

**Mahatma Gandhi Memorial College
Udupi**

**An In-house Workshop
on
Vision and Mission**

14th October 2005

**A
Project Completion Report**

Conducted by

**Mahatma Gandhi Memorial College
Udupi**

**Total Quality Management Centre, District
Task Force, Udupi District**

An In-House Workshop on Vision and Mission

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Introduction

Over the past year, discussion at the Internal Quality Assurance Cell (IQAC) of the College has focused on the strategic importance of clearly identifying and achieving the College's Mission and Vision. IQAC believes that staff, management and other College stakeholders should have a clear and common perception of the College's priorities and confidence that these priorities are sound, given society's changing needs.

The very second question, confronted by us while preparing NAAC Report, "What are the Goals and Objectives of the College? Where they are stated?" The next question was "How are the college mission and goals, if any (other than the general transmission and generation of knowledge), reflected through the curricula?" We searched and found in the official document of the college the following statements.

The purpose of starting the College was "to render aid and cooperation in the field of education in Udupi and elsewhere and spreading of education taking into account and consideration of the present needs and circumscribed situation felt and experienced." This is stated in the Trust Deed of the College in 1949.

The goal has been further elaborated and stated in the College Calendar as follows:

"The College was founded to fulfil the aspirations of the youth of the northern parts of the Dakshina Kannada District which till then could boast of only two colleges, both situated in Mangalore. The College was founded to better the life of people by bringing opportunities to their doors".

The College felt that there is a need to redefine, redevelop this statement. We also believe that the development of vision and mission statement should be a collective process, even at the recent Meeting conducted by Commissionerate of Collegiate Education at Bangalore, all the District Task Forces have been instructed to conduct Vision and Mission Workshop in all the colleges by involving all the important functionaries of college.

Accordingly, as per direction from IQAC and College Principal, we approached Prof. Sunny Tharappan, Director of AIM Insights to conduct this workshop. He conducted this type of workshop for many institutes of repute. We also requested Udupi TQM District Task Force to

sponsor this programme so that Prof. Sunny Tharappan can be approached easily if it is DTF Programme. At present, Prof. Sunny Tharappan does not accept any honorarium, TA/DA for DTF Programmes. Last year also he did not accept any remuneration for the two days National Level TQM Workshop cum Seminar conducted by MGM College.

Hence, this workshop has been conducted systematically. This workshop focused on the development of a college vision or the redevelopment or revision of a college vision. The outcome was new understanding of the important elements of vision and college collective engagement in vision; the development of a new or renewed vision for the college that is embraced by all the members of the college; and the development of goals and measures to support the new or renewed vision.

A First time intervention

An in-house workshop on Vision and Mission had been conducted at several reputed institutions of western countries involving all the functionaries of college, but this type of workshop is new to this part of the country. AIM Insights, the HRD Group, Valencia, Mangalore has also brought out a Facilitators Manual for Workshop on “Institutional Vision and Mission”. They believe in the collective involvement of all the stakeholders in the development of vision and mission statement. To quote the cover page of that book - “When an institution of higher learning assembles learned people together it ought to present them with belief systems that are practicable and even measurable. Sans these it turns out to be huge shell constructed, in which each human is programmed to function like the other machines they have procured and fixed. ... A collective can act upon effectively and successfully only when there are belief systems that it cherishes. It is then that the people confer together and create a vision to which they have a commitment. ... Commitments are converted into action plans when there is a defined and designed mission to perform with specifications for both, the individuals and the collective.” (Sunny, 2005)

It goes to the credit of the institution that it had decided to offer this type of workshop to the faculty of the College. It also points to the commitment of the management to the improvement of quality of academic endeavors. The leaders of the institution have to be commended for the effective organizing that they had done for the conduct of the programme.

Inauguration

The inauguration function started exactly at 9 am and ended at 10.45 am. Prof. M. L. Samaga, Principal of MGM College welcomed and introduced the guests. Dr. Suresh Mayya, Coordinator of the Programme said in detail about the objectives and circumstances leading to workshop. Prof. K. Chandrashekara Hebbar, Principal of Government Women's College and Treasurer of Udupi DTF, gave a detailed account of Total Quality Management in Udupi and its objectives. Dr. H. Shantaram, Administrative Officer of Academy of General Education and Treasurer of Udupi District Task Force on Total Quality in Higher Education, Udupi gave his presidential remarks. The Coordinator of IQUAC Cell of MGM College, Dr. P. K. Rajgopal proposed a vote of thanks. Sro S. R. Arun Kumar compeered the programme.

Inaugural Address

Dr. A. Krishna Rao, former Dean of KMC and presently Consultant in Medical Education, KMC, Manipal inaugurated and gave inaugural address, which is highly appreciated. He dwelt in detail about the seven principles of effective learning. His is speech is given below without any change:

President of the Morning Session, Dr. Shantaram, the Person who is going to conduct the workshop, Prof. Sunny Tharappen, Principals of the Colleges, Prof. Hebbar, Dr. Rajgopal, Dr. Suresh Mayya and my Colleagues in the MGM College.

I deem it a great privilege to be with you this morning. I will not go into what mission and vision will be. More experience person like Prof. Sunny Tharappan will guide you about it. But one thing I would to say on this occasion. We have to remember one important thing in implementing that Vision and Mission. While having that as goal, how are you going to go about it? There, I would like to refer a paper which was brought out in America, which is known as "Seven Principles of Good Practice in Undergraduate Education". This was brought out by Arthur W. Chickering and Zelda Gamson. These principles and the suggestions for implementation were distilled from decades of research on learning in higher education. They spelt out whatever we do as teachers, these seven principles must be followed. What are those seven principles?

1. Good Practice Encourages Student Faculty Contact:

All of us know when we are teaching, we have to facilitate the development of students in all spheres of activity, this is not just information giving. We have to facilitate the growth of individual. The first thing is development of interpersonal contact. Unless we develop that interpersonal relationship, we are not going to influence that particular student at all. That is one thing which is very much lacking in many of our institutions. Frequent student-faculty contact in and out of class is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation among Students:

The second principle thing is facilitate the cooperation among students. Don't facilitate competition among students. Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding. That again we are not implementing at all.

3. Good Practice Encourages Active Learning:

The third thing, we are supposed to encourage active learning. What is it we are doing all our activities in the class room, morning to evening lecture, lecture, lecture, bore them too much. How can we bring about active learning inside and outside the classroom that we have think about, and try to implement it. Morning to evening lecture... lecture... lecture..., to what extent are we making them active in the process of learning? How can we bring about active in the process of learning that is, active learning in the classroom, and outside our classroom? And that is the thing which we have to think of and try to implement. Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feed Back:

The fourth principle of good practice is give prompt feed back. All of us know that to achieve some thing, constant feedback is necessary. Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In class, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves. The constant feedback is one thing that is not there. Today we hold an examination, and probably the students would have forgotten what the answers he gave and what the questions were there, and all that, by the time we give the feedback. Even the feed back we give is just a mark, nothing else. We can't give him the information by means of which he can improve himself. The way we give the feedback is something which all of us got to improve if we want to improve the student learning.

5. Good Practice Emphasizes Time and Task

In an attempt to be very friendly with students, we say “doesn't matter, reading will take care of itself”, we have to insist that the students spend time on the task which you designate. Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations:

Whether he is poor student, average student or very intelligent student, we have to expect quite a lot from him. We have to communicate that to that individual. Not say that a good student, “O you are already good”, even that good student also must put in his best. Therefore, there we find it very difficult when there is a large number. But still, we should be able, at least to take care of few students and communicate high expectations. Expect more

and you will get it. High expectations are important for everyone--for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Good Practice Expects Diverse Talents and Ways of Learning:

Lastly, we have to respect the different talents that student bring, and different ways of learning. All of us don't learn the same way. Some of us would like to listen, some of us would like to read on our own, some us are visual, some of us are auditory type, and many of us are probably kinetic type, therefore, we are to give opportunities of different ways of learning, that again, we don't do . Thus there are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come easily.

There are many ways of implementing these seven principles as we go about our task as teachers. While we try to strive to attain our mission and vision statements, the above objectives should not be ignored. In our daily classroom performance, what is it we are going to do in conformity with these practices? That is the problem we have got to solve. And that is where, I would plead with you, try to form learning groups in each department,

Each department must convert into a learning community. What do you mean by that? All the professors, lecturers, readers must try to reflect on what they have done as teachers every week or twice a week and then see what more could be done to conform to these principles.. Exchange information and try out new things. Let us not be afraid of trying out new things. We may fail, but we learn from failures and go ahead with other things. That is the type of attitudes we have got to develop. For that, the people in the department must not think there is one hour of lecture today. Yes, come just few minutes before that, finish the lecture and go away, and say they have done the work for the day. That is not the thing.

Is it possible to form these groups and then each one trying to attend other classes? And then offer comments on how to improve and not criticize it is critiquing that is important.

Therefore can we all come together in trying to improve the performance of all of us, as we go about our task? I think, we can do, it only requires little cooperation and heads of different departments leading the way, getting them together and trying to see how to improve the teaching and learning atmosphere in the college.

I would like to leave a story for you.

three students once came to the famous rabbi Bal Shem Tov.. and he asked them... What would you do if you knew you would die in six months

so the first student said... "I would go to Jerusalem to the Wailing Wall and pray continuously... the second one said.. no.. the journey would waste valuable time.... I would go to my room.. and begin to pray continuously...

the third remained silent and the first two assumed he had nothing to say...

but when questioned by the Rabbi... the third said.. "Why I would continue with my job.. and my normal daily schedule....

So the Rabbi said... "This third answer is best....

.... for if we cannot find holiness and meaning in our moment to moment daily existence...

we shall not find it in Jerusalem.. or anywhere.

That means, we have to find out, in our daily existence, the moment we spend in side the classroom and outside the classroom, holiness and meaning ness in what we do, and holiness and meaning ness, in what we do....the Mission and Vision statements are going to help, and while trying to achieve that let us all follow the seven principles of good practice, and while doing that the process of TQM we have imported a Japanese concept, and I would recommend to this audience another Japanese word, a concept, " Kaizen" . K .A.. I. Z.. E.. N. – a continuous improvement of self, if we can follow that, daily continuous improvement, I am sure, education in South Kanara can raise to greater heights.

The Conduct

The Director of AIM Insights, the HRD Group, Mangalore conducted the workshop. The resource materials used were from the Intellectual Property Bank. Dr. Suresh Mayya, Coordinator of Udupi District Task Force on Total Quality in Higher Education and also the Coordinator of TQM and HRD Centre of MGM College assisted and coordinated the whole programme. The participation of faculty was certified. The workshop from was from 10.30 am to 04.30 pm with a lunch break of 45 minutes.

The Methodology

Out of 42 permanent faculty, (Including PUC) 5 permanent faculties were remained absent for the workshop. Out of total Management Faculty, 4 faculty were remained absent for the workshop. From the Management and trust two represented for the workshop. From the former Principal Category, Dr. K. Narashima Murthy, former Principal of MGM College participated in the workshop. Some of the former faculty of MGM College like Prof. H. Krishna Bhat, Dr. N. T. Bhat attended for some of the sessions.

The participants were 80 in number. They were divided into 14 groups. After registration and inaugural, Prof. Sunny Tharappan gave his keynote address. The LCD and other multimedia facilities of College had effectively utilized. The keynote address in given in the annexure 1.

The first group task given to the participants was to list out possible contributions and participants come out with their possible contributions. They were appraised out importance of possible contributions, how those contributions are different, the inability to contribute equally, the necessity of matching positive contributions with institutional contributions, the role of complementary contributions in the achievement and ultimately, the success of the institution. Discussion also made about the denial of relevant contributions and its imminent danger of failure of institutions.

The second group task entrusted to the participants to list out their possible contributions. The group had come out with a list of things that could have been done by employees, which could become additional contributions. The participants had come to the consensues of opinion of cetain truths like an instituion's greates assests were the contributions made by its employees, how most of these contributions are routine, how some the employees make

unusual contributions,, how a dedicated employee made more than usual contributions. The possibility of making more possible contributions that can be made also listed out. The employees had been asked to identify all the possible contributions.

In the third group task, employees discussed all the problems and failures in education. They discussed education in general and made a briefing for three to five minutes. General references had been made to make the participants aware of the difficulties, disadvantage and problems that stakeholders in education generally faced.

In the afternoon group interactions, the faculties discussed in detail about the institutional objectives. Prof. Sunny introduced the topic for discussion. He instructed the participants to think about the specific and general objectives of the institution. The faculty of MGM College had come out with the following objectives:

Institutional Objectives

1. To impart higher education at affordable cost.
2. To help students understand cultural heritage, both local and national and to inculcate the spirit of nationalism.
3. To educate women to become equal in front of opportunities.
4. To inculcate rational and logical thinking.
5. To develop different areas of human resource.
6. To present the society with humane individuals with principles of life.
7. To train and develop students with necessary competence as per the needs of the society.
8. To create and develop aesthetic appreciation and social belonging.
9. To encourage the spirit of enquiry and to provide opportunities for research.
10. To empower students with both conviction and skills to stand against injustice, discrimination and social evils.
11. To create people with social commitment towards the betterment of individuals as well as society.
12. To prepare a student to be pro-disadvantaged.
13. To prepare students to become intense partners and caring parents.

Later, discussion focused on institutional potential and drawbacks. Many more contributions from participants had emerged about institutional potentials. They felt that the mental moral

fiber of student and parent culture is still good, helping management; they are committed, locational advantage, good infrastructure, etc. Later, discussing about drawbacks, all the faculty of MGM came out with wide ranging problems like, lack of professional management, lack of financial freedom to Principal, lack of foresight, lack of confidence on employees, threat of transfer, frequent shifting of staff, no proper inadequate maintenance of infrastructure, and many more of similar nature.

Lastly, participants prepared the Vision Statement, the statement had emerged from participants, they also brought out Mission, how to achieve that Vision of College.

Vision Statement of MGM College

A STUDENT OF MGM COLLEGE WILL BE A HUMANE INDIVIDUAL, CAPABLE OF RATIONAL THINKING; COMPETENT TO BE EMPLOYED; WITH AN UNDERSTANDING OF CULTURAL HERITAGE , ABLE TO APPRECIATE AESTHETICS, RESPONSIBLE TO FAMILY AND SOCIETY; AND ENDOWED WITH A SPIRIT OF INQUIRY AND NATIONALISM.

Mission Statement of MGM College

THE MGM COLLEGE STRIVES TO PROVIDE QUALITY EDUCATION TO DEVELOP COMPETENCE FOR EMPLOYMENT AS WELL AS ENTERPRENURSHIP; TO PROMOTE THINKING AND CREATIVITY; BY ORGANISING ACTIVITIES THAT WILL CONTRIBUTE TO UNDERSTANDING OF FAMILY AND SOCIAL RESPONSIBILITY, AND NATIONAL INTEGRATION; THROUGH CORDIAL RELATIONSHIP BETWEEN AND AMONG STAKEHOLDERS USING INNOVATIVE TEACHING LEARNING PROCESSES AND HUMANE METHODS.

The whole workshop is recorded digitally in the MP3 format by using direct connection to computer from Amplifier. Digital Photographs of the entire programme has been arranged, more than 200 photographs of the same has been preserved.. Parts of the session were also covered through video by Sri Krishnaiya.

The professional CD with conference cd facility like search, auto start, video and digital photo had already been made by Dr. Suresh Mayya and supplied to stake holders on nominal payment. A copy of the CD has also been preserved for future documentation. Copies have already been sent to Commissionerate of Collegiate Education, Director of Collegiate Education and functionaries to bring about the best practices prevailing in MGM College, Udupi.

Thus, it is clear that the stakeholder of MGM College is aware of the vision of the institution. All the stake holders like teachers, students, office functionaries, former principals, former professors and parent teachers – all involved in identifying an acceptable vision statement. This vision statement brought up together by all stakeholders. All the member of the stakeholder groups was very clear about the implications of the vision statement so that he or she could commit himself or herself to such a vision.

Annexure 1

**MGM College
Udupi**

Vision – Mission Workshop

14 October 2005

**Prof Sunney Tharappan
Director
College for Leadership and HRD
Aim Insights, The HRD Group
Valencia Circle, Mangalore – 575 002
Karnataka, India**

Vision And Mission

1. Assemblies of people – The Cause Factor
 2. Cause, convictions, plan of action
 3. Organised assemblies, organisations, institutions
 4. Structure, culture, Functioning, producing
 5. Product-centredness
 6. Beneficiaries – stakeholders – powers
 7. The qualities of the product
 8. The vision and mission
 9. Capacity, capability, competence, potential, ability
 10. Thought, idea, concept, thesis, theory
 11. Strategies, methodologies, techniques, action plans
 12. Humane individual
 - Responsible citizen
 - Committed employee
 - Intense partner
 - Caring parent
- | | |
|------------------------|---|
| Personal Effectiveness | } |
| Leader Effectiveness | } |
| Resource Effectiveness | } |

Technical Introduction

1. Evolutionary workshop
2. Product unknown
3. Work of an intellectual assembly
4. Observable, measurable and checkable
5. Opinion of the collective
6. Short and unambiguous
7. Definable terms
8. Expandable for understanding