



December 29, 2025

Five-Day Faculty Development Programme at Adani University

A five-day Faculty Development Programme (FDP) was successfully conducted at Adani University from 22nd to 27th December 2025 with the aim of enhancing academic effectiveness, pedagogical innovation, and professional competencies among faculty members. The programme brought together participants from diverse disciplines and focused on teaching–learning processes, outcome-based education, assessment practices, use of ICT in pedagogy, and mentoring. Prof. Dhaval Pujara, Provost, Adani University, welcomed the participants and encouraged joyful learning and adoption of new technologies. The inaugural address was delivered by Shri Vasant Gadhvi, Adani Group, who emphasised thoughtful academic leadership and continuous professional growth.



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Pedagogical Innovations for Enhanced Student Engagement

The Faculty Development Programme (FDP) commenced with a session on pedagogical innovations for enhanced student engagement, conducted by Dr. Falguni Oza. The session examined how increasing digital exposure has reduced students' attention spans and posed challenges to traditional teaching approaches. Emphasis was placed on creating interactive, trust-based classrooms rather than relying on authoritarian methods. The discussion highlighted the role of ethical leadership and institutional culture in shaping effective learning environments. Practical strategies such as the use of TED Talks and discussion-led activities were shared to promote participation. The session set a strong foundation for the programme by foregrounding learner-centred pedagogy and reflective teaching practices.



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Learning Depth and Instructional Alignment through Bloom's Taxonomy

Dr. Santosh Vora led a session on the Pyramid of Learning and the Revised Bloom's Taxonomy, focusing on how students learn and retain knowledge. The session demonstrated that passive learning results in limited retention, while active engagement significantly enhances understanding. Bloom's Taxonomy was presented as a practical framework for designing learning outcomes, teaching strategies, and assessments that promote higher-order thinking. Particular emphasis was placed on aligning assessment methods with learning objectives, as assessments strongly influence learning behaviour. The session reinforced the importance of intentional instructional planning in higher education.



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Integrating Generative AI Responsibly in Engineering Classrooms

The use of Generative AI in engineering classrooms was explored during a session conducted by Dr. Mehul Raval. The discussion focused on practical applications such as concept clarification, coding assistance, and problem-solving support, while cautioning against excessive dependence on AI tools. Ethical use, prompt design, and critical evaluation of AI-generated content were emphasised to maintain academic integrity. Examples from classroom practice illustrated how assignments can be structured to integrate AI meaningfully. The session concluded that GenAI should complement learning without replacing independent thinking.



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Expanding Learning beyond The Physical Classroom

Moving beyond conventional teaching spaces, Dr. Rama Moondra (AIDTM) conducted a session on teaching beyond classrooms, highlighting experiential learning approaches. The discussion focused on fieldwork, project-based activities, and real-world exposure as effective methods to connect theory with practice. Challenges faced by faculty while working with graduating students, including time constraints and varying motivation levels, were also discussed. The session emphasised structured planning, continuous mentoring, and sustained engagement as essential components of effective experiential learning. Faculty responsibility in guiding and supporting such learning experiences was strongly reinforced.



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Active Learning as a Driver of Engagement and Understanding

Active learning as a shift from passive listening to participation was the central theme of the session led by Prof. Dhaval Pujara, Provost, Adani University. The session discussed techniques such as flipped classrooms, in-class discussions, and collaborative problem-solving to enhance engagement and conceptual understanding. Beyond instructional methods, emphasis was placed on the teacher's role as a mentor whose ethics, behaviour, and personal involvement influence learning outcomes. Active learning was presented as both a pedagogical approach and a relational practice. The session encouraged faculty to adopt learner-centred strategies thoughtfully and consistently.



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Teaching through Concise and Impactful Case Narratives

Dr. Avani Desai introduced participants to the pedagogy of writing short cases through real-world examples. Using the Odwalla E. coli outbreak, the session demonstrated how concise case narratives can convey complex concepts related to ethics, decision-making, risk management, and innovation. The discussion highlighted that short cases encourage critical thinking without extensive theoretical explanation. Emphasis was placed on clarity, structure, and relevance while designing cases. The session established short case writing as an effective and engaging tool for experiential and discussion-based learning.



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National Education Policy 2020: Pathways to Implementation

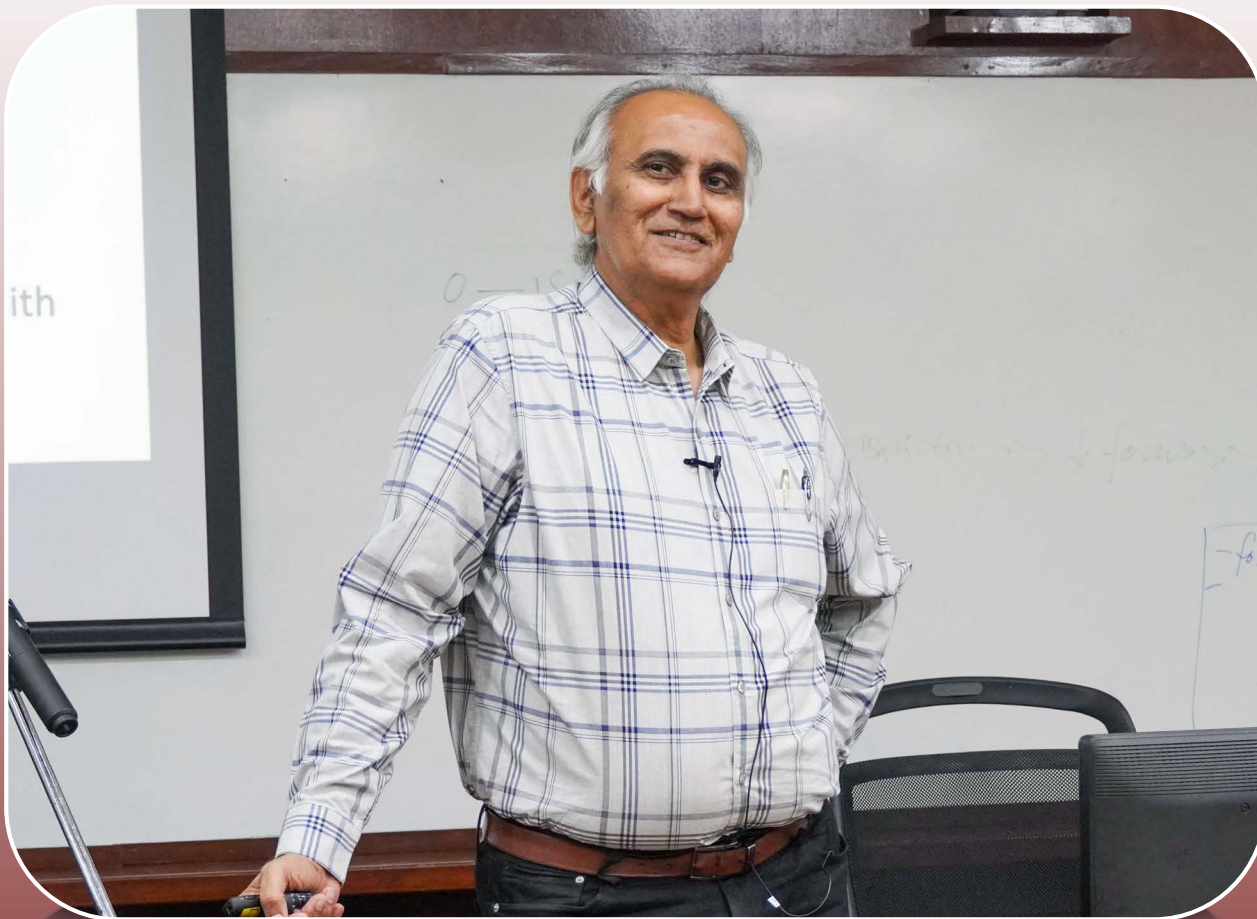
Situating higher education reform within a national framework, Registrar of Adani University Dr. Amish Vyas, during a session on the NEP implementation roadmap, outlined key challenges facing Indian higher education, including rigidity, access gaps, and limited flexibility. The discussion explained how NEP 2020 addresses these concerns through multidisciplinary education, outcome-based learning, experiential pedagogy, and the Academic Bank of Credits. A phased approach to implementation—spanning awareness, curriculum redesign, and institutional transformation—was detailed. The session emphasised that effective adoption of NEP reforms requires institutional alignment, faculty preparedness, and sustained commitment.



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Emotional Well-being as a Foundation for Professional Effectiveness

Workplace emotional well-being was the focus of the session conducted by Dr. Darshna Thakkar. The discussion highlighted emotional intelligence as a critical skill for managing stress, relationships, and professional challenges. Practical strategies such as mindfulness, emotional regulation, time management, and setting healthy boundaries were shared. The session emphasised that emotional health directly impacts productivity and professional effectiveness. Participants were encouraged to view emotional well-being as a continuous process of self-awareness and conscious practice, particularly within demanding academic environments.



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Project-Based Learning for Sustained Academic Engagement

Highlighting disengagement in the absence of meaningful academic tasks, Dr. Sanjay Chaudhari, while conducting a session on project-based learning, examined how structured projects help sustain student interest beyond examinations. The discussion emphasised the value of interdisciplinary projects in maintaining relevance and continuity in learning. Institutional support and coordination were identified as critical for successful implementation. The speaker also noted that while digital resources can supplement instruction, guided teaching remains essential for complex concepts. The session reinforced the need for active faculty involvement and consistent preparation.



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Navigating Challenges in Project and Case-Based Pedagogy

Focusing on classroom realities, Dr. Astha Agarwalla, during a session on projects and case-study-based teaching, addressed challenges related to implementation, assessment, and learner diversity. The discussion encouraged flexibility and innovative thinking to adapt pedagogical strategies to varied classroom contexts. Case studies were highlighted as effective tools for improving practical understanding and contextual learning. The session acknowledged that while innovative pedagogies demand additional effort, they significantly enhance learning outcomes when applied thoughtfully and responsively.



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Leadership and Mentoring for Intellectual Growth

Drawing from historical, philosophical, and global educational perspectives, Mr. Ajay Tomar led a session on leadership and mentoring. The discussion emphasised the teacher's role in nurturing curiosity, encouraging questioning, and viewing mistakes as opportunities for learning. Intellectual courage, respectful dissent, and learning through error were highlighted as essential to academic growth. References to eminent thinkers reinforced the balance between authority and empathy in leadership. The session underscored mentoring as a transformative process grounded in trust, humility, and intellectual openness.



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Strengthening Communication through Body Language

Highlighting the influence of non-verbal communication, Dr. Nigam Dave, in a session on communication essentials with emphasis on body language, examined how posture, gestures, eye contact, and spatial awareness shape audience perception. The discussion addressed shrinking attention spans and cognitive overload, advocating relevance-driven communication. Perceptual and cognitive biases affecting interpretation were also explored. Practical guidance was provided to enhance clarity, presence, and engagement. The session reinforced that conscious body language significantly improves teaching and leadership effectiveness.



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Delivering Impactful and Structured Presentations

Stressing the importance of delivery alongside content, Dr. Asha Kaul, during a session on presentation skills, focused on body language, voice modulation, and audience engagement. Presentations were described as guided by a single central idea to ensure coherence. A structured time framework was shared to balance opening, content delivery, conclusion, and interaction. Faculty were encouraged to introduce novelty in every session to sustain attention. The discussion reinforced that effective presentations combine clarity, structure, and confident delivery.



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Bridging Academic Learning with Industry Expectations

Addressing the disconnect between academic preparation and workplace demands, Mr. Sachin Sehgal, in a session on preparing students for industry, examined the faculty's role in guiding students beyond comfort zones toward growth. The discussion highlighted differences between academic and industrial environments, including expectations related to teamwork, timelines, and application-oriented skills. Faculty responsibilities were presented as extending beyond subject instruction to holistic professional development. The session reinforced the importance of aligning teaching practices with real-world expectations.



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Enhancing Teaching, Learning, and Research through ICT

Highlighting the growing role of digital technologies in academia, Dr. Sachin Gajjar, while conducting a session on the use of ICT for teaching, learning, and research, discussed how digital tools enhance collaboration, flexibility, and visualisation. The session categorised tools into free, freemium, and premium options to ensure accessibility. Platforms supporting classroom engagement and research workflows were demonstrated. The discussion concluded by emphasising that technology is most effective when guided by human judgment and pedagogical intent.



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Confluence 2025 Reloaded

Adani University hosted the 2nd Alumni Meet “Confluence 2025 Reloaded” on 27th December 2025 at Adani University, Ahmedabad, bringing together former students from various batches to relive, revive, rejoice and celebrate their shared legacy. The event witnessed an inspiring keynote address by Dr. Dhaval Pujara, Provost, Adani University, followed by the announcement of office bearers by Registrar, Prof. Amish kumar Vyas. Alumni shared their professional journeys, experiences, and insights, inspiring current students and reaffirming their bond with the University. The evening concluded with activities, games, karaoke, followed by dinner by reinforcing the strong bond between the university and its alumni community.