

IFDP REPORT 2K23



LCIT

7,8,9,11 & 12 AUGUST 2023



INTERNATIONAL FACULTY DEVELOPMENT PROGRAMME ON "RESEARCH METHODOLOGY & TEACHING PEDAGOGY"

Address

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Institutions Near High
Court, Raipur Road
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DEPARTMENT OF LEGAL STUDIES, LCIT COLLEGE OF COMMERCE AND SCIENCE



<https://www.lcit.edu.in>

FIVE DAYS INTERNATIONAL FACULTY DEVELOPMENT
PROGRAMME REPORT - 2K23

ABOUT THE LCIT



LCIT

LCIT Group of Institutions, Bilaspur (Chhattisgarh) was established in the year 2008 by Shri Shri Vidyasagar Ji Maharaj Education Trust with a commitment to provide quality education in the fields of Engineering & Technology with an emphasis in Pharmacy, Science, Commerce, Law, and Management Education.

ABOUT THE FDP

- To improve the participants' comprehension of research, learn and practice good instructional strategies and become familiar with key elements of conducting research investigations.
- To enhance and equip the participants with the relevant theories, concepts, tools and techniques in research
- To help the participants in identifying appropriate routes for dissemination of their research findings for the development of the society.

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- Mr. Ankit Jain
Vice Chairperson (GOI)



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CONVENOR

- Dr. Arun Verma
Dean- Department of Legal Studies
College of Commerce & Science

CO-CONVENOR

- Dr. Arjun Singh Chauhan
Associate Professor
- Mr. Manish Sinha
Assistant Professor

ORGANIZING COMMITTEE

- Ms. Yuvakshi Maini
- Mr. Shubham Namdeo
- Ms. Sonali Agnihotri
- Ms. Anshika Vats
- Ms. Bhumi Shukla



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Day
01



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PROF. (DR.) DIWAKAR GOLI, FORMER VICE CHANCELLOR OF RAFFLES UNIVERSITY

Expert Profile

Prof. Divakar Goli, formerly Vice-Chancellor of Raffles University, Neemrana, Rajasthan, is currently the Editor of the Indian Journal of Pharmaceutical Sciences, the official scientific publication of the Indian Pharmaceutical Association since 2014, and is also the Associate Editor of the Pharmacy Education journal of FIP. He was the Campus Director of Acharya Institutes, Bengaluru, and was also the Principal of Acharya & B. M. Reddy College of Pharmacy. He holds or has held many prestigious roles, including editor of the regional RGUHS Journal of Pharmaceutical Sciences. Honorary President and Director at Iphar Pharmaceuticals Limited and at Du Laboratories Limited; Secretary of the Education Division and Associate Secretary of the Indian Pharmaceutical Association; Chairman of the 50th Golden Jubilee Celebration Committee of National Pharmacy Week in 2011; Secretary of the International Society of Pharmaceutical Engineering (ISPE), Bangalore chapter; and member of many academic and professional bodies. In 2014, Dr. Goli received the coveted Principal of the Year award from the Association of Pharmaceutical Teachers of India. He is also the recipient of the prestigious fellowship of the Indian Pharmaceutical Association, a Fellow of the Association of Biotechnology and Pharmacy, and the Institution of Chemists (India). Active in his field of specialisation, pharmaceutical biotechnology and management studies, he is a member of many professional organisations and has presented at numerous national and international conferences. Dr. Goli has published 120+ research articles in professional publications and is also the coauthor of two books. Dr. Goli has earned PhDs in both pharmaceutical sciences and commerce and management studies from Andhra University, Visakhapatnam.



PROF. (DR.) DIWAKAR GOLI, FORMER VICE CHANCELLOR OF RAFFLES UNIVERSITY

Day 01

Highlights of expert lecture

Innovation and leadership are crucial qualities for teachers in Higher Education Institutions (HEIs) as they play a significant role in shaping the future of education and guiding their students to success. Here are some key aspects of innovation and leadership for teachers in HEIs:

Embrace Technology: Embracing technology in the teaching and learning process is essential for fostering innovation.

Foster Critical Thinking: Encourage critical thinking and problem-solving skills among students.

Continuous Professional Development: Innovative teachers are lifelong learners themselves.

Student-Centered Approach: Effective teachers in HEIs put students at the center of their teaching practices.

Collaborative Learning: Promote collaborative learning experiences in the classroom.

Research and Scholarship: Encourage teachers to engage in research and scholarship activities.

Adaptability and Flexibility: Innovation requires adaptability and flexibility.

Inspire and Motivate: Innovative teachers are great leaders who inspire and motivate their students.

Inclusivity and Diversity: Teachers should create an inclusive and diverse learning environment where all students feel welcomed and valued.

Empowerment and Autonomy: Foster a sense of empowerment and autonomy among students by giving them opportunities to take ownership of their learning.

Risk-Taking: Encourage teachers to take calculated risks in their teaching practices.

Overall, combining innovation and leadership in higher education can create a dynamic and progressive learning environment that equips students with the skills and knowledge they need to thrive in the rapidly changing world.



**Day
02**



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**PROF. (DR.) ADITYA TOMAR,
DIRECTOR, SCHOOL OF LAW, AMITY
UNIVERSITY, NOIDA**

Expert Profile

Dr. Aditya Tomar received his doctorate in "RIGHT TO INFORMATION- ENFORCEMENT MECHANISM IN INDIA." Dr. Tomar has organised several conferences and workshops in association with different government ministries. Dr. Tomar has published more than 12 books covering diverse subjects, i.e., constitutional law, comparative law, RTI, clinical legal education, human rights, gender justice, juvenile justice, etc. He also authored several search articles and edited book chapters in reputed journals and books. Dr. Tomar has presented several presentations at national and international conferences and seminars. Dr. Tomar has organised many faculty development programmes on a variety of subjects. Dr. Tomar is also on the board of judicial and civil services. Dr. Tomar is also on the academic council of different universities and has updated the curricula of different universities. Dr. Tomar is the chief editor of the Amity International Journal of Juridical Sciences, a life member of the "All India Law Teachers Congress," and a member of the Bar Council of Uttar Pradesh.

Dr Aditya tomer (Presenting)

THANK YOU

Dr. Deepak Kabra

KIRANKAUR RANA

Neha Kashyap

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SHUBHAM NAMD...

19 others

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TOPIC: THE ROLE OF RESEARCH METHODOLOGY IN HIGHER STUDIES WITH SPECIAL REFERENCE TO LEGAL EDUCATION

**PROF. (DR.) ADITYA TOMAR,
DIRECTOR, SCHOOL OF LAW, AMITY
UNIVERSITY, NOIDA**

**Day
02**

Highlights of expert lecture

Research methodology plays a crucial role in higher studies, including legal education. It serves as the backbone of any research endeavor and is particularly important in the field of law. Legal education is not just about learning the law; it also involves developing critical thinking, problem-solving, and analytical skills. Research methodology facilitates the acquisition of these skills by providing a structured approach to conducting research and investigations in the legal field. Here are some key roles of research methodology in higher studies, with special reference to legal education:

Framing Research Questions: Research methodology helps students in legal education to develop clear and well-defined research questions.

Choosing Appropriate Research Design: Different research designs are suitable for different types of legal research.

Data Collection Techniques: Legal research often involves gathering data from various sources, such as case law, statutes, regulations, legal texts, interviews, surveys, and more.

Data Analysis: Once the data is collected, research methodology guides students on how to analyze and interpret the data effectively.

Ethical Considerations: Legal research often involves sensitive information and vulnerable populations.

Interdisciplinary Approach: Legal education can benefit from an interdisciplinary approach, where students combine legal research with other disciplines like sociology, psychology, economics, and political science.

Literature Review: Research methodology trains students to conduct a comprehensive literature review.

Writing and Presentation Skills: Effective communication is vital in legal education.

Legal education requires students to think critically and analyze complex legal issues.

In conclusion, research methodology is a fundamental aspect of higher studies in legal education. It enhances students' ability to conduct rigorous research, equips them with valuable skills, and enables them to make meaningful contributions to the legal field.



**Day
03**



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**PROF. (DR) TAM EGBE, PROFESSOR,
SCHOOL OF LAW, UNIVERSITY OF
LEICESTER, UK**

Expert Profile

Tamaraudoubra Egbe holds a lectureship at the Leicester Law School, United Kingdom. Prior to this appointment, Tam was a lecturer at the Nottingham Law School having obtained his academic and professional qualifications from academic institutions in both Nigeria and the United Kingdom. Tam is also a qualified barrister and solicitor (Non-Practicing) of the Supreme Court of Nigeria.

Tam has published papers in reputable journals whilst also presenting his research at academic conferences. In the past, Tam has demonstrated academic leadership on the Masters in Law (LLM) where he has been the module convenor for International Carriage of Goods by Sea which is his area of expertise. Currently, Tam contributes to the teaching of contract and commercial law at the Leicester Law School.

TOPIC: EXPLORING THE SIGNIFICANCE OF RESEARCH-LED TEACHING: INTEGRATING SCHOLARSHIP AND LEARNING IN HIGHER EDUCATION

**PROF. (DR) TAM EGBE, PROFESSOR,
SCHOOL OF LAW, UNIVERSITY OF
LEICESTER, UK**

**Day
03**

Highlights of expert lecture

“Research-led teaching” refers to an educational approach in higher education where teaching and learning are directly informed and influenced by the latest research and scholarship in the field. This approach emphasizes the integration of cutting-edge knowledge and discoveries into the curriculum, creating a dynamic and intellectually stimulating learning environment for students. The significance of research-led teaching lies in its potential to enhance the overall quality and effectiveness of higher education in several ways:

Fostering Critical Thinking: By exposing students to up-to-date research and scholarly work, research-led teaching encourages critical thinking and analytical skills.

Bridging Theory and Practice: Integrating research into teaching allows students to see the practical applications of theoretical concepts.

Enhancing Engagement and Motivation: Research-led teaching can make the learning experience more exciting and motivating for students.

Nurturing Research Skills: Students in a research-led teaching environment are more likely to develop research skills, such as literature review, data analysis, and critical inquiry.

Improving Teaching Quality: Faculty members who engage in research and scholarship are often more knowledgeable and up-to-date in their respective fields.

Fostering a Research Culture: Integrating scholarship and learning fosters a culture of research and intellectual curiosity within the institution.

Raising Institutional Reputation: Universities and colleges that prioritize research-led teaching often gain recognition for their contributions to knowledge and innovation.

Addressing Societal Challenges: Research-led teaching can have a positive impact on society by encouraging students to tackle real-world challenges through research and inquiry.

Promoting Lifelong Learning: Students exposed to research-led teaching are more likely to develop a passion for continuous learning beyond their formal education.

In summary, research-led teaching is a powerful educational approach that integrates scholarship and learning to provide students with a rich, engaging, and relevant educational experience.

**Day
04****LCIT****IFDP
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PROF. (DR.) MANISH DHINGRA, DEAN (RESEARCH & DEVELOPMENT) AT RAMA UNIVERSITY, KANPUR

Expert Profile

Now I am reading the brief profile of the distinguished speaker to the sincere audience... Dr Manish Dhingra is Professor and Dean (Research and Development) at Rama University, Kanpur. He is an engineer and management professional with more than 25 years of experience in industry and academia. He has a BE (Production Engineering), an M.Tech (Manufacturing Systems), an M.B.A., and a PhD in Management. He started his career as an engineer and served in companies of international repute like Sainson Exports, Delhi, and RICO Auto Industries, Gurgaon, before joining the academics. He has 20 years of experience in renowned higher-educational institutions like Teerthanker Mahaveer Institute of Management and Technology, Shri Ram Murti Smarak College of Engineering and Technology, and Teerthanker Mahaveer University. He has rich experience teaching subjects like research methodology, organisational behaviour, production and operations management, operations research, supply chain management, total quality management, and industrial engineering. He has delivered sessions in UGC refresher courses. He has trained the officials of the Public Works Department, Moradabad, in various training sessions; provided training in agripreneurship to trainees of the Agri Business-Agri Clinic, Ministry of Agriculture, Government of India; delivered talks in seminars organised by the Export Promotion Council for Handicrafts (EPCH) to exporters and artisans of metalware; and delivered training sessions to faculty and students in various engineering and management colleges. He has published 57 research papers in reputed international and national journals (SCI/SCIE, ABDC Listed, and Scopus) like the Journal of Human Values, IIM Calcutta, Management and Labour Studies, XLRI Jamshedpur, etc., and he has 7 patents to his credit.

Dean Management Rama University (Presenting)

Types of Research - Microsoft PowerPoint

Table 4: Descriptive Statistics: Satisfaction with life

Satisfaction with life	Mean	Standard Deviation	alpha	Item-total correlation
In most ways my life is close to my ideal	4.34	1.341	.923	.894
The conditions of my life are excellent	4.25	1.345	.834	.894
I am satisfied with my life	4.33	1.432	.813	.899
So far I have gotten the important things I want in life	4.14	1.234	.874	.899
If I could live my life over, I would change almost nothing	4.36	1.012	.845	.875

Click to add notes

5:52 TOPIC: TYPES OF RESEARCH

People

All muted

Search for people

IN MEETING

Contributors

DR.ARUN VERMA (You) Meeting host

AAKANKSHA SHARMA

Anshika Vats

Bhoomi Shukla Meeting host

Dean Management Ram... Meeting host

Dean Management Ram... Presentation

DEEPIKA BHAVANANI

Dharm Das tandan

Dolly Agrawal

Dr. Archana Shukla

Dr. Seema Kabra

Mukesh Ray

Bhoomi Shukla

Dr. Seema Kabra

Anshika Vats

Sulekha Tiwari

Sushil Jain

Neena Bhatli Shar...

11 others

DR.ARUN VERMA

PROF. (DR.) MANISH DHINGRA, DEAN (RESEARCH & DEVELOPMENT) AT RAMA UNIVERSITY, KANPUR

Day 04

Highlights of expert lecture

Research can be classified into various types based on different criteria, such as the purpose, methodology, and scope of the study. Here are some common types of research:

Basic Research: Also known as fundamental or pure research, this type of research aims to enhance scientific knowledge and understanding without immediate practical applications.

Applied Research: This type of research focuses on solving specific real-world problems and has practical applications.

Quantitative Research: In quantitative research, data is collected and analyzed in numerical form. This research seeks to establish relationships, patterns, and correlations through statistical analysis.

Qualitative Research: Qualitative research involves collecting non-numerical data to understand underlying meanings, motivations, and perspectives.

Experimental Research: Experimental research involves manipulating one or more variables to observe their effect on another variable while controlling for external factors.

Exploratory Research: Exploratory research is conducted when little is known about a subject or when researchers are seeking to gain a better understanding of a problem. It helps generate ideas, hypotheses, and research questions for further investigation.

Case Study Research: Case studies involve an in-depth analysis of a single individual, group, organization, or event.

Historical Research: Historical research involves studying past events, developments, and trends to gain insights into their influence on the present and future.

Comparative Research: Comparative research involves analyzing and comparing different groups, cultures, societies, or phenomena to identify similarities, differences, and patterns across them.

These are just a few examples of the many types of research that exist. Researchers often choose the type of research that best aligns with their objectives, resources, and the nature of the topic they are investigating.



**Day
05**



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**PROF (DR) UMESH BANAKAR,
PRESIDENT – BANAKAR CONSULTANCY
SERVICES, WESTFIELD, USA**

Expert Profile

Umesh V. Banakar, Ph.D. is a Professor of Pharmaceutical Technology and an Independent Consultant/Advisor to Pharmaceutical Industry and Academia worldwide with extensive contribution in drug product development and evaluation (in vitro and clinical).

During his academic career, he has served as Professor of Pharmaceutics, Director of Research, Chairperson of Department of Pharmaceutical Sciences and Head/Dean of Graduate School at three Universities in the US.

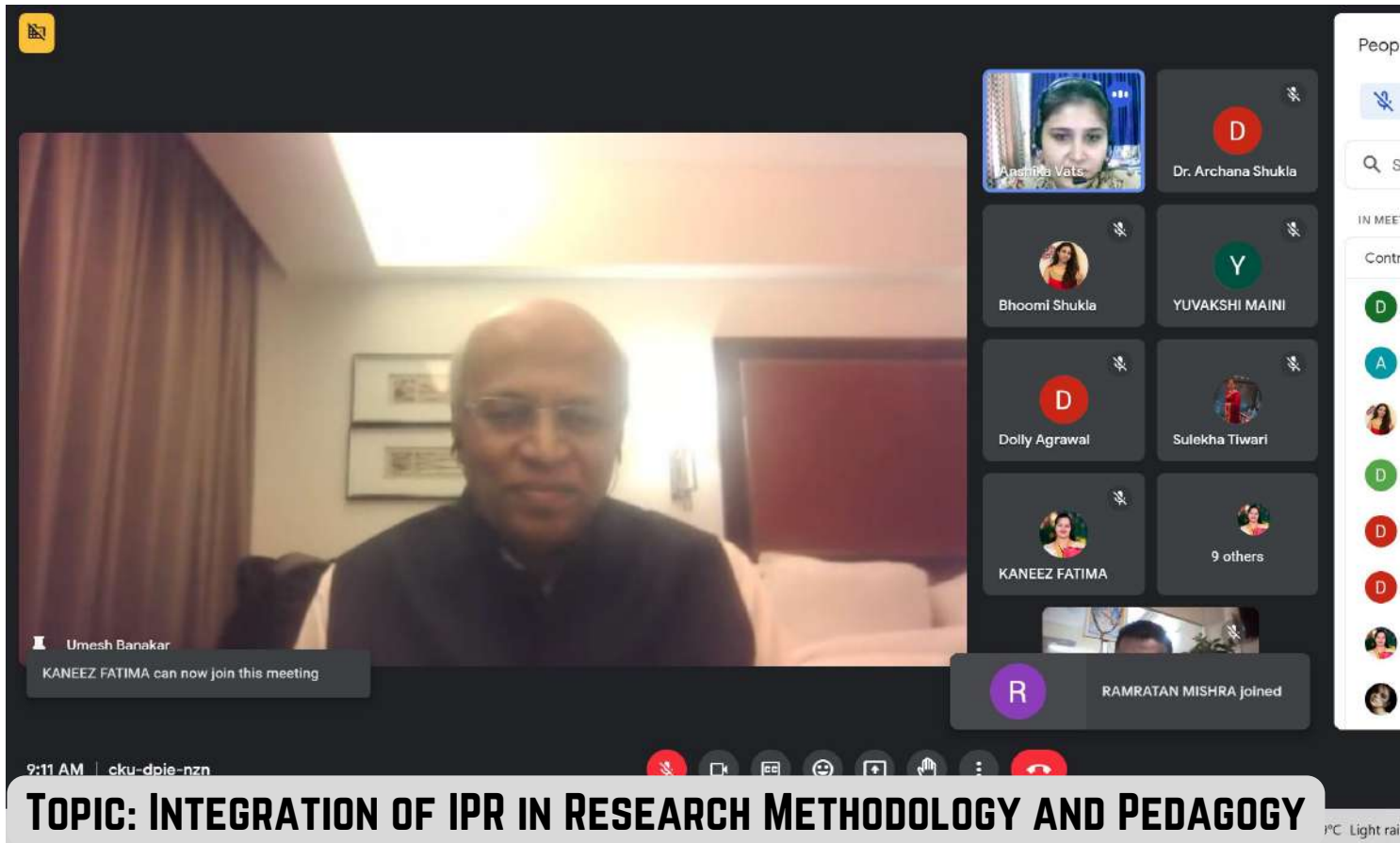
He is the Founder of Goa – Center for Excellence in Intellectual Property [G-CEIP] – non-profit, personally funded Center to promote IP Awareness nationwide. He has served as testifying/non-testifying expert in over 75 patent litigations in the disciplines of pharmaceutical formulations/technology, clinical investigations and dissolution testing.

He is the Founding Chairperson of 2 International CROs and has executed over 900 clinical trials (Phase I-IV including BE studies). Additionally, he is the founding Board Member and Principal Scientific Adviser of Society for Pharmaceutical Dissolution Science [SPDS].

He is on the International Scientific Advisory Board of several pharmaceutical corporations worldwide. To date, he has successfully completed several Pharmaceutical Product Development Technology Transfer through education assignments sponsored by the UN/IESC and other pharmaceutical corporations worldwide. Additionally, he has planned and executed the development, both in vitro and clinical, of several NDAs [including 505(b)(2)] and ANDAs (both IR and MR products).

He has authored over 100 publications, over 100 published abstracts and presentations, numerous specialized workshop manuals, several chapters and monographs, over 45 expert book reviews and 5 guest editorials. The texts that he has authored include: Pharmaceutical Dissolution Testing, Bioavailability and Bioequivalence, Drug Development Process: Increasing efficiency and cost effectiveness, and co-edited include: NanoBioMedicine (6 volume; 91 chapters series), Desk Book of Pharmaceutical Dissolution Science and Applications, among others. He is the co-author of an electronic text: Basic Pharmacokinetics.

He is on the roster of experts with WHO, United Nations – TOKTEN program and International Executive Service Corps (IESC). He is listed in Who's Who in Biotechnology, Who's Who Among Asian Americans, and American Men and Women of Science. He is the founding Editor-in-Chief and on Editorial Boards of several scientific journals. He has received numerous awards for excellence in teaching, research/scholarly activity, two Service to Country Awards from the United Nations (UN) and nomination for the distinguished Fulbright Scholar Award for Teaching.



**PROF (DR) UMESH BANAKAR,
PRESIDENT – BANAKAR CONSULTANCY
SERVICES, WESTFIELD, USA**

**Day
05**

Highlights of expert lecture

Integration of Intellectual Property Rights (IPR) in research methodology and pedagogy is essential for fostering innovation, protecting creativity, and encouraging responsible use of the intellectual property. By incorporating IPR concepts into research and education, we can ensure that researchers, educators, and students are aware of their rights and responsibilities related to intellectual property. Here are some ways in which IPR can be integrated into research methodology and pedagogy:

Research Methodology:

Ethical considerations: When conducting research, it is crucial to respect the intellectual property of others. Researchers should be aware of copyright laws and avoid plagiarism when citing and using others' work.

Licensing and permissions: Researchers need to understand how to obtain proper permissions and licenses when using copyrighted materials in their work, such as images, data, or software.

Patent search and analysis: In scientific and technological research, researchers should conduct patent searches to ensure their findings do not infringe on existing patents. This helps avoid legal issues and supports innovation.

Pedagogy:

Awareness of IPR: Educators should include discussions on intellectual property rights in their curriculum to make students aware of the value of creativity, innovation, and respecting the rights of others.

Copyright education: Teaching students about copyright laws and fair use can help them understand how to properly use and cite others' work in their assignments and projects.

Encouraging innovation: By incorporating IPR discussions in the classroom, educators can encourage students to come up with original ideas and recognize the importance of protecting their creations through patents or copyrights.

Entrepreneurship and technology transfer: In disciplines like business or engineering, incorporating lessons on technology transfer, licensing, and commercialization of intellectual property can help students understand the practical applications of IPR.

Overall, integrating IPR in research methodology and pedagogy ensures that researchers and students are responsible, ethical, and informed participants in the academic and innovation ecosystem. It fosters a culture of creativity, respect, and protection of intellectual property rights, leading to a more robust and sustainable knowledge society.

INTERNATIONAL FACULTY DEVELOPMENT PROGRAMME - 7,8,9,11 & 12 AUGUST 2023



FACULTY DEVELOPMENT PROGRAMME

FDP (PROGRAMME SCHEDULE)

Date	Expert Name	Topic Covered
07/08/2023	Prof. (Dr.) Diwakar Goli	Innovation and Leadership for teachers of HEIs (Timings 05:00 to 08:00 Pm IST)
08/08/2023	Prof. (Dr.) Aditya Tomar	The role of Research Methodology in Higher Studies with special reference to legal education (Timings 06:00 to 08:00 Pm IST)
09/08/2023	Prof. (Dr.) Tam Egbe	Exploring the Significance of Research-Led Teaching Integrating Scholarship and Learning in Higher Education (Timings 06:00 to 08:00 Pm IST)
11/08/2023	Prof. (Dr.) Manish Dhingra	Types of Research (Timings 05:00 to 06:00 Pm IST)
12/08/2023	Prof. (Dr.) Umesh Banakar	Integration of IPR in Research Methodology and Pedagogy (Timings 09:00 to 10:30 Am IST)

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ABOUT THE LCIT

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INTERNATIONAL FACULTY DEVELOPMENT PROGRAMME
RESEARCH METHODOLOGY & TEACHING PEDAGOGY
DATE: 07, 08, 09, 10 & 12 AUGUST 2023

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WHO CAN PARTICIPATE: UNIVERSITY AND COLLEGE FACULTY, RESEARCH SCHOLARS, AND MASTER'S STUDENTS CAN ATTEND THIS FACULTY DEVELOPMENT PROGRAMME.

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Dean, Department of Legal Studies
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LCIT COLLEGE OF COMMERCE,
SCIENCE
(Commerce, Science, Arts & Law)
4.2 ★★★★★ (67)
College

Overview

Reviews

About

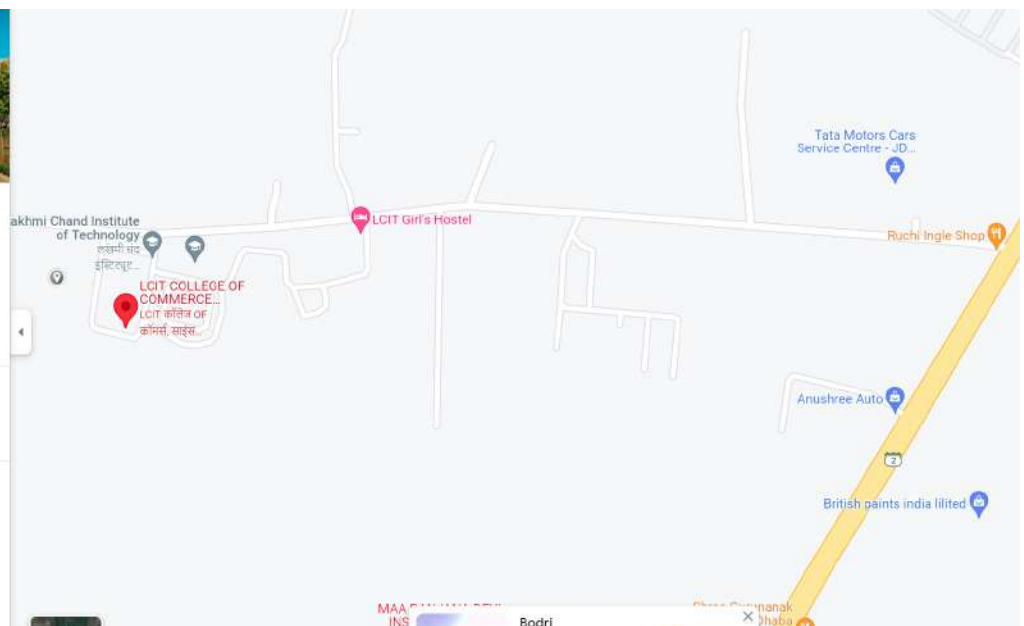


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