produces poor graduates hence, till a time a teacher is himself/herself has no subject knowledge and not prepared his lesson well he cannot be able to deliver the goods in the class. Hence, thorough knowledge of subject is must to become a skilled teacher.

Presentation skill: A teacher is a role model for the students. His physical presentation of self before the class and the subject presentation should be exemplary. In personal presentation, the body language, mannerism, use of vocabulary and communication skills should be exemplary so that students can imbibe them and be an asset to the society. As for the presentation of the subject, the teacher should have thorough knowledge of the subject and present the subject in such a way that all the students are motivated or compelled to pay attention and learn the lesson well. The teacher should also know the strength, weaknesses, opportunities and threats of each student so that while presenting his lesson he should be able to focus on the subject as well as on the students.

Introductory Skill: The teacher before introducing the subject of the day should recapitulate the topic taught before the present topic and link the previous topic with the present and then introduce the present lesson in such a way that arouses learning interest of a student. The introduction of a subject means the announcement of the new lesson and presentation of the same.

Narration Skill: The narration skill is the skill of communicating the knowledge with the help of words. The teacher has to play with the words in such a way that the class gets the actual picture of the event which is being narrated with the help of words. For good narration a teacher has to make skillful use of language and figures of speech. Interaction and gestures are required in narration for better results. The narration should be logical and it should suit to the event being narrated. The teacher should also make use of illustrations, metaphor & similes to make the narration interesting. Narration should be done in such a way that it generates interest, enjoyment, innovation and imagination of the learner.

Exposition Skill: Exposition means opening, exhibiting, displaying & disclosing the subject to the class. It is a literary device used to introduce background information about events, settings, characters etc. to the audience or readers. It is used in art, Science, literature, dramas, movies, and serials. New knowledge should be passed on the students bit by bit. Give intervals between scenes, chapters or courses so that the students or viewer are refreshed and ready to receive new knowledge. A teacher must refer forward and backward for clarity & recollection.

Description Skill: Description skill is an act of representing things by word. Used in all subjects to give mental picture to learners. It differs from narration as here a teacher takes help of models, diagrams, picture etc. to describe the subject of the day. It is portrayal of person, object, thing or event. Teacher has to have strong visual images in him then only he/she can describe the subject well to the students. Effective use of language & figure of speech is required here also. Teacher should use simple language to describe subject in hand. Illustrations, metaphors & similes help in description for making the subject interesting. Repetition of important points is also required for describing the subject in hand.

Explaining Skill: Explaining skill is the combination of Narration & Description Skills. It is important teaching skill because it develops reasoning in Learner. It acts as bridge between telling and revealing knowledge. Used in theory & practicals. Logical sequences must be followed while explaining the things to the students. Use of audio-visual teaching aids should be made while explaining things to the students.

Questioning Skill: It is important mean of stimulating, thinking & learning of the students. Question must be asked like question and avoid asking questions for the sake of question. Question to the class should be probing questions.

Questioning promotes thinking & searching out new ideas. It is the biggest tool used to revise the subject taught to the students. The question asked must be clear, brief and relevant to the subject taught to the class. Questioning is also a tool for finding out difficulties, bottlenecks of students in learning. The Speaker also explained the classification of question asked in the class such as Oral, written, natural, formal, preliminary and recapitulation questions.

Answering Skills: The speaker explained the classification of answers such as all correct, all wrong, partially correct & partially wrong, correct but incomplete wrong but intelligent and mischievous answer. He further, explained as to how to deal with each type of answers.

Illustrations Skills: Illustration means giving suitable, familiar and appropriate examples or instances that makes subject clear and stimulates the interest in learning of the students. Models, Concrete actual object or specimen, pictorial representations, blackboard sketches, graphs, maps, charts etc should be used for illustration. Analogies, comparisons, similes and word pictures are used for explaining the things for the better and easy understanding of the subject. The speaker spoke at length on each aspect of the illustration skill.

Motivational Skill: The speaker stressed that the teacher should be dexterous in motivating skill and explained all methods as to how the students can be motivated. He also explained the following a few aspects that can motivate students in the class room:-

- (a) What is hand for him (student)?
- (b) Teacher's Own Record.
- (c) Not only work but show results also.
- (d) Commitment of Teacher.
- (f) Ability to empower the students academically.
- (e) What new a teacher will give to him (student).
- (f) Placements of students through the teacher or institution and bulky packages got by his/her predecessors.
- (g) How a teacher makes the learning easy that also motivates a student to pay attention and learn more? Some of the techniques to achieve the aforesaid narrated by the speaker as under:
 - Link the subject with real life or what is use of the subject being taught.
 - Link the subject with other subject of student.
 - A dose of humour should be given in between.
 - Know & go down to the Standard of the Students.
 - Teaching method & Aids: As per topic should be used.



Language & Communication: The speaker thereafter explained the use of effective language and communication techniques for effective delivery of lesson in the classroom.

Quality Education

Dr. Vishal Sood

Professor, ICDEOL, Himachal Pradesh University, Shimla

Higher education sector in India is undergoing rapid transformation. Since Independence this sector has grown remarkably. The country now has the largest higher education system in the world in terms of number of institutions, it holds the second largest place in terms of student enrollment. However despite this impressive statistics, there are still many inadequacies that plague the sector. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system



of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost important. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation.

Issues and Challenges in Quality Education (At Higher Level)

Ms. Sapna Goel

Assistant Professor, Abhilashi College of Education, Ner Chowk

This paper attempts to study the issues and challenges related to quality education in present scenario. A quality education is that one which has a positive effect upon its pupils educational outcomes. It has been emphasized that a good quality education is one that provide all learners with capabilities, they required to become economically productive, develops sustainable livelihoods and contribute to peaceful and democratic society and enhance individual well being. Some of the issues and challenges identified are poor quality of primary graduates, poor retention among the students, lack of trained teachers, lack of resource, parents and teachers expectations, no practical knowledge, drug addiction, lack of infrastructure, lack of research in education and absence of personality development courses. The possible ways to maintain standard of education are that there should be consistent evaluation to measure and rank students, teachers and higher education institutes, to reduce the cost of education, giving proper training to the teachers, use of new technologies, transforming the curriculum , interactive sessions of teaching and learning and digital classroom.

Life Skills Education

Mr. Rajesh Kumar, Associate Professor and
Ms. Neelam, Assistant Professor
Abhilashi College of education, Nerchowk, Mandi H.P.

"Formal learning can teach you a great deal, but many of the essential skills in life are the ones you have to develop on your own."-Leoluocca

Introduction

Our education system, as is prevalent today, is rather lopsided. It lays optimum focus on the acquisition of knowledge rather than acquisition of skills, attitudes and values. Knowledge in itself has little value unless it is put to use. We need today, among other things, life skills in a big way rather than mere memorization of information. Life skills are skills, strengths and capabilities that help individuals face problems of their everyday life with a positive attitude and go about with their everyday tasks effectively. Life skills education would place us on the highway to growth and development, in the process, enabling us to lead our lives as effectively and efficiently as possible. The word Life Skills has come to be popularly used in the context of emerging health issues for young people in different parts of the world.

Concept of Life Skills

Life skills are skills that prepare an individual to live independently and productively within a society. These skills can include knowing how to keep a job, how to better manage time, understanding why we behave in a specific way etc. The types of life skills needed to function effectively within a society depend on the cultural norms or standards of that particular society. For example, being a successful hunter may be defined as an important life skill in one society, but is defined as a useless skill in another. Life skills are subset of 21st century skills. This means they are essential skills required for today's students to adapt to a rapidly changing work environment especially in terms of new technology. In other words, life skills are skills that equip people to deal effectively with the demands and challenges of everyday life. Life skills are viewed as crucial for everyone to cope with a rapidly changing world. They are skills that can lead us to success and accomplishments, both in our professional as well as rate life. Drastic changes taking place around us have made learning life skills essential.

Definitions of Life Skills

The term Life Skill Education, is being widely used nowadays but it is often used interchangeably with livelihood skills. However, the two are different. Livelihoods skills as the name suggests, are skills, related to generate income to fulfill one's household/individual economic goals.

- According to the United Nations Children's Fund (UNICEF) life skills are, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills." The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skill based competencies are not addressed.
- World Health Organization (WHO) in 1993 defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life. The World Health Organization (WHO), having understood the inestimable role life skills play in our lives, has already felt the need for inculcation of life skills in the minds of students the world over so as to equip these citizens of the future with the skills necessary. It has short-listed ten of the most fundamental life skills for this purpose. They are:

1. Self-Awareness	6. Interpersonal Relations
2. Empathy	7. Creative Thinking
3. Decision Making	8. Critical Thinking
4. Problem Solving	9. Coping with Emotions
5. Effective Communication	10. Coping with Stress
- According to Dictionary.com, life skills refers to "the ability to cope with stresses and challenges of daily life, especially skills in communication and literacy, decision-making, occupational requirements, problem-solving, time management and planning."
- One more source, Life Skills Handbook, defines life skills to include "decision-making, goal setting, problem-solving, coping with stress, coping with emotions, negotiating, friendship, interpersonal relationships, empathy (concern for others), critical thinking, creative thinking, resisting peer pressure, assertiveness."

Therefore, life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life.

History of Life-Skills Education

Life-Skills Based Education (LSBE) has a long history of supporting child development and health promotion. In 1986, the Ottawa Charter for Health Promotion recognized Life-Skills in terms of making better health choices. The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien Declaration on 'Education for All' took this vision further and included life-skills among essential learning tools for survival, capacity development and quality of life.

The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life-skills.

Life-Skills Based Education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS on HIV/AIDS (2001), UNGASS on Children (2002), World Youth Report (2003), World Program of Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006), 51 Commission on the Status of Women (2007), and the World Development Report (2007).

Goal of Life-Skills Education

Following are some goals of Life-Skills Education:

- Early identification of problems, early intervention and support at key moments in lives of young people is vital
- Development needs & aspirations of the individuals
- Development of psychosocial abilities
- To enhance capabilities and enlarge choices
- To build different dimensions of well-being, by building self-image & self-worth, which in turn help individuals to be less vulnerable to the variations within a given context.

Categories of Life-Skills Education

The major life skills areas are everyday living skills, self-development skills, social skills and occupational skills.

- **Everyday living skills** include things like managing finances and time, practicing good health habits, cooking, and cleaning. They are the skills necessary for supporting a family and running a household.
- **Self-development skills** involve self-reflection and understanding, taking responsibility for decisions, stress management, adaptability, critical thinking and goal setting.
- **Social skills** are skills involving teamwork, communication and listening, empathizing, compromising, and conflict resolution are classified as social skills. Social skills help nurture the relationships that students will have outside of school: in the workplace, in the community, and the relationships they will have with themselves.
- **Occupational skills** are focused on finding and keeping employment. These include tasks such as writing a resume, how to prepare for an interview, and developing work integrity.

• Importance of Life-Skills Education:

Life skills are subset of 21st Century skills. This means they are essential skills required for today's students to adapt to a rapidly changing work environment especially in terms of new technology. Following are some points, which may show the importance of life-skills education. These are:

- Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills.
- It helps in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
- It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behavior.
- It promotes positive social norms that impact the adolescent health services, schools and family.
- It helps adolescents to differentiate between hearing and listening and thus, ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.
- It delays the onset of the abuse of tobacco, alcohol etc.
- It promotes the development of positive self-esteem and teaches anger control.

Challenges for Teaching Life-Skills Education

There are some challenges faced by teachers to introduce life skills education in curriculum. They are:

1. Incorporating real-world situations

Situations are a huge way to foster critical thinking and problem solving. Placing students in a situation and asking them to make decisions is a great way to sharpen their critical thinking and problem-solving skills. This offers students a safe environment to make mistakes that they can learn from. Unfortunately, creating situations and projects takes a lot of time and effort from the teacher.

2. Getting content into age-appropriate context

Some teachers struggle to get life skills lesson plans to the appropriate level for their students. Let us face it, middle school students' life experiences may not yet have prepared them for learning about coping with stress, the necessity of time-management etc. Getting these important skills onto their radars requires placing some very adult life concepts into their very middle school worlds.

3. Making lessons interactive and engaging

Planning an engaging and involved lesson takes a lot of time and energy – even from the most devoted instructor.

Some Suggested Life-Skills That Should Be Introduced In Schools

An education should involve learning life skills that a person will carry with them after college in order to navigate relationships and careers and be a well-rounded, successful person. Though our school and college are excellent in teaching many valuable skills, still our current academic curriculum does not teach many aspects necessary to succeeding and thriving in life in general, such as financial responsibilities and investments, how to think logically—retaining information and not merely temporarily memorizing information, and how to apply such abilities to real-world scenarios which are bound to occur. Here are some suggested life skills that should be introduced in schools:

- **Time Management**

We drastically underestimate the importance of time management. Time management is very critical. The time spent doing leisure activities, hobbies, self-development, and especially family time are crucial for being a healthy, happy person. There are also certain hours of the day though that should be turned to focus on our life goals. How we spend those moments is critical. Time keeps on going. Unfortunately, most people ineffectively manage it. Managing time effectively keeps us self-disciplined and focused on our goals at hand.

- **Managing Money**

The importance of handling money responsibly is obviously valuable. Schools like to teach finance, accounting, etc. but they fail to emphasize the importance of saving, how to keep your own budget, how to manage your own money, and how our tax system works. Required in depth courses on building my own personal budget, negotiating contracts, reading financial statements, creating a budget geared towards long term saving, investing in companies and buying stocks would have been extremely beneficial.

Above all else, we underestimate the importance of learning what the value of a dollar really means. While all of these are absolutely touched on in finance and business courses, the importance of maintaining a self-budget and managing your personal money should be required courses for all and heavily emphasized as required comprehension for life's journey.

- **Finding a Job**

The goal of education is primarily twofold: to educate for its own intrinsic reward of being knowledgeable about existence, and secondly to prepare students to engage the workforce and become self-sufficient, productive, contributing members of society. Finding a job is crucial to the latter and, of course, for the sake of supporting oneself and family. Students would benefit from being taught how to successfully go about finding a job, applying for a job, building a resume and cover letter, the interview process, and understanding and negotiating employment contracts. There could be mock interviews in which students go through a simulated interview process, learn what is beneficial and detrimental to their particular interview, and each student.

Spirituality in Education

Dr. Prabodh Yerawar

Assistant Professor, Deptt. of Samhita, Sanskrit and Siddhant,
Abhilashi Ayurvedic College and Research Institute, Chail Chowk

This article focuses on pedagogy of spirituality. The whole idea revolves around one question: Do spiritual considerations have a place in education system? Defining spirituality as "the age-old values that have always sustained and nourished the society and life," the author answers the question in the affirmative, and he explores the implication of this answer for education. Material education teaches how to make living while spiritual education teaches how to live. Introduction of spirituality in education help students consider life's most meaningful questions.

Keywords: Pedagogy, spirituality, education system.

EFFECTIVE ACADEMIC WRITING

Dr. Jatinder Kaur

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Abhilashi Univerity Chail Chowk

Academic Writing is a communication tool for conveying acquired knowledge in a specified field of study. It serves as a tool to communicate our thoughts clearly, logically structured in a proper manner and that are supported with proper facts and evidences. Academic writing helps to analyze critically and convey the ideas in a clear, concise, organized and systematic manner. Significance of Academic Writing cannot be underscored and hence need a great attention from the academic fraternity. Studying Academic Writing helps to enhance learning development or for assessing course comprehension. It also holds a significant role in student's life as well. It helps students to look at some other's researchers and then form an informed opinion on it. It is expected from students to learn about the work that has been already done and then write your argument with the support of these works. It teaches the student how to think critically and objectively while clearly conveying complex ideas in a well-structured, concise format. Learning to write academically will challenge your thought processes, your depth of knowledge and your ability to critique yourself.

Unlike some less formal types of writing, academic writing focuses on technique and how it should be used to best convey ideas. Academic Writing differs from the non-academic writing as it follows a structured pattern including introduction, body and conclusion. The process of writing starts with the selection of idea and there are number of sources like literature, experts, daily experiences etc. that can help a writer in selecting their research problem. While attempting to organize your ideas in the form of paper, support of facts, evidences and other authors' opinions is required.

No matter whichever system is being used by the researcher, the following things should be kept in mind. Ideas from the sources that are summarized and paraphrased should be in their own word. Secondly, use quotation marks for the paragraphs that are quoted directly. To maintain the accuracy, the context of the information on which the researchers are making notes on should be strictly considered. Moreover, while using the resources, thoughts and critical evaluation of researcher also have great value. The sources of information that were used to support your arguments must be keep track of and should be acknowledged. The used information need to be mentioned by means of paraphrasing, summarizing, synthesizing and quotation but along with citations and references.

Other things that need to be considered while writing are the formal language and style of writing. The structure of writing is basically composed of three parts i.e. introduction, body and conclusion. The introduction or opening paragraphs attempts to gain reader's attention and identifies the focus of the topic. Body or developmental paragraphs must clearly and logically support the work. The paragraphs in writing must be well structured and organized. These should flow smoothly from one to the next, e.g. the first sentence in each new paragraph serves as an effective link to the preceding paragraph. In addition, minor supporting ideas are linked together within the paragraphs in a smooth manner. Last section is that of conclusion or summary which will tie together all important points.

Besides, slangs, jargons and short forms of the words should be avoided in writing. Use of vague words is not considered good in academic writing. This type of writing is also very sophisticated from the grammatical view point and use of informal expressions like "stuff", "sort of" etc. Objectivity should also be considered while writing academically. This mean

that the main emphasis should be on the presented information and/or arguments rather than what you "think about the issue". Being accurate in the use of vocabulary is another important requirement for all academic papers. At the end it is always necessary to revise, edit and proofread your work. Revision ensures that the



document addresses its purpose, supports any claims it makes and the structure of the document is logical. Editing involves looking at each sentence carefully, and make sure that it's well designed and serves purpose. Whereas, proofreading involves checking for grammatical and punctuation errors, spelling mistakes, etc. and it is the final stage of the writing process.

The Role of Research in Teaching and Learning Processes

Ajay Kumar Gautam, Associate Professor and Coordinator
School of Agriculture, Faculty of Science, Abhilashi University, Mandi, Himachal Pradesh, India

Research in teaching and learning processes should be understood to mean digging deep into knowledge or existing issues so as to have enough knowledge and clear understanding of the subject area. In essence, research helps lecturers to interrogate aspects of their teaching practices and evaluate learning processes with a greater understanding of its relevance to their careers. It helps in assessment of particular situations in order to conform to the practices required in the pedagogical field. As a result of this, teaching/learning process becomes enjoyable and meaningful and in addition, it enhances symbiotic relationships between and among both the lecturers and the students. In this case, there should not be strains and tension in the teaching/learning process. In the long run, the quality of education in the universities is guaranteed. This paper explores ways in which the research is used to enhance teaching, training and learning.

Tools and Techniques in Managerial Decisions

Prof. A.S. Guleria, Hon'ble Vice-Chancellor
Abhilashi University, Chail Chowk

Introduction

Managerial Decisions such as allocation of resources, investment planning, controlling, directing, promoting and distributing the intermediate & final products on remunerative prices rests on the structure and system of the economy. Nature and structure of the Indian economy has shown that the magnitude of transformation is affected by the growth strategy without giving due emphasis to saving, investment and resource mobilization. Moreover, fluctuation and gap between the required and actual growth objectives was largely explained by the inefficiency of capital and capital-output-ratio. Therefore, ownership of factors of production by mixed capital and socialistic system accounted for the slow growth, inequalities and social injustice. It also accounted for the national and the macro policy distortions. Agriculture largely influenced by the world trading organizations also provide the terms of trade and macroeconomic policy against the Indian production, consumption, saving and investment pattern.

However, in the absence of capital accumulation and excess supply of money to promote and stabilize growth, it seems important to enhance efficiency roots on the contribution of industry and other subsectors of the economy. It is, therefore, considered important to use the Input-Output Technique to balance inter-sectoral linkages. The amount of capital and investment requirement to obtain a desired level of growth and development is mainly determined by the input, output coefficients and elasticities across the sectors. This would not only minimize the use of financial resources, but also account for requirement of inclusive and sustainable growth and development.

Perfect and imperfect economies

Under-developed and planned economies are characterized by several imperfections, inequalities, poverty, unemployment and unbalanced growth. These economies are, thus, demand excess industrial bias and in dis-equilibrium. It also undervalue/overvalue its resources by using artificial and controlled prices which are far from realities in the imperfect economies as compared to real prices prevailing in the competitive and perfect market economies. Consequently, economies cannot properly quantify and value its inter-sector flows and linkages which amount to its vicious circle of poverty, inequality social justice and imbalanced growth. However, some studies have arbitrarily used sub-equilibrium prices as real and market prices for measuring rural-urban, inter-sectoral, inter-regional and inter-sector trade and flows linkages (Ishikawa, 1967; Millar, 1970; Macrace, 1979; Xingwei, 1980; Duhihui, 1983; and Sheng, 1993 etc.).

It is essential to institute new infrastructure investments, along with labour and tax reforms. To promote manufacturing and employment sectors, new surge of investments in all these areas are needed by encouraging enterprise and creativity by reforming the public sector and enabling private-public partnerships. It requires modifications to the rural-urban, sectoral, labour policies, social welfare legislation and assessing new markets through globalization and competition. Even growth of rural sector and modernization of Indian villages alone would solve the socio-economic problems of the masses and will promote India's economic growth. These efforts would result into sustainable economic growth and development with safe and conducive environment. However, use of proper prices and realistic inter-sectoral coefficients would not only enhance the manufacturing sector's growth with poverty eradication but it would sustain it beyond 14 percent per annum which would account for over 35 percent share in the national income as against the current level of around 15 percent.

Our study also revealed that the increased share of investment in manufacturing and service sectors by 35 to 45 percent of the national income at the constant efficient rate of the capital output ratio at 2:14 to 1:75 would register over 20 percent growth in these leading sectors of the economy. Our study at this level of capital efficiency revealed that rural sector at 20 percent share of total investment would account for 10 percent relative share of the national income and it may register a annual growth rate of only 4 percent as compared to 20 percent growth in manufacturing and 21 percent growth in service sector during the same period. The sectoral balance and efficient linkages with sustainable benefit and development can be achieved at the incremental capital-output (ICOR) of 2.99: 1 or 3:1.

Management Tools and Techniques

Management

Management is the process of reaching organizational goals by working with and through people and other organizational resources.

Management Functions

- Planning
- Organizing
- Motivating
- Directing
- Controlling

Planning report to systematic designing and fixing short/long/perspective goals/objectives and suggest resources (land/labor/capital/management) to accomplish these prefixed tasks in a existing and changing market structure & policies. This refers to the debate over market mechanism /price mechanism and planning. Price mechanism is applicable in free & perfect market economies, while planning is practiced only under imperfect market/controlled market system. Therefore, management decisions with regards to resource allocation and input-output coefficients are determined by such market conditions.

Management studies are an application of principals of price theory/microeconomic science. It refers to managerial economies or business economics which helps in solving business problems and decision making process. Decision making faced by business firms and industries are:

- Choice of a product or output.
- Choice of mixed products.
- Choice of input/factor/factors resources-land, labour, capital and management.
- Input-output linkages/matrices
- Estimation and progression/regression/forecasting of demand and supply of goods.
- Estimation intermediate demand and final demand as well.

- It also decides in fixing targets of profits over investment in business.
- Maximization of profit and minimization of cost decisions are also made in business.

Therefore, managerial economics is a science of human behaviors as a relationship between ends and scarce means which have alternative uses.

Tools and Techniques in solving these business problems: Tools

- Demand, price income elasticity.
- Marginal utility theory.
- Marginal productivity theory.
- Demand management theory.
- Supply management theory.
- Optimization theories.
- No profit no loss theory or welfare or social justice theory.
- Market theories.
- Distribution theories.
- Social justice theory.
- Comparative advantages theorem.
- Welfare economic principals
- Linear /non-linear production functions.

Techniques: Statistical and Economic Models

Social, psychological modern value system	Averages
SWAT [strength weakness and opportunity technique]	Coordination
RACI [Responsible Accounting consulted informed teaching]	Regression, Index Number, Analysis of Variance, Leontief Input-Output technique
Stake holder matrices	Index Number
Causes & effects	Probability theorem
Risk & uncertainty	Linear programming
	1 st and 2 nd order conditions
	Multivariable practicals
	Sensitively analysis
	Input-output matrix

Effects of Accounting in Business

Mr. Hemant Kapoor, School of Management, Faculty of Engineering and Management, Abhilashi University, Chail -Chowk

Accounting as a scientific discipline, identifies, records and communicates information that is relevant, reliable and comparable to decisions by the user. Management accounting differs from financial accounting mainly regarding users. Managerial accounting information needed for internal users, while financial accounting information users external addresses. The objectives of management accounting related to meeting the objectives of the Organization. Accounting Management helps an organization to make decisions, control, planning and reporting of more qualitative information. Competition, increased services and information technology advances are key factors that have contributed to greater practice of management accounting in the enterprise. This means active participation of management accountants in key processes of the enterprise. Today, their role is very large and the application of ethical standards is mandatory.

Role of Accountant in Corporate Organizations

Dr. Jyoti Sondhi

School of Management, Faculty of Engineering and Management
Abhilashi University, Chail Chowk

The role of accountant in the corporate organization in ensuring the quality of financial reporting cannot be overly emphasized. Professional accountants in business often find themselves being at the frontline of safeguarding the integrity of financial reporting. Management is responsible for the financial information produced by the company. As such, professional accountants in businesses therefore have the task of defending the quality of financial reporting right at the source where the numbers and figures are produced. Professional accountants in business play important roles that contribute to the overall stability and progress of society. Without public understanding of all these diverging roles and responsibilities of different accounting specialists working in business, public perceptions of their value may be misinformed.

Introduction:

An accountant performs financial functions related to the collection, accuracy, recording, analysis and presentation of a corporate Organization's financial operations. The accountant has a variety of administrative roles within a corporate Organization and can also deal with third parties, such as vendors and customers. An accountant performs financial functions related to the collection, accuracy, recording, analysis and presentation of a business, organization or corporate Organization's financial operations. The accountant usually has a variety of administrative roles within a corporate Organization's operations. An accountant as an adviser and financial interpreter, who may present the corporate organization's financial data to people within and outside of the business. Generally, the accountant can also deal with third parties, such as vendors, customers.

Categories of Accountants:

Accountants in corporate Organization's generally fall into three categories.

- **Financial Accountants** manage, update, correct, and report the firm's accounts to parties outside the firm. The financial accountant, therefore, is literally "keeper of the accounts," hence the name of the profession.
- **Managerial accountants or cost accountants** provide account information to those within the firm. Managerial accounts typically participate in budgeting, forecasting, and analysis of financial problems.
- **Internal auditors** are monitoring the firm's internal controls and check for fraud, waste, and financial mismanagement.

Accountants also practice in the following roles:

Independent accounting consultants, working either for themselves or an independent accounting firm.

Government auditors are public sector employees who review and monitor agencies and other government organizations. Government auditors also monitor private businesses that are subject to government regulation.

Financial Data Management

The accounting structure of a company is an essential component to business operations. One of the primary roles of an accountant usually involves the collection and maintenance of financial data, as it relates to a company or firm. The accountant ensures that financial records are maintained in compliance with lawful and accepted procedures and policies on the corporate level. The financial information for any organization should be kept in a pristine system because it is a key component used in operating and managing any business. Managing the financial data of an organization can also include more sophisticated duties, such as developing, implementing and maintaining financial data bases, as well as establishing and monitoring control procedures.

Analysis and Advice

As analysts, accountants may perform certain types of analysis using financial data that is used to assist in making business decisions. From deciding which kinds of supplies to order, payment of bills to payroll, the accountant handles many intricate financial details on a daily basis. Advising on business operations can include issues, such as revenue and expenditure trends, financial commitments and future revenue expectations. The accountant also analyzes financial data to resolve certain discrepancies and irregularities that may arise. Recommendations may also involve developing efficient resources and procedures, while providing strategic recommendations for specific financial problems or situations.

Financial Report Preparation

Accountants typically prepare financial statements that may include monthly and annual accounts based upon the financial information that is compiled and analyzed. The preparation of financial management reports can include accurate quarterly and year-end closing documents. Reports compiled may be used in connection with the continual support and management of budgetary forecast activities. The financial reports may be used by a financial director or officer for the development, implementation and operation of a company's financial software and systems, such as Hyperion, Excel and CODA Financial Management.

Regulatory and Reporting Compliance

An accountant may also be responsible for ensuring that all financial reporting deadlines are met, internally and externally. For example, quarterly, semi-annual and annual reports all have specific deadlines, as well as some tax implications. Monitoring and supporting taxation issues and filings can also be a responsibility of an accountant. The accountant also usually coordinates the audit process by assisting with financial data preparation.

External Business Affiliations

Often, accountants must work with financial professionals from the four major fields of the industry: public, management, internal auditing and government accounting. Accountants may provide data to a public accountant, who acts as a consultant, auditor and tax service professional. Corporations, nonprofits, organizations and governments use management accountants to record and analyze financial information of the businesses in which they are employed. They usually advise company executives, creditors, stockholders, regulatory agencies and tax personnel. Accountants may also work with government officials who are examining and maintaining the financial records of the private business for which an accountant is employed, in connection with taxation and government regulations.

Explaining Accountant and Accounting in Context

Sections below further define and explain accounting and the role of accountant, in context with related terms from the fields of accounting, finance, and government regulation. The final section presents an overview of the requirements for accountant education, licensure, and certification. Role of an accountant might include the following:

Accountant Roles Financial Reporting, Budgeting, Auditing

In a very small firm, one or two accountants may perform all of the accounting tasks described in this article. Medium size and large companies, however, usually have different accountants responsible for financial accounting, internal auditing, and cost accounting. Alternatively, small retail shops and other small firms simply hire the part-time services of public accountants, who work with a number of clients.

Financial accounting

The term **financial accounting** usually means providing information to those outside the firm, such as stockholders, regulators, creditors, and tax authorities. As a result, financial accountants focus especially on preparing and publishing the firm's financial reports. These include quarterly and annual editions of the following:

- Income Statement (or statement of operations, or profit and loss statement)
- Balance Sheet (or statement of financial position)
- Statement of changes in financial position (SCFP, or Financial cash flow statement)
- Statement of retained earnings

Financial accountants normally perform all steps of the accounting cycle after journal entries post to the general ledger.

Managerial accounting (cost accounting)

By contrast, **managerial accountants** (or **management accountants**, or **cost accountants**) prepare financial information for those inside the firm. Managerial accountants may focus especially on:

- Preparing capital and operating budgets, administering the budget process, and internal reporting of performance against budgets. A cost accountant is the primary "first responder," for instance, when the firm must analyze and respond to a serious budget variance.
- Evaluating manager and business unit performance against business plans and benchmarks.
- Analyzing and reporting on other financial problems.

Managerial accountants in these roles look both forwards and backwards in time. They must forecast future budgetary needs while analyzing past financial performance.

Accounting Auditors

Accountants also perform the role of auditor, with internal, external, or government auditing responsibilities

- **Internal auditors** report to their own firm's board of directors or corporate officers. They are primarily responsible for checking for fraud, waste, and financial mismanagement. However, internal auditors may also monitor the firm's internal controls and its compliance with government regulations.
- **Government auditors** are public sector employees who review and monitor agencies and other government organizations. In addition, they also monitor private firms that are subject to government regulation (e.g., banks) and taxation (almost all private businesses).
- **External auditors** are outside consultants, hired by private businesses to review their accounting practices and accounting reports. External auditors issue formal opinions on whether or not a firm's accounting practices and financial reports conform to Generally Accepted Accounting Principles.

Conclusion

The role of the Accountant in Business involves implementing and maintaining operational controls, providing analytical support for strategic planning and decision making. The role of the Accountant in Business is therefore, critical to the financial health as well as the reputation and credibility of the corporate organization and its management.

Stress Management

Mrs. Nancy Verma

School of Management, Faculty of Engineering and Management
Abhilashi Univerity, Chail Chowk

A human being's life today faces all variety of challenges and obstacles that hamper his normal functioning and most of the time his pressure is too hard to handle. When we are expected to meet the changing demands, we undergo stress. Studies shows that stress is negative state of mind and since state of mind is changeable, stress is controllable. By adopting stress management techniques, signs, types and knowing exactly where the stress is coming from, can release stress to a greater extent and give a sort of comfort to boost our confidence. Stress is the reaction people have to excessive pressures or other types of demand placed upon them. It arises when they worry that they can't cope.

($S = P > R$) Stress occurs when the pressure is greater than the resources. Stress is a condition or feeling experienced when a person perceives that demand exceed the personal and social resources the individual is able to mobilize. This means that we experience stress if we believe that we don't have the time, resources, or knowledge to handle a situation. In short, we experience stress when we feel "out of control."

SIGNS OF STRESS

- ⊖ Loss of mental concentration.
- ⊖ Depression
- ⊖ Extreme anger and frustration
- ⊖ Family conflict
- ⊖ Migraine, Headaches & back problems
- ⊖ Insomnia

CAUSES OF STRESS

- ⊖ Job Insecurity
- ⊖ High Performance Demand
- ⊖ Bad Boss
- ⊖ Workplace Culture
- ⊖ Personal or Family Problems
- ⊖ Technology

Types of Stress

EUSTRESS: Eustress occurs when stress is converted to positive energy and becomes a motivating factor. The following characteristics are: - Stress experienced during a wedding, Birth of a baby, starting a new job, falling in Love or in a new relationship.

DISTRESS: Distress is negative and happens when there is too much stress and when nothing is done to eliminate, reduce or counteract its effects. It has the following characteristics: - Stress experienced during a funeral, Having too much to study, Parents getting divorced, The death of a family member, Money Problems, Illness, Having less time to achieve a target.

Introduction:

Stress produces numerous symptoms which vary according to persons, situations, and severity. These can include physical health decline as well as depression.

Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

TYPES OF STRESS MANAGEMENT

Acute stress: Acute stress is usually for short time and may be due to work pressure, meeting deadlines pressure or minor accident, over exertion, increased physical activity, searching something but you misplaced it, or similar things.

Symptoms of this type of tension are: - Difficulty in sleeping, Irritability, Poor concentration, Rapid heartbeat, in digestion etc.

Chronic stress: Chronic stress is a prolonged stress that exists for weeks, months, or even years. This stress is due to poverty, broken or stressed families and marriages, chronic illness and successive failures in life. People suffering from this type of stress get used to it and may even not realize that they are under chronic stress. It is very harmful to their health.

Symptoms of chronic stress are: - Depression, Panic attack, Anxiety, Heart diseases etc.

STRESS MANAGEMENT TECHNIQUES

CHANGE YOUR THINKING

Reframing - It is a technique to change the way you look at things in order to feel better about them.

Positive thinking - It means focus on your strengths, learn from the stress you are under and look for opportunities.

CHANGE YOUR BEHAVIOUR

Get organized- Poor organization is one of the most common cause of stress.

Be assertive - Assertiveness helps to manage stressful situations, in time and take responsibility for actions and choices.

CHANGE YOUR LIFESTYLE

Diet - Healthy eating habits, Caffeine, Salt.

Smoking and drinking - Stop or at least your consumption to bare minimum.

HOW TO MANAGE STRESS

Stress can be managed by ABC strategy

A = AWARENESS

- What causes you stress ?
- How do you react ?

B = BALANCE

- There is a fine line between positive\negative stress
- How much can you cope with before it becomes negative ?

C = CONTROL

What can you do to help yourself combat the negative effects of stress ?

CONCLUSION

Stress is a fact of life. Stress is one of the leading causes of anxiety disorders, which affect over millions of people. Managing stress can help reduce the stress and make you feel healthier. We have to remember that we cannot change the view of others but prepare ourselves to prove our point. No one is perfect so don't underestimate yourself. Always try to practice out for different relaxation techniques. Always think positively and keep a positive attitude.





PROGRAM COMPLETION REPORT

SECTION A: Program Detail

Sr. No.	Name of Programme:	"Leadership and Communication Skills and Creative Thinking"	Type of Event
			Faculty Development Programme
1.	Starting date of Programme	9 th July, 2018	Duration of Programme
			One week/7 days
2.	Name of the programme organizing school/ Department	School of Agriculture, Abhilashi University, Chail Chowk, Distt. Mandi (HP)	
3.	Sponsor of the programme (Abhilashi University in case of internal sponsotship)	Collection of the participants	
4.	Committee members:	Coordinator	Dr. S.S. Masand, Dean School of Agriculture
		Co- Convener	Dr. S.S. Massand Ms. Diksha Chaudhary Dr. Baldev Thakur Mr. Hement Kapoor Dr Pankaj Shaklani Dr. Ajay Kumar Gautam Er. Chaman Lal Sharma Dr. Nivedita Gupta Er. Virender Chaudhary Mr. Omkar Sharma Mrs. Shushma
		Secretary/ coordinator	Dr. S.S. Masand
5.	Chief Guest/ Guest of Honor with affiliation (If any)	Dr. R. K. Abhilashi	Email: abhilashigroup@gmail.com Contact No:01907-250408, 9418006520

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6.	Name of Speaker/s with affiliation (If any)	Prof. A.S. Guleria	Contact No:9418030546
		Dr Aakriti Guleria	Contact No:9816475828
		Ms. Chhama Devi	Contact No:9882730687
		Dr. Jyoti Sondhi	Contact No:94185605000
		Dr. Jatinder Kaur	Contact No:9816260800
		Er. Raj Kumar	Contact No:7837026236
		Ms. Nancy	Contact No:9882040885
		Mr. Hem Raj	Contact No:
		Mr. Hemant Kapoor	Contact No:8219375354
		Dr. Vijay Guleria	Contact No:
		Dr. Nivedita Gupta	Contact No:8988233611
		Dr. Banita Rajpoot	Contact No:9468111162
		Dr. Navdeep Singh Jamwal	Contact No:981706185
		Dr. Jyotika Brari	Contact No:9459235895
		Dr. Chhavi	Contact No:9816188315
		Ms. Mamta Thakur	Contact No:
		Mrs. Shivani Sharma	Contact No:
		Dr. Nitin Kumar	Contact No:
		Dr. O P Chauhan	Contact No:
		Mr. Jeet Ram	Contact No:9816334742
Mrs. Ankita Chaudhary	Contact No:7018122995		

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		Ms. Punam Kumari	Contact No:
		Ms. Nisha Kumari	Contact No:
		Dr. D.K. Mishra	Contact No:9816674139
SECTION B:	Programme Report and reflection:	Presented in Programme Report and Faculty Development Register along with signatures of the participants.	
1.	Programme Objectives	<p>Leadership and Communication Skills and Creative Thinking:</p> <ol style="list-style-type: none"> 1. To develop Leadership skills in the faculty. 2. To develop Communication skills in the faculty. 3. To develop Creative thinking in the faculty. 	
2.	Program Description:	<p>The programme was organized by the Faculty of Agriculture with the support of college of Engg. and Management, Ayurveda, Pharmacy, Nursing, AGISPET, TRAMIET and Abhilashi Institute of P.G. Sciences. In this programme total 24 lectures were delivered in 7 days on faculty development. The first objective was covered in first Technical Session in 11 lectures within 3 days in which meaning of leadership skills, definition, examples, understanding business function, competencies, role of digital, characteristics, styles, importance in management, basic skills and top quality of leader. The second objective was communication skills were covered in 8 lectures within two days. The Topics covered in this session/ Technical Session -11 were meaning, definition, importance, effect on personality development, examples, types, importance and top communication skills. 3rd objective was Creative thinking covered under Theam-111. It includes meaning, definition, writing, examples and importance of creative thinking for students and role of yoga for creative thinking covered in 2 days.</p>	
3.	Participants (Compulsory): No limit		
3.1	Total Participants	Number of male	Number of female
	25	19	06

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4.	Budget distribution from university/ any other agency:	Collection from faculty members
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5.	Appendices: Participants List	
		

5.1	Appendices: Participant list:	Participants list has been maintained on the Faculty Development Register
5.2	Participants' feedback:	The participants admired the leadership skills included in the programme. The participant appreciated the meaning cleared by Dr A.S. Guleria and examples given given by

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5.3	Photographs of the events:	<p>Ms. Chhama Devi. They also appreciated the lectures delivered by Dr. Jyoti Sondhi, Dr. Jatinder Kaur Er. Raj Kumar and Ms. Nancy on critical business function, essential skills and competencies, digital transformation in leadership and characteristics of leadership respectively. The topic of leadership styles and management were appreciated by participants. The lectures delivered by Dr. Vijay Guleria and Dr. Nivedita Gupta on basic skill of leadership and top 10 qualities of leader were also appreciated by the participants.</p> <p>On fourth day 2nd theme on communication skills was praised by participants in which communication skills' meaning, definition and importance and impact on personality development were cleared by Dr. Banita Rajpoot, Dr Navdeep Singh Jamwal, Dr Jyotika Brari and Dr Chhavi respectively. On 5th day Ms Mamta Thakur, Mrs Shivani Sharma, Dr Niitin Kumar and Dr O.P. Chauhan delivered lectures on examples of communication skills, types of communication, improvement in communication skill and 10 top communication skills separately, which were praised by participants for inculcating communication skill in them.</p> <p>Third theme was creative thinking which was appreciated by many participants; in which 1st lecture was delivered by Mr Jeet Ram on creative thinking meaning and definition; 2nd lecture was given by Mrs. Ankita Chaudhary on creative writing, third and fourth lecture were on creative thinking examples and creative thinking skills for students were delivered by Ms Punam Kumari and Ms Nisha Kumari were also appreciated by participants. The last lecture on this theme and programme was given by Dr. Dharmindra Kumar Mishra on yoga for creative thinking, which was praised by every participant.</p> 
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5.4	Web link (If created):	 <p>The programme had organized on offline mode so there was no need to create Web link</p>
5.5	Other information:	Nil



Signature of the Coordinator/Convener



PROGRAM COMPLETION REPORT

SECTION A: Program Detail

Sr. No.	Name of Programme:	"Advance Leadership Skill"		Type of Event
				Faculty Development Programme
1.	Starting date of Programme	8 th July, 2019		Duration of Programme
				One week/7 days
2.	Name of the programme organizing school/ Department	School of Agriculture, Abhilashi University, Chail Chowk, Distt. Mandi (HP)		
3.	Sponsor of the programme (Abhilashi University in case of internal sponsorship)	Collection of the participants		
4.	Committee members:	Coordinator	Dr. S.S. Masand, Dean Faculty of Agriculture	
		Co- Convener	Dr. S.S. Masand Ms. Rachita Sharma Dr. Rahul Nigam Mr. Hement Kapoor Dr. Abhinav Dr. Ajay Kumar Gautam Er. Chaman Lal Sharma Dr. Shivani Thakur Er. Virender Chaudhary Mr. Omkar Sharma Mrs. Shushma	
		Secretary/ coordinator	Dr. S.S.Masand	
5.	Chief Guest/ Guest of	Dr. R. K.	Email: abhilashigroup@gmail.com	


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	Honor with affiliation (If any)	Abhilashi	Contact No:01907-250408, 9418006520
6.	Name of Speaker/s with affiliation (If any)	Sh. Murari Lal Modgil	Contact No: 9418168784
		Dr. Ajay Kumar Gautam	Contact No:9459923654
		Mrs. Shivani Kaundal	Contact No:9418664856
		Dr. Jyoti Sondhi	Contact No:94185605000
		Dr. Jatinder Kaur	Contact No:9816260800
		Er. Raj Kumar	Contact No:7837026236
		Ms. Nancy	Contact No:9882040885
		Dr. Ritika Singh	Contact No:8219381869
		Mr. Hemant Kapoor	Contact No:8219375354
		Dr. Nivedita Gupta	Contact No:8988233611
		Dr. Banita Rajpoot	Contact No:9468111162
		Dr. Navdeep Singh Jamwal	Contact No:981706185
		Dr. Jyotika Brari	Contact No:9459235895
		Dr. Chhavi	Contact No:9816188315
		Ms. Mamta Thakur	Contact No:
		Mrs. Shiwani Sharma	Contact No:
		Dr. Nitin Kumar	Contact No.
Dr. Arti Pathania	Contact No:		
Dr. Dharminder Kumar Mishra	Contact No: 9816674139		
Mr. Ankita Chaudhary	Contact No:7018122995		

Handwritten signature

		Mr. Shakti Singh	Contact No:
		Ms. Nisha Kumari	Contact No:
		Sh. Murari Lal Modgil	Contact No: 9418168784
SECTION B:	Programme Report and reflection:	Presented in Programme Report and Faculty Development Register along with signatures of the participants.	
1.	Programme Objectives	<p>Advance Leadership Skill:</p> <ol style="list-style-type: none"> 1. Advanced Leadership Skill. 2. Advanced Presentation Skills. 3. Solving Problems and Making Decision. 	
2.	Program Description:	<p>The programme was organized by the Faculty of agriculture with the support of college of Engg. and Management, Ayurveda, Pharmacy, Nursing, AGISPET, TRAMIET and Abhilashi Institute of P.G. Sciences. In this programme total 24 lectures were delivered in 7 days on faculty development. The first objective was covered in first Technical Session-Advanced leadership skill in 11 lectures within 3 days in which how to improve leadership skill, advanced presentation skills, build trust and increase productivity, effective ways to motivate employees, conflict resolution solutions, enhance work relationships, and develop negotiating and problem solving skills, how faculty members adopt to change? How do you lead a high performance team, how do you define a high performing team? What are the four qualities of high – performance teams? The second objective was Advanced presentation skills were covered in 8 lectures within two days. The Topics covered in this session/ Technical Session -11 were importance, types, powerful presentation skills and presentation techniques in 4th day ,in 5th day covered effective presentation, teaching, reporting and selling a product or service. 3rd objective was Solving Problems and Making Decision Theam-111. It covered in 6th and 7th days, includes solve problems and make decisions,</p>	

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		importance, steps effectiveness guidelines to problem solving and decision making.	
3.	Participants (Compulsory): No limit		
3.1	Total Participants	Number of male	Number of female
i. ii. iii. iv.	27	19	08
4.	Budget distribution from university/ any other agency:	Collection from faculty members	
5.	Appendices: Participants List		
			

Lead:

5.1	Appendices: Participant list:	Participants list has been maintained on the Faculty Development Register
5.2	Participants' feedback:	<p>The participants appreciated the Advanced leadership skills included in the programme. They praised the lecture delivered by Sh Murari Lal on how to improve leadership skill influence and effectiveness, they were captivated by by Dr Ajay Kumar Gautam lecture on presentation skills. Build trust and increase productivity given by Mrs Shivani Kaundal. They also appreciated the lectures delivered by Dr Jyoti Sondhi on effective ways to motivate employees, Dr Jatinder Kaur, Er Raj Kumar and Ms Nancy lectures were also admired by some of participants on conflict resolution solution enhance relationships, develop negotiating and problem solving skills respectively, 3rd day how faculty members adopt change? How do you lead a high performance team? These topics were taught by Dr Ritika Singh, Mr Hemant Kapoor, Mr Sunil Kumar and Dr Nivedita Gupta respectively. On fourth day 2nd theme on Advanced Presentation Skills was praised by participants in which importance, types powerful skill and techniques of presentation skills were cleared by Dr Banita Rajpoot, Dr Navdeep Singh Jamwal, Dr Jyotika Brari and and Dr Chhavi respectively. On 5th day Ms Mamta Thakur, Mrs Shiwani Sharma, Dr Nimit Kumar and Dr Arti Pathania delivered lectures on effective presentation, teaching, report progress selling product or service</p> <p>Third theme was Solving Problems and Making Decision which was appreciated by many participants; in which 1st lecture was delivered by Dr Dharminder Kumar Mishra on Solve problem and make decisions ; 2nd lecture was given by Mrs. Ankita Chaudhary on importance of problem solving and decision making; third and fourth lecture were on steps effective problem solving and decision making were delivered by Mr Shakti Singh and Ms Nisha Kumari were also appreciated by participants. The last lecture on this theme and programme was given by Sh. Murari Lal Modgil on Guidelines to problem solving and decision making which was praised by all participants.</p>

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5.3	Photographs of the events:	
5.4	Web link (If created):	The programme had been organized offline so there was no need to create Web link Nil
5.5	Other information:	



Signature of the Coordinator/Convener





PROGRAM COMPLETION REPORT


SECTION A: Program Detail

Sr. No.	Name of Programme:	"Awareness of Faculty Digital Communicatuion"		Type of Event
				Faculty Development Programme
1.	Starting date of Programme	5th October, 2020		Duration of Programme
				One week/7 days
2.	Name of the programme organizing school/ Department	School of Agriculture, Abhilashi University, Chail Chowk, Distt. Mandi (HP)		
3.	Sponsor of the programme (Abhilashi University in case of internal sponsorship)	Collection of the participants		
4.	Committee members:	Coordinator	Dr. Ajay Kumar Gautam, Faculty of Agriculture	
		Co- Convener	Dr. Ajay Kumar Gautam Ms Anuj Bala Dr. Shivani Kaundal Mr. K. R. Thakur Dr Piyush Er. Chaman Lal Sharma Er Naresh Dhiman Dr. Pqankaj Saklani Mrs Shushma	
		Secretary/ coordinator	Dr. Ajay Kumar Gautam	
5.	Chief Guest/ Guest of Honor with affiliation (If any)	Dr. R. K. Abhilashi	Email: abhilashigroup@gmail.com Contact No: 01907-250408, 9418006520	
6.	Name of Speaker/s with affiliation (If any)	Dr Devinder Sharma	Contact No: 9803302045	
		Mr Shatruhan Sharma	Contact No: 9459532316	



	Mr Vijay Guleria	Contact No:8679892350
	Dr Biplab Kumar Sarkar	Contact No:
	Dr Neha Thakur	Contact No:9418459336
	Er. Raj Kumar	Contact No:7837026236
	Er Chaman Lal	Contact No:9459052533
	Er Manoj Kumar	Contact No: 9882619898
	Mr Hemant Kapoor	Contact No:8219375354
	Mr Bhaskar Dhiman	Contact No:7018770107
	Mr Abhishak Kumar	Contact No:8278703404
	Mr Abhay Dhiman	Contact No:9418565600
	Mr Geeta	Contact No: 9459187300
	Dr Jyoti Brari	Contact No:8091765890
	Ms Vanika	Contact No:8626856847
	Mr Sunil Kumar	Contact No:
	Mr Naveen Kumar	Contact No:
	Mr Nitin Sharma	Contact No:7018930856
	Ms Rachita Sharma	Contact No: 8219906214
	Dr Hemant Kapoor	Contact No:9418269412
	Mr Chetan Kumar	Contact No:9459945344
	Mr Ishan Mohamad	Contact No:
	Ms Sanjay Kumar	Contact No:

of

		Mr Chandra Bhanu	Contact No:9817402341
SECTION B:	Programme Report and reflection:	Presented in Programme Report and Faculty Development Register along with signatures of the participants.	
1.	Programme Objectives	Awareness of Faculty Digital Communication: 1. Digital Communication. 2. Social awareness about digital communication during pandemic. 3. Modern digital communication techniques	
2.	Program Description:	The programme was organized by the Faculty of agriculture with the support of college of Engg. and Management, Ayurveda, Pharmacy, Nursing, AGISPET, TRAMIET and Abhilashi Institute of P.G. Sciences. In this programme total 24 lectures were delivered in 7 days on faculty development to 31 participants. The first objective was covered in first Technical Session- Digital Communication in 11 lectures within 3 days in which importance of digital communication, types, need, uses, characteristics, elements, specialist salaries, examples, advantages And disadvantages , policy and , tools for digital communication. The second objective was Social awareness about digital communication covered in 8 lectures within two days. The Topics covered in this session/ Technical Session -11 were role of Digital Communication and media during covid-19; Digital Communication during pandemic, examples of social media, awareness for students, activities, questionnaire and social net work awareness. 3rd objective was Modern Digital Communication Techniques (Theme-111). It covered in 6th and 7th days, includes techniques, form, tutorial, digital communication home and differential PCM.	
3.	Participants (Compulsory): No limit		
3.1	Total Participants	Number of male	Number of female
i.	31	21	10
ii.			
iii.			
iv.			
4.	Budget distribution from university/ any other agency:	Collection from faculty members	
5.	Appendices: Please attach the following details in the report Note That the participant contact list is a mandatory requirement.		

5.1	Appendices: Participant list:	Participants list 
5.2	Participants' feedback:	<p>The participants praised the Awareness of Faculty Digital Communication. They admire the lecture delivered by Dr Devinder Sharma on importance of digital communication by Dr Devinder Sharma in 1st day, in 1st lecture. However, types, need, uses, characteristics, elements, specialist salaries, examples, advantages and disadvantages, policy and tools were appreciable issues explained by Mr Shatruhan, Mr Vijay Guleria, Dr Bipal Kumar Sarkar, Dr NehaThakur, Er Raj Kumar, Er Chaman lal, Er Manoj Kumar, Mr Hemant Kapoor, Mr Bhaskar Dhiman and Mr Abhishak Kumar respectively under 1st Session in three days.</p> <p>The Second Session of the programme was Social Awareness about Digital Communication during pandemic, in which 1st lecture delivered by Mr Abhay Dhiman on role of digital communication during pandemic was appreciated by female participants. The role of social media during Covid -19 also appreciated by most of participants. Method of communication during pandemic explained by Dr Jyoti Brari was noticed by the participants useful. Ms Vanika has given suitable examples of social media raising awareness were also appreciated by some participants. Mr Sunil Kumar, Mr Naveen Kumar, Mr Nitin Sharma and Ms Rachita Sharma have given lectures on social media awareness for students, social media</p>

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5.3	Photographs of the events:	<p>awareness activities, social media awareness questionnaire and social network awareness respectively were also praised by majority of participants.</p> <p>Third theme was Modern digital communication techniques was appreciated by many participants; in which 1st lecture was delivered by Dr Hemant Kapoor on digital communication techniques; 2nd lecture was given by Mr Chetan Kumar on common form of digital communication and 3rd lecture by Mr Ishan Mohamad on digital communication tutorial were also appreciated by some participants. Home digital communication was delivered by Mr Sanjay Kumar has captivated the participants. The last lecture on this theme and programme was given by Mr Chandra Bhanu on differential PCM was praised by all participants.</p>
5.4	Web link (If created):	
5.5	Other information:	

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The programme had organized offline so there was no need to create Web link
Nil


Signature of the Coordinator/ Convenor