Professional Development Training (PDT)

for
Senior Faculty with Administrative Responsibilities of Technical Institutions
under
Technical Education Quality Improvement Programme (TEQIP) III

Report of the Second PDT under TEQIP III

21-25 May, 2018

Indian Institute of Management Kashipur

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Second Professional Development Training (PDT) for senior faculty of technical education with administrative responsibilities has been successfully conducted at new campus of Indian Institute of Management Kashipur during May 21- 25, 2018. This PDT was attended by 33 faculty with administrative responsibilities at different technical institutions of Bihar, Orissa, Rajsthan and Uttarakhand states. Prof. Ashish Kumar and Prof. Kunal have discharged their responsibility of programme director of this PDT.

Participants of this PDT were also benefited by ice-breaking session organised by IIM Kashipur at its Campus on May 21, 2018 (Monday). This session was conducted by Prof. Kumkum Bharti. Their experience and exposure to Uttarakhand has been enriched with participation in outbound learning sessions near Girija Devi Temple, Ramnagar. These training sessions were organised on the bank of Koshi River in Ramnagar on 22nd May 2018. These sessions sensitize participants about their responsibilities towards preservation and conservation of nature. These participants were accompanied by Prof. Mridul Maheshwari, Prof. Ashish Kumar and Prof. Kunal.

Day 1

Ice-breaking Session by Prof. Kumkum Bharti

Participants were sensitised about PDTs and introduced to each other in this session. Prof. Kumkum Bharti designed this session with the same objective and innovative management game played by participants was main attraction of this session.

Inaugural Session

This PDT was inaugurated with ritual of lamp-lighting and address by IIM Kashipur authority. Prof. K N Badhani, Director-in-charge, IIM Kashipur encouraged participants to redefine excellence by raising own performance level and breaking your own record as process of continuous improvement. This was followed by Prof. Somnath Ghosh, Senior most professor of IIM Kashipur. He emphasised the unique feature of the current scenario of this dynamic world of technical education, in which one need to hold hand of others while competing with each other. He addressed participants by highlighting emerging trends in technical education. He also discussed important factors to be considered by most influential factors at technical institutions. This inaugural session was concluded with question-answer session mainly focused on expectation and overview of this PDT.

Session: Vision, Mission and Goal in Academia (Prof. Somnath Ghosh)

This session has been jointly conducted by Prof. Somnath Ghosh. Beside gaining knowledge about strategic facts (Vision, Mission and Goal), participants were exposed to unique method of co-teaching i.e. "How a session can be delivered by more than one faculty in one classroom".

These strategic concepts were discussed with participants and emphasis was on to realisation of Vision, mission and goal of their organisation i.e. technical education. Prof. Ghosh shared his experience of Indian Institute of Management Lucknow, Administrative Staff College of India (ASCI) Hyderabad, Indian Institute of Management Bangalore, Management Development Institute Gurugram and Indian Institute of Management Kashipur. In addition to these examples, participants were also exposed to these strategic facts of other world class technical institutes like MIT, Stanford University, Harvard University etc.

Summary of this session is as below

Session on Role of Mission-Vision statements in building Academic Excellence

Though most modern organizations have Vision and/or Mission statements, they usually suffer from the following three limitations:

- There is lack of clarity on the very meaning and significance of the terms `Mission' and `Vision', and whether there is any order, hierarchy or sequence involved in these two terms
- There is lack of clarity on whether an organization should develop and incorporate both `Mission' and `Vision' statements, or just one would do and, if so, which one should get primacy
- Do `Mission' and `Vision' statements have a role in achieving organizational objectives and, if so, how do they get translated?

The purpose of the first two sessions of the TEQIP (program) is to address these three critical issues and help participants play a proactive role in achieving organizational excellence.

The sessions help participants to understand that a Mission statement tells the reason of an organization's existence – the very purpose of its creation - and what needs to be done to achieve that intention; whereas a Vision statement projects where an organization would like to be in the foreseeable future, and therefore a Vision statement has a definite time-frame.

A typical Mission statement for a research and academic institution in the domain of technology could be something like this: *"To drive academic excellence using innovative teaching methods, promoting research and application of relevant technology for sustainable development"*; whereas its Vision statement could be *"To become, over the next 10 years, one of the top technology schools in India, developing relevant technology that can make the country competitive"*.

Session: Improving Governance System (Prof. Somnath Ghosh)

This session was conducted in continuation of earlier session and both faculty guided the discussion towards governance system of world class technical institutions. An effort was made to align strategic initiative with governance system of technical institutions. The present governance system of technical education has been discussed and area for further improvements were highlighted. The various options available to improve governance system with contribution from senior faculty with administrative responsibilities were also discussed.

Summary of this session is as below

Session on Developing Institutional Mechanisms to Achieve Mission-Vision

To ensure that `Mission' and `Vision' statements do not remain only pious statements, it is important for participants to know how these can be actualized. The third sessions is therefore designed to let participants explore the areas of intervention. For example, participants may explore what programs, systems and SOPs need to be developed in their respective organizations to achieve their `Mission' and `Vision' statements.

Inter alia, it will also lay bare the proactive role (known as role making as opposed to role taking) they need to play in achieving mission objectives.

The methodology to be followed in this session would be largely in the workshop mode.

Session: Financial System in Academia (Prof. Ashish Kumar)

Participants are exposed to financial statements of academic institutions with discussion on fundamentals of these statements. This session was practice oriented as financial statement of a technical institute has been explained. Capital budgeting of technical institute is also discussed and exposure about different aspects of cash budget was also discussed.

Day 2

Session: Use of ICT (ERP Module) (Prof. Mayank Sharma)

Prof. Mayank Sharma explained importance of ICT and utility of the same for technical institute. He made a number of illustration about use of ICTs in making teaching and learning process more effective. The concept of ERP has been introduced and discussion also took place on using free software in absence of ERP system.

Academicians while handling academic programs also require support of Information and Communication Technologies to operate and manage the institutions. In this session we will focus on few such aspects of ICTs as listed below;

#	ICT TOPIC	REFERENCE
1	Academic ERP	https://gartner.iimkashipur.ac.in
2	Learning Management Solutions	https://gartner.iimkashipur.ac.in
3	GIGW compliant Websites	www.nicsi.com http://guidelines.gov.in/
4	Web Conferencing Solutions	https://gartner.iimkashipur.ac.in
5	GeM Government e-Marketplace	https://gov.gem.in
6	Central Public Procurement Portal	https://eprocure.gov.in
7	National Knowledge Network	http://nkn.gov.in/

Academic ERP part will primarily focus on the need and importance of student information systems apart from other modules. Learning Management Solution(LMS) portion will highlight features, providers and deployment modes of LMS which are helpful to manage class activities. Website is the gateway to communicate information and activities of institute to both internal and external stakeholders. GIGW complaint website part will illustrate the ways to develop and host a website along with the need to comply with guidelines suggested by Government of India. Public procurement will be dealt in parts of GeM and Central Public

Procurement Portal. Lastly we discuss the backbone of any academic institute digital infrastructure, that is, the Internet and the role of National Knowledge Network in its fulfillment.

Session: Team Building (Prof. Mridul Maheshwari)

This session conducted by Prof. Maheshwari has given exposure to participants about fundamental and practical aspects of team building. Many illustration were made in context of undergraduates of technical institutes and their expectation about team building in their career. These inputs provided to participants will be useful to students of their institutions especially in becoming a team member at institute and industry.

Team building is a much talked about topic, today, but mainly with reference to corporates. However, there is one aspect that has mostly been either ignored or not given required attention i.e. the importance of team building in educational institutions (Purang, 2008). As far as educational institutions are concerned, most efforts on team building have mainly been related to students, how to inculcate team building skills so that they perform better at work. As a result, the need for building effective work teams at educational institutions which are functioning with the mandate of developing systems, culture and climate that fosters effective team performance has largely been ignored (Adair, 1986).

Educational institutions, especially higher education institutions are facing severe problems in terms of competition, quality degradation and deteriorating standards. There is a need to identify, define, develop strategy, initiate action and solve the problem. This requires a collective action towards the resolution of the problem. Research has proved that in resolving such problems is the need to inculcate cohesive team dynamics with the objective to bring in high team effectiveness (Aristides and Hill, 2007). Realising the importance of team effectiveness and the efforts required to building performing teams, this sessions has been planned.

Objectives of this session

1. To make participants realise the positive synergies that effective team dynamics could bring in creating positive impact of their individual and departments performance.

2. To establish the importance of team effectiveness on institutions performing culture and climate.

3. To provide a platform for participants to share their related experiences with each other to create collegial learning.

4. To enable above mentioned through an experiential team building exercise where participants would be made to understand the importance of team effectiveness and the process of team building.

References

Adair, John (1986b). Effective team building. New York: West Publishing Company.

Aristides, L.F., Hill, M.M. (2008). Organisational cultures in public and private Portuguese universities: A case study. Higher Education, 55(6), 637–650.

Purang, Pooja. (2008). Dimensions of HRD climate enhancing organizational commitment in Indian organizations. Indian Journal of Industrial Relations, 43(4), 528–546.

Session: Teaching Strategies and Active Learning (Prof. Kunal)

This session set up the backdrop of discussion by introducing the concept of teaching and teaching approach. Teacher oriented and participant oriented approaches were discussed and teaching process was discussed based on underlying principles of teaching. Three phases (Pre-active, later stage active and post active stages) of teaching had been discussed to craft the most effective teaching strategy of your own. Principles of adult learning, active learning methods, learning pyramid, rubrics and learning theory were discussed. Lecture, discussion, case study, demonstration, simulation, role play, group work and assignment sheet were covered in discussion. This session was concluded with discussion on relation between learning outcomes, learning activity and assessment.

Discussion on Bloom's taxonomy was unique feature of this session. This discussion led to introduction of RUBRICS. This was further explained with objective of courses and evaluation system. Many of the participants emphasised that this is important for accreditation process also.

Outbound Learning Session (Prof. Mridul Maheshwari, Prof. Ashish Kumar and Prof. Kunal)

A trip to Girija Devi Temple, Ramnagar was organised in second half session of Day 2 of PDT. Three session were conducted on the bank of Koshi river. These session was focused on team building, solving problem within constraint at organisation, increasing effectiveness with

team and managing stress with like-minded team member were main themes of these outbound learning activities. A short visit to locally famous places were also organised to make participant more familiar with locality.

Day 3

Session: Sponsorship for R&D Activities (Prof. Safal Batra)

Getting sponsorship for R&D activity is most interesting factor for faculty at technical institute. Prof. Safal Batra explained the process of getting such sponsorship and challenges being faced in the process. Opportunity available with various national and international academic & industrial organisations were discussed at length.

**Session: Relationship Management (Prof. Safal Batra)**

Prof. Batra explained the significance of maintain relationship with various partners for improvement of technical education. His focus was on the process to establish relationship with national/international academic/industrial partners for technical institutions. He shared his experience of Indian Institute of Management Kashipur and highlighted salient features of such

process. He explained the practical aspects in details so that participants can take initiatives for their institutions.

Session: Laboratory Management (Prof. Kunal)

Prof. Kunal explained significance and importance of laboratory management in technical institutions. Material management concept and managing different types of problems/challenges due to various constraints were discussed in detailed. The focus of discussion was "Journey Towards Profit Centre from Cost Centre". Participants were asked about their experience with relevant laboratories and it was concluded that they perceive as "Cost Centre". The scope of generating revenue from laboratories were discussed along with cost reduction strategy. The emphasis was given on exploring potential market in nearby industry and cater their needs.

Lab management model has been introduced in this session, which focuses on different dimensions of laboratory management.
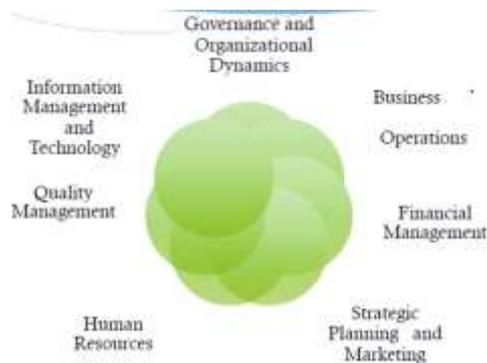
Then Laboratory is been discussed as a system.
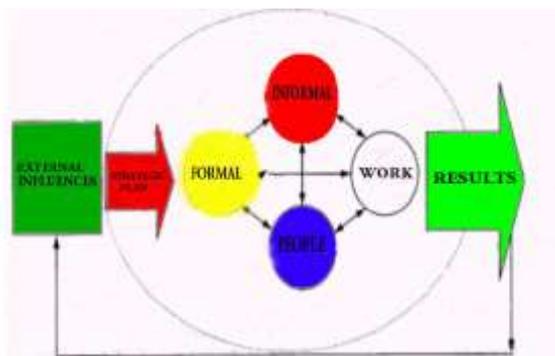
These two issues were useful in setting background for discussion.

1. Document and records
2. Organization
3. Personnel
4. Equipment
5. Purchasing and inventory
6. Process control
7. Information management

8. Occurrence management
9. Assessment : External and internal
10. Process improvement
11. Customer service and satisfaction
12. Facilities and safety

In addition to this, highly relevant issues, requiring management attention were discussed.

Session: Workplace Management (Stress Management) (Prof. Rakesh Agarwal)

Prof. Agarwal conducted interactive session on stress management at workplace. The discussion was in context of technical institute as workplace and various aspects of stress to students, faculty and supporting staffs. He discussed the concept of "Stress Index" and measured the sae for each of the participants with help of suitable questionnaire based instrument.

Session: Implementation of GIAN (Prof. Ashish Kumar)

Prof. Ashish Kumar explained the process of implementation of "GIAN: initiative of MHRD at technical institutions. The technical institutes will be benefited with the same. Both financial aspects and content of course are discussed at a length to enable them for implementation at their institution.

Day 4

Session: Accreditation Process (Prof. Somnath Chakraborti)

Opening remark of this session was "Why Accreditation?". This led to brainstorming session among participants and offered a platform to address salient features of accreditation process and its relevance in present scenario. Prof. Sharma shared his international experience with various universities and accreditation agencies. Accreditation system and process has been discussed and comparison between international and national system was discussed at a length.

The initial part of the session will briefly talk about two major bodies responsible for accreditation of higher education instructions in India. It will highlight the differences between the accreditation processes for National Board of Accreditation (NBA) and for National Assessment and Accreditation Council (NAAC).

In the next part of the session, vision, mission and objectives of NBA will be discussed. In the whole discussion, the expectations of the stakeholders like academicians, corporate, educational Institutions, government, industry, regulators, students and their parents will be discussed. The discussion will include brief focus on the structure of NBA including the composition of different committees within NBA.

In the final part of the session, the discussion will focus upon the Washington Accord. The session will discuss general guidelines for the preparation of self assessment report (SAR) by the Institutions. The discussion here will focus upon the importance of outcome based education, measurement of program outcomes, continuous improvement, curriculum development and refinement and 360 degree feedback.

Session: Industry and Consultancy (Prof. R K Padhy)

Prof. Padhy discussed the system of industrial consultancy at technical institution and the process attracting industry to undertake various types of consultancy services to be provided by technical institutions. Prof. Padhy has experience of around 20 years in the field of consultancy and he shared his experience with participants. The practical aspect of undertaking industrial consultancy at technical instate was highlighted and participants were encouraged to draft their strategy for their institutions. They were guided with illustrations based on reputed consultancy assignments accomplished by Prof. Padhy.

This session details is s below.

1.0 Introduction:

The consultancy provided is to support the Government and Industries in order to take the policy decisions and also benefits these organizations in building their capacity. The consultancy services not only utilizes the professional experience and knowledge of officials Of the Institute but also expose those in developing better skills and professionalism. In imparting the consultancy services on their subject matter. In addition, the organization gets the first-hand knowledge of the current problems in the fields

2.0 Scope of Consultancy Services

Consultancy Services may be offered to Industries, Service Sector, Govt. Departments and other National and International agencies in niche areas of expertise available in the Institute.

Consultancy services offered may cover a variety of activities such as Feasibility Studies; Technology Assessment; Assessment of Designs and / or Current Manufacturing Process; Material, Energy, Environmental and Manpower Audits; Product Design; Process Development, Software Development; General Trouble-shooting, Retrofitting Exercises, Intensive efforts for transfer of highly focused skills and expertise to select groups in specific organizations, vision and strategy statement and so on.

Testing & Evaluation services are to be normally offered in selected specialized areas. In order to meet the needs of certain Governmental and related agencies, and special clients (with long term association with the Institute) routine testing services may be offered, but to a limited extent.

Standardization and Calibration services may be offered in areas in which facilities are available or can be augmented. Such services should normally be backed by periodic Calibration / Standardization of laboratory equipment used for such purposes.

All Consultancy and related Jobs need to be structured and executed in the spirit of promoting Academic -Industry Interactions, as a vehicle for augmenting (current) levels of excellence in teaching and research, for proper placement of graduates and post graduates and in the process, generating funds.

Jobs which are too complex to handle, by virtue of certain constraints inherent in any academic and research environment - such as execution of certain types of works, should not normally be taken up irrespective of the availability of expertise and perceived needs of the clients.

3.0 Categories

Type of Consultancy and related services offered will be divided mainly into two categories:

Expert Advice and Development Projects: - This type of project will be Expertise intensive and based on the expertise of the Consultant.

Testing Projects: - This type of project will be Infrastructure intensive and will be based on extensive usage of the institute infrastructure

4.0 General Consultancy practices followed in Educational Institute in India

The time spent on consultancy and related assignments shall be limited to the equivalent of 52 working days in a year, preferably at the rate of one working day per week. In addition, Consultants may be permitted to utilize, on an average one non working day per week.

Consultancy assignments may be taken up and implemented, within the constraints indicated above, provided they do not have any adverse impact on the ongoing academic, research and related activities.

The services of permanent employees of the Institute may be utilized for the execution of the consultancy projects provided it does not affect their primary functions and responsibilities to the Institute.

Students who are willing to work on consultancy projects may be permitted as per Institute norms to do so provided it does not affect their academic commitments and performance. Such work by students may be compensated by suitable honoraria.

Travel out of the campus on account of consultancy activities should be undertaken with intimation to the Head of the Department / Centre / School / IDP. In case of Heads of these entities, intimations should be sent to the Director.

Consultancy projects are normally initiated by requests / enquiries from the industry directly to the Institute or by discussion between the industry and the Consultants.

When the enquiry is directly received by the Institute, the work will be assigned to specific consultants or groups of consultants depending on their expertise, and existing commitments, by the Dean R&D.

In the event of a client preferring the services of a specific consultant, the assignment may normally be assigned to the identified person.

Consultant should be aware of the potential for the generation of Intellectual Property during the execution of projects. The Intellectual Property Policy of the Institute will govern all decision and actions concerning the generation, handling, protection and commercialization of the Intellectual Property.

The charges for any assignment are normally payable in advance. However, exceptions may be made in respect of assignments involving charges exceeding Rs.1,00,000/- and with implementation periods exceeding 3 months, and a payment schedule linked to milestones can be worked out.

5. Consultancy Service Process

5.1. Understanding the client requirement

5.2 Selection of the leader and team of consultant(s).

5.3 Outlines of work and terms of reference (TOR) in the consultancy proposals

5.4 Limitation to consultancy by an individual

5.5 Costing of Consultancy project

5.6 Approval of consultancy projects

5.7 Standard terms and conditions in Consulting

- declaration:
- confidentiality:
- work performance:
- conflict of interest
- payment: termination:
- liability
- intellectual property rights:
- resolution of disputes:

5.8 Proposal Structure

The following are the kinds of headings that might be included in a proposal.

- 1 The problem (described in the context of the client's business situation, strategy and competitive position)
- 2 The anticipated benefits of the assignment

- 2.1 The methods and approaches the consultancy will use
- 2.2 The results that are expected from these approaches
- 3.0 The experience and staffing of the consultancy
- 3.1 Experience and capability of the firm
- 3.2 Professional staffing
- 4 Standard terms and conditions
- 4.1 Professional fees and expenses
- 4.2 Billing arrangements
- 4.3 Standard terms and conditions

Appendix 1: Resumés of the key professionals who would work on the assignment

Appendix 2: Client list and examples of relevant assignments

Appendix 3: Technical explanations (of methods, techniques, etc)

6.0 Consultancy marketing strategies and tactics

6.1 The competition:

Once you have decided what service you wish to offer, find out more about your competition. In marketing terms, competition is a good thing. This is because if you have no competition, you will be educating the marketplace in your new service. You will not only have to be able to sell your service, you will also have to explain what it is and how to use it. That is a very expensive and time-consuming activity. Keep a file on every one of your competitors. Here are some of the questions you should ask yourself when comparing your own Organisation with the competition.
• Who are they? Who are the people who founded the business and who is running it now?
• What is their consulting philosophy (do they have special matrices they use or a view of the market)?
• What is their organizational culture like?
• What is their image in clients' circles?
• What lessons can be drawn from their growth patterns?
• What are their core competences?
• Where are they heading? What is their vision?
• Who are their clients (your prospects)?
• What are their terms of business?

6.2 Communications strategy
Your communications strategy is a list of things you are going to do to enable you to communicate to the people in your marketplace when you want to. A good communications strategy puts you in control. If you are starting your consultancy from scratch, then a sensible strategy is to begin compiling a database of customers and prospects so that you can begin to build relationships with the people in your marketplace. Database building is a lifetime's task, but there is nothing complicated
about it.

6.3 Research

You need to know about global trends and how they will affect your specialized areas of expertise. You want to know what advances have been made by others that you can use. You want to know what is working and what is not working in other firms. This is also what your clients want to know. By choosing to be your clients, they gain the know-how that helps them stay ahead.

6.4 Run workshops

Here is where you can start dipping into your research stockpot to create workshops where delegates can gain information that they could not get elsewhere. I am mentioning workshops rather than seminars because it is important to make these events intimate and interactive.

6.5 Write articles for trade magazines

Compile a list of those magazines that you and your clients are likely to read. Approach the editors of your chosen magazines with articles that are of topical interest and also feature solutions that your company provides.

6.6 Speak at conferences

Your purpose in making a speech should be to address the two or three people in the audience who are ready right now to use your service. What you really want is for them to come up to you afterwards and ask you about it. All marketing is about courtship and one of the ways you can encourage delegates to approach you is to promise copies of your slides or some other vital piece of information to those people who want to give you their business card.

6.7 Start a newsletter or magazine

You need to keep reminding your clients and prospects that you exist so they will turn to you first, but such continuity of communication is difficult to achieve normally without being annoying. Publishing a magazine, however, allows you to write regularly to those on your database.

6.8 Work for free

Sometimes you may spot an opportunity in someone's company that they are not aware of. They have not commissioned the work because they are not aware of the potential that you can see. At this point, you may offer to do the initial scoping of the project for free, with the understanding that, if your hunch is right, you will get the contract.

6.9 Do work that is socially important

Of course business is socially important, but there are certain community issues that affect the quality of life for everyone. Major issues such as drugs, unemployment, crime, homelessness and so on need the best brains on the case. If you feel you have a contribution to make, do it, because, apart from the satisfaction involved, you will also gain valuable publicity.

6.10 Advertise

Some consultancies choose to advertise in trade journals. If you have a new service or a service you want to introduce to a new market, then it may be a good idea to have your name 'out there'. If the offer in your advertisement is generous enough, it may be an inexpensive way of building your database.

Session: Project Management (Scheduling, Monittoring and Control) (Prof. R K Padhy)

This session was continued by Prof. Padhy and focus was on scheduling, monitoring and controlling project undertaken at technical institute. This session appeared to be complementary session on Industry and Consultancy.

Session: Gap analysis and Need Assessment (Prof. Kunal)

Prof. Kunal explained the process of Gap Analysis i.e. initial reviews of educational system" and "Education Management system reviews" and discussed GAP Models. The Listening gap, programme design and standards gap, performance gap and communication gap were discussed in in context of technical institute.

The later-half of this session was dedicated to need assessment. Prof. Kunal shared his experience of conducting need assessment at national level in context of technical education. He explained various methods of conducting need assessment at institute level. This will enable participant to conduct the same for their institute.
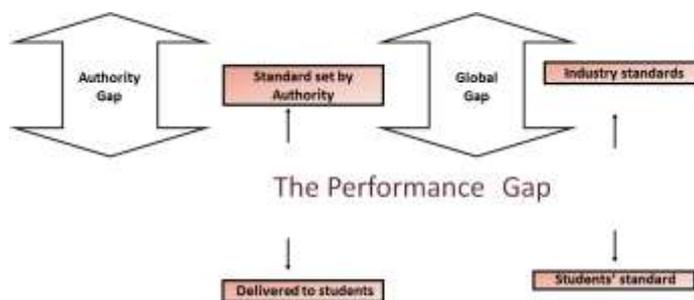
Highlights of the session are as below
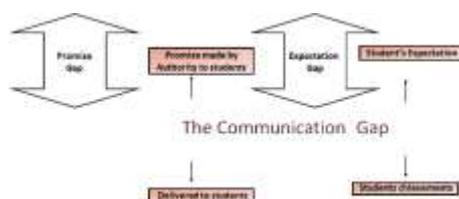
Gap 1: The Listening Gap
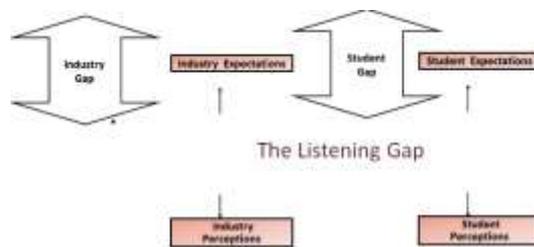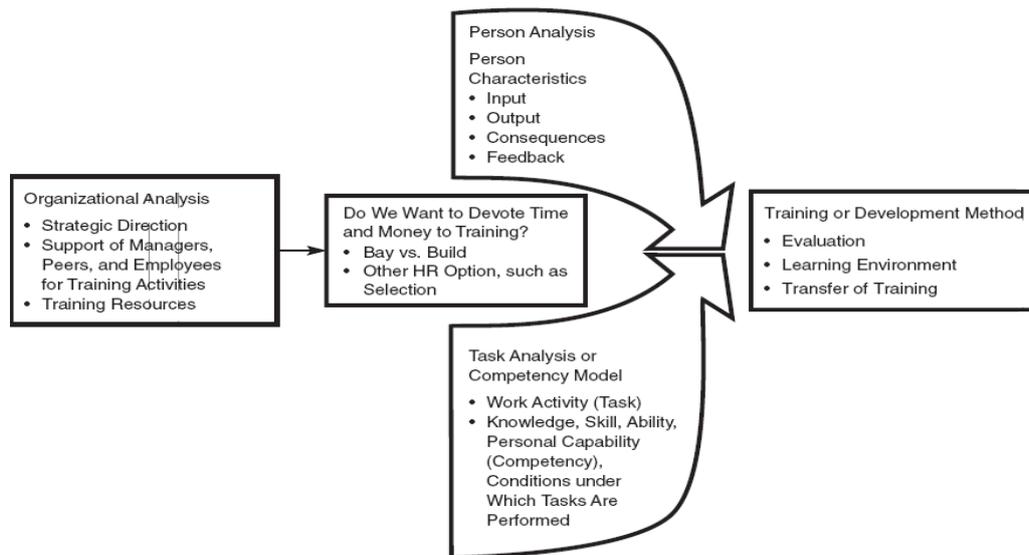

Gap 2: Programme Design and Standards Gap

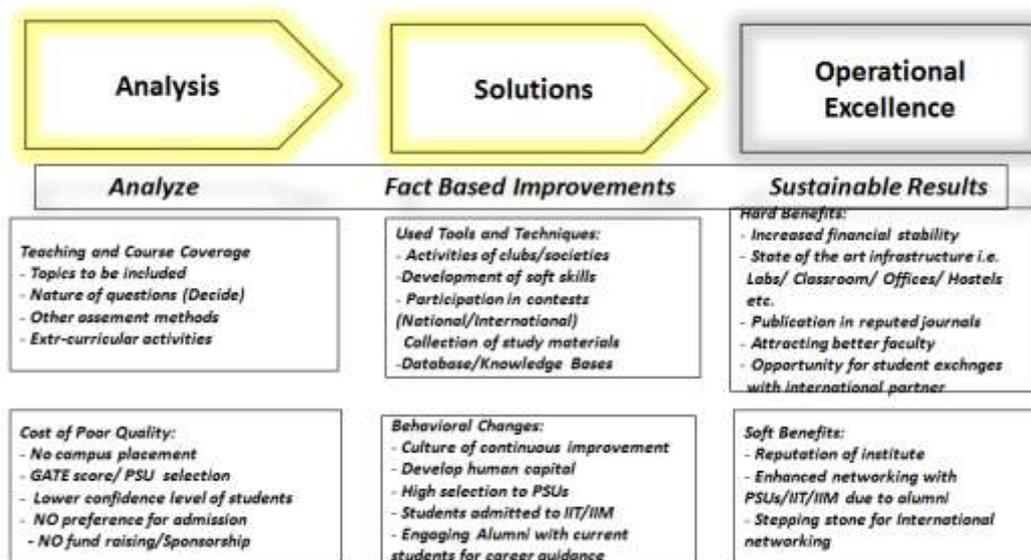Gap 3: The Performance Gap

Gap 4: The Communication Gap

Need Analysis Process Model and Competency Model

Sustainable result

Session: Knowledge Management System (Prof. Atulan Guha)

Prof. Atulan Guha explained "Knowledge Management System" at technical institute. The participants were exposed to various aspects of establishment of this system. The salient features of system and challenges faced during established of system were discussed at a length. Participants visited existing system at IIM Kashipur. A discussion has taken place to improve this system of technical institute.

Day 5

Session: Workplace Management (Attitude Management) (Prof. Devjani Chatterjee)

Attitude is critical factor at technical institute and various aspects were discussed by Prof. Chatterjee. He introduced fundamentals of attitude at workplace and illustrations are made for technical institution.

Session: Student-Teacher interaction (Prof. Ashish Kumar)

Prof. Ashish Kumar discussed the framework of interaction to be taken place between faculty and student at technical institution. He shared his own experience of such interaction at Indian Institute of Management Raipur and Indian Institute of Management Kashipur.

Session: Interaction session on learning outcomes (Prof. Ashish Kumar and Prof. Kunal)

An interaction session was conducted with participants to assess learning outcomes of this PDTs. This session gets concluded with collection of filled feedback forms.

Valedictory function was organised by Prof. Ashish Kumar and Prof. Kunal. Prof. K N Badhani (Director-in-charge, IIM Kashipur) and Prof. Somnath Ghosh graced this occasion and addressed participants. This PDT was concluded with certificate award ceremony. Prof. K N Badhani awarded certificate to all participants.

PHOTOGRPHS of participants receiving Certificate after successful completion of PDT

TEQIP-III FACULTY AND PARTICIPANTS