



# Chronology of Events



- 1999 Lauching of PU-LC, Starting of M.C.A., M.Sc. Biotechnology and B.B.A. Launch of M.Sc., International Business (L.S.B.U.). Accredited at 5 Star Level by NAAC.
- 2000 Dept. of Botany renamed as the Dept. of Plant Biology and Biotechnology. Commencing B.C.A., B.A (Corp.) and M.Sc. (Computer Science).
- 2001 Restructuring of the Syllabi - Choice Based Credit System introduced in UG.
- 2002 Inauguration of the LIFE Building.
- 2003 Opening of M.Sc. Medical Laboratory Technology & M.Sc. Visual Communication.
- 2004 Restructuring of the Syllabi - Choice Based Credit System introduced in PG. Initiation of M.A. Medical Sociology and Biomedical Instrumentation Science.
- College with Potential for Excellence conferred by UGC.

*Thomas*  
Principal  
LOYOLA COLLEGE  
CHENNAI-600034

# LOYOLA COLLEGE A FORERUNNER IN THE FIELD OF EDUCATION DEVELOPMENT OF CURRICULUM 1925-2002

## GROWTH OF CURRICULUM 1925-2002 – IN RESTROSPECT

Loyola College has played an important role in the history of education in India. Founded in 1925 by Fr. Bertram, it was growing from strength to strength. Fr. Bertram himself was twice the acting Vice- Chancellor of the Madras University. Loyola College has emerged in the last seventy-five years as a premier educational Institution in the country and it is striving to break new paths in education. The major breakthrough being the autonomous status it received in the year 1978, and the Restructuring based on the experiences of autonomy which was introduced in 2001.

## EVOLUTION OF COURSES IN LOYOLA – IN RETROSPECT

Since the continuation of the Intermediate course was being discussed in the University and hung in the balance it was decided to begin the college with the first year BA Economics, History and Mathematics in the year 1925. Within three years after the starting of the College affiliation was obtained for the prestigious three-year Honours courses following the Intermediate.

The beginning of fifties witnessed the introduction of French and Latin under Part III and Part II respectively. This is to ensure the prestige and influence in the International World through the mastery of foreign language. New courses such as B.Sc in Botany with chemistry and zoology as ancillaries and BA in Latin were started [1950-51] A new Commerce group with Maths, Logic and Commerce as optional subjects began in 1952-53. The decade witnessed the shedding of Intermediate in Arts and Sciences due to the new regulation of the University [1956] and starting of the new two year PG Courses [1958]

The Seventies saw the college education, being made available to the ordinary and especially working class. The Evening college was started with the purpose of providing education to persons doing work during the day-time. [1973] The last batch of the Pre-university students passed out of the college during 1978-79. The PUC was introduced in the year 1957. The Loyola Alumni association was revived with the Golden Jubilee year celebrations. Loyola was chosen as one of the eight colleges to receive autonomy from the academic year 1978 onwards. Several committees worked out the nitty-gritty's of the autonomous system with the freedom of introducing new courses and testing methods. Towards the end of the seventies BA History in the Evening College was started. As always in the frontier of education Loyola started the Loyola Institute of Business Administration with the focus of producing Managers with social concern.

Loyola College is affiliated to the University of Madras. The University of Madras, organised on the model of London University was incorporated on 5th September 1857 by an act of the legislative council of India.

The National Assessment and Accreditation Council popularly known as the NAAC, deemed Loyola as a Five Star College after making a thorough review of the college and its various activities. The methodology that they adopt to judge the colleges is unique and effective. The colleges are judged based on various parameters, such as related institutions in college, facilities that are made available to the students studying in the college in terms of lab, library, classrooms, food, accommodation, etc.

The short-term goals and the long-term goals that every institution has set for itself, have been reviewed and checked for their successful completion and measures that are being taken for the attainment of the goals set for the future are analysed. In every parameter of judgement, Loyola had an edge over all the other institutions. Primarily, the Autonomy factor comes into play. **The innovative academic and**

**administrative methods, the choice based credit system (CBCS) that is followed in the college.** The teaching methodologies and evaluation techniques adopted by our professors are well appreciated by NAAC. Further, feed back from the students on the performance of the faculty provides a healthy academic environment.

In pursuance of its statement or purpose, Loyola College recognises as essential, its adherence to the quality assurance and quality control procedures. Quality assurance is achieved through external critical appraisal of all courses using new course validation events and subsequently through a process of college based periodic reviews. To their end, the college has constituted a Internal Quality Assurance Cell (IQAC) and Academic Audit Committee (AAC). While the latter is a course-based activity, achieved through an annual cycle of internal critical appraisal of the operation, the success of courses is in meeting their aims and objectives. The 5 Star Rating awarded by the NAAC Council exemplifies as an approval for the nature in which the College keeps its high standards in higher education.

## ADMINISTRATIVE SENATE OF THE COLLEGE

Fr. Dr. B. Jeyaraj, S.J.	Rector
Fr. Dr. V. Joseph Xavier, S.J.	Principal
Fr. Dr. Francis M Peter, S.J.	Secretary
Fr. F. Andrew, S.J.	Vice-Principal & Dir. of the Hostels
Fr. Xavier Vedam, S.J.	Vice Principal
Prof. Joe G.M. Jesudurai	Vice Principal
Fr. Rajanayagam, S.J.	Vice-Principal (Self Finance)
Fr. Dr. Alphonse Manickam, S.J.	Vice-Principal (Evening)
Dr. Dr. P. Venkatesan	Dean of Sciences
Dr. S. Albones Raj	Dean of Arts
Prof. A. Britto Kumar	Dean of Students
Dr. (Mrs.) S. Pauline	Coordinator of Women Students
Fr. Dr. Albert William, S.J.	Dean of Foundation Courses

## LEARNING EXPERIENCE

The following were the experiences learnt by the teachers during the process of the Restructuring:

- a) The members of the staff had two years of repeated interactions among themselves in various committees to discuss various aspects of the curriculum, which enlarged the thinking level of the teachers.
- b) The teachers took a long time to internalize the ideas.
- c) They were not receptive to accept a change initially, though they were comfortable with certain innovative ideas.
- d) Neither the Management nor the Restructuring Committee hurried to implement the revised curriculum at any point of time. The entire teaching community was taken into confidence before implementing the new ideas.
- e) The various meetings paved the way for a creative and lateral thinking to go beyond the boundaries of the existing structures and limitations.
- f) Though sharing of ideas at frequent intervals was time-consuming and tedious, it was found to be the most effective method to reach a consensus.
- g) The entire process initiated the evolution of a "Think Tank" in the campus to ferment any new ideas formed or collected, which could be periodically discussed and published in various journals.

## THE FUTURE DIRECTION – AN ONGOING PROCESS

The following would be the steps to be initiated in order to make the entire teaching and learning process more meaningful and purposeful.

1. The system should be monitored continuously to plug the loopholes. In this context, it is decided to re-look into the process at the end of three years.
2. The parallel diploma courses are to be planned for the benefit of students to take these courses in their leisure time.
3. To link the UG and the PG courses as a five-year integrated course, with an option for a student to leave the course in the middle and continue the same after a gap of one or more years.
4. The focus of higher education should include suitable job-related courses with the training / skill learnt in industry.
5. The curriculum should be planned in the following way:
  - a) A 'Certificate' at the end of first year during which period, he/she should have learnt the proficiency in languages and communication with some basic skills and human relations.

- b) A 'Diploma' at the end of the second year during which period he/she should be given a training pertaining to the core and the allied courses.
- c) A 'Degree' at the end of the third year
- d) A 'PG Diploma' at the end of the fourth year based on a research-oriented training or a project work
- e) A 'PG Degree' at the end of the fifth year.

The above system gave freedom to a student to discontinue the course at any point of time and facilitated him or her to get a suitable job, based on the certificate, the diploma, the degree or the PG diploma. Such students could reenter the portals of education without any difficulties and complete the five-year course at their pace.

6. To introduce the concept of 'The Cafeteria' system, which extends a complete freedom to the students to choose his/her subjects as offered by departments. It should provide

- a) the choice-based curriculum
- b) the broad-based 'interdisciplinary' courses
- c) the 'flexi timing' so as to accommodate the choice of the subjects chosen by the students

7. To introduce 'Centers of Excellence' which could be identified as

- a) School of Science
- b) School of Humanities
- c) School of Business and Commerce
- d) School of Creative Learning & Communication
- e) School of Languages
- f) School of Basic Medical Sciences

8. To look into a possibility of a) sharing and networking of resources b) Cluster Colleges and Community Colleges.

9. To continuously monitor the environment so that the curriculum and structures could be suitably modified. This would meet the challenges of globalization. "Think-Tank" in the college is the need of the hour.

## CONCLUSION

The process of introducing the restructured curriculum was a learning experience for the entire college community. The management was made to realize that hurrying through any programme may not get the desired support of the academic community and if the members of the staff are involved in every stage of the preparation of change, they would willingly cooperate with the management. The learning experience of the members of the staff was that if they could think creatively and outside the system, they should come out with innovative solutions that are feasible. One need not be frightened of hurdles. Together, the academic community could solve any problem.

# RESTRUCTURING THE CURRICULUM

## An idea report

The recent trends in education especially the Malhotra report and the Rastogi recommendations emphasise the need for relooking at the University and higher education. Rastogi says 'Our Higher Education has to be internationally comparable in quality'. Also the recent pronouncements of the UGC and other Institutions indicate that the present kind of Higher Education will have no future unless we become relevant and need based. The fact that foreign universities are able to attract a large number of our talented students at a much higher economic cost proves that the students themselves are looking for this change.

The concept of autonomy was to experiment with innovations at a smaller level so that it could be implemented at the University and the higher education level. Unfortunately the restrictions by the Government and the University are shown as the stumbling blocks for new experiments and innovations. This is a questionable assumption. The real question is whether autonomous colleges, more specially Loyola College, used all the available opportunities to make the educational system relevant and need based. This paper is an attempt to relook at the autonomous system and see what could be done within the limits. It should be sufficiently innovative and at the same time relevant.

There are a number of assumptions on which the paper is based. The first assumption is that the present system, as it exists, does not meet the legitimate aspirations of the students and the society.

The second assumption is that there exists very little flexibility in the academic programme. There is little scope for a student to choose the course he would like to pursue and the speed at which he would like to complete the course. If a bright student wants to complete the course in a shorter time, there is no scope.

The third assumption is that the courses are devoid of practical and immediate value to the student and does not prepare him for employment.

The fourth assumption is that the present curriculum design lacks multidisciplinary approach and

The fifth assumption is that the present system does not encourage sufficient quantum of initiative for Institutional Industry interaction.

Loyola College being a premier autonomous institution and the first to become autonomous in the country has a moral responsibility to experiment with the educational system to make it more relevant and meaningful to the students and the society. It is not enough to tinker with the system and the society. It is not enough to tinker with the system and make cosmetic changes but radically change the curriculum, teaching methods and evaluation. Further, Loyola College is at the threshold of a new millennium and is completing 75 years of educational service in the year 2000. This places a greater responsibility on the staff to experiment with new methods and approaches. Just as Loyola College has been able to give to the nation eminent leaders and technocrats in the past, it is hoped that the proposed restructure and the new curriculum orientation would prepare the present day youth with commitment, compassion and concern. The education would be geared in such a way that they would be given appropriate values, sufficient knowledge and skills so that they became useful citizens and be persons who are other centered.

Keeping in mind the above-mentioned assumptions and the need of the present day, the following objectives were drawn up as the most important ones.

1. To bring quality to higher education in order to make it internationally comparable.
2. To make education relevant and need based.
3. To provide greater flexibility for the students in their choice of areas of study.
4. To help students think critically and choose areas of employment related to his field of study.
5. To help students acquire specific skills, in keeping with their area of study.
6. To enable students learn at their own pace.
7. To enable students to exit and re-enter the system without adverse or discriminate practices.
8. To make the student evaluation more objective.
9. To inculcate in students responsibility and self-discipline in the learning process.
10. To facilitate institution - industry interaction.
11. To make teachers innovative, creative and professionally competent.
12. To give greater autonomy to departments in formulating courses and methods of teaching and evaluation.
13. To help departments find their own resources and specialise in relevant areas.
14. To encourage and facilitate collaboration with other institutions of learning and collaborative research with industry.
15. To be abreast of time.

Given the above objectives it is felt by the committee that there is an urgent need to radically restructure the present education system that is working in the college. This will not only answer the present needs and aspirations but also will make Loyola College a forerunner in educational innovation.

### **THE PROPOSED RESTRUCTURING**

01. At the undergraduate level, the normal period of study would be three years.
02. The students when admitted would be admitted either for Science Courses, Arts Courses or Business Courses. The specialisation of one or more disciplines would be considered only in the second and third year of study.
03. In the first year, the student would be introduced to the languages. The focus of these courses would be to use the languages correctly. They would also be given some literature, apart from spoken and written language training. The first year would also be used to give the students value education, social analysis, culture, etiquette and related subjects. In addition, those who have opted for science courses would take a course in Arts and vice versa. The focus of the first year is the overall development of a student and to help him to move smoothly from the school to the college.
04. In the second year, the students will be introduced to subjects that are related to his area of specialisation and the other subjects that would be necessary to understand and master his area of specialisation. The courses selected could be from different departments. The selection of the courses would be left to

the choice of the student. In the choice of the number of courses and the specific courses would be done in consultation with the counsellor to whom he would be attached at the beginning of the first year.

05. Another component in the second year will be the selection of a skill area. This will be compulsory for all the students. This will be both skills training and industrial training. During the summer of the second year, the student will be asked to go for in-service training in an industry, relevant to his area of skill training.
06. In the third year, the student will select the area of his core specialisation. A specified number of core papers and a few required allied courses would be necessary to graduate in a core area.
07. It would be possible for a student to major in two core areas, provided he has completed the required number of papers in both the core areas.
08. In addition to the academic programme and skill training, each student will be asked to select some community service and he/she should put in enough number of hours to qualify with the degree.
09. It would be possible for a student to leave the course at the end of the first year and he will be given a certificate. If he leaves in the second year, he will be given a diploma. If a student completes the third year, he would acquire a degree either in one major area or in two major areas.
10. It is suggested that an integrated five-year programme could be thought of so that a student can complete his masters. In the master's programme, the student will be concentrating on the core area of his competency. The nature of the teaching - learning would be such that it encouraged self-learning and problem oriented approach. The study will also encourage the individual initiative and it would be possible for a student to specialise in specific areas that would be of interest to him.
11. At the end of the fourth year, the student will be given a PG Diploma and on completion of the courses, he will earn a PG Degree.

### **OTHER ISSUES TO BE CONSIDERED**

01. The curriculum should be redesigned to afford flexibility, relevance and should emphasise multi-disciplinary approach. There should be scope for a gifted student to learn faster and if he could, to earn a second specialisation with additional credits. At the same time, the slow learner also should be able to complete the programme at his own pace, provided he takes the minimum required credits per semester.
02. The credit system needs to be rationalised. It is suggested that one third of the credits could go to the core area, another one third to allied areas and the other one third for courses to be taken outside the core area and from other departments including languages.
03. A greater amount of interaction between the departments would be required. This would avoid duplication of subjects and courses. This would also help students to move from one department to another.
04. The courses should be designed in such a way that the students learn the underlying theories and at the same time develop skills and have opportunity to practice these skills. This would mean that every course would have some practical component.



## FOR CBCS PATTERN

- PG Restructuring Committee met in December 2003 & February 2004 and proposed a three year P.G. program with annual termination facility in the Staff Seminar held on 14.06.2004.
- Based on the feedback at the end of the Seminar, the committee has gone ahead to bring in innovations for restructuring the 2 Year P.G Curriculum at present.
- On 24.06.2004, Dean-CDC of University of Madras visited Loyola and informed the directions of University for implementation of **choice based credit system in PG Courses in all Autonomous Colleges**.
- On 25.06.2004, PG Restructuring Committee met and discussed this issue in detail and advised Dean of Science to meet Dean-CDC for further guidelines

Dean of Science met Dean-CDC who told us that the formula is

Major Core	54 Credits
Others	18 Credits
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Total	72 Credits
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Which should be uniform to all Autonomous Colleges. Choice of the papers, content of the syllabus are left to each college to decide.

- Based on these, Dean of Science presented a tentative plan to Loyola Curriculum and placed it before PG Restructuring Committee members and Heads of the Departments.
- Since University has asked for the implementation from this academic year, a summary on Restructuration of UG Curriculum and the tentative plan (with all innovations such as common paper, credit transfer etc.) for PG curriculum was submitted to Vice-Chancellor on 30.06.2004.



Surprisingly Vice-Chancellor invited Loyola to present our model in the workshop on 1.7.2004.

On behalf of Loyola Fr. Principal, Dean of Sciences and Dean of Arts and the Senate Member Dr. Thiruthuvadas attended the workshop.

Through Power Point Dean of Science projected all innovation of our Restructured UG Curriculum and the tentative plan of PG.

It was well received by chairpersons of University Departments and Dean Academic of University.

Dean of Science clarified with the Vice-Chancellor during his inaugural address that Loyola can implement this pattern only from 2005-2006 for want of deep study of the structure. It was summarily rejected by the Vice-Chancellor saying that it should be only from this academic year.

On 12.07.2004, Loyola submitted its choice based credit pattern of PG Courses to the Vice-Chancellor.

His office rejected it stating that the prototype is not followed and has sent a letter to this effect. The format is:

Major Core	:	54 Credits
Elective	:	12 Credits (Each paper with 3 Credits)
Supportive	:	6 Credits (Each paper with 2 credits)

- Elective is to be taken by a student from his own or any other Departments.
- Supporting Course should be at elementary level to develop skill or exposure of a subject-again with wide option to the student.

Again the meeting of the HOD was convened and were briefed of the development.

Also the PG Restructuring Committee members felt that PG Classes are already started from 5<sup>th</sup> July and we can't go for major changes. Hence the



existing structure can be suitably fitted into the prototype of University with minimal changes.

Further the Committee expressed the view that we can go for in depth study of this for an effective implementation of restructured PG from June 2005.

Accordingly, all PG Departments have co-operated and submitted their CBCS Pattern which was sent to the Vice Chancellor on 22.07.2004 inform that this is subject to approval by Academic Council of Loyola College on 16.08.2004.



A handwritten signature in green ink, appearing to read "Thomas".

Principal  
LOYOLA COLLEGE  
CHENNAI-600034