



SARVAJANIK
UNIVERSITY

INCLUSIVE | INTEGRATED | INNOVATIVE
creating an enlightened society...



SARVAJANIK EDUCATION SOCIETY
SMT. SHARDARANI RAMESHCHANDER



INCLUSIVE



INTEGRATED



INNOVATIVE



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Vocal for Local:



Banegey Aatmanirbhar



FROM THE EDITOR'S DESK

॥ ॐ असतो मा सद्गमय।
तमसो मा ज्योतिर्गमय। मृत्योर्मा मृतं गमय ॥

*From falsehood lead me to truth,
From darkness lead me to light,
From death lead me to immortality.*

With this intention, Sarvajanic Education Society (SES) established Sarvajanic University (SU) under the Gujarat Private Universities Act No. 8 of 2009 and Amendment Gujarat Private Universities Act No. 15 of 2021. SES is a 109-year-old, democratically run, philanthropic society serving the educational needs of over 33,000 students in its 33+ Institutes.

At the core of Sarvajanic University is an 'Integrated, Inclusive and Innovative' approach. "Integrated" studies involve drawing together conventionally separate domains for better interdisciplinary understanding. Core human values have been integrated in the Interdisciplinary understanding of theories and practicalities of life skills. "Inclusive" approach ensures educators have the training, flexibility and resources to teach students with diverse needs and learning styles facilitating the entire community – including mainstream and special educators, social workers, parents and students – to participate in the design, delivery and monitoring of education, thereby restructuring inclusive education as a shared responsibility. "Innovative" approach aims at developing innovative pedagogies based on enjoyment of learning and out of the box thinking wherein educators as well as students are actively involved in teaching-learning transactions and both remain lifelong learners.

With these core values, students shall surely contribute holistically to the development of progressive communities and enlightened societies through determined collaborative exchange of knowledge and expertise with other educational institutions globally as well as locally. Values that encourage civic participation, ethical professional practice and happy community living have been incorporated in the new curriculum designed by institutes at SU.

Each constituent college at SU shall continuously strive to achieve its aim of "Creating an Enlightened Society" by innovations in the teaching learning approach. The vision of SU shall be achieved if each institute has a clear vision and well-defined standards of practice and performance that are used to guide and evaluate the coursework. A curriculum grounded in substantial knowledge of students' holistic development, learning theory, cognition, motivation and subject matter pedagogy needs to be incorporated. Strong relationships, common knowledge and shared beliefs among faculties and staff members is the need of the hour. Extensive use of case study methods, teacher research, performance assessments and portfolio evaluation shall ensure learning is applied to real problems.

Finally, in the age of rapid technological variations, teachers will need to adopt changes to keep pace with new technology. It is emphasized that the professional development of teachers and administrators is the key to harness the potential of ICT in education system. We need to realize that the ultimate goal is to create a learning environment and the teachers and students have to be creative and innovative in managing and developing appropriate ICT tools and techniques.

Dr. Jimmy M. Kapadia
Professor & Director
S.R. Luthra Institute of Management



FROM THE PRESIDENT'S DESK

Greetings,

Profound uncertainty dictates our lives in the twenty-first century. To survive and flourish in such a world, we need a lot of mental agility and significant reserves of emotional balance. How can we confront an unprecedented situation and do what is correct? Higher education is facing forces that are bound to affect how faculty teach the students and how latter learn over time.

Sarvajanik University (SU), established under Gujarat Private University Act No. 8 of 2009 and Amendment Gujarat Private University Act No. 15 of 2021, sponsored by 109 years old Sarvajanik Education Society, Surat, is a gift to young and inquisitive minds of this region to quench their academic needs. The legacy enjoyed by this University and the heritage it holds has very few parallels.

When everything is in flux and everything is new, we remain busy inventing ourselves. Chaos is the new normal. Every day, new vistas are opening before us, and we have an entire world to conquer. However, when one can hardly afford stability, we are constantly guided by an eternal wisdom of Upanishads, 'तमसो मा ज्योतिर्गमय', Lord lead us from darkness to light; from ignorance to knowledge.

SU is a place of social development that provoke questions and find answers, build beliefs and destroy myths, delve into the depths of the past and rise into the heights of the future. SU represents a way of life. All at SU will show high respect for the laws of the land, high regard for the freedoms of others, high tolerance for diversity and difference, intense desire for peace, and shall be more giving towards those who are less endowed.

Beneficiaries of SU will be called to occupy positions of responsibility in society. SU will ensure that the learners choose vocations that suit their passion instead of getting driven by external forces. At SU, the students and researchers will collaborate across boundaries to solve the most pressing problems, viz. persistence of poverty, prevalence of disease, shortage of water, and dangers of global warming. Education has the power to counteract the risks towards humanity. Having better-educated citizens and leaders can only help.

What should be instilled in the young minds in this volatility? At SU, the emphasis will be to inculcate critical thinking, communication, collaboration and creativity, downplaying technical skills and accentuating general-purpose life skills. The faculty at SU will provide the conceptual scaffolding in the discipline to enable students to think critically and discover new forms of knowledge on their own. Administrators and faculty at SU have accepted the challenge in developing and institutionalizing innovative pedagogy and curricula linking teaching effectiveness to outcome assessment.

Faculty and students perform only when they feel that what they are doing is largely on their own initiatives. Academic freedom, freedom to express their opinions without fear of reprisal, freedom to initiate academic activities within the broad objectives of SU, freedom to plan work, freedom to innovate according to his or her thinking, freedom of movement to achieve his or her academic goals from any interference is granted to everyone for the healthy growth of SU. SU is just born, ready to take a giant leap forward into the unknown. Taking this opportunity, SU invite young scholars and researchers to make our world a better place.

Live fully, leave beautifully.

Shri Kamlesh Yagnik
President,
Sarvajanik University



FROM THE PROVOST'S DESK

Greetings,

I am honoured and privileged to be appointed as the First Provost of Sarvajanik University, to lead the University and embark on the ambitious strategy of addressing challenges and opening up opportunities of the future to benefit our communities.

As a University, we are young but we have facilitated the making of educators, leaders, jurists, innovators, litterateurs and thinkers for 109 years as Sarvajanik Education Society.

Universities have historically existed as institutions for creation and dispersion of knowledge. However in today's world, social media to global economy to supply chains, all are autonomously driven complex systems of cross cutting technologies, algorithms of artificial intelligence. With automation and digitisation the nature of the work force is changing. The human element is threatened with diminishment. In such a situation if education merely means a regurgitation of codified information, it fails to rise to the challenge of the future. All codes are in a state of flux. Therefore, we at Sarvajanik University aim to motivate for lifelong learning. We wish to deliver an education that prepares our students and faculty for the dynamics of accelerated change. The programs at the University will equip students with acumen to address local and global challenges. Through lifelong learning, we aim to achieve a transformative impact on students and faculty, industry and society by encouraging critical thinking, creativity and decision making.

Higher educational systems have, often, been concerned with derivatives- with 'what' is learned rather than 'how' it is learned. At this University, it is the 'how' which will be addressed.

The Sarvajanik University subscribes to the conviction that education is a catalyst for positive change and the cornerstone for building strong, resilient and sustainable societies. This conviction is translated through instilling a spirit of inquiry in young minds, through cultivating social consciousness, through exploration of new discourses, through development of empathy and respect for diversity, through honing of professional skills and maintaining an ethical perspective.

With creative pedagogies, context based learning; we hope to foster strong linkages between classroom teaching and experiential learning. For global positioning and aspirations collaborative endeavours are important. These collaborations will give an impetus to innovation and innovation provides momentum to progress. By emphasizing innovation and collaboration, we hope to achieve the status of front runner and mark our contribution in the region and beyond.

Community engagement, good citizenship and civic responsibility are integral components of student experience at Sarvajanik University. We hope to engage our students in volunteering tasks at the city level – not just for the positive impact they can make on the world – but also for the positive impact volunteering will have on them. The goal is to promote an environment around principles of service, ethical leadership and engagement in local communities.

As students begin their next tier of life, evolving into committed professionals, the Sarvajanik University is here to support academic, personal and career growth. As Provost, I stand committed to attracting a body of faculty and students dedicated.... to academic excellence, ...to ensuring academic freedom, ...to rewarding academic achievement,to forging collaborations and partnerships.

I invite you to co-operate with us, support us and partner with us in our mission of creating “an enlightened society”.

Prof. Persi Engineer
First Provost,
Sarvajanik University



FROM THE REGISTRAR'S DESK

It gives me pride to welcome you to one of the most eminent State Private Universities of South Gujarat Region with unique credentials and distinction of more than 109 years of experience as its backing in terms of Sarvajanik Education Society. We firmly believe that it's only education that plays a significant role in achieving higher standards of living, increasing productivity, supporting national health & economic goals.

We invite you to join hands with us and work in unison to build up your blooming career. I heartily welcome the students seeking admission to the program offered by SU.

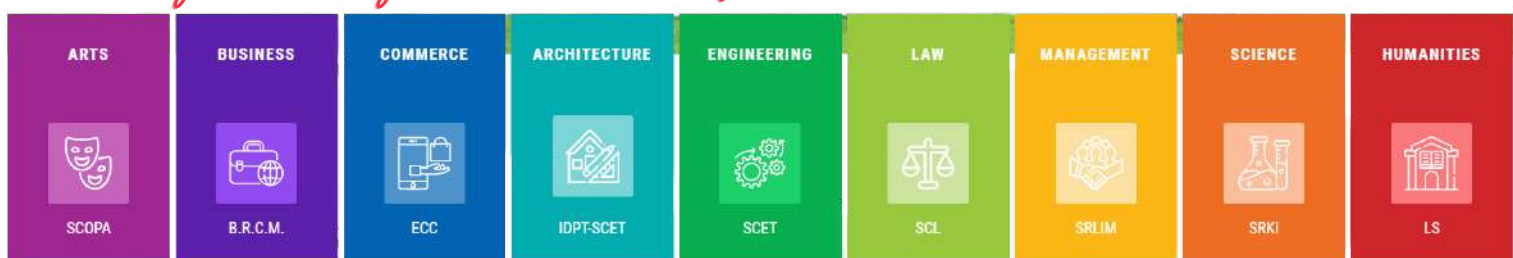
Prof. Jay Bargi
Registrar,
Sarvajanik University

*"The function of education is to teach one to think intensively and to think critically.
Intelligence plus character - that is the goal of true education."*

- Martin Luther King, Jr.



Creating an Enlightened Society...



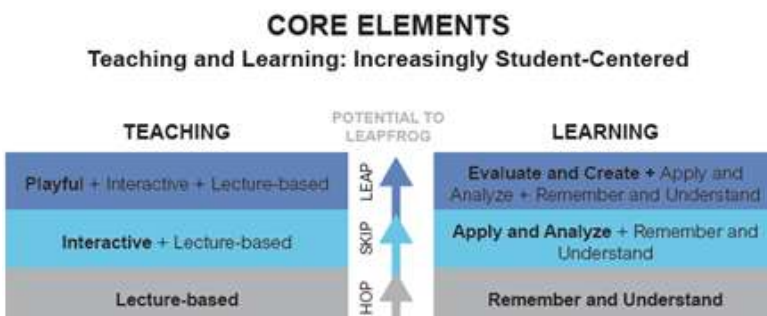


Learning to Leapfrog: Innovative Pedagogies to Transform Education

by **Dr. Parinaz Bharucha**

Assistant Professor
S. R. Luthra Institute of Management

The article is a summary of the report by David Istance and Alejandro Paniagua published by the Centre for Universal Education at Brookings. The report follows up on the book “Leapfrogging Inequality: Remaking Education to Help Young People Thrive,” published in 2018 by the Center for Universal Education (CUE) at the Brookings Institution. This report emphasises the teaching and learning element of the leapfrog framework, especially on pedagogical approaches and the role of teachers.



Source: Based on Paniagua and Istance (2018, p. 6).

A] Understanding Pedagogy to Improve Teaching

Pedagogy is the dynamic relationship between learning, teaching, and culture. Innovative teaching discusses curriculum and content, new skills, assessment practices, school governance, and other school variables, which may have only indirect connections with pedagogies and what happens in the classroom.

The Six Clusters of Innovative Pedagogies based on Paniagua and Istance are as below:

- 1) Blended Learning: Using Online Learning to Teach to the Right Level
- 2) Computational Thinking: Computing to Improve Problem-Solving Skills
- 3) Experiential Learning: Involving Students in Their Communities
- 4) Embodied Learning: Engaging with Crafts and Creativity
- 5) Multiliteracies: Fostering Bi/Multilingual Education
- 6) Gamification: Storytelling to Immerse Students in the Flow of Learning Implementing
- 7) Innovative Pedagogies: Moving Beyond Classroom Walls

B] Structural Changes Are Needed for Innovative Pedagogies to Flourish

For innovative pedagogies to truly take root in education, a range of conditions present outside that any given teacher can make inside their classroom. These conditions range from policy directions set by leaders of education jurisdictions to parent and student demand for new forms of learning. In this report, the authors have focused on three structural changes within education systems across the six clusters as mentioned below:

Investing in the Foundations of Quality Teaching - Quality teaching is fundamental for improving learning outcomes, whether in core skills and literacies or in the broader suites of competencies that characterize 21st century curricula. It is essential that education systems prioritize teacher development and support to ensure quality teaching. The foundations of quality of teaching depend on the following:

- Pedagogical knowledge of theories and practice
- Content knowledge, including pedagogical content knowledge
- Teaching across the range of children and not only focusing on the top achievers
- Time for teaching, with at least 70 percent of class-room time devoted to instruction

Widening the Profile of Educators - Teachers able to deliver basic quality teaching provide an important platform for implementing innovative pedagogies, a platform which can be strengthened by expanding the profile of who is considered to be an educator.

Supporting Hybrid Learning Environments - The innovative pedagogy to ensure all young people become lifelong learners draws on not only a diversity of people but also of places. Across education innovations, the archetypical school classroom is only one setting for learning. Students engaged in learning also gain experience outside the classroom. Teachers learn play-based teaching techniques not only inside teacher training institutes but also on community fields.

C] Scaling Deep Change is Required to Transform Teaching and Learning

Scaling up depends partly on growing core education provision, funding, and political will. Several substantive studies have been conducted in the last decade on scaling education innovation, and together they provide a valuable package of insights from the ground on how to expand improvements in learning.

Scaling Innovative Pedagogies Requires a Focus on Deep Change - Coburn's concept of deep change refers to "going beyond surface structures or procedures (such as changes in materials or classroom organization, or the addition of specific activities) to alter teachers' beliefs, norms of social interaction, and pedagogical principles.

Education Networks Have the Power to Scale Deep Change - The collaborative work of communities of practice and networking is an essential aspect of embedding deep change. Transforming mindsets, norms, and approaches for deep change requires sustained engagement, dialogue, and support. Hence, education networks are important for scaling this type of transformation.

The Meso Level is Critical for Leapfrogging - The level between individual schools and entire formal systems. This middle layer takes many forms, including the more formal education networks and chains of schools. Meso does not mean a middle tier of administration (of the school district or board), though these levels of administration may contribute to the meso mosaic. It refers to the groupings of schools—formal, nonformal, hybrid; stable, dynamic, unstable; public, private, or mixed—most of which never appear in official diagrams of any system.

Conclusion...

Learning is critical and is at the heart of the ambition to leapfrog education systems, and this in turn entails addressing the core of teaching and pedagogy in our education systems. The need to leapfrog to greater heights toward lifelong learning requires innovation in both teaching and education systems, with an explicit focus on pedagogy.

Transforming Education: Inclusive, Integrated and Innovative

by Ms. Azmin Gandhi

SRLIM Alumni (Batch 2018-20)

S. R. Luthra Institute of Management



TRANSFORMING EDUCATION - Education must focus more on transformation instead of assimilation. Meaning, instead of teaching us all the same way to score well on a standardized test, we should put more emphasis on productive social change. This idea suggests that students must find their own will to learn as well as meaning and fulfilment in their life. Then later, when they enter the real world, they will be capable of transforming society for the better.

VALUE OF INCLUSIVE EDUCATION - Inclusive systems provide a better-quality education for all children and are instrumental in changing discriminatory attitudes. It provides the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. When education is more inclusive, so are concepts of civic participation, employment, and community life.

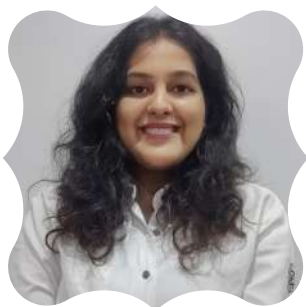
Essential Components of Successful Education System



VALUES OF INTEGRATED EDUCATION - Integrated education encourages open-minded attitudes among pupils as well as building the confidence and ability to question, observe, listen and make informed decisions. Self-respect and respect for others are strongly encouraged in integrated education. The integrated ethos is nurtured to ensure inclusion of people from different religions, cultures, genders, abilities and socio-economic backgrounds. Integrated education recognises the value of parents and so parental involvement in all aspects is actively encouraged.

INNOVATION IN EDUCATION - Innovation involves a different way of looking at problems and solving them. It also improves education because it compels students to use a higher level of thinking to solve complex problems. Innovation does not just mean the use of technology or new inventions, it involves a new way of thinking, thereby helping students develop their creativity and problem-solving skills. Competency-Based Learning, Video Streaming/Flipped Classroom/eLearning Trends, Open Curriculum, changing nature of faculty, changing revenue sources for institution funding, Digital textbooks, 3D Printing, use of data analytics are some of the e.g., of innovation in education.

The future of education is all about strengthening and incorporating student-centric learning. In this endeavor, the onus is on teachers to adopt personalized learning and teaching patterns. Flexibility in learning is the keyword that governs the forthcoming tendency of imparting quality education to students.



The Transformation of Education with Technology and Innovation

by Ms. Charu Khandelwal

2nd Year MBA (Batch 2020-22)

S. R. Luthra Institute of Management

Malcolm X quoted - Education is the passport to the future, for tomorrow belongs to those who prepare for it today. It is the most important and basic need of the individual. The schooling framework in India is going through a hurricane of progress. Over the previous year, India has seen the instruction framework go through a transformation, with innovation having an incredible impact in making learning more open, fun, and intelligent by utilizing intuitive instruments, vivid creatives, liveliness, and encouraging innovativeness in young personalities.

The COVID-19 crisis has made E-learning a necessity and has highlighted the important role technology plays in the education sector through E-learning as a substitute for traditional learning. The goal for individuals to make the most of everything in this new world, their capacity to adjust, their drive and diligence to obtain results and information during their lives will be basic.

The 21st-century world is seeing endless tech headways in science and development and has guided a quintessential and strong tech-controlled instruction vista. Some of the recent technological advancements and innovations in the education sector are Mobile-based learning, MOOCs (Massive Open Online Courses) - is an online course designed for unlimited participation and open access through the internet to more than 5000 courses taught by educators globally with equal and open access to all. Interactive classrooms - it allows students to engage in learning by enabling a two-way conversation model between learners. AR/VR/MR in learning - allows the learners to engage with their study material on a direct basis while ensuring greater engagement and therefore greater motivation level to learn.

While there is an obligation to use technology in education frameworks due to the geographical constraints but the development towards a more understudy focused and customized transformation permits students to foster 21st century abilities and help the world get ahead of the roadblocks by providing a quality learning experience to every nook of the country. They are a basic device for setting out open doors to having its contribution widely in every walks of life, technology is the future of education, causing its transformation in bigger and better ways.



Education Transformation Brings Vibrant Knowledge Hub

by **Ms. Neha Chauhan**
1st Year MBA (Batch 2021-23)
S. R. Luthra Institute of Management

As we have seen in 2020, a major education transformation has taken place when the new education policy was introduced in India after 34 years. This transformation promotes lifelong learning opportunities for every category of students regardless of their caste, religion, race, greed, language and also promotes multi-disciplinary education system that shall results in transforming India into a “VIBRANT KNOWLEDGE HUB”.

Education transformation brings holistic approach for students through which they shall learn all the spiritual, vocational, multi-lingual & research knowledge providing them a fortunate life ahead. At this present momentum, mostly schools & universities are gradually moving towards a flexible, play-based, activity-based, multifaceted and innovative based learning. Artificial intelligence, design thinking, organic living, etc are integrated in today’s education system. Vocational courses are now less rote learning and focuses on more practical learning. Primary students learn fun courses in their “bagless period” i.e., 10 days per year. Due to this, students shall actually learn how things work in the real world and shall be ready for their upcoming real-life challenges. In most of the cases, 85% of brain development occurs before the age of sixth, so children pickup new languages easily. “If you talk to a person in a language he understands, that goes to his head. But if you talk to him in his own language, that goes to his heart”. This is the idea behind introducing the multi-lingual approach, so that children will eulogise the rich cultural heritage of their own country. Assessments are now competency-based instead of content-based which shall soon get reflect in decreasing the number of brain-drain and promote good higher education in our own country.

This evolution in education system will help students to choose their own destiny according to their interest and make their country proud in every aspect of challenges.

FACULTY ACHIEVEMENTS



DR. ESHA A. PANDYA

Awarded with the degree of Doctor of Philosophy

Ph.D Title: "A study on Factors Influencing Consumers' Initial Trust in Mobile Payments in Select Cities of Gujarat"



DR. PRATIKSINH S. VAGHELA

Awarded with the degree of Doctor of Philosophy

Ph.D Title: A Study on Consumers' Online Shopping Intention for Consumer Electronics Products in Selected Cities of Gujarat State



DR. DRASHTI K. SHAH

Awarded with the degree of Doctor of Philosophy

Ph.D Title: "Determinants Influencing IPO Pricing and its Performance in Stock Exchanges of India"



MR. RIDDHISH JOSHI

Published Research Paper in Scholarly Journal

"An Assessment of CETSCALE in Liberated Economy" was published in the Economic Studies Journal (Ikonicheski Izsledvania - Bulgaria) Indexed in Scopus (Q3 category) and listed in ABDC (C category)

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Dr. Margie Parikh
Professor
B.K. School of Professional & Management
Studies | Gujarat University | Ahmedabad
Date: 05/08/2021 | 5:00 PM - 6:00 PM

Dr. Debjani Banerjee
Assistant Dean, Quality Assurance &
Accreditation
IIT Bombay School of Management
Date: 06/08/2021 | 5:00 PM - 6:00 PM

Mr. Bhawik Sheth
Founder
SIPRAN Digital Marketing & Management
Services | Surat
Date: 08/08/2021 | 5:00 PM - 6:00 PM

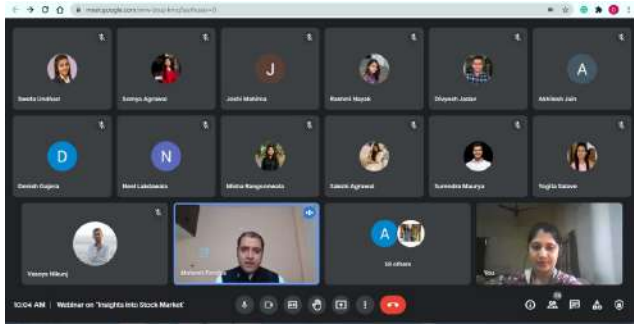
Quality Education, Accreditation
& Teacher Development

Use of Technology in
Education

Independence Day Celebration



An Online Orientation Program was organized for the Batch 2021-2023 by SRLIM to welcome and orient the students towards the two year full time MBA program



A webinar on "Insights into Stock Market" was organized at SRLIM, Surat on 11th August, 2021 by Mr. Mahesh Pandya, Senior Executive, BSE IPF and Mr. Himanshu Khatri, Deputy manager, CDSL.

SKILL ENHANCEMENT & BEHAVIOURAL TRAINING ORGANIZED FOR SURAT TRAFFIC POLICE



"S. R. Luthra Institute of Management feels privileged to complete the Skill Enhancement & Behavioural Training imparted to Surat City Traffic Police across 14 batches (comprising of 20 to 25 participants each).

The Training was divided into **Four Modules** - (1) *Exploration of Stress & Personality* (2) *Time Management & Work-Life Balance* (3) *Effective Communication* (4) *Stress Management Strategies*

The Resource Persons for training program were Dr. Ushma Desai, Dr. Parinaz Bharuch, Dr. Esha Pandya, Mr. Mehul D. Mehta, and Mr. Riddhish Joshi.

The training was conducted in 14 batches and a total of 278 participants from the rank of Assistant Sub-Inspector, Head Constable and Constable were provided with the training.

To mark the successful completion of the training program and to appreciate the enthusiastic participation of the trainees, a Valedictory Function was organized on 1st September 2021. We had the privilege to have Shri Ajay Kumar Tomar IPS, Commissioner of Police as the Chief Guest of the function and Shri Laljibhai Patel, President, Traffic Education Trust and Shri Ashok Kanungo, Secretary, Traffic Education Society as the Guests of Honour. The function was also graced by Shri Sharad Singhal, Additional Commissioner of Police (Traffic & Crime) and Shri Prashant Sumbe, Deputy Commissioner of Police (Traffic). The function also witnessed the presence of Shri Kamlesh Yagnik, Chairman, Sarvajanik Education Society; Shri Rajesh Desai, VC - 1, Sarvajanik Education Society and Prof. Persi Engineer, Provost, Sarvajanik University as our Esteemed Guests.

The Participation Certificates were distributed to a few of the trainees by our esteemed guests present for the event.



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