

Programme Code:	<p style="text-align: center;">PDP-6- Management of Change and Innovations at NITTTR Bhopal(MP) from 10-07-2023 to 14-07-2023 at Link: https://erp.nitttrbpl.ac.in/poc2023/onlinemode/partiLogin.jsp?calSession=2023-2024&directPrGId=PDP-6 Coordinator:Dr.R.B.Shivagunde and Dr.Roli Pradhan</p>
1. Rationale	<p style="text-align: right;"><i>'Be the change you are trying to create'.Gandhi</i></p> <p>NEP-2020-Chapter 19. (PP(49-50) on Effective Governance and Leadership for Higher Education Institutions emphasizes that governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world-class institutions globally including India has indeed been the existence of strong self-governance and outstanding institutional leaders. Appropriate Measures will be taken at all HEIs to ensure leadership of the highest quality and promote an institutional culture of excellence.</p> <p>It is envisaged that all HEIs will be incentivized, supported, and mentored during this process of change. Leaders of an HEI will have to demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook. Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. Academic leadership skills are vastly different from teaching skills and research skills.</p> <p>The technical education in the country is undergoing a paradigm shift. Implementation of NEP-2020, accelerated economical, industrial growth and information explosion provide the most fundamental challenges to the Effective Governance and Leadership of technical institutions in India. Leadership sets the direction and makes sure that it happens and governance is the accountability for that</p> <p>The changes due to NEP 2020 implementation are so profound and accelerating that any attempt to respond them using established principles, models, practices and processes are likely to be out of order. There is urgent need for technical Institutes to develop a sophisticated response to this new changing environment. The emergence of new Indian culture of expectations from parents and students are placement, employability, right skills in engineering are very crucial.</p> <p>In the post-economic liberalization era, during this decade accelerated economical, industrial growth and information explosion provide the most fundamental challenges to the leadership and management of change of technical institutions in India. <u>The changes are so profound and accelerating that any attempt to respond them using established principles, models, practices and processes are likely to be out of order.</u> There is urgent need for technical Institutes to develop a sophisticated response to this new changing environment.</p> <p>There is urgent need for Technical Institutes to develop a sophisticated response to this new changing environment; the concern of quality in delivery is further complicating the design of right approach for managing Technical Institutions. The emergence of new Indian culture of expectations where 'customer driven' or 'client driven' needs is most important.</p>

It forces the institutions have to be in a dynamic interaction with society, industries and other stakeholders.

The technical education in the country is undergoing a paradigm shift as India became a signatory member of the Washington Accord in the year 2014.. In this changed scenario, the proficiencies and abilities expected of technical teachers need to be transformed to the match the changed need of the stakeholders.

Nothing is more certain than change. While many speak as if change is a reflection of the 21st century, the world has actually been changing for many, many years. The ability to manage that change effectively, especially in business organizations, Education are critical. The effects of change can be negative or positive. Successful management will ensure the latter. Although there are many types of organizational changes, the critical aspect is a company's ability to win the buy-in of their organization's employees on the change. Effectively managing organizational change is a four-step process, recognizing the changes in the broader business environment. As a multi-disciplinary practice that has evolved as a result of scholarly research, organizational change management should begin with a systematic diagnosis of the current situation in order to determine both the need for change and the capability to change. The objectives, content, and process of change should all be specified as part of a change management plan.

Change management processes should include creative marketing to enable communication between changing audiences, as well as deep social understanding about leadership styles and group dynamics. As a visible track on transformation projects, organizational change management aligns groups' expectations, integrates teams, and manages employee-training. It makes use of performance metrics, such as financial results, operational efficiency, leadership commitment, communication effectiveness, and the perceived need for change in order to design appropriate strategies, resolve troubled change projects, and avoid change failures.

As complexity increases, managing change and innovation becomes increasingly difficult. Despite (or because of) easy availability of information, the ability to project future outcomes has moved from an environment of manageable risk to rising degrees of uncertainty. The speed at which information is transformed into actionable knowledge is not keeping pace with changes in the business environment. Innovation inherently requires some level of change. Change requires learning. However, humans and organizations tend to learn as a reaction to events. Business incentives provide additional motivation to exploit existing knowledge. What *change triggers* will motivate the investment in new learning needed to innovate? The turbulence and uncertainty that traditional business is experiencing is not over. Today's successful companies are able to experiment, adopt fast and learn quickly. To be an change leader, you need to be able to reorganize and respond to the latest developments at the earliest stage.

Change management is a critical part of any *Institution* that leads, manages and enables people to accept new processes, technologies, systems structures and values. It is the set of activities that helps people transition from their present way of working to the desired way of working. The focus of change management is to address the people and organisational factors that will both drive and obstruct change throughout the organisation. Today we seem to have lost the understanding that change is about flexibility. The emergence of new Indian culture of expectations from parents and students are placement, employability, right skills in engineering are very crucial. In pre-liberalization India, corporate leadership was comfortably related to wresting licenses from the central government, after which the market could be counted on to; beat a path to the company's door. Neither vision nor inspiration, neither motivation nor power sharing, was necessary.

	<p>Technical Institutions are undergoing <u>tremendous changes</u> after new policies and changes from of regulatory bodies like AICTE, State technical Universities ,Board of Technical education, state technical education, Directorate of technical Education etc. information acceleration further added the complexity of the role of the teacher,. There are many challenges like shortage of funds, increasing competition from National and international institutions,, shortage of skilled and trained faculty, shortage of resources are facing by institutions,. On the other hand, there is a pressure on the institutions perform better and take steps so that the maximum placement and quality teaching and learning</p> <p>Change Management and academic excellence cannot be achieved solely through teaching of competencies ,It must integrate with other core skills such as problem solving, decision making, team building and Planning. It is the presence of a collective coordination of leadership and management that is necessary for the development of an innovative and learning institute.</p> <p>Today, the task of the new leader as change manager is to influences and direct through ideas and imagination, to share power instead of amazing it. The technical education in the country is undergoing a paradigm shift.</p> <p>The course on Management of Change and Innovation for Academic Excellence targets to develop basic skills and awareness on Management of Change leadership and other managerial skills, like planning, decision making, problem solving and quality management tools along with administrative purchase, financial and legal procedures for effective functioning. New role require view mindsets.</p> <p>Participants will learn through case study, instruments, assignments, and self-assessment tools and simulated situations for actions. The programme will be based on on andragogy in Indian contest</p> <p>The programme will be competency oriented and based on androgogy in Indian contest. Based on TNA and discussions with state officials and demand from Teachers and key functionaries this 05 days programme is designed to improve skills for Management of Change and Innovation for Academic Excellence for Teachers and key functionaries of Polytechnic and engineering college of various states of the country</p>
<p>2.Course Outcomes</p>	<p>The participants of the workshop will be able to:</p> <ul style="list-style-type: none"> • Describe the concept and need of managing Change • use Lipitt and Havelock's model of Change process in Education • Provide the leadership in the process of planned changed • Diagnose pressure for & resistance to change in specific situation • Apply system model of change & processes to introduce & achieve change • Seek, gain, share & apply new knowledge • Define what is meant by organizational change management. • Identify the major steps in undertaking organizational change efforts. • Describe the two major types of change forces. • Discuss the role of problem diagnosis in the organizational change management • Identify a number of change methods and the relative depth of intervention each represents. • Recognize the impediments and conditions that may limit change management effectiveness. • Discuss the ethical implications of change management • Understand how adopting innovation is a natural outcome in organizations that effectively manage change • To develop skills to manage educational changes. • Understand how to manage & lead change • Use your creativity to solve problems and take effective decisions • Manage politics in management & changing network of support.

	<ul style="list-style-type: none"> • Design change model to Institution • Manage Innovations and change effectively • Describe Strategies to overcome resistance for change • Design strategic <u>Change plan</u> and implementation
3. Programme Contents	concept and need of managing Change, Lipitt and Havelock's model of Change process of planned changed, pressure for & resistance to change in specific situation, system model of change & processes to introduce & achieve change, benefits of change, Academic Excellence, living systems design, process design, tools of designing change organizational change management, steps in undertaking organizational change efforts, types of change forces, role of problem diagnosis in the organizational change management, number of change methods, depth of intervention each represents, impediments and conditions that may limit change management effectiveness, ethical implications of change management, adopting innovation is a natural outcome in organizations that effectively manage change, skills to manage educational changes, lead change, creativity ,problems ,effective decisions, changing network of support, Innovations ,Strategies to overcome resistance for change, strategic <u>Change plan</u> and implementation crises situations and management, teams building, motivational techniques , educational changes, instruments. lead change, ,Strategic Planning& Institutional Development, Institutional building and excellence , Academic leadership in Change, Reforms& Management of Change, Role derivation using expectation analysis
Instructional Strategy	In each training programmes following appropriate training strategies will be used: Interactive Lectures, Input-cum-Discussions, analogies simulated teaching case study; analogies; projects; educational games, demonstrations; team teaching team teaching; mentoring; e-learning. Action learning & multiple Role Playing, Team Participation, Assignments, Group Creativity, Case study, Syndicate work and presentation, Analogy, Metaphor and Simulation, Practical, and skills tests
5. Dates and Venue	Management of Change and Innovation 10-07-2023 to 14-07-2023 at NITTTR Bhopal
6. Target Group	Principals, HODs, Dean and key functionaries ,Sr.Teachers of AICTE approved degree/ Diploma or level technical institutions, -polytechnics, engineering colleges, pharmacy ,printing, hotel management and management institutions under Directorate of technical Education/Higher education, Government/aided/self financed
8.Coordinator	Dr.R B Shivagunde (Coordinator) Dr Roli Pradhan

9 Tentative Schedules

Day	Session I 9.30- 11.00	Session II 11.15-1.30	Session III 2.00-3.3.30	Session IV 3.45- 6.00
1.	Registration <ul style="list-style-type: none"> • Inauguration • Programme brief • Expectations from Participants 	Concept and need of managing Change Living system model of change & processes in phases	Forms and types of Change models and change forces	<i>Change model for Education</i> <i>Assignment-1</i>
2.	Concept and process of innovation, Excellence and Institution Building for Institution	Lipitt and Havelock's model of Change in Education <i>Assignment-2</i>	Change Project Management -Process and tools	Solving Problems and Effective Decisions <i>Assignment-3</i>
3.	Adopting innovation and sustenance	change management effectiveness and impediments and conditions	ethical implications of change and innovation	Manage Innovations and change effectively <i>Assignment-4</i>

Day	Session I 9.30- 11.00	Session II 11.15-1.30	Session III 2.00-3.3.30	Session IV 3.45- 6.00
4.	<i>Diagnosis tools for change and excellence</i>	<i>Institutional Building and excellence process design</i> Assignment-5	Design of Change LFA and TOC	Design of Change strategic change plan and implementation Assignment-6
5.	strategic change plan and implementation LFA and TOC	Building and leading teams for Change Assignment-7	Action Plan Achievement Test	Summative Assessment, Feedback and valedictory

10 Course plan

Sessions	Trainee learning outcomes	Contents	Training method	Learning resources	Trainee activity	Assessment method	Marks/Grade/Grade
session number two to 9th session	<ul style="list-style-type: none"> Describe the concept and need of managing Change use Lipitt and Havelock's model of Change process in Education Provide the leadership in the process of planned change Diagnose pressure for & resistance to change in specific situation Apply system model of change & processes to introduce & achieve change Seek, gain, share & apply new knowledge Define what is meant by organizational change management. Identify the major steps in undertaking organizational change efforts. Describe the two major types of change forces. Discuss the role of problem diagnosis in the organizational change management Identify a number of change methods and the relative depth of intervention each represents. Recognize the impediments and conditions that may limit change management effectiveness. Discuss the ethical implications of change management Understand how adopting innovation is a natural outcome in organizations that effectively manage change 	concept and need of managing Change, Lipitt and Havelock's model of Change process of planned change, pressure for & resistance to change in specific situation, system model of change & processes to introduce & achieve change, benefits of change, Academic Excellence, living systems design, process design, tools of designing change organizational change management, steps in undertaking organizational change efforts, types of change forces, role of problem diagnosis in the organizational change management, number of change methods, depth of intervention each represents, impediments and conditions that may limit change management effectiveness, ethical implications of change management, adopting innovation is a natural outcome in organizations that effectively manage change, skills to manage educational changes, lead change, creativity, problems, effective decisions, changing network of support, Innovations, Strategies to overcome resistance for change, strategic <u>Change plan</u> and implementation crises situations and management, teams building, motivational techniques, educational changes, instruments. lead change, Strategic Planning & Institutional Development,	Interactive Lectures, Input-cum-Discussions, analogies, Interactive learning, buzz sessions, panel discussion; Assignments - simulated teaching case study; analogies; projects; educational games, demonstrations; team teaching team teaching; mentoring; e-learning. Action learning & multiple Role Playing, Team Participation Assignments, Group Creativity, mentoring; e-learning. Case study, Syndicate work and presentation, Analogy, Metaphor and Simulation, Practical, and skills tests	PPT, Module, Instruments, Reading Material, Case Studies, Assignments, work sheets	Discussions, , Interactions panel discussion; Assignments case study; analogies; games, demonstrations; e-learning. Action learning & multiple Role Playing, Team Participation, Assignments, Group Creativity, Syndicate work Practical, and skills tests	Presentations, Assignments, Q&A, Observations, Tests, syndicate work, worksheet evaluations develop portfolio training. skills tests	Max.5 for each Assignment, Portfolio, attendance punctuality Cooperation discipline Max = 50 (portfolio) Marks/Grade/Grade 50 Marks/Grade for final achievement test Total 100 Marks/Grade maximum

Sessions	Trainee learning outcomes	Contents	Training method	Learning resources	Trainee activity	Assessment method	Marks/Grade/Grade
	<ul style="list-style-type: none"> To develop skills to manage educational changes. Understand how to manage & lead change Use your creativity to solve problems and take effective decisions Manage politics in management & changing network of support. Design change model to Institution Manage Innovations and change effectively Describe Strategies to overcome resistance for change Design strategic <u>Change plan</u> and implementation	Institutional building and excellence , Academic leadership in Change, Reforms& Management of Change, Role derivation using expectation analysis					

11	List of handouts	<ul style="list-style-type: none"> Management of Change and Innovations--Dr R.B. Shivagunde Managing Change and Innovations <i>In Turbulence times FICCI 2001</i> Dr. R.B. Shivagunde Leadership in change-Dr R.B. Shivagunde Effective Decision making -Dr R.B. Shivagunde Visioning and Strategic Planning-Dr R.B. Shivagunde Creative Problem solving-Dr R.B. Shivagunde Total quality management in Polytechnics-Dr R.B. Shivagunde Planning with Logical framework analysis-Dr R.B. Shivagunde Institution Building Process-Dr R.B. Shivagunde Systems Methodology-Dr R.B. Shivagunde Resources Management in Polytechnics-Dr R.B. Shivagunde Competency based Training for Management development-Dr R.B. Shivagunde Theory of Constraint for Project management-Dr R.B. Shivagunde Effective utilisation of Polytechnic Resources-Dr R.B. Shivagunde Organisational Growth and Development-Dr R.B. Shivagunde Creativity techniques-Dr R.B. Shivagunde Strategies for improving Polytechnic performance-Dr R.B. Shivagunde Educational project management-Dr R.B. Shivagunde 18 case studies on Education Management -Dr R.B. Shivagunde
12	List of Practicum	Game, Self Assessment Instruments, Case Studies On Various Managerial Skills Like Planning, Problem Solving, Decision-Making, Leadership, Managing Stress And Time, Conflicts Resolution And Team Building
13	Assessment Method	The assessment of trainees will be done continuously on the basis of assignments, submissions and presentations. Feedback on their assignments etc. will also be given during training for their improvement. Based on plenary session and assignments grades will be given for further improvement. They will also be requested to develop portfolio during the course of the program. The grade of their performance will be provided for their further development and training.
14	References	<ul style="list-style-type: none"> Dr. R. B. Shivagunde - Module on Planning with Logical framework analysis-NITTTR Bhopal Dr. R. B. Shivagunde - Module on Leadership in change-NITTTR Bhopal Dr. R. B. Shivagunde - Module on Effective Decision making-NITTTR Bhopal Dr. R. B. Shivagunde - Module on Visioning and Strategic Planning -NITTTR Bhopal Dr. R. B. Shivagunde - Module on Creative Problem solving-NITTTR Bhopal Dr. R. B. Shivagunde - Module on Total quality management in Polytechnics-NITTTR Bhopal Dr. R. B. Shivagunde - Module on Institution Building Process-NITTTR Bhopal Dr. R

		<ul style="list-style-type: none"> ▪ management Commonwealth Publication 1992 ▪ <i>Kulandaiswamy V.C. "Institutional Development and Management" The Indian J. of Tech. Education, 1993.</i> ▪ <i>Alan Bryman "Leadership and Organization" Routledge & Kegan Paul, London, 1986.</i> ▪ <i>Alexander W.Astin & Rita A.Scherrei "Maximising Leadership Effectiveness" San Francisco, Jossey Bass, 1980.</i> ▪ <i>Leadership, Psychology, And Organizational Behaviour", New York, Harper & Row, 1965.</i> ▪ <i>Edwin P.Hollander "Leadership Dynamics", New York, The Free Press, 1978.</i> ▪ <i>Hersey, Paul And Kenneth, H. Blanchard "Management Of Organizational Behaviour, New Delhi, Prentice Hall, 1980.</i> ▪ <i>William J.Reddin "Managerial Effectiveness" Tokyo: Mcgraw Hill Kogakusha, 1970.</i> ▪ <i>Dr. R.B.Shivagunde-Managing Change and Innovations-In Turbulence times-FICCI Bhopal-2009</i> ▪ <i>Dr R. B. Shivagunde - Module Leadership For NRC Project Officers NITTTR Bhopal 2001</i> ▪ <i>Alan Bryman "Leadership and Organization" Routledge & Kegan Paul, London, 1986.</i> ▪ <i>Kim Cameron "Measuring Organisational Effectiveness in Institutions of Higher Education" Administrative Science Quarterly 23,1978 604-632.</i> ▪ <i>Kulandaiswamy V.C. "Institutional Development and Management" The Indian J. of Tech. Education, 1993.</i> ▪ <i>Macchia.P.jr, "Assessing Educational Processes using Total Quality Measurement Tools" In Journal of Education Technology, May 1993,48-54. 1993</i> ▪ <i>T.T.T.I. Bhopal Quality Circle Guideline Document for Polytechnics.1992</i> ▪ <i>Dr.R.B. Shivagunde - Module on Systems Methodology-NITTTR Bhopal</i> ▪ <i>Dr. R. B. Shivagunde - Module on Resources Management in Polytechnics-NITTTR Bhopal</i> ▪ <i>Dr. R. B. Shivagunde - Module on Competency based Training for Management development-NITTTR Bhopal</i> ▪ <i>Dr. R. B. Shivagunde - Module on Theory of Constraint for Project management-NITTTR Bhopal</i> ▪ <i>Dr. R. B. Shivagunde - Module on Effective utilisation of Polytechnic Recourses-NITTTR Bhopal</i> ▪ <i>Dr. R. B. Shivagunde - Module on Organisational Growth and Development-NITTTR Bhopal</i> ▪ <i>Dr. R. B. Shivagunde - Module on Educational project management-NITTTR Bhopal</i> ▪ <i>Dr. R. B. Shivagunde - Module on Strategies for improving Polytechnic performance-NITTTR Bhopal</i> ▪ <i>Dr R. B. Shivagunde - Module on Creativity techniques-NITTTR Bhopal</i> ▪ <i>Prof.R.K.Mani- Book on Leadership for Youth-Commonwealth Publication 1993</i> ▪ Managing Change and Innovations In Turbulence times FICCI 2001<i>Dr. R.B.Shivagunde</i>
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