

# **SOUVENIR**

*Two day National Seminar on*

**Challenges of Kerala Model Education in ensuring Employability among Youth**

*In connection with  
Formation of Academic Chairs*

- **Dr. P K Abdul Gafoor Chair for promotion of Secular Values**
- **Dr. N K Muhammed Chair for Value based Higher Education**
- **N. Damodaran Chair for Humanistic Studies**

*9-10 February 2017*

*Organized by*  
**Internal Quality Assurance Cell (IQAC)**



**M E S KEVEEYAM COLLEGE VALANCHERY**

**Malappuram-Kerala**

*(NAAC Accredited with A Grade)*

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

**[www.meskvmcollege.org](http://www.meskvmcollege.org)**



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Date:05/02/2017

### **CIRCULAR**

IQAC, MES KeVeeYamValanchery, decide to organize a one day National Seminar "Challenges of Kerala Model Education in ensuring Employability among Youth" on 10.02.2017. All staffs and students are hereby notified to be present for the successful conducting of the function.

IQAC Coordinator



Principal

**PRINCIPAL**  
**M.E.S KEVEEYEM COLLEGE**  
**VALANCHERY, PIN- 676 557**  
**MALAPPURAM**

## FOREWORD


MES Keveeyam College Valanchery envisages becoming a leading centre of higher learning nurturing all-round academic excellence along with core human values: a vibrant institution which enlightens the youth just as it enriches and empowers them and remains a resource centre for the society. In a view to promote scholastic studies and hence to uphold the values and disciplines defended by three great visionaries namely Dr. P K Abdul Gafoor, Dr. N K Mohamed and Sri. N Damodaran, Academic Chairs have been constituted in the college by the Managing Committee.

The official inauguration of the chairs was done by **Dr. K T Jaleel** (Hon. Minister for Local Administration) on Friday, 10<sup>th</sup> February 2017 at 9.30AM. In connection with the formation of academic chairs, the Internal Quality Assurance Cell (IQAC) organized a National seminar on 'Challenges of Kerala Model Education in ensuring Employability among Youth'. Eminent personalities in the higher education sector delivered invited lectures in the seminar.

We are thankful to all the dignitaries who blessed the occasion of the inauguration of the academic chairs with their presence and inspiring words. We are grateful to all the resource persons who gave instructive lectures on different topics in National Seminar.

We extend our thanks to the College Managing Committee for taking initiatives to set up the academic chairs and organize a National Seminar.

We also express our sincere thanks to all the students, teaching and non teaching staff for making the event a grant success.



**Dr. P. Mohamedali**  
(Principal)



**Dr. C. Rajesh**  
(IQAC Coordinator)



**Prof. K P Hassan**  
(Secretary, College Managing Committee)

## ABOUT OUR INSTITUTION

MES Keveeyam College Valanchery has educated and shaped the future of students belonging to the rural precincts of Malappuram and nearby districts for nearly 35 years. The college has maintained a positive academic atmosphere for intellectual pursuits that has consistently been rewarded with excellence in curricular and co-curricular endeavours. The college is a Govt. aided institution run by Muslim Educational Society, affiliated to the University of Calicut and included under 2(f) and 12(b) of the UGC act. It has blossomed into a premier institution offering 9 undergraduate, 6 post graduate programmes apart from various other UGC add-on courses and trainings. The institution marked another significant milestone with the sanctioning of a Research Centre to Department of Chemistry in 2014. It was a felicitous recognition of the college striving for excellence when the college was conferred an 'A' grade in the NAAC accreditation with CGPA 3.28.

## 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 Board:*

*Dr. P Mohamedali (Chief Editor)*

*Dr. C Rajesh (Executive Editor)*

*Athira Radhakrishnan (Associate Editor)*

## EXECUTIVE SUMMARY



MES Keveeyam College Valanchery with the mission to contribute to society through the pursuit of education, learning and research at the highest levels of excellence envisages becoming a foremost centre of advanced learning fostering all-round academic excellence along with core human values. To promote scholastic studies and uphold the values defended by the three great visionaries, Dr. P.K Abdul Gafoor, Dr. N.K Mohammed and Sri. N Damodharan, Academic chairs have been constituted in their names. The Internal Quality Assurance Cell organized a national seminar on “Challenges of Kerala Model Education in ensuring employability among youth” to co-inside with the formation of the Chairs.

The official inauguration of the Academic Chairs was made by **Dr. K T Jaleel** (Hon. Minister for Local Administration) on Friday, 10<sup>th</sup> February 2017 at 9.30AM at the College Auditorium. **Prof. Abid Hussain Tangal (MLA)** presided over the function. Dr. N M Mujeeb Rahman (Secretary, MES Kerala), Dr. Hussain K (Vice Chairman, College Managing Committee), Mr. N Abdul Jabbar (District President, MES), Mr. Hameed (Municipal Counsellor) and Mr. N Manavendranath felicitated the function. Dr. P Mohamedali (Principal) welcomed the audience and Prof. K P Hassan (Secretary, College Managing Committee) expressed the vote of thanks.

Earlier in the previous day (9-2-2017) the official inauguration of the National Seminar was done by Prof. Kumar Suresh (Head, Department of Educational Administration, National University of Educational Planning and Administration, NUEPA, New Delhi). Dr. P Mohamedali (Principal) presided over the function. Dr. C Rajesh (IQAC Coordinator) welcomed gathering and Prof. Najila T Y (Joint Coordinator, IQAC) expressed the vote of thanks.

The seminar comprised of three academic sessions and one session for paper presentation. The keynote session was by Prof. Kumar Suresh on *Emerging Challenges of Higher Education and way forward* on 9<sup>th</sup> February. Dr. C Abdul Hameed (Head, Department of Botany) chaired the session. In the second academic session on the same day Dr. S Rajoo Krishnan (Officer on Special Duty, Directorate of Higher Education & State Coordinator ASAP) delivered a talk on *Skill Development and Ensuring Employability in Higher Education*. In the paper presentation session ten papers were presented by faculty members and students from different institutions. Dr. M P Unnikrishnan (Head, Department of Physics) chaired the session. The third academic session was held on 10-03-2017. Maulana Mohammed Fazlur Rahim Mujaddidi (Formerly Member, Consultative Group for

Empowerment of Minorities, *Planning Commission of India* ) delivered a talk on *Various Government Schemes for Minority Educational Empowerment*. The session was followed by a panel discussion on the topic. Prof. Kadavanad Mohammed (Vice President, MES Kerala) gave away the valedictory address. Mr. P H Mohammed (Chairman and Correspondent, Central College Committee of MES) presided over the function. Dr. M Usman (Principal, Amal College of Advanced Studies, Nilambur, Kerala) was honoured by Dr. N K Mohammed Chair for value based higher education for his contribution to the higher education sector of Kerala. Dr. P Mohamedali (Principal) delivered the welcome speech and Dr. Abdul Hameed C expressed the vote of thanks.

**Dr. P K Abdul Gafoor Chair for promotion of Secular Values**



P. K. Abdul Gafoor was the founder President of Muslim Educational Society (MES) and one of the pioneers of education amongst the Muslim community in Kerala. He was a medical doctor by profession and served as a Professor of Medicine at Calicut Medical College. In 1964, Dr. Abdul Gafoor and a group of young educated Muslims established MES at Calicut, with the objective of cultural, educational and economic upliftment of Muslims. The glorious vision of the 'Dr. P K Abdul Gafoor Chair for the promotion of secular values is to honour the contributions of the great leader towards the educational development of backward communities and for appraising his ideology of secular values throughout his life. The objectives are to act as a forum for discussion on contemporary issues threatening the concept of secularism; conduct lectures and seminars on issues related to protection of secular values in India; and to honour people and organizations working towards the protection of secular values.

#### **Dr. N K Muhammed Chair for promotion of value based higher education**



It was the long and concerted efforts of the local population under the visionary leadership of Dr. N. K. Mohammed, the first practitioner of modern medicine in this locality, among others and involvement of Muslim Educational Society, which culminated in the establishment of MES Keveeyam College Valanchery in 1981. He was affectionately called as the 'Doctor' by the local people. The vision of Dr. N K Muhammed Chair is to honour the contributions of the great soul in the educational development of the region. The objectives are to conduct lectures, seminars and work shops on value- based higher education by inviting eminent personalities; to act as a forum for discussion on improvement of quality higher education and to provide scholarship for financially backward students pursuing research in premier institutes in India.

#### **N. Damodaran Chair for Humanistic Studies**



N Damodaran was an eminent follower of the great philosopher, MN Roy. He was one of the great humanists in Kerala who inspired a generation through his thoughts and deeds. He wrote many books and articles of which *M. N. Roy: Satyanweshiyaya Viplavakari* won the *Kerala Sahitya Academy Award in 1990*. The academic chair envisions a platform for studies on his humanistic thoughts for post graduate and research students.

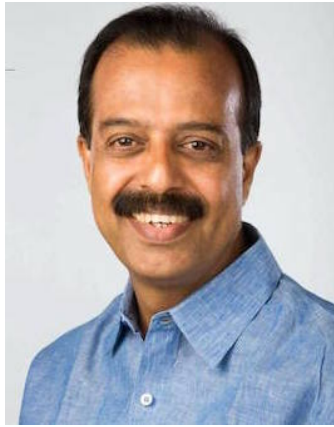
#### **Inaugural Address**



**Dr. K T Jaleel (Honourable Minister for Local Administration, Govt. of Kerala)**

It is a matter of immense pride for me to inaugurate the three academic chairs of the college. The journey of the college started as being a junior college. Later it is upgraded with PG course and it is blooming with the dream of forming three chairs in the college which were previously the monopoly of universities. Dr. P K Abdul Gafoor , on whose name the first chair was formed, was a promoter of secular values and had been an instrumental figure in the formation of a secular block in the society. That is truly a revolutionary thought. This is almost like the way how Galileo disapproved the notion of earth as a flat surface when he surveyed through his telescope and how people turned against him for openly disclosing the truth. Our secular and religious history has a place in the discussion. Actually the people opposed the science that is hidden in the religion. King Asoka leads the path of secularism in his life and spread the way to a secular country. India is a country where large number of religious transformations has occurred. Ancient Indian religious people, Hindus, changed their mission within their own native religion and transformed into various religions that emerged to India like Christianity, Judaism, Buddhism etc. The thing is that these transformations were not under any forced ideas. They made the conversion because they had their own individual vision. Emperor Asoka was at first a firm believer in Hinduism, but later after the Kalinga war, he was enlightened and changed his religion. Regarding our country India, almost 800 years of rule was under Muslim dynasty, but interestingly the other major religions that existed in India never opposed or fight against the ruler or the rule. All Indians were together while fighting against the British without any religious barriers. After Independence, our Prime Minister's post was decorated by Pt. Jawaharlal Nehru, who never sticks onto any religion. He often remarks, "If anybody wants to see God, this is the sanctum sanctorum of God." Secularism exists in a place where different religions exist together and the place where secularism fails is when there exists a religious conflict. Faith is the basic

foundation of secularism. Secularism will succeed in a place where all religious followers should agree to the faith and rituals of the others. No prophets will say that their holy books are the only right one compared to the others. When EMS rose to the position of Chief Minister, no one body makes a claim about his religion. When someone believes that they alone are right, that is the point where secularism dies. Thus comes the relevance of Dr. Abdul Gafoor and I appreciate the managing committee for such an effort. Without the word secularism, India existed as a secular country and India was known as democratic republic long before Independence but later it was changed into secularist democratic republic. Regarding the second chair constituted in the name of N K Mohammed, it is for the promotion of value based education. He is a good religious believer and secularist. We can take him as an icon of belief and secularism. With regard to the values, they are central to every religion. Every religion considers theft as a sin. We should insist on value based education especially in the field of higher education. While talking about N Damodaran Nair, and chair on Humanistic Studies, he was the person to introduce M N Roy to Kerala. Humanism is actually a space which creates positive vibes and serves as a core concept of all ideas. It also functions as a strong foundation of all values and value based systems. At present, we are actually lying a distance apart from humanism. If we want to be a good human being, it is better to be a humanist first. Thereby I am inaugurating the three chairs and thus I am concluding the speech.



**Prof. Abid Hussain Tangal MLA**

(Kottakkal Legislative Assembly Constituency)

I am very much honoured to speak on this venue regarding the inauguration of three chairs and about the broad concept of secularism. The constitution of three academic chairs shows how values of unity and secularism are being carried out by this college. India is a place where we can see the union of multi religions and multi languages and thereby stressing the motto – unity in diversity. Talking solely about secularism, the word ‘secularism’ is not an Indian word and it was evolved from French revolution and industrialization. Its use was first registered in India for pointing out the workers and employees. Out of the traumatic situation of colonization, the waves of secularism come out as a fresh source of energy. It is a fact known to us that on August 15, 1947, the flag of India was hailed. From that point of time, secularist and humanistic values from Gandhi, Nehru and Azad start influencing us. The effects of their thoughts are evident in our day to day lives. The establishment of humanistic and secular chairs of this college can be taken as a continuation of the teaching of their ideas. I am very happy to be part of such an occasion in your college. I must extend my deep sense of gratitude for inviting me to this venue.

**Academic Session I**





### **Prof. Kumar Suresh**

Head, Department of Educational Administration

(National University of Educational Planning and Administration, NUEPA, New Delhi)

He did his M. Phil in Sociology from Jawaharlal Nehru University;

Ph.D. in Federal Studies from the Centre for Federal Studies, New Delhi; Diploma with *Suma cum Laud* (High Distinction) in federalism, decentralization and conflict transformation from the Institute of Federalism, University of Fribourg, Switzerland; published research papers, monographs and books on the theme of policy response to diversity, multiculturalism and inclusion, federalism and multilevel governance, human rights education etc.; served as co-editor and as a member of the editorial committee of *Indian Journal of Federal Studies*, one of the lead journals in the specialized area of Federal Studies; contributed a large number of papers in national and international seminars and conferences; delivered more than thirty invited lectures in national and international programmes including Academic Staff Colleges of different universities in India; served as member of different expert committees and advisory boards of universities and institutions including the University Grants Commission, Institute of Open Learning, Al-Mustafa International University, Iran to its India Branch etc; association with a number of national and international projects and competence development/ training Programmes sponsored by international agencies including the Forum of Federations, Canada, GTZ and the Bergoff Foundation for Conflict Studies, Germany; visited Switzerland, Canada Srilanka and Nepal in different international academic programmes; a number of Ph.D. and M. Phil completed under his supervision; currently engaged in the studies and research on inclusive policies and practices in education.

### **Keynote Lecture**

### ***Emerging Challenges of Higher Education and way forward***

I like to begin the speech by taking skill as an integral part of the curriculum. Employability and skill is actually a matter of consideration in the global development. Regarding the human capital ratio available here, skill is actually a matter of concern for the educated class. India is the second largest higher education centre in India with China decorating the top position. As such the major target before us is to create employable workforce. For such a condition, one of the pre-requisites is to foster a balance between knowledge and skill. The first global challenge before us is to make our system more effective and globally challenging. Second is to train the group for the expansion of higher education. Commenting on the higher education scenario after independence, there is decline in the quality of higher education system in India. The Gross Enrollment Ratio in higher education was below 25%. Even now after wake of new educational policies, the Gross Enrollment Ratio is still below 50%. There occurs the need of extension of higher education. When the arena of higher education extends its reach, we are into two central issues. One is the diversification of courses and second in connection with the first is the diversity of students. Thus the micro level situation has risen to a macro level. Then comes a crucial question of how to overcome these challenges. With these changing situations, teacher plays a major role in the sphere of diversity. They have to deal students both bright and weak alike. They should stress on skill development programmes including remedial teaching. Also they have to take into consideration the challenge of student diversity. There are three key points to be noted in connection with this sphere of teaching and learning. First one is **Quality and Diversity**—what mainly happens with the teaching-learning environment with regard to the diversity of students is that the quality of teaching always poses an enigmatic question. As such quality is one of the core concepts of this discussion. What will be the watch word of teacher is necessarily something which is directed to quality. It is in connection with the issues of quality, we normally witness things like brain drain and all. Indian students are attracted to other countries outside India because of the question of quality. They find their educational scenario more charming while considering this grounds of quality.

### **Funding and Financing**

One of crucial concerns in respect to skill enhancement is regarding funding. Education is getting more commercialized. Most of the institutions in India look forward for a business environment. Their motive is business education by charging high fee from students. Proper funding and financing of an institution is necessary for skill knowledge. Students can learn from an atmosphere which is properly functioning with ample infrastructure facilities. The

institutions must take care to update the facilities to suit the demanding needs of the learner. It is because of the inadequate facilities, students are unable to cope with the growing needs of the labour market. Such a situation is often the result of the bridging gap between skill knowledge and employment. The focus on content may sometimes promote a situation where in which the students find the skills required for job missing. So as a panacea to this situation what I suggest is that there should be balance between skill and employment to create better knowledge appropriate for use. Skill actually means the essential factors needed for a learner to be a proper fit for job market. The institutions should take into consideration the actual need of a learner while he/she opts for a particular course.

### **Teaching, Research and Innovation**

Competent teachers are the need of present educational scenario. Teachers are the builders of next generation. It is from a competent teacher that a competent learner emerges and directly it paves way for another competent teacher. What is lacking in our curriculum is the presence of teacher who is really competent in the real sense of the term. The teacher selection process should be based on merit and proper qualification. In most of the institutions, the selection criterion is not always based on merit. The after effects of such a selection are the lack of competence and the selected ones fail to meet the needs of students. In connection with teaching, research is a major thing to ponder over in the teaching learning situation. What is missing in the field of higher education is the lack of adequate research works. Students, now a days, have a tendency to opt professional courses after the higher secondary level and after the completion of course they readily accept the job that come in their way. Very a few may turn to the field of research after their professional degrees. The most disheartening thing with IITs is that there is a decline in research works as the passed out ones are only interested in the job profiles of reputed companies. Even in Arts and Science colleges, the academics come to a point of completion solely with research and not many will prefer doing Post doctoral programmes. As such the number of patents our country witnessed in the last decades is too low to add to our glory.

Along with the question of research, the extension of research is also important. There should always be a move to link the products of research to the benefit of the society.

As a centre of higher education, students and teachers, please look into the situation and act according to the need of the hour at the earliest.

### **Academic Session II**



### **Dr. S Rajoo Krishnan**

(Officer on Special Duty, Directorate of Higher Education, Govt. of Kerala)

He was formerly Associate Professor, Department of Statistics, Government College for Women, Thiruvananthapuram. Of late he was given the assignments of Deputy Director of Higher Education and the Joint Commissioner for Entrance Examinations. Now he is the officer on Special Duty at the Directorate of Higher Education. He is the State Coordinator of ASAP and other programmes like Walk With a Scholar, Scholar Support Programme, FLAIR, etc under the new initiatives of the department.

### **Invited Lecture**

#### ***Skill Development and Ensuring Employability in Higher Education***

As the state co-coordinator of ASAP, I have immense pleasure to discuss about the skill development and how much it ensures the employability in higher education. Higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade. 100% schools are never promoting dropout system. In the case of professional skills, the percentage of pass is less in engineering field but as a matter of status and glamour they preferred the course. Existing skill education does not update the skill that they have acquired. Statistics shows that over 42 lakhs registered in the employment exchange and majority among them is fascinated by white color jobs. In the preceding years, the masses were attracted by agriculture and animal husbandry, then later to industry. Industry rejects persons with low communication ability and low IT skills and of course industrial skill is not a part of curriculum. The present era had a flip-flop to Tourism and Hospitality, Health and Paramedical, Organised retail, Accounting, Trade and Share Market, Mechanised Agriculture and the like. I want to mention the dangerous aspects of such a situation—increasing unemployment and not getting even mid level employment in abroad. The context brings forth poor economic growth and development as the drawback and often the youth moves towards anti-social activities. Of course, I have some

responsibility to uplift the current status of education in the name of ASAP. The program is to generate more employable skills among the student population of Kerala by providing sectors with specifically skill training programmes along with regular academic studies. These special training would be conducted during 3 hours on holidays or Sundays. The vision of ASAP is the sustainable development through skilled young population and the mission is to enhance the employability of students studying in Govt. and Aided schools. The module is formed in such a way that the students become more beneficial to adapt it. In the foundation module 100 hours is for enriching the communication skill in English and 80 hours for basic IT. Equal kinds of divisions are possible in domain specific skill courses, industrial requirements and occupation. By discussing this much, you may want to know the present position of ASAP in schools, how it conducts aptitude test for allotment of skill courses to SDC and students, foundation module in VHS schools, ASAS in Minority Residential schools etc... The salient features of skill module are predominant practical orientation, compulsory internship, activity based, experiential learning and job training components.

Working with ASAP means being involved in molding a versatile young generation. We need people with passion for social development and who can make real impact on the society we live. Before the conclusion I intend to say the selection procedures in detail. It has 6 spheres which are skill gap, practically oriented activities, aligned QSD/NOS, course in different sectors, industry requirements and courses from industry. Thirteen new courses would be introduced for higher secondary and undergraduate students, as a part of ASAP skill training. About 32 skill development centers would start functioning across the state. All together ASAP is actually fresh wave of thought in the current academic scenario.



### **Maulana Mohammed Fazlur Rahim Mujaddidi**

(Formerly Member, Consultative Group for Empowerment of Minorities, *Planning Commission of India* )

Maulana Mohammed Fazlur Rahim Mujaddidi was born on 22nd June, 1957. He is the son and Successor of the great Sufi scholar and educationist Hazrat Maulana Shah Mohammad Abdur Rahim Mujaddidi and successor of another great Sufi Hazrat Maulana Shah Hidayat Ali Mujaddidi. These great men had a dream to establish an educational institution whose students would be inculcated with the required competence and potential to perform their duties both in the religious and worldly matters. This dream was fulfilled in the form of 'Jamea-Tul-Hidaya' the first residential Islamic University, which introduced technical and modern education in Madrasas. The foundation stone of the University was laid in 1976 and the university started its full-fledged education system in 1986. In 1996, realising the need of modern primary education, he floated another Trust named "Maulana Abdur Rahim Educational Trust" and started working on a series of English Medium Schools named "Imam Rabbani Public School". The schools are recognized by the State Government Educational Board. In 2001, realizing the need to increase Muslim Representation in Indian Administration, an independent body the "Crescent Academy for Civil Services Exams" was formed. In 2002, the Foundation for Civil Liberties, a Human Rights Organization was formed for Human rights and Judicial Redress. The same year, the first Center, Crescent Academy Aligarh, was established. He set up 3 new centers at Delhi and Lucknow. Under the mass awareness program for Civil Services Exams he started "Talent Hunt Programme" and in 2006, the "Strive for Educational Enhancement" (SEE) was formed for the cause of modern primary to senior secondary education. He has been vigilantly keeping an eye on the various government schemes for the minorities. To make sure that minorities, especially the Muslims, could achieve the maximum benefit of these schemes he has been having discussions with the government, including Sonia Gandhi, Prime Minister Manmohan Singh, Union Ministers and the Planning Commission.

### **Invited Lecture**



### *Various Government Schemes for Minority Educational Empowerment*

I have illimitable happiness to talk about the topic: **Various Government schemes for Minority Educational Empowerment and Scope of Skill Development**. Education is the most potent and effective tool to achieve empowerment of any section of society. Muslims in India lag behind in their education is obviously a sad aspect of their life. It is a matter of common belief that unless Muslim educational backwardness is addressed, the empowerment of Muslim would remain elusive. I exposit the details which shows the graph of Kerala State is far better than that of the whole India and the educational level of Muslim is better in South India than North India. At present there is a slight difference in Muslim educational scenario. As per the sensex of 2010, the representation of Muslim increases from 3% to 12%, especially their involvement in civil service and defense. To exhilarate the minorities and Muslim students, the Government takes initiatives in Direct Intervention, PM's 15<sup>th</sup> PP Programme, and Area development (Backward Area Based). Impact of these kinds of activities is 11<sup>th</sup> Plan issue, wherever possible, outlays under various schemes should be earmarked for minorities. This would convey the meaning that 15% is the floor and not ceiling and 12<sup>th</sup> Plan where 15% of funds wherever possible should be revised to 15% and above in proportion to the size of the minority population. I put forward some statistical idea to you for further clarity. The Priority Sector Outstanding amount on 31<sup>st</sup> March 2015 are Total Outstanding- Rs.17,01,806.78 CR., Minority Outstanding-Rs.2,69,644.19 CR. and Minority % share =15.84 (Target 15%). Minority programme has been to ensure that the benefits of various government schemes for the underprivileged reach the disadvantage sections of the minority communities. In order to ensure that the benefits of these schemes flow equitably to the minorities, the programme envisages location for the lift up. The scheme includes Pradhan Mantri Awaas Yojana 2015-16 and they targeted 311,702 numbers and allotted 306,439 for improving the conditions of living of Minorities. Ministry of Minority Affairs have educational empowerment schemes like Pre-Matric Scholarship, Post-Matric Scholarship, Merit –cum-Means Scholarship, Maulana Azad National Fellowship, Free Coaching and allied schemes, Interest Subsidy on Educational loans for Overseas Studies finally have prelims conducted by UPSC, SSC, State Public Service Commissions etc. New components were added in 2014-15. Schools/colleges, having hostels, affiliations with CBSE/ICSE may opt this components. The provision for focused preparation in classes XI and XII for competition in Eng/Medical colleges etc was provided up to 1 lakh per students. In 2016-17, allocation and targets of funds is 45 CR. Apart from Central/State Government Schemes, 40 sector skill councils are constituted and they have their sector programmes and

targets. The skill development programmes are Seekho aur Kamao skill, Nai Manzil-the Integrated and USTTAD. When we go in detail about seekho aur Kamao, it is implemented both by private/Govt agency approved by ministry and the maximum allowed expenditure for candidate for the training cost is Rs. 25,000, for boarding /lodging at Rs. 1500 for 3 months and stipend for commoners at 750 per month. USTTAD is another scheme for upgrading the skills and training in traditional arts/crafts. The scheme will have the following programmes. First one is up gradation of skills and training in traditional arts/crafts through institutions, USTTAD fellowship for research and development, support to craft museum for forming traditional art/crafts. Last is, support to minority craftsmen/artisans for marketing their products. It is a two months to one year duration programme as a support to craft museum for traditional art/craft. The plan is RS.20 LAKHS per project. The last but not the least one is Nai Manzil. It is a world bank aided scheme, having the advantages of duration of training 9-12 months compared to 3 months, NIOS: Basic level of education (class VIII or class X), and minimum 3 months skill training. Soft skill training, health and life skills, 75% placement on above minimum level wages are the additional training model by Nai Manzil. I culminate the above idea. I conclude by pointing that when the Muslim concentration increases the performance decreases. Backwardness is an area based concept.

# Photo

## Inauguration of Academic Chairs



**Dr. P Mohamedali (Principal)**

*Welcome Address*



**Prof. Abid Hussain Tangal MLA**

*Presidential Address*



**Dr. K T Jaleel (Hon. Minister for Local Administration)**

*Inaugural Address*



**Dr. N M Mujeeb Rahman  
(Secretary, MES Kerala)**

*Felicitation*



**Prof. K P Hassan  
(Secretary, College Managing Committee)**

*Vote of Thanks*

## Inauguration of National Seminar





**Dr. C Rajesh (IQAC Coordinator)**  
*Welcome Address*



**Dr. P Mohamedali (Principal)**  
*Presidential Address*



**Prof. Kumar Suresh**  
**(Head, Department of Educational Administration, NUEPA, New Delhi)**  
*Inaugural Address*



**Dr. S Rajoo Krishnan**  
**(State Coordinator, ASAP)**  
*Felicitation*



**T Y Najila**  
**Joint Coordinator, IQAC**  
*Vote of Thanks*

### **Academic Sessions of the Seminar**



**Prof. Kumar Suresh**  
**Keynote Address**  
*(Emerging Challenges of  
 Higher Education and Way Forward)*



**Dr. S Rajoo Krishnan**  
**Invited Lecture**  
*(Skill Development and Ensuring  
 Employability in Higher Education)*



**Maulana Mohammed Mujaddidi**  
 (Formerly Member,  
 Empowerment of  
 Minorities, Planning Commission of India )  
**Invited Lecture**  
*Various Government Schemes for Minority  
 Educational Empowerment*



**Prof. Kadavanad Mohammed**  
*Vice President, MES Kerala Consultative Group for  
 Panel Discussion*



**O Abdul Ali**  
*Syndicate Member*  
 University of Calicut  
 Panel Discussion



**Dr. M Usman**  
 (President, Council of Principals of Kerala)  
 Panel Discussion

## Valedictory Function





**V. Moidutty**  
(Treasurer, MES Kerala)  
*Valedictory Address*



**Dr. M Usman**  
*Honoured by Dr. N K Muhammed Chair  
for Value based Higher Education for his  
contributions to the Higher Education sector of Kerala*



**Distribution of Prizes for Paper Presentation**  
*PH Muhammed*  
(Chairman and Correspondent, Central Colleges Committee, MES)



**Dr. C Abdul Hameed**  
(Vote of Thanks)



*Augustus presence of participants of the seminar*