



MES KEVEEYEM, VALANCHERRY

Centre for Academic Leadership and Education Management (CALEM)

(Under the Scheme of PMMMNMTT HRD Ministry, Govt. of India, New Delhi)
Aligarh Muslim University, Aligarh – 202002 UP (India), Phone No. 0571-2400991

Time Table

THEME OF THE COURSE: 04 DAYS TRAINING PROGRAMME ON ACADEMIC LEADERSHIP (Vice-Chancellors/ Pro Vice Chancellors/ Directors/Deans/Chairpersons and Heads of the Department)

From 27-04-2019 To 30-04-2019

Project Coordinator : **Professor A.R. Kidwai**, Director, UGC HRDC, AMU
Assistant Project Coordinator : **Dr. Faiza Abbasi**, Assistant Professor, UGC HRDC, AMU
Course Coordinator : **Dr C Rajesh**, Asst. Professor, MES Keveeyam College Valanchery
Venue : **MES Keveeyam College Valanchery, Kerala**

D ay	Date / Day	Session I (9:30 – 11:00 a.m.)	Session II (11:30 a.m. – 1:00 p.m.)		Session III (2:00-3:30 pm)	Session IV (3:30-5:00 pm)
1	27.03.2019 yadrutaS	Quality Assurance, accreditation and enhancement of institutional performance By Dr Gabriel Simon Thattil (IQAC Director, Kerala University)	Academic Leadership By Dr Gabriel Simon Thattil (IQAC Director, Kerala University)	Lunch Break	Conflict resolution and management in academic institutions By Dr P Mohamed Rafeekh (Former Principal, Govt. College Kondotty)	Strategies for Academic Excellence By Dr P Mohamed Rafeekh (Former Principal, Govt. College Kondotty)
2	28.03.2019 yadnuS	Management of Institutional Academic Initiatives and Programmes - Internal Philosophical and Policy Perspectives By Dr L Ganesh (Professor, Department of Management Studies, IIT Chennai)	Management of Institutional Academic Initiatives and Programmes - Internal Operational Perspectives By Dr L Ganesh (Professor, Department of Management Studies, IIT Chennai)		Internationalization and Collaborations By Dr Sebastian N (Head, Department of Political Science, University of Calicut)	Reforms and new initiatives in higher education By Dr Sebastian N (Head, Department of Political Science, University of Calicut)
3	29.03.2019 yadnoM	Academic Research: Ethics and Plagiarism-I By Dr Vinod VM (Research Head, CHMK Central Library, University of Calicut)	Academic Research: Ethics and Plagiarism-II By Dr Vinod VM (Research Head, CHMK Central Library, University of Calicut)		Distributed Leadership and Diffusion on Authority By Professor R Ganesan (Director, Allana Institute of Management Sciences, Pune)	Effective Decision Team Building By Professor R Ganesan (Director, Allana Institute of Management Sciences, Pune)
4	30.03.2019 yadseuT	Handling student diversity and coping with stress By Dr R Ganesan (Director, Allana Institute of Management Sciences, Pune)	Student support services By Dr R Ganesan Director, Allana Institute of Management Sciences, Pune)		Effective Communication By Dr Sushma Ganesan , Allana Institute of Management Sciences, Pune)	Team Building By Dr Sushma Ganesan , Allana Institute of Management Sciences, Pune)



Academic Leadership and Education Management (CALEM)

(Under the Scheme of PMMMNMTT HRD Ministry, Govt. of India, New Delhi)
Aligarh Muslim University, Aligarh – 202002 UP (India) Phone No. 0571-2400991

List of Participants

THEME OF THE COURSE: 04 DAYS TRAINING PROGRAMME ON ACADEMIC LEADERSHIP
(Vice-Chancellors/Pro Vice Chancellors/ Directors/Deans/Chairpersons and Heads of the Department)
(From 27-04-2019 to 30-04-2019)

Project Coordinator : Professor A.R. Kidwai, Director, UGC HRDC, AMU, Aligarh
Assistant Project Coordinator: Dr. Faiza Abbasi, Assistant Professor, UGC HRDC, AMU, Aligarh
Course Coordinator : Dr C Rajesh (Asst. Professor, MES Keveeyam College Valanchery)
Venue : MES Keveeyam College Valanchery, Kerala

S. No	Name	Designation	Institutional Address	Residential Address/Mobile No. and Mail ID	AADHA R NO.	SC/ST/ OBC/ M/G /M/F
1	Dr C Abdul Hameed	Principal	MES Keveeyam College, Valanchery, Malappuram (Kerala)	Fern Mahal, Randathani, Malappuram (Kerala) drhameedc@gmail.com 9447177624	5878124 45050	M/OBC
2	Prof. K P Hassan	Director	MES Keveeyam College, Valanchery, Malappuram (Kerala)	Kiliyan Parambil House Kurumbathur, Punnathala Malappuram (Kerala) kphassn@gmail.com 9447537067	4848971 02307	M/OBC
3	K T Mohammed	Joint Director	MES Keveeyam College, Valanchery, Malappuram (Kerala)	Painkannur, Valanchery Maappuram (Kerala) 9633614141	3650743 99450	M/OBC
4	Dr Salahudheen	Principal	MES Kalladi College Mannarkkad Palakkad (Kerala)	Ottupalli House, Kalikavu, Malappuram (Kerala) 9447835936	8416342 04116	M/OBC
5	SHIHABUDDEEN N	Head	Dept of Physical Education KR SN College, Valanchery Malappuram (Kerala)	Nambrath(h),Valiyakunnu(po), Valanchery,Malappuram-676552 9745840945 krsnsports@gmail.com	2318383 58695	M/OBC
6	HANNA SULFIKAR	Head	Dept of English Ideal College for Advanced Studies, Kadakassery Malappuram (Kerala)	Pothanoor(H), Pothanoor,Polpakkara,Edappal, Malappuram-679576 7510343240, anupammu2189@gmail.com	3486625 30731	F/OBC
7	RAMESH P	Head	Dept of Commerce Nasra College of Arts & Science Tirurkkad Malappuram (Kerala)	Parambur(H),Pattikkad(po),Mala ppuram 9633122105, rampmna@gmail.com	4697894 07907	M/SC
8	MUHAMMED RAHEES P	Joint Director	Academic Monitoring Committee College of Applied Sciences Thiruvambadi Kozhikkode (Kerala)	Puthiyottil(H), Cheruvadi(po), Mavoor, Calicut-673661 9744088448, mraheesp491@gmail.com	5471063 76250	M/OBC
9	MOHAMED C	Head	Dept of English Jamia Islamia arts and science college, Manjeri Malappuram (Kerala)	Vakkamkunnu(H), Arimbra(PO), Kondotty,Malappuram 9746598004, mohamedarimbra@gmail.com	6674557 9001	M/OBC
10	SABU K RESTHAM	Joint Director	Academic Monitoring Committee Malabar College of Advanced studies	Koonari(H), Pottikkal, Mattathoor(PO), Malappuram-676528 9447829118, skrestham	6096604 68621	M/OBC

			Vengara Malappuram (Kerala)	@gmail.com		
11	AFSAL ABDUL KHADER	Head	Dept of Commerce Ansar Arabic College, Valavannur Malappuram (Kerala)	Mayyeri (H), Valavannoor, Malappuram-676551 8089668820, afs.al.mayyeri@gmail.com	8900421 43655	M/OBC
12	LAKSHMI SREE P	Head	Dept of Commerce Majlis arts and science college , Puramannur Malappuram (Kerala)	Anisree, Choorakkod(PO), Vallappuzha, Palakkad-679336 9745986363, sreesankar7@gmail.com	7006905 43915	F/General
13	SHAMEEM KM	Joint Director	Academic Monitoring Committee Ideal college for Advanced studies, Kadakassery Malappuram (Kerala)	Kokkurni(H),Kunnumalpotti(P O), Muringamunda, Edakkara, Nilambur-679331 9544806780, muhammedshameem032@gmail .com	3181703 59336	M/OBC
14	SAFEER PARAYIL	Director	Dept of Management CPA College of arts and science, Puthanathani Malappuram (Kerala)	Parayil (H), Cheruvannoor, Purammalangadi(PO), MALappuram-676551 9995795054, parayilsafeer@gmail.com	8985568 36950	M/OBC
15	PONNI C K	Director	Entrepreneurship Development Centre Ideal college for Advanced studies, Kadakassery Malappuram (Kerala)	Kanniyoth(H),Onchiyam(PO), Kozhikkode-673308 9656759296, ponnimbal@gmail.com	2513051 70383	F/OBC
16	SAI PREETHI S	Director	Placement Cell Ideal college for Advanced studies, Kadakassery Malappuram (Kerala)	Padikkal (H), Kadakasseri, Aykalam(PO), Tavanur, Malappuram-679594 9562524026, preethi.sujith2013@gmail.com	5801942 96978	F/General
17	YAHKOOB.K	Director	National Service Scheme Ideal college for Advanced studies, Kadakassery Malappuram (Kerala)	Kadavath(H), Chembra(PO), TV pura, Palakkad-679304 9746400800, yakuppm@gmail.com	8742728 69636	M/Muslim
18	NIZAMUDHEEN.K. K	HEAD	Dept of Management CPA College of arts and science, Puthanathani Malappuram (Kerala)	Kolakkadan Kunnath(H), Azad Nagar, Parappoor (PO), Kottakkal, Malappuram-676503 9947896537, nizamkk19@gmail.com	8902854 10556	M/OBC
19	BINDU.R	Director	Entrepreneurship Development Centre CPA College of arts and science, thanathani Malappuram (Kerala)	Jaya Vihar, Punmala(PO), Othukkungal, Malappuram 9539194028, bindu.krishnapunmalu@gmail.c om	3310408 71435	M/ General
20	Dr.MOHAMMED MUSTHAFA.T.N	Head	Department of Chemistry MES Kalladi College Mannarkkad Palakkad (Kerala)	Thorakkattil Neerankuzhiyil (H), Vettathoor -679326 9605998246, karomusth2016@gmail.com	9784515 12316	M/OBC
21	Dr.BABY SALINI.E	HEAD	,Dept of Physical Education College of Food Technology, Mannuthi Ca mpus Thrissur (Kerala)	T5, Faculty Quarters, Near Guest House, CVAS, Mannuthy, Thrissur-680651 8943084389, babyshalini@kvasu.ac.in	6279002 71187	F/General
22	MOHAMED HASIM NOOR.A	HEAD	Dept of English CPA College of arts and science, Puthanathani Malappuram (Kerala)	Alliyambulan (H), Pookotoor(PO), Malappuram- 676517 9746853287, dharunoor@gmail.com	6185328 20594	M/OBC
23	MUHAMMAD SALEEM.K	HEAD	Dept of Commerce and Management	Koduvangal(H), Mokeri(PO),	6852655 61608	M/OBC

			M.H College of Arts and Science, Kuttiyadi, Kozhikkode (Kerala)	Kakkattil, Calicut-673507 7025694859, mskkyd@gmail.com		
24	ABDURAHIMAN KARUTHEDATH	HEAD	Dept of Management Malabar College of Advanced Studies, Vengara Malappuram (Kerala)	Karuthedath(H), Kottoor(PO), Kottakkal, Malppuram-676503 9895350123, Abdu.569@gmail.com	9580846 99069	M/OBC
25	THAJIS.M	Director	Academic Monitoring Committee M.H College of Arts and Science, Kuttiyadi, Kozhikkode (Kerala)	Ayanoth(H), Maruthonkara(PO), Kavilampara, Calicut-673513 9567989404, thajisayanot@gmail.com	2611619 56163	M/OBC
26	BINOY K	Head	Dept of Physical Education Govt Medical College Kozhikkode (Kerala)	Panchavadi, Kuttolangadi, Farook college, Azhinhilam, Malappuram 9447627249 thanbinu@gmail.com	8077589 48735	M/ General
27	SAYYED HUSSAIN KOYA THANGAL.K.K	Joint Director	Placement Cell Department of Physics MES Keveeyam College, Valanchery Malappuram (Kerala)	Kadalundi Kodkkattakath, Kooriyad(PO), Malppuram 9746357538, sdhussainkk@gmail.com	5246808 85948	M/OBC
28	MOHAMMED SHEHBAS.C	Head	Department of Botany MES Keveeyam College, Valanchery Malappuram (Kerala)	Chekkath, Ashraf Manzil, Kuzhippuram, Iringalloor- 676304 9020206308, shehbaschekkatu@gmail.com	4461066 33551	M/OBC
29	Dr.NABEEL RASHIN.M	Director	Scholarship Cell MES Keveeyam College, Valanchery Malappuram (Kerala)	Mayyeri, Kalpakancheri, Malappuram-676551 9744687530, nabeelrashin@gmail.com	2080246 44018	M/OBC
30	Dr.DIVYA.M	Joint Director	Entrepreneurship Development Centre, Department of Commerce MES Keveeyam College, Valanchery Malappuram (Kerala)	Sunila Nivas, Kandanakam, Kalady(PO), Malappuram 8129772887, divyadcms@gmail.com	2000831 30571	F/OBC
31	SHABNA P	Joint Director	Women Development Centre, Department of Commerce MES Keveeyam College, Valanchery Malappuram (Kerala)	Palara(H), Valanchery 9746699980, shabnaplr@gmail.com	4376521 36326	F/OBC
32	NASHATH.K	Head	Department of Psychology MES Keveeyam College, Valanchery Malappuram (Kerala)	Kuruppamthodi, Valiyakunnu(PO), Valanchery 9400254648, nashachery@gmail.com	4006659 28798	F/OBC
33	Dr.P.C.SANTHOSH BABU	Head	Department of Commerce MES Keveeyam College, Valanchery Malappuram (Kerala)	Mundakkattil (H), Paikannur(O),Valanchery- 679571 9895040129 sanbabupc@gmail.com	5196976 50271	M/SC
34	REJI.A.L	Director	WWS Department of English MES Keveeyam College, Valanchery Malappuram (Kerala)	Razif, Kochuvila, Pothencode- 695584 8281677565 Reji.reji777@gmail.com	2710707 46482	F/OBC
35	SUMAYYA MOHAMMED ALI	Director	TRANSIT MES Keveeyam College, Valanchery	Shaukath Manzil, Valiyakunnu, Valanchery, Malappuram-676552 9745332769,sumayyamnali@gmail.com	8988073 04643	F/OBC

			Malappuram (Kerala)	.com		
36	DHANYA BALACHANDRAN	Joint Director	Entrepreneurship Development Centre, MES Keveeyam College, Valanchery Malappuram (Kerala)	Aiswarya, Vengad(PO), Malappuram-679338 9945403913, dhanya.aish@gmail.com	8791177 60866	F/Gener al
37	SINI.V.T	Joint Director	Placement Cell Department of Commerce, MES Keveeyam College, Valanchery Malappuram (Kerala)	Konchath(H), Irimbiliyam(PO), Malappuram-679572 9539078855, Sini000variyaath@gmail.com	8662468 34486	F/OBC
38	SHAHEERA.T	Joint Director	Internal Evaluation Cell Department of Commerce, MES Keveeyam College, Valanchery Malappuram (Kerala)	Kalathil(H), Paikannoor,Malappuram-679571 9961343636, Shaheerat29@gmail.com	7295541 21190	F/OBC
39	SHAHIL MON	Joint Director	Placement Cell Department of English MES Keveeyam College, Valanchery Malappuram (Kerala)	Pandalparambil, Irimbiliyam(PO) 9995698833, Hailrosa4ever@gmail.com	8679671 01244	M/OBC
40	SHAMEEM.M.T	Joint Director	Internal Evaluation Cell Department of English MES Keveeyam College, Valanchery Malappuram (Kerala)	Melethodi(H), Moorkkanand(PO), Malappuram-679338 9495342481, shemimkd@gmail.com	2347615 38752	M/OBC
41	Dr.MUHAMMED RIYAS.K	Head	Department of Arabic MES Keveeyam College, Valanchery Malappuram (Kerala)	Kunnummal(H), Pariyapuram(PO), Angadippuram 9895233278, riyaspariyapuram@gmail.com	7394363 42362	M/OBC
42	Dr.PREETHA.S.R	Head	Department of Hindi MES Keveeyam College, Valanchery Malappuram (Kerala)	Chaithanya, Moodadi, Kollam, Koyilandi 9207439484, preethasr79@gmail.com	6227765 61394	F/ General
43	Dr.RENUKA JYOTHI.K.S	Joint Director	Green Campus Initiatives MES Keveeyam College, Valanchery Malappuram (Kerala)	Vattaparambil, Edappalam 8086040107 rjyothiks@gmail.com	7780303 83113	OBC
44	SHAJID.P.P	Head	Department of Malayalam MES Keveeyam College, Valanchery Malappuram (Kerala)	Pamparambil(H),Moochikkal, Valanchery 9846884800, shajidvalanchery@gmail.com	4231890 38852	M/OBC
45	SINIJA.A.S	Joint Director	Premarital Counselling Centre Department of Commerce MES Keveeyam College, Valanchery Malappuram (Kerala)	Alathethil,Shaheer cottage,Thaneerkode, Chalissery, Palakkad-679536 8281865375, sinijashihan@gmail.com	3788181 05114	F/OBC
46	SHAJILA.U	Head	Department of Computer Application MES Keveeyam College, Valanchery Malappuram (Kerala)	Chakkungaparambil(H), Magalam(P.O),Malappuram- 676561 702546848, shajirafeekcp@gmail.com	2732209 13451	F/OBC
47	ATHIRA RADHAKRISHNAN	Joint Director	Publication Division Department of English MES Keveeyam College, Valanchery Malappuram (Kerala)	Sreevalsam(H), Vengad(PO),Kolathur, Malappuram9846526032, athiraradhakrishnan88@gmail.c om	6943142 46736	F/Gener al

48	Dr.P.M.HABEEBU RAHIMAN	Director	Self Financing Programmes MES Keveeyam College, Valanchery Malappuram (Kerala)	Afrah, Palakkaparambil, Vilathur, Thiruvegappura, Palakkad-679304 9847244820 habeebfalaki@gmail.com	2052892 05448	M/OBC
49	SIVYA VASUDEVAN.K.K	Joint Director	Internal Evaluation cell Department of English MES Keveeyam College, Valanchery Malappuram (Kerala)	Kontham Kulangara house, AthalurPO 9037381583 sivyastylesh@gmail.com	4277782 22348	F/OBC
50	SULFATH.P	Head	Department of Retail Management MES Keveeyam College, Valanchery Malappuram (Kerala)	Kalodi(H), Cherushola(PO), Chenekkal 9526300033 psulfath@gmail.com	4533450 10371	F/OBC
51	DINIL.S	Head	Department of Physical Education MES Keveeyam College, Valanchery Malappuram (Kerala)	Aiswarya, Anakkode, Thodupuzha 9447213574 dinilmes@gmail.com	7158638 63114	M/ General
52	RASEENA.P	Joint Director Director	Facilitation Centre for Differently abled MES Keveeyam College, Valanchery Malappuram (Kerala)	PeringattuThodi(H), Irimbiliyam 8547063487 raseenamarakkar@gmail.com	2155420 16769	F/OBC
53	Dr.SAILAJA.U	Head	Department of Physics MES Keveeyam College, Valanchery Malappuram (Kerala)	Urpayil(H),Cherumeindassery,O ttapalam 9400848080 sailajaurpayil@gmail.com 9400846070	8236429 29761	F/Gener al
54	JISHA KRISHNAN.E.K	Joint Director	Internal Evaluation Cell Department of Zoology MES Keveeyam College, Valanchery Malappuram (Kerala)	Ezhur, Kalarikkal, Tirur. 9037400068 Sajishakrishna22@gmail.comSS	3508922 00239	F/OBC
55	NAJIYA.K.V	Head	Department of Computer Science MES Keveeyam College, Valanchery Malappuram (Kerala)	9605510675 kvnajiya@gmail.com	9686392 39917	F/OBC
56	NISAB.T	Joint Director	Internal Quality Assurance Cell MES Keveeyam College, Valanchery Malappuram (Kerala)	Thattarasseri(H), Cheruvathkunnu, Nilambur- 679329 9995845437 nisabt@gmail.com	8324955 96923	OBC
57	FASNA NASRIN.A.T	Joint Director	Counselling Centre Department of Commerce MES Keveeyam College, Valanchery Malappuram (Kerala)	Alitnodi(H),Parayilstreet Kottakal 8606138496 nasrinfasna@gmail.com	9648651 58765	OBC
58	SREEJA LAKSHMI.S	Director	Women Development Centre Department of Physics MES Keveeyam College, Valanchery Malappuram (Kerala)	Nandhanam, Panambad 9496129455 Sreejaharish20@gmail.com	5576172 25014	General
59	RUKKIYA.K.M	Head	Department of Chemistry MES Keveeyam College, Valanchery Malappuram (Kerala)	Pallathodi, Chelakkad 9447336822, jafarrukkiya@gmail.com	3190974 66635	OBC

60	MUHAMMED JASEEM.A	Head	Department of Optometry and Ophthalmological Techniques MES Keveeyam College, Valanchery Malappuram (Kerala)	Avilan(H),Melmuri, MALappuram-6765517 9037676002, jaseemoptom@gmail.com	7766558 76923	OBC
61	JASEELA MA	Joint Director	Scholarship Cell MES Keveeyam College, Valanchery Malappuram (Kerala)	Manaveettil(H), Kizhakkumuri Kozhikkode-673611 8129940593 Majaseela.ma@gmail.com	8882225 13816	OBC
62	MUNEERA K MELEPEEDIKAKA NDI	Head	Department of Mathematics MES Keveeyam College, Valanchery Malappuram (Kerala)	Melepeedikakkal, Pathurpallikkal,Malappuram- 673636 9495809434 kmuneera@gmail.com	7764562 01276	OBC
63	NAJILA TY	Head	Department of English MES Keveeyam College, Valanchery Malappuram (Kerala)	Thavayil, Panampad, Purangu, Malappuram-679584 9495971122 Najila.faisl@gmail.com	5375242 29003	OBC
64	MUHAMMED AFSAL.A	Joint Director	Career Information Cell Department of Commerce MES Keveeyam College, Valanchery Malappuram (Kerala)	Thekkekallanveettil, Veliangode' Malappuram- 679579 9633376465 Afsalvkd39@gmail.com	7679524 80207	OBC
65	FEBINA K KALLIDUMBAN	Joint Director	Scholar Support Programme MES Keveeyam College, Valanchery Malappuram (Kerala)	Pakkarath House, Thiruvegappura-679304 9946314833 Febinak89@gmail.com	4536827 60255	OBC

ACADEMIC REPORT

UGC Human Resource Development Centre

Aligarh Muslim University, Aligarh

Centre for Academic Leadership and Education Management

Under the Scheme of

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)
(MHRD, Govt. of India)



04 DAYS TRAINING PROGRAMME ON ACADEMIC LEADERSHIP

(Vice-Chancellors/Pro Vice Chancellors/ Directors/Deans/Chairpersons and Heads of the Department)

(From 27-04-2019 to 30-04-2019)

Organised by



M E S KEVEEYAM COLLEGE VALANCHERY

Malappuram-Kerala

(NAAC Accredited with A Grade)

Phone: 0494 – 2644380, 2642670, 2641347(Fax)

www.meskvmcollege.org

FOREWORD

MES Keveeyam College, Valanchery collaborated with UGC HRDC of Aligarh Muslim University to organize a 4 day training programme on academic leadership. The programme conducted by the Centre of Academic Leadership and Education Management (CALEM) under the scheme of PMMMNMTT (Pandit Madan Mohan Malaviya National Mission on Teachers And Teaching) of MHRD, Govt. of India, was held from 27th to 30th of April 2019.

The training programme was designed to equip higher education leaders and administrators to competently and efficiently handle the complex problems and leadership challenges that arise in the academic, financial, and administrative aspects of the functioning of their respective institutions of higher learning.

We are extremely grateful to **Prof. Tariq Mansoor**, Honourable Vice Chancellor of Aligarh Muslim University for sanctioning the short term course to our institution. We are also thankful to **Prof. A R Kidwai**, Director, HRDC of AMU for taking special interest in giving this opportunity for our institution. We are thankful to **Dr. Anil Vallathol**, Vice Chancellor, Malayalam University, who inaugurated the short term course and enlightened the participants with his motivating words. We are grateful to all the resource persons who gave instructive lectures on different topics in the short term course. We extend our thanks to **Prof. K P Hassan**, Secretary and Correspondent, College Management Committee for the assurance of support from management.

We also express our sincere thanks to all the members of Internal Quality Assurance Cell whose whole hearted contribution made this programme a grand success.

Dr. C Abdul Hameed (Principal)

Dr. C. Rajesh (Course Coordinator)

ABOUT OUR INSTITUTION

MES Keveeyam College Valanchery, under the aegis of Muslim Educational Society, has learned and shaped the future of students belonging to the rural areas of Malappuram and nearby districts for nearly 36 years. The college is affiliated to University of Calicut. The college has been conferred an 'A' grade in the NAAC accreditation with CGPA 3.28, marking a felicitous recognition of its striving for excellence.

ABOUT THE IQAC

The Internal Quality Assurance Cell (IQAC) is the cell that is formulated for monitoring the quality parameters in colleges and universities. It was formulated based on the recommendations given by National Assessment Accreditation Council. Tasks of the cell include developing a system for conscious, consistent and catalytic improvement in the performance of institution, making significant and meaningful contribution to its development and channelizing the efforts and measures of the institution towards academic excellence. IQAC has been constantly involved in organizing faculty and student development programmes.

Souvenir Editorial Team

Chief Editor : Capt (Dr) C Abdul Hameed (Principal)

Executive Editor : Dr. C Rajesh (IQAC Coordinator)

Associate Editor : Basima P (Asst Professor, Department of English)

EXECUTIVE SUMMARY

CALEM (Centre for Academic Leadership and Education Management) is a programme *under the scheme of* Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) of MHRD, Govt. of India. The vision of the programme is to ensure the professional development of the teachers and academic administrators, to broaden their mental horizon and to sensitize them to the mission of quality education and nation building. The mission of CALEM is to motivate administrators of colleges to gain life skills and to discharge their meaningful role in society.

The higher education leaders and administrators are to be geared up to competently and efficiently handle the complex problems and leadership challenges that arise in the academic, financial, and administrative aspects of the functioning of their respective institutions. It is in this context that the CALEM of UGC-HRDC Aligarh Muslim University has organized a short term training programme on academic leadership for academic administrators at MES Keveeyam College, Valanchery from 27-04-2019 to 30-04-2019. The short term course was intended to give an exposure to various aspects of academic leadership to vice chancellors, pro vice chancellors, deans, directors, chairpersons and heads of departments in higher education institutions of Kerala.

The short term course was inaugurated by Dr. Anil Vallathol, (Vice Chancellor, Malayalam University) on 27-04-2019. Capt (Dr.) C Abdul Hameed (Principal) presided over the function. Dr C Rajesh (Course Coordinator) gave introductory remarks about the training programme. Dr. Gabriel Simon Thattil (IQAC Director, Kerala University) and Prof. K P Hassan (Secretary and Correspondent, College Management Committee) felicitated the function. Prof. Nisab T (Joint Coordinator, IQAC) expressed the vote of thanks.

On the first day of the programme, both forenoon sessions were handled by Dr. P. Mohammed Rafeekh, Former Principal, Govt. College Kondotty. He talked about *Conflict Resolution and Management in Academic Institution and Strategies for Academic Excellence*. In the afternoon sessions, Dr Gabriel Simon Thattil, IQAC Director, Kerala University, spoke about *Quality Assurance, Accreditation and Enhancement of Institutional Performance*.

In the morning session of the second day, Dr. L S Ganesh (Professor, Department of Management Studies, IIT Madras) led two sessions on *Management of Institutional Academic Initiatives and Programmes – Internal and External Philosophies*. In the afternoon of the day, Dr Sebastian N (Head, Department of Political Science, University of Calicut) gave lectures on *Reforms and New Initiatives in Higher Education* and *Internationalization and Collaboration*.

Day three forenoon saw Dr. Vinod V M (Research Head, CHMK Central Library, University of Calicut) giving an informative lecture on *Academic Research: Ethics and Plagiarism* and live demonstration of plagiarism check software. In the afternoon, Dr. R Ganeshan (Director, Allana Institut of Management Sciences, Pune) handled sessions on *Distributed Leadership and diffusion of authority* and *Effective Decision making*.

In the forenoon session on the fourth day Dr. R Ganeshan conducted interactive sessions on *Handling Student Diversity and coping with stress* and *Student Support Services*.

In the afternoon Dr. Sushama Ganeshan (Management, Leadership and soft skill consultant, Pune) conducted sessions on *Effective Communication* and *Team Building*.

After the academic sessions, feedback session was led by the course coordinator Dr C Rajesh. The participants gave opinions and suggestions about the content and the conduct of the programme. The valedictory function was presided over by Dr. C Abdul Hameed (Principal). Dr. R. Ganeshan gave the valedictory address. Prof. T Y Najila (Staff Secretary) expressed the vote of thanks.

The workshop was conducted in the AV hall of the college and it was attended by 65 participants.

Academic Sessions

Dr. P. Mohammed Rafeekh

(Professor, MES Engineering College Kuttippuram)



He is the former Principal of Govt. College Kondotty. He is a Psychologist, Psychotherapist, Counsellor and Life skill trainer. He completed 36 years of teaching and produced one Ph D. He was the founder coordinator of faculty and staff development training centre, Govt. Engineering College Thrissur. He published 2 papers in international and 6 papers in national journals. He is the state level resource person of Walk With a Programme of Govt. of Kerala. **Email:** drpmrafeekh@yahoo.com

Session 1

Conflict Resolution and Management in Academic Institution

Conflict is defined as a clash of ideas. It is a cognitive process that produces cognitive dissonance. The speaker explained some of the strategies that can be used to solve conflicts, as classified into three – goal conflict, where the preferred outcomes appear to be incompatible; cognitive conflict, where ideas or thoughts are inconsistent; and affective conflict, where emotions are incompatible. The resolution of conflict often leads to constructive problem solving as well. Conflict can be classified into five levels: intrapersonal, interpersonal, intragroup, intergroup, and inter-organisational. Of this, intrapersonal is mostly cognitive, and sometimes overlaps with goal conflict. It was pointed out by the speaker that there is no training provided in India for teaching the students of a crucial age situated in the middle of adulthood and adolescence, but belonging to neither, when they can be influenced easily and often negatively. Hence one should be free from major conflicts and have clarity with ideas while teaching such a delicate age group.

On the basis of how we approach them, conflicts can be classified into approach-approach conflict, avoidance-avoidance conflict, and approach-avoidance conflict. Occurrence of interpersonal conflict can be caused by idiosyncrasies, perceptions, clashes of values and interests, power and status differences, resource scarcity etc, while intragroup conflict can be

caused by personal differences and affective responses. Intraorganizational conflict in the academic environment can be sorted into vertical, horizontal, and role conflict. One can manage conflict by changing the affective component to the cognitive component. Cognitive conflict must be issue-focussed and not personal. The speaker elucidated on the five steps to be taken to keep a conflict cognitive. The very first step is to make the approach – to reflect positively before beginning, having proper and effective communication, being clear about one's intentions and goals. It is imperative that one be careful about one's body language as it conveys much more than the message that words convey. The second step is to share perspectives, which includes acknowledging one's contribution. It is important to not have an ulterior motive while working on conflict resolution. The next steps are building understanding and agreeing on solutions. The latter must be done through reality, durability and interest tests. Creative and critical thinking are essential for resolving conflict. The speaker concluded the session by remarking that life would be miserable without conflict.

Session 2

Strategies for Academic Excellence

The speaker started with the declaration that excellence is not a trait so it is not inherited. Rather, it is an attitude. When you are efficient and effective at the same time, you can achieve personal excellence. Excellence is the farthest end of the quality spectrum and the path towards academic excellence consists of a deliberate process for making our students aware of self, opportunities, constraints, choices and consequences, identifying their educational and career goals, and by providing the direction, timing and sequence of steps to achieve excellence. One can change the perspective of students by changing their priorities and making sure that they know that they benefit from it. Prone to the external influences including peer pressure, they need to be motivated.

Positive mental attitude and effective communication skills are the major factors that are responsible for excellence. Also needed are good interpersonal relationships, and qualities such as effectiveness, efficiency, good mental health and harmony. The speaker very realistically pointed out that academic excellence is required because one has to be useful, get along with others and meet new people, and be healthy and happy. The goals for academic excellence include SWOT analysis, identifying personal interest and aptitude, understanding personal belief and attitudes that have a bearing on one's academic growth, learning about

the world of work, as well as developing and implementing one's plans. Constantly learning new things and networking are very important in academia.

To prepare for excellence, one has to have a mission, vision and passion. A vision indicates the direction one wants to take and the position one intends to stake out, while a mission is about how one intends to achieve one's vision. The speaker was of the opinion that adaptability is important, and that one should extend one's values to adapt. He pointed out that students need motivation to excel in life as they tend to be too critical on themselves, focusing on their weaknesses and forgetting about their strengths. They also bear the brunt of different manifestations of parental pressure.

Dr Gabriel Simon Thattil



(IQAC Director, Kerala University)

He is the Professor of Commerce, School of Business Management and Legal Studies, Kerala University. He maintained uniformly good academic record throughout the career. He has 25 years of teaching experience. He produced 19 Ph D. He authored 3 books and has over 50 publications in international and national journals. He has undertaken major and minor research projects of various funding agencies. He was the director of Finishing School of University of Kerala. He is a member of several academic and academic bodies. *Email: simon.thattil@gmail.com*

Session 1 and 2

Quality Assurance, Accreditation and Enhancement of Institutional Performance

Dr Simon Thattil began his session by giving context to the current situation of having to do accreditation and explicating on quality judgment. Accreditation is essential today due to the numbers that have increased astronomically, thus rendering the old methods ineffective, yet

the new systems need checks and balances due to danger of misuse. Quality means to create outcomes and outputs that are acceptable to the end user and the society at large. Put frankly, outcome of colleges is the degree holders it produced and their quality is determined by how acceptable they are for the industry and society. He pointed out that according to a recent ASAP survey, 94 per cent of state's engineering graduates are not employable. Hence it is important to produce what is needed in market. When produced in excess we compromise on quality.

NAAC envisages having systems in place where processes are guided to desired outcomes, and looks for underlying systems of quality. Such a system should be continuous. The key for quality is that the outcome of a system should be input for another system. If this input is not able to impart its skills, the initial system fails. Absence of system does have its advantages such as freedom and flexibility, but it is also burdened with the 80-20 contradiction, ie, 80 percent of best and efficient practices are done by 20 percent of people, who will probably do the same even without the existence of a system.

An academic audit examines the processes that impart quality to academic activities. It covers the system in place, efficacy of the system, outcomes perceived versus attained, reporting on functions, review and corrections, future plans etc. A&A framework refers to the Revised Assessment and Accreditation, which was launched in July 2017 and represents a shifting making it enabled, objective, transparent, scalable, and robust. This shift includes qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency, drastic reduction in number of questions, size of the report, visit days etc, introducing prequalifier for peer team visit, as 30 per cent of System Generated Score, third party validation of data etc.

This system is not without its faults, for instance, regional languages have good journals but are not part of Scopus Index, only awards by government agencies are considered valid, is heavily document-based. Even if the system is not perfect, deceiving the system is not a good idea. At the same time, waiting for the system to perfect itself will result in disappointment.

The speaker explained in detail about the procedures of accreditation, including details about metrics, uploading of documents, selection of inapplicable metrics, necessity of documenting meetings and programs using minutes and photographs. He also talked about the importance of IQAC- its formation, functioning, documentation etc; profiling, ie, the consistent

enhancement that takes place; of becoming a teacher across media considering the increasing relevance of MOOC courses; and extension services as well as consultancy.

He pointed out that diversity in college can be found in income, community etc and that best practices don't have to be subject related, but something that is systemic.

He clarified about CGPA and letter grade of NAAC and explained why the criteria and aspects are importance. Systems cannot be diluted once firmly in place. The 3 levels of focus in higher education are institutional, departmental and individual, each of which the speaker gave plenty of examples for. He asserted the need for reports and data on each of the cells, assessment and other practices, visits, achievement etc. The personal profile of the staff must be well documented and updated and must cover their entire academic career. He concluded by pointing out the need for all department to must work together – individual achievements and failures of one department can affect all others when taken as a whole.

Dr L S Ganesh

(Professor, Department of Management Studies, IIT Madras)



Dr. L. S. Ganesh received the Ph. D. degree in 1986 in the Industrial Engineering and Management Faculty at IIT Madras. His research work involved the application of time series forecasting models and system dynamics concepts to educational planning in Tamilnadu schools. He served as Assistant Professor in the Industrial Engineering and Management Faculty at IIT Madras during 1987-1993. He was an Associate Fellow in the Educational Planning Unit at the National Institute of Educational Planning and Administration (NIEPA), New Delhi, during 1984-86. He is a Key member of some national-level projects sponsored by ISRO and MHRD, and also of international projects concerning Integrated Coastal Zone Management sponsored by the World Bank and the UNDP. He Served as the Secretary and Vice President of the Society of Operations Management, and as a Vice President of the Product Development Management Association. He was the Coordinator of the Strategic Planning Exercise (2011-2020) in IIT Madras **Email:** lsg@iitm.ac.in

Management of Institutional Academic Initiatives and Programmes – Internal and External Philosophies

The first session by Dr L S Ganesh meditated on the importance of academic leadership, as well as teachers' contribution for the growth of student community, for which he provided context by giving a bigger picture of the systems that manage education. It is statistically verifiable that India will have the largest working population in the world in the coming decades. One of the characteristics of millennial children is their rather short span of attention in class, which is 7 minutes globally, and hence holding their learning attention is a big challenge. As education is an intense intellectual activity, we need initiatives that help teachers do that. Technology has a huge impact on human behavior, and the technology that students today are exposed to are very different from what the previous generation were. Their vast curiosity makes it more difficult to keep them away from the technology as well.

When institutions are more concerned about rankings than educational process, they may not account for unquantifiable things such as morale of faculty, culture of trust and motivation of students. Prof. Ganesh demonstrated his points during the session using exercises with the audience. He established how individual excellence can produce collective mediocrity due to lack of integration, which is a challenge faced by many institutions. Good performance of institution doesn't necessarily mean all of the members are efficient. We need synergy which represents the state of an organisation where the whole is more than the sum of the parts.

According to the 2011 Census and the state's definition of 'extremely poor', more than 300 million Indians belong to the category. Under the global definition of the same, the numbers rise to around 700 million. We may not see this kind of poverty around us despite such data. But the gross inequality between the earnings of the upper class and the above data is unsustainable in the long term. 50 people control 60 percent of India's wealth. Education is a great leveler, hence the best strategy to stabilise this. We produce for the employment market. According to data from AICTE, India produces over a million BE/BTech graduates per year. We do not have the structural economic capacity to employ over a million engineers every year. From arts and science colleges 12 million students pass out with undergraduate qualification per year. To maintain the employment equilibrium, ie, the inflow and outflow of employed people, we need 16 million jobs for the next 15 years, which is why, academics need to take different steps than before.

The social unrest shows a failure of education system because it did not produce socially aware citizens. Education should teach one that the value of good life is how one struggles. Smart people transform the struggle to joy. The speaker emphasized the need for a more sensitive student community by making a reference to the book 'Everybody Loves a Good Drought' by P Sainath, which speaks about farmer suicides, committed usually by ingesting chemical pesticides, and many of which are recorded as food poisoning. For every recorded suicide, there are 3 or 4 unreported ones. He also brought up data by WHO according to which 300 million women in India defecate in the open and number of rapes are higher during morning. Philosophically speaking, academic community have to look at the different aspects of education that point towards a more sensitive young population. Education should attend to character, not just competitiveness. The students must be taught to question politely. For this each teacher should question oneself in a self-reflective manner about whether one is at peace with oneself and others, if one is keeping grace, dignity and honor of oneself as well as others intact, and if one is struggling everyday honestly and helping others to do so.

Second session focused on the process and policy at the institutional level. Dr Ganesh started his second session by remarking that one should take guidance from philosophy but action must be on the practical level. The session was therefore focused on the necessity of the institutions to clarify their mission and vision. They are the philosophical bases of the institution, where the purpose is stated and the principles of the institutional operation are rooted. This is compulsory for accreditation. It is hence very importance to understand these terminologies.

It is common to confuse between the meanings of mission and vision. Mission is the purpose of the existence of an institution. A mission is pursued. It has four components: basic activities chosen to do, which are laid down in detail; manner of performance; stakeholders; and expected outcomes. Clarity on the mission is very important. In institutions, it is often found that people are individually clear but collectively confused. Hence it is the responsibility of the leader to ensure that the clarity of the mission is shared, while the other members are duty-bound to participate in the shared clarity. Vision statement is a statement of future reality, one that you visualise. It has two components: eventual vision, which is long

term vision; and timed vision, which has a time-line for changes to happen. Vision is also leader dependent: a new leader has a moral right to restate the vision, but not the mission. A mission has more stakeholders.

Management of an institution can be divided into three levels, each one of which has three sets of P's. The top management level that includes Senate etc deals with principle, philosophy and purpose. Mission and vision statements are formal organisational instruments for integration. Three P's of the management level that includes HODs and senior faculty of the institute are policy, programs, and projects. The objective bridges between philosophy and practice. All personnel are part of the goals, the three P's of which are practices, processes, and performance. Goals should be SMART: specific, measurable, achievable, relevant and time bound. Goal setting is done in constrained situations. Initially working against time constraints, quality might suffer some but with some practice, internalisation happens and we get better. Meanwhile, a vision is realised. The speaker opined that it is better to have a timed vision. A vision propels, while a mission guides – both are equally important. Objectives are statements or directions of effort. Generalised, objectives would be to maximise or minimise some performance criteria.

The speaker then went on to explain that limited resources, uncertainties and the fact that management is done in teams and not individuals make achieving goals difficult. Performance criteria are linked to the measurable goals. On the input side one works with the 5 types of resources found in the institution – human resource, which includes students; financial resources, technological and infrastructural resources, managerial and organisational resources, and also networks and relationships.

In the interactive session at the conclusion of the program, the speaker pointed out that standardisation is unhealthy and that human interests should be upheld over productivity etc.

Dr Sebastian N (Head, Department of Political Science, University of Calicut)

He has done his Ph D from School of International Studies, Jawaharlal Nehru University (JNU), New Delhi. Formerly he was Assistant Professor (Senior Scale), Department of International Relations and Politics, Sikkim Central University, Gangtok. He was selected as **Best Teacher in Humanities and Social Sciences** by Sikkim Central University, Gangtok in the year 2011. He guided 2 Ph D and has many publications to his credit. He presented papers in several international conferences. **Email:** njarakkulath@gmail.com

Session 1

Reforms and New Initiatives in Higher Education

The session was conducted with a historical perspective on the reforms in higher education sector in India over the years. Higher education was originally planned 1960's to create/develop human resources for the requirement of building the nation. Under the new regulatory bodies including UGC new kinds of universities were set up. This development of higher education was unidirectional. In 1980's there was a rethinking of higher education, taking after the rethinking of the economic policies. A state-led higher education model was giving way to market led higher education.

Indian education system was initially formed on the basis of British model. Even after taking a turn towards the market, the legal and institutional structures including regulatory bodies and rules along with many things, remained. From this context came demands for dismantling of UGC etc. By 2000s we were forced to address this issue. India has the third largest higher education system in the world. When the policymakers of higher education formulated, they wanted to accommodate the diversity in India but in recent times one can detect the trend to centralise higher education system in India. Examples included the proposed single Act for all central universities. Also accusations that Indian universities are not up to the mark when compared with the international ones are supported by international rankings.

Accreditation, IQAC etc were initiated as part of a plan to bring up 20 world class universities in India, with a realisation that we cannot move forward without linking with the global higher education system and addressing their policies. The traditional method had strictly defined boundaries for every discipline. A major reform was the shift from clearly defined subjects to choice based credit semester system and continuous evaluation. 3 kinds of courses were introduced by UGC in this reform: compulsory/core papers, elective/optional papers, and common papers. ranking/grading institutions along with provision of inducements was another reform. This was another manifestation of higher education sector being reformed on the basis of the market demand. The number of regulatory bodies in higher education were accused of being mired in corruption which hindered the progress, hence, National Commission for Higher Education and Research with status similar to that of Election Commission of India, was proposed in 2009 and has not been materialised yet.

Introduction of Higher Education Financing Agency (HEFA), a collaboration by Canara Bank and Indian government was another reform that went along with termination of allotting grants to institutions. To pay back a loan from HEFA, the universities will have to generate the money by increasing fees. This is an imminent crisis for public education. There are today almost as many private universities as there are public ones and there is rapid growth in deemed-to-be universities, most of which are private. This was the intention of the reforms, but while some of the private universities do show excellent standards, most of them are merely profit-oriented.

The speaker was of the opinion that many of the reforms were not successful. According to him, the criteria of an API score was a disaster as it forced the teachers to focus more on 'seminars' and not teaching, hence the plans to declare it not compulsory for collegiate teachers. He also viewed the case of UGC approved list of journals as a tragedy, as many journals with high standards appear and disappear from the list for ridiculous reasons. He argues that such failures happen when 'real' academics are not involved in the policy making process.

Session 2

Internationalisation and Collaboration

MHRD has declared that it is a priority of the state to internationalise higher education by collaborating. As of today, our education is highly localised. India's priority is to attract students from abroad and policies are made for both student and faculty mobility. The number of students visiting the country is much lesser than the number of students going abroad, and even lesser is the number of faculty from other countries. In this regard, private universities do much better than public ones. They have kept a benchmark for the faculty and curriculum that most of the public institutions are unable to do. Another avenue is open and distance learning, which are very successful in India nationally, and the country is trying to explore the avenue more using the online platforms.

There are many legal initiatives taken in this regard. Promotion of Indian Higher Education Abroad and study in India program are part of this move. Bills that proposed to bring foreign universities to India were rejected in the Parliament, hence it is not legally possible to bring institutions from outside, even though it may help us collaborate and learn more about their instructional method etc. yashpal committee disagreed to this notion, as it argued that their

USP may not get translated effectively to our universities. It is also possible that our resources may be drained without any contribution in return. Indian universities such as Manipal have opened some offshore campuses in other countries.

Possibilities of academic collaboration includes research collaboration, student and faculty exchange, collaboration publications and jointly published journals. The idea was to remove barriers as much as possible to give an international character to higher education, but unfortunately we are not doing well in this regard, and despite the huge size, India's position is 72 among the list of 74 for higher education collaboration.

There has been attempts such as GIAN - Global Initiative for Academic Networks - by the government. MoU's have been signed with universities abroad that do not exercise their full potential, and some universities have twinning arrangements with foreign universities where half the course are done in each university and degree awarded by both. But in terms of overseas student enrollment we are not doing well.

Dr. Vinod V M

(Research Head, CHMK Central Library, University of Calicut)



He is Asst. Librarian, CHMK Central Library, University of Calicut. He is in charge of the IT wing and experienced in plagiarism checking. **Email:** vinodvmvinod@rediffmail.com

Session 1 and 2

Academic Research: Ethics and Plagiarism

Dr Vinod handled an very informative and useful session about plagiarism in a very systematic manner. He started by tracing the origin of the word to Latin 'plagium', meaning kidnapping and then gave a definition of the word, which includes not crediting sources and not acknowledging an original idea or its creator. Plagiarism is done due to a host of reasons, including laziness, pressure for advancement of career, lack of printed sources and lack of awareness as well.

He then explained in detail the different types of plagiarism, such as clone, Control+C type, remix, recycle, hybrid, error type, aggregator, style plagiarism, intentional and unintentional plagiarisms as well as idea plagiarism. Plagiarism check is therefore a necessary one, as there is easy access to scholarly content online. He clarified that this availability is made to help the authors increase their h-index and i10-index. There are many perceived benefits to plagiarism, but there exists some very good plagiarism checkers as well. Urkund is one of them. It is a cloud based service that uses a database to find out the similarity of a document uploaded to other material available.

Plagiarism checks do have some issues to contend with, one of which is that similarity does not necessarily mean that the document is plagiarised, and expert human intervention is required in interpreting the similarity index. Also, there are no fixed set of standards and hence similarity would be much less on primary information than secondary information. Plagiarism checks are not year sensitive as well. There are questions about what should be the standard - whether a document should be a single thesis or a chapter from a thesis. Another important question is about the idea percent of similarity that can be permitted. A drawback of the plagiarism checkers is that they can identify similarities only if the material is available in electronic format. There are also compatibility issues related to the type of documents. He pointed out that there were instances where one format of the document, say, MS Office, showed a different similarity index from another, like LibreOffice.

The system is machine-based and hence it is technically possible to fool it, but doing so will not be beneficial in the long term. To ensure prevention of plagiarism, academic integrity needs to be promoted. Planning ahead and classifying information as common knowledge, definition, opinion, idea etc will help do research in an organised fashion and will not require plagiarism. Artwork, image, graphs etc need citation. Seek expert help whenever needed so as to avoid unintentional plagiarism. He called for use of authentic plagiarism check software

such as Urkund, Turnitin, and Ithenticate as open source may not be safe. The speaker gave examples to attest the dire consequences of plagiarism.

Last part of the session was a detailed demonstration of how Urkund did plagiarism check on the document uploaded.

(Allana Institute of Management Studies)



Dr. R. Ganesan, Director MCE Society's Allana Institute of Management Sciences, Pune is a renowned Management Guru, Strategy and Business Consultant, Leadership Facilitator, success coach and mentor, Innovation expert and assessor of thinking preferences and behavioral attributes. He holds a Hon. doctorate for his work in the area of Management Education. He is a fellow member of the Institute of Chartered Accountants of India since 1986 and a MBA in Marketing with more than 26 years professional experience in a wide spectrum of industries such as Bajaj Auto Finance Limited, Tata Consultancy Services as well as independent management and business consulting and training for over 20 years.

He is an member of several professional bodies such as ICAI, MCCIA, CII, FICCI, DCCIA to name a few. He is the Certified Associate in India for Emergenetics International USA. He is the certified business associate and trainer for Innovation using Innovation Goldmine software. Dr.R. Ganesan has chaired sessions, presented papers and delivered key note addresses at many national and international conferences. **Email: director@aimspune.org**

Sessions

- ❑ *Distributed Leadership and diffusion of authority*
- ❑ *Effective Decision making*
- ❑ *Handling Student Diversity and coping with stress*
- ❑ *Stduent Support Services*

Before delving into the topic of his lecture, Dr. Ganeshan explained to his audience the 5D method of teaching that he likes to follow and used it throughout the lecture thus making a live demonstration of the technique. The 5 D's are discourse, discussions, dialogue, dramatisation and drill. It is, as was proved, an efficient way of communicating in the classroom.

Education today constitute of a sequential input-process-output format. Tier 1 organisations which are autonomous are asked to focus on the outcomes while Tier 2 organisations, that are

affiliated to universities etc face the challenges with input including infrastructure, and student and teacher quality. The most essential qualities to bring change is to take initiative and creating momentum. Understand what the key expected areas are as a teacher. In academic environments there are plenty of things that would require our help, and taking initiative, breaking away from the comfort zone and showing an 'I care' attitude brings long term impact. This does not mean that we will not face challenges.

The speaker then organised the audience to list two student services provided in their respective colleges. The list included various cells and programs including career guidance counselling, remedial coaching, day care program, book bank skill development workshop etc. Most of these, the speaker said at the conclusion of the exercise, are meant to engage the students in the curriculum process. Student is one of the customers of the institution and she cannot be taken for granted. Student services are customer relationship management, ie, creating value, communicating and delivering the same to the target. Shaping their future also means point out their wrongs. He stressed on many examples of making processes simpler for them. Brand the organisation and use digital platforms that would garner student support easily. Guide the students towards creative ways to spend their energy on, which might otherwise be influenced negatively and result in crimes such as ragging. Sensitize them about diversity. Ensure their safety and help them involve in cocurricular activities such as internships, conferences etc. Alumni is a valuable resource so take steps to bring them back to college and have an active alumni association.

For NAAC, placements are not only about giving jobs, but also creating entrepreneurs and sending students for higher studies. Incubation centres and other facilities that would help placements can be established.



Dr. Sushama Ganeshan(Visiting Faculty, National Insurance Academy Pune)

Student Support Services

Effective Communication

According to Dr. Sushama Ganeshan, the myth about communication is that it has already occurred. In reality, in the process of communication, the message has to be planned and constructed, encoded in the right format and conveyed through a channel, which should then get decoded by the recipient. There are a lot of barriers between the message and the feedback. Effective communication, therefore, is extremely difficult. In effective communication we need to get the message correctly understood, properly assimilated and proper response to be sent back.

The speaker then listed and explained the 7 C's of communication that are applicable to verbal, nonverbal, and written types: clear, correct, complete, concrete, concise, consideration and courteous. Simple and correct language appropriate for the receiver with voice modulation and emotional intelligence should be used to make clear communication. One should ensure that it is grammatically correct, rightly punctuated, sensitive towards gender, ethnicity etc. One should plan one's message, in complete but short sentences. One needs to be as clear as one would be in an elevator pitch. Message gets lost when one is too vague or prolix. Consideration must be extended to the receiver's perception sensibility. Being emotionally mature and accepting one's mistake to find room for improvement is part of effective communication.

Planning the message keeping all the 7 C's in mind will ensure proper action, and will get reciprocated. Semantic barriers to communication include bad language, which gives a bad impression immediately, words with different meanings, and faulty translations which can be avoided by consulting an expert and cross checking. Unclear assumptions and denotations also impede effective communication. One needs to be emotionally intelligent and think about the receiver situation while using technical jargon.

Nonverbal communication is very important as well. Other people's personal space must be respected and one must ensure that tone of voice, facial expression etc must not be offensive. To learn the art of communication, he said, one needs to learn the art of respecting, and also



one must take feedback. Irrespective of what kind of communicator's different people are they will respond to three qualities - respect, avoiding being critical and choosing to present something negative as a challenge, and being a value keeper. A very important tip in communication is that one must not avoid communication no matter what. Take that phone call, answer that mail. Also while in an organisation, one must be decisive and allow emotion only if it is positive. The sessions consisted of inspirational videos and demonstrative exercises

Photo gallery

Inaugural Session



Welcome Address

Dr C Rajesh (IQA Coordinator)

Presidential Address Capt (Dr) C Abdul Hameed Principal



Inaugural Address

Dr Anil Vallathol

(Vice Chancellor, Malayalam University)

Felicitations



Dr Gabriel Simon Thattil

IQAC Director, Kerala University

Academic Sessions



Dr P Mohammed Rafeekh



Group Photo



Planting of Tree saplings by the guests

Media Reports



