



**Loyola College**  
(Autonomous)  
Chennai-34

cordially invites you  
to  
UGC Sponsored

**State Level Seminar**  
on

**"Quality Assurance  
and Accreditation"**

Organised by

**IQAC**

Internal Quality Assurance Cell  
Loyola College, Chennai - 600 034.

Date:

**2<sup>nd</sup> March, 2018**

Venue:

**Vis. Comm. Preview Theater**

## Loyola College

Loyola College, Chennai, an autonomous Jesuit institution affiliated to Madras University was established in the year 1925. The college aims at training young men and women of quality to be leaders in all walks of life and to serve their fellow humans with justice, truth and love. UGC conferred the status of "College with potential for Excellence" on Loyola College in 2004 and confirmed the same in 2010. NAAC's re-accreditation score in 2012 (Third Cycle) is 3.70 out of 4.00 CGPA. UGC has elevated Loyola College to the status of "College of Excellence" for the period from April 1, 2014 till March 31, 2019. The college was ranked **ALL INDIA 2<sup>nd</sup> in the category of colleges by NIRF, MHRD, Govt. of India.** The Ethos of Loyola College is inspired by the spiritual and educational philosophy of Saint Ignatius of Loyola, known as the Ignatian tradition that seeks the education of the whole person and strives to ensure that each student achieves his or her unique potential. We aspire to form adaptable, discerning and confident young men and women of conscience, committed to values and making them as men and women for and with others.

## Internal Quality Assurance Cell (IQAC)

As a post-accreditation quality sustenance measure as prescribed by the NAAC, the college established the Internal Quality Assurance Cell (IQAC) under the auspices of the Loyola College in 2003. The IQAC being an integral part of the college works towards realizing the goals of quality enhancement by developing a system for conscious, consistent and catalytic improvement in different aspects of functioning of the college. The IQAC assures the stakeholders i.e., students, parents, teachers, staff, Management, funding agencies and society in general, of the accountability and transparency in the quality management system of the institution and its concern for ensuring quality of education being imparted.

## About the Seminar

Since independence, there has been phenomenal growth of higher education in India. The country which, at the time of independence only had 20 universities and 500 colleges, now boasts of having more than 800 Universities and 48,000 colleges, thereby making our nation the largest higher education system in the world and second largest in terms of students enrolment (34.5 million). Demographically, India will have the largest population estimated at 142

million by 2030 in the higher education age bracket in the world. India's economy is expected to grow at a fast pace, with industry and services sectors contributing 92% of India's GDP by 2030, which in turn will additionally require 250 million skilled human resource.

Further, the quality of most of the higher institutions is debatable especially given the absence of any Indian institution in global Top 200 list. The higher education in India faces the following serious issues: 1) The Supply and Demand Gap 2) Low quality of teaching and learning resources 3) constraints on research capacity and innovations and 4) uneven growths and access to opportunity. These challenges for Indian higher education - access, equity and excellence - will only be greatly exacerbated unless we significantly transform our system. It calls for a new vision, new aspirations and new standards and building the quality culture.

Quality assurance and accreditation in higher education is defined as systematic management and assessment of procedures adopted by higher education institution or system to monitor performance and to ensure achievement of quality improvement. Quality assurance aims to give stakeholders, confidence about the management of quality and the outcome achieved.

This seminar provides a platform to academicians, policy makers in higher education, IQAC Coordinators, Extended IQAC members, alumni and industry practitioners to understand quality assurance and accreditation in higher education and to share their insights and experiences to develop a quality sustenance and enhancement mechanism; to assure and build a quality culture in Higher education institutions; to provide continued growth, prosperity and higher standard of living to the global citizen in a much more sustainable manner.

## Themes for Deliberations

- 1) **Quality Concerns in Indian Higher Education: Emerging Challenges and Opportunities.**
- 2) **Creating a Quality Culture.**
- 3) **New methodology of NAAC assessment to nurture quality assurance and enhancement in higher education institutions.**

### Registration:

- ✍ Registration Fee: 300/- per participant (Lunch, Refreshments, Seminar Kit and Certificate)
- ✍ Arrangements for accommodation will be done on special request.
- ✍ Kindly fill the registration form and send the same along with DD, drawn in favor of "The Principal, Loyola College", payable at Chennai to the convener on or before 26<sup>th</sup> February, 2018.

### Further details please contact:

Dr. A. Xavier Mahimai Raj  
Coordinator  
IQAC, Loyola College, Chennai-600034  
Contact: 044-28178423 / 9444287256 / iqac@loyolacollege.edu

### Patrons

Rev. Fr. A. M. Jayapathy Francis, S.J. : Rector  
Rev. Dr. S. Lazar, S.J. : Secretary  
Rev. Dr. M. Arockiasamy Xavier, S.J. : Principal  
Dr. Fatima Vasanth : Deputy Principal

### Convener

Dr. A. Xavier Mahimai Raj, IQAC Coordinator

### Organising Committee

Dr. S. Vincent, Dean of Research  
Dr. D. Suresh Kumar, Associate Professor, Dept. of Chemistry  
Prof. Antoine Lebel, Associate Professor, Dept. of Plant Biology & Biotechnology  
Dr. D. Robert Selvam, Vice Principal - Administration - Shift II  
Prof. K. T. Manivannan, Coordinator, Dept. of Commerce - Shift II  
Dr. S. Bharathidasan, Coordinator, Dept. of Computer Science  
Dr. M. Selvaraj, Assistant Professor, Dept. of Economics



Internal Quality Assurance Cell (IQAC)

Loyola College (Autonomous)

Chennai - 600 034



UGC Sponsored  
State Level Seminar

on

**"Quality Assurance and Accreditation"**

2<sup>nd</sup> March, 2018

## **Registration Form**

Name :  
Designation :  
Institution :  
Phone / Mobile :  
E-mail :  
Address :

Registration: DD for Rs.300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

**Dr. A. Xavier Mahimairaj**

Convener & IQAC Coordinator

Loyola College, Nungambakkam, Chennai-34

Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu



The Management and  
Internal Quality Assurance Cell (IQAC) of  
Loyola College (Autonomous) Chennai  
cordially invite you for the

UGC Sponsored  
State Level Seminar on

## “Quality Assurance and Accreditation”

on 2<sup>nd</sup> March, 2018

in Vis. Com. Preview Theater  
Loyola College (Autonomous) Chennai-34.

**Rev. Fr. Christie P. Maria Joseph, S.J.**

Director, LIBA

has kindly consented to inaugurate the seminar.

**Dr. Fatima Vasanth**

Deputy Principal

has kindly consented to grace the valedictory session.



## Programme

- 09:00 : Registration  
09:30 - 10:45 : Inauguration  
09:30 : Invocation  
09:35 : Welcome and Dynamics of the Seminar  
Dr. A. Xavier Mahimairaj, IQAC Coordinator  
09:40 - 10:10 : Felicitations  
Rev. Fr. A. M. Jayapathy Francis, S.J.,  
Rector, Loyola College  
Rev. Dr. S. Lazar, S.J.,  
Secretary & Correspondent, Loyola College  
Rev. Dr. M. Arockiasamy Xavier, S.J.,  
Principal, Loyola College  
10:10 - 10:40 : Inaugural Address  
Chief Guest: Rev. Fr. Christie P. Maria Joseph, S.J.,  
Director, LIBA  
"Challenges and Opportunities in Higher Education  
in India."  
10:40-10:45 : Vote of Thanks  
Dr. S. Vincent, Dean UGC Affairs and Research  
10:45 - 11:10 : Coffee Break  
11.10 - 13.00 : Plenary Session I: NAAC Assessment  
Quality Assurance & Enhancement  
Introduction of the Theme: Dr. Joe G. M. Jesudurai,  
Dean of Sciences - Moderator

- "New Methodology of NAAC Assessment to Nurture  
Quality Assurance and Enhancement in Higher  
Education Institutions"  
Dr. B. S. Ponmudiraj,  
Deputy (Academic) Northern Region & Regional  
Coordinator (I/c), Eastern Region, NAAC, Bangalore.  
13:00 - 14:00 : Lunch  
14:00 - 16:30 : Plenary Session II : Creating a Quality Culture  
14:00 - 14:10 : Introduction of the Theme: Dr. Bernard D' Sami,  
Coordinator LISSTAR - Moderator  
14:10 - 14:40 : "Building Quality Culture in Curriculum Development  
and Evaluation."  
Dr. L.S. Ganesh  
Professor, Department of Management Studies,  
IIT, Madras  
14:45 - 15:15 : "Building Quality Culture in our approaches of Teaching  
and Learning Methodologies."  
Dr. Sridhar Ganesh  
Managing Director & CEO, Adrenalin eSystems Limited  
15:20 - 15:50 : "Building Quality Culture in Research and  
Governance."  
Dr. T. Thyagarajan  
Professor, Department of Instrumentation Engineering,  
MIT Campus, Anna University  
15:55 - 16:10 : Interaction  
16:10 - 16:20 : Moderator's Concluding Note  
16:20 - 16:45 : Valedictory  
Chief Guest: Dr. Fatima Vasanth, Deputy Principal  
"Role of IQAC in Building Quality Culture in Higher  
Education Institutions."  
Distribution of Certificates  
17:00 : Photo Session & High Tea

## PATRONS

Rev. Fr. A. M. Jayapathy Francis, S.J., Rector  
Rev. Dr. S. Lazar, S.J., Secretary & Correspondent  
Rev. Dr. M. Arockiasamy Xavier, S.J., Principal  
Dr. Fatima Vasanth, Deputy Principal

## CONVENER

Dr. A. Xavier Mahimairaj, Coordinator, IQAC

## Organizing Committee

Dr. S. Vincent, Dean, UGC Affairs and Research  
Dr. Joe G.M. Jesudurai, Dean of Sciences  
Dr. Bernard D' Sami, Coordinator LISSTAR  
Dr. D. Suresh Kumar, Associate Professor, Dept. of Chemistry  
Prof. Antoine Lebel, Associate Professor, Dept. of Plant Biology & Biotechnology  
Dr. D. Robert Selvam, Vice Principal, Administration, Shift-II  
Prof. P. Mary Jessi Rani, Dean of Women Students, Shift-I  
Dr. D. Carol, Dean of Women Students, Shift-II  
Dr. P. Mary Vidya Porselvi, Assistant Professor, Dept. of English  
Prof. Brownie Amutha, Assistant Professor, Dept. of Sociology  
Prof. K. T. Manivannan, Coordinator, Dept. of Commerce, Shift-II  
Dr. S. Bharathidason, Coordinator, Dept. of Computer Science  
Dr. M. Selvaraj, Assistant Professor, Dept. of Economics  
Mr. Shane Aurel D'Rozario, Assistant, IQAC  
Mr. A. Anthony samy, Record Clerk, IQAC

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Internal Quality Assurance Cell (IQAC)  
Loyola College [Autonomous]  
Chennai - 600 034



UGC Sponsored  
State Level Seminar

on  
"Quality Assurance and Accreditation"

2<sup>nd</sup> March, 2018

## Registration Form

Name : C. PRIYA  
Designation : ASSOCIATE PROFESSOR  
Institution : WOMEN'S CHRISTIAN COLLEGE  
Phone / Mobile : 99414 78033  
E-mail : priya - dca @ Yahoo . com  
Address : No 76/62, Thiruvalluvar puram  
I st, Choolaimedu, Ch-94

Registration: DD for Rs.300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

**Dr. A. Xavier Mahimairaj**  
Convener & IQAC Coordinator  
Loyola College, Nungambakkam, Chennai-34  
Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu



*UGC Sponsored State Level Seminar on*  
*"QUALITY ASSURANCE AND ACCREDITATION"*  
*2<sup>nd</sup> March, 2018*  
*Organized by IQAC*

The IQAC of Loyola College is organized the UGC Sponsored State Level Seminar on Quality Assurance and Accreditation, on 2<sup>nd</sup> March, 2018. The seminar provided a platform to IQAC Coordinators and Extended IQAC members to get insights from erudite resource persons on the theme of the seminar and the new framework of NAAC Assessment and Accreditation. All the Extended IQAC members of the department attended the sessions of the seminar.

The NAAC assessment has pointed out only 32% of the Universities in India are of A grade; 52% are of B grade; 16% are of C grade, while for colleges 9% of the colleges are of A grade; 68% are of B grade and 23% of C grade. The higher education in India faces the following serious issues: 1) The Supply and Demand Gap, 2) Low quality of teaching and learning resources, 3) constraints on research capacity and innovations and 4) uneven growths and access to opportunity. These challenges for Indian higher education – access, equity and excellence - will only be greatly exacerbated unless we significantly transform our system. It calls for a new vision, new aspirations and new standards and building the quality culture.

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**LOYOLA COLLEGE (AUTONOMOUS),**  
Chennai-600 034  
**Internal Quality Assurance Cell (IQAC)**



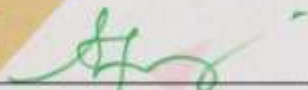
# CERTIFICATE OF PARTICIPATION


## UGC SPONSORED STATE LEVEL SEMINAR


The certificate of participation is presented to

Prof./Dr. ASHWIN PARAMESHWAR S., DEPT. OF ENGLISH, LOYOLA COLLEGE

for the active and invaluable participation during the conduct of the  
UGC Sponsored **State Level Seminar** on **“Quality Assurance and Accreditation”**  
held on 2<sup>nd</sup> March, 2018 in Loyola College (Autonomous), Chennai - 34.

  
**Dr. A. Xavier Mahimairaj**  
Convener and IQAC Coordinator

  
**Dr. S. Vincent**  
Dean - UGC Affairs and Research

  
**Rev. Dr. M. Arockiasamy Xavier, S.J.**  
Principal, Loyola College

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The certificate of participation is presented to

*Prof./Dr. S. ANUJA MANIKANDAN, Dept. Of Chemistry, LOYOLA COLLEGE*

for the active and invaluable participation during the conduct of the  
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Prof./Dr. *P. JAI PRAKASH, DEPT. OF OUTREACH, LOYOLA COLLEGE*

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Prof./Dr. S. PAULINE, DEPT. OF PHYSICS, LOYOLA COLLEGE

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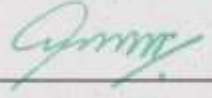
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Prof./Dr. LOUIS XAVIER, SCHOOL OF HUMAN EXCELLENCE, LOYOLA COLLEGE

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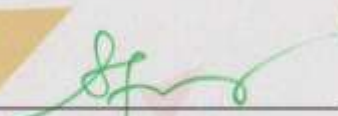
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**Dr. S. Vincent**  
Dean - UGC Affairs and Research

  
**Rev. Dr. M. Arockiasamy Xavier, S.J.**  
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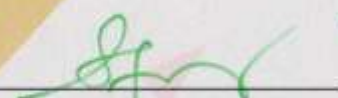
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The certificate of participation is presented to

Prof./Dr. LOUIS MUSHARY, DEPT. OF APPLIED HISTORY, LOYOLA COLLEGE

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Convener and IQAC Coordinator

  
**Dr. S. Vincent**  
Dean - UGC Affairs and Research

  
**Rev. Dr. M. Arockiasamy Xavier, S.J.**  
Principal, Loyola College



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The certificate of participation is presented to

Prof./Dr. BEENA KUMARI NAIR YG, DEPT. OF ORIENTAL LANGUAGES, LOYOLA COLLEGE

for the active and invaluable participation during the conduct of the  
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**Dr. S. Vincent**  
Dean - UGC Affairs and Research

  
**Rev. Dr. M. Arockiasamy Xavier, S.J.**  
Principal, Loyola College

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The certificate of participation is presented to

Prof./Dr. VIJAYA RATHINA KUMAR, DEPT. OF VISUAL COMMUNICATION, LOYOLA COLLEGE

for the active and invaluable participation during the conduct of the  
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Convener and IQAC Coordinator

  
**Dr. S. Vincent**  
Dean - UGC Affairs and Research

  
**Rev. Dr. M. Arockiasamy Xavier, S.J.**  
Principal, Loyola College

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Chennai-600 034  
**Internal Quality Assurance Cell (IQAC)**



# CERTIFICATE OF APPRECIATION

## UGC SPONSORED STATE LEVEL SEMINAR


The certificate of appreciation is presented to

Prof./Dr. S. VINCENT, DEAN OF RESEARCH

for the laudable service as a Member of the Organising Committee during the conduct of the UGC Sponsored **State Level Seminar** on **“Quality Assurance and Accreditation”** held on 2<sup>nd</sup> March, 2018 in Loyola College (Autonomous), Chennai - 34.

  
Dr. A. Xavier Mahimairaj  
Convener and IQAC Coordinator

  
Dr. S. Vincent  
Dean - UGC Affairs and Research

  
Rev. Dr. M. Arockiasamy Xavier, S.J.  
Principal, Loyola College

## UGC Sponsored State Level Seminar

2 March , 2018

### List of Registered Members

S.No.	Name	Designation	Institute	Phone	Email	Address
1	Ms. Niveditha KV Dr. Fernandes Jayashree Felix	Asst. Professor, Dept. of Commerce Dean - Academics/ Head - Dept. of Mathematics	MOP Vaishnav College, for Women, Chennai.	8547716342 9940684555	nivedithand@ gmail.com iqac@mopvc.edu.in	No. 20, IV Lane, Nungambakkam High Road, Chennai - 34.
2	Dr. Nisha U	Assistant Professor, School of Business, Member - IQAC	MOP Vaishnav College, for Women, Chennai.	9840096372	nishaudayshankar@ya hoo.co.in	No. 20, IV Lane, Nungambakkam High Road, Chennai - 34.
3	Dr. C. Priya	Associate Professor	Women's Christian College, Chennai.	9941478033	priya_dca@yahoo.c om	No. 76/62, Thiruvalluvar Puram, 1st, Choolaimedu, Chennai - 94
4	Prof. Benjamin Franklin I	Assistant Associate Professor	St. Josephs College, (Autonomous)	9443603047	franklinbenj@gmail.com	Cuddalore
5	Prof. Paul Arokiadoss F	Assistant Associate Professor	St. Josephs College, (Autonomous)	9865045646	paul_adoss@yahoo. com	Cuddalore
6	Prof. S. Antony David	IQAC Coordinator	Ananda College, Devakottai	9786563063	sanantodavid@gmail.com	Devakottai
7	Prof. S.P. Anand Kumar	Assistant Professor	Ananda College, Devakottai	8675483910	anandselva14@gmail.com	Devakottai
8	Dr. G. Leema Rose	Associate Professor, Department of Chemistry	Holy Cross College, Nagercoil	9791996553	leema_mohanj@yahoo.com	Nagercoil
9	Dr. M. Anitha Malbi	Assistant Professor, Department of Chemistry	Holy Cross College, Nagercoil	9840533000	hl4545@yahoo.com	Nagercoil
10	Dr. Fernando Loretta	Associate Professor, Department of Physics	Holy Cross College, Nagercoil	9443462777	lorettajosep@gmail.com	Nagercoil
11	Dr. S. Mary Mettilda Bai	Assistant Professor, Department of Zoology	Holy Cross College, Nagercoil	9442456591	metti.silvester@gmail.com	Nagercoil
12	Dr. Priya Suresh		SMC			
13	Dr. Shiny John		SMC			

already paid

already paid

D.P sent

sent

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already paid

D.D

P.D

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S.No.	Name	Designation	Institute	Phone	Email	Address
1. Cash	Dr. J. JESINTHA JESINTHA	HOD, PG. MATHS DEPT.	WCC	9840746512	jjesinta_75 @yahoo.com	WCC College Rd, Chennai-6.
2. Cash	Mrs. B.V. Vijaya Lakshmi	HOD, Dept. of Phy with CIA	St-Joseph's	9003136 966	vijayalaxmi @gmail.com	St-Joseph's Kovur, Chennai
3. D.D.	Lt. Dr. B. BHUVANESWAR	HOD, Dept. of Economics Shift (I) & IQAC Coordinator	Alpha Arts and Science College, Porur, Chennai	9841506716	sm.bhuvaneswar	Alpha Arts and Science College Porur, ch-116
4. D.D.	Dr. V. Gopi	HOD, B.com Corporate Secretariats Shift I	"	"	"	"
5. Paid by D.D.	Dr. Scholastica Mary Vithiya B	Asst Prof Department of Chemistry	Anaileum College, Vellore	9791104284	scholastica.mary.vithiya@gmail.com	
6. paid by D.D.	Dr. Sr. Jayashree	Asst Prof & IQAC Coordinator	Anaileum College, Vellore	9791130393		(8)
7. paid by D.D. paid by Cash.	I.S. BESCHI	ASST. PROF. DEPARTMENT OF BCA	ST. JOSEPH'S COLLEGE	9698656555	isbeschi@gmail.com	ST. JOSEPH'S COLLEGE KOVUR.

<u>D.P.</u> Name	Designation	Institute	Phone	Email	Address
Dr. S. Sagayasaj	Associate Prof.	Sacred Heart Thirupattu	9443035624	Sagay@shcstpt-edu	Dept of Comp Science.
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A. Martin Britto	Asst. Professor	Sacred Heart college, Thirupattu	8903101253	brittodhas@ gmail.com	Dept of Physics
Kulandai Theresa	Principal Loyola C. of Edn.				
Caroline Maria	L.C. of edn				
Jeromia Anthvanet	L.C. Vettavalam				

main

UGC Sponsored State Level Seminar Extended IQAC Members (2 March 2018)

Shift - I Departments

S.No.	Name	Department	Signature
1	Dr.M.Raja	Advanced Zoology	<i>[Signature]</i>
2	Dr. S. Anuja Manikandan	Chemistry DR.M.F. VALAN	<i>M.F. Valan</i>
3	Prof.A. Leena Mercy	Commerce	<i>[Signature]</i>
4	Prof.D.Kavitha Mary	Economics	<i>D. Kavitha Mary</i>
5	Prof.D. Christina Sagayamary	English	<i>[Signature]</i>
6	Prof.D. Anuradha	History	<i>[Signature]</i>
7	Dr. M. Arockiaraj	Mathematics	<i>[Signature]</i>
8	Mr. P. Jai Prakash BASKARI	Outreach	<i>[Signature]</i>
9	Dr. K.S. Suman JAYAKUMAR	Oriental Languages	<i>K.S. Suman</i>
10	-	Philosophy	
11	Dr. S. Pauline Fos N.S. Nirmala	Physics	<i>N.S. Nirmala Joshi</i>
12	Dr. R. Ravindhran	Plant Biology	<i>[Signature]</i>
13	Mr.Louis Xavier	School of Human Excellence	
14	Ms.Masilla Esther	School of Human Excellence	<i>[Signature]</i> 02-03-18
15	Dr.J.Vanitha	Sociology	<i>[Signature]</i>
16	Prof.Kirubakaran.H	Social Work	<i>[Signature]</i>
17	Dr.S Amala Revathy	Statistics	<i>S. Amala Revathy</i>
18	Dr. A. Daniel	Tamil	
19	Dr. L. Chinnappan	Visual Communication	<i>[Signature]</i>
20	Prof.N.Poarkodi	Kaushal Kendra	<i>[Signature]</i>
21	Prof.S.Senthil Kumar	Kaushal Kendra	<i>[Signature]</i>

Dr. S. BHARATHIDASAN COMPUTER SCIENCE

*[Signature]*

Shift-I (19)

Mony

**UGC Sponsored State Level Seminar Extended IQAC Members (2 March 2018)**

**Shift - II Departments**

S.No.	Name	Department	Signature
1	Prof. Loius Mushary	Applied History	
2	Dr. Sheela S	Biotechnology (Plant Biology)	<i>Sheela S</i>
3	Dr. Saravanan P.V	Commerce	<i>Saravanan P.V</i>
4	Prof. Arockia Jerold. V	BBA & B.Com. Corporate	
5	Dr. Amali Asha. A	Computer Science	
6	Prof. Chris M. Jayachandran	MCA	<i>Chris M. Jayachandran</i>
7	Dr. Selvarani Michael	Economics	<i>Selvarani Michael</i>
8	Prof. Ashwin Parameshwar. S	English	<i>Ashwin Parameshwar. S</i>
9	Prof. Dorathy Pushparani	Food Chemistry	<i>Dorathy Pushparani</i>
10	Prof. J. Maria Priya	Foreign Languages	<i>J. Maria Priya</i>
11	Prof. D. Kumanan	Mathematics	<i>D. Kumanan</i>
12	Prof. Samson Durai	Media Arts	<i>Samson Durai</i>
13	Dr. M. Chandrasekar	Medical Lab. Tech.	<i>M. Chandrasekar</i>
14	Prof. Beena Kumari Nair V G	Oriental Languages	
15	Prof. C. Joseph Prabagar	Physics	
16	Prof. Hannah Evangeline Sange	Social Work	<i>Hannah Evangeline Sange</i>
17	Prof. S. Brown Amudha	Sociology	<i>S. Brown Amudha</i>
18	Prof. G. Priya	Statistics	<i>G. Priya</i>
19	Prof. G. Gnana Yuvaraj	Tamil	<i>G. Gnana Yuvaraj</i>
20	Prof. Vijaya Rathina Kumar	Visual Communication	<i>Vijaya Rathina Kumar</i>

Shift-II  
15

Other College  
4

Cash  
(Due 1000/-)

- 21 Dr. A. Shanmugaraju, Arul Anandan College  
Karcumathur
- Cash - 22 Mr. R JUSTIN KENNEDY  
"
- Cash - 24 Dr. S. ARUL PRASAD  
"
- Cash 25 MS. O.S. VEDAVALLI  
ST. JOSEPH'S COLLEGE
- 26 MS. MASILANESU

A.S.  
J  
Bhrendra  
Leshifinli Mulla  
O.S.

19



**UGC Sponsored State Level Seminar Extended IQAC Members (2 March 2018)**

**Shift - II Departments**

S.No.	Name	Department	Signature
1	Prof.Loious Mushary	Applied History	
2	Dr. Sheela S	Biotechnology (Plant Biology)	<i>Sheela</i>
3	Dr. Saravanan P.V	Commerce	
4	Prof.Arockia Jerold. V	BBA & B.Com. Corporate	
5	Dr. Amali Asha. A	Computer Science	<i>Amali Asha</i>
6	Prof.Chris M. Jayachandran	MCA	<i>Chris M. Jayachandran</i> 02/03/18
7	Dr. Selvarani Michael	Economics	<i>Selvarani</i>
8	Prof. Ashwin Parameshwar. S	English	
9	Prof. Dorathy Pushparani	Food Chemistry	<i>Dorathy</i>
10	Prof.J. Maria Priya	Foreign Languages	
11	Prof.D.Kumanan	Mathematics	
12	Prof.Samson Durai	Media Arts	
13	Dr.M.Chandrasekar	Medical Lab. Tech.	
14	Prof. Beena Kumari Nair V G	Oriental Languages	
15	Prof.C.Joseph Prabagar	Physics	
16	Prof.Hannah Evangeline Sange	Social Work	<i>Hannah</i>
17	Prof.S.Browni Amudha	Sociology	<i>Browni Amudha</i>
18	Prof.G.Priya	Statistics	<i>G.Priya</i>
19	Prof.G. Gnana Yuvaraj	Tamil	<i>G. Gnana Yuvaraj</i> 02/03/18
20	Prof.Vijaya Rathina Kumar	Visual Communication	

*02/03/18*

**UGC Sponsored State Level Seminar Extended IQAC Members (2 March 2018)**

**Shift - I Departments**

S.No.	Name	Department	Signature
1	Dr.M.Raja	Advanced Zoology	
2	Dr. S. Anuja Manikandan	Chemistry	
3	Prof.A. Leena Mercy	Commerce	
4	Prof.D.Kavitha Mary	Economics	<i>[Signature]</i>
5	Prof.D. Christina Sagayamary	English	
6	Prof.D. Anuradha	History	
7	Dr. M. Arockiaraj	Mathematics	
8	Mr. A. Baskar Jayabalan	Outreach	<i>[Signature]</i>
9	Dr. K.S. Suman	Oriental Languages	
10	-	Philosophy	
11	Dr. S. Pauline	Physics	
12	Dr. R. Ravindhran	Plant Biology	<i>[Signature]</i>
13	Mr.Louis Xavier	School of Human Excellence	
14	Ms.Masilla Esther	School of Human Excellence	<i>[Signature]</i>
15	Dr.J.Vanitha	Sociology	
16	Prof.Kirubakaran.H	Social Work	
17	Dr.S Amala Revathy	Statistics	<i>[Signature]</i>
18	Dr. A. Daniel	Tamil	
19	Dr. L. Chinnappan	Visual Communication	
20	Prof.N.Poarkodi	Kaushal Kendra	
21	Prof.S.Senthil Kumar	Kaushal Kendra	

Need attendance Certificate.

**DR. SHINY JOHN VAIRAMON**, ASSOCIATE PROFESSOR IN CHEMISTRY  
STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI

**MS. PRIYA SURESH**

ASSOCIATE DEAN, RESEARCH  
STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI

*[Signature]*  
02/3/18

*[Signature]*  
2/5/18

*[Handwritten mark]*

Internal Quality Assurance Cell (IQAC)

Loyola College (Autonomous)

Chennai - 600 034



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on  
"Quality Assurance and Accreditation"

2<sup>nd</sup> March, 2018

## Registration Form

Name : Dr. J. JEBA JESINTHA  
Designation : Head, PG. Dept. of Maths  
Institution : Women's Christian College  
Phone / Mobile : 9840746512  
E-mail : jjesintha-75@yahoo.com  
Address :

Registration: DD for Rs. 300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

**Dr. A. Xavier Mahimairaj**

Convener & IQAC Coordinator

Loyola College, Nungambakkam, Chennai-34

Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu

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Loyola College (Autonomous)  
Chennai - 600 034



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"Quality Assurance and Accreditation"

2<sup>nd</sup> March, 2018

**Registration Form**

Name : *Dr. L. Kulandai Theresal*  
Designation : *Principal*  
Institution : *Loyola College of Education*  
Phone / Mobile : *9442066445*  
E-mail : *lkteres@gmail.com*  
Address : *Loyola College Campus, Nungambakkam,  
Chennai - 34*

Registration: DD for Rs. 300/- per participant should be drawn in favor of  
"The Principal, Loyola College", payable at Chennai. Kindly send the  
duly filled in Registration Form along with required DD on or before 26<sup>th</sup>  
February, 2018 to confirm your participation.

**Dr. A. Xavier Mahimairaj**  
Convener & IQAC Coordinator  
Loyola College, Nungambakkam, Chennai-34  
Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu

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2<sup>nd</sup> March, 2018

### Registration Form

Name : M.M. CAROLINE MARIA  
Designation : Asst. Prof. in Education  
Institution : Loyola College of Education,  
Chennai.  
Phone / Mobile : 8754355400  
E-mail : mcmariatt@gmail.com  
Address : Loyola College of Education,  
Nungambakkam, Chennai-34.

Registration: DD for Rs. 300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

M. E. P. 2/2/18

Dr. A. Xavier Mahimairaj  
Convener & IQAC Coordinator  
Loyola College, Nungambakkam, Chennai-34  
Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu

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2<sup>nd</sup> March, 2018

## Registration Form

Name : Dr. S. SAGAYARAJ  
Designation : ASSOCIATE PROFESSOR  
Institution : SACRED HEART COLLEGE  
TIRUPATTUR  
Phone / Mobile : 9442035624  
E-mail : sagay@shcshb.edu  
Address : Dept of. C.S  
SACRED HEART COLLEGE  
TIRUPATTUR

Registration: DD for Rs.300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

*paid by  
DD*

**Dr. A. Xavier Mahimairaj**

Convener & IQAC Coordinator

Loyola College, Nungambakkam, Chennai-34

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2<sup>nd</sup> March, 2018

## Registration Form

Name : L. FEROMIA ANTHVANET  
Designation : HEAD & IQAC COORDINATOR  
Institution : LOYOLA COLLEGE, VETTAVALAM  
Phone / Mobile : 8870940462 / 9080018476  
E-mail : mail2jeda@gmail.com  
Address : Loyola College, Olaijadi,  
Vettavalem,  
Thiruvananthapuram Dist. - 606754.

Registration: DD for Rs.300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

Dr. A. Xavier Mahimairaj  
Convener & IQAC Coordinator  
Loyola College, Nungambakkam, Chennai-34  
Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu

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Chennai - 600 034



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2<sup>nd</sup> March, 2018

## Registration Form

Name : Dr. FERNANDES JATASHREE FELIX  
Designation : DEAN-ACADEMICS &  
HEAD - DEPARTMENT OF MATHEMATICS  
Institution : H.O.P. VARSHNAV COLLEGE FOR WOMEN  
Phone / Mobile : 99 4068 4655  
E-mail : iqac@mopvc.edu.in  
Address : W. 20, IV Lane, NUNGAMBALKAM  
HIGH ROAD, CH-34

Registration: DD for Rs. 300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

**Dr. A. Xavier Mahimairaj**  
Convener & IQAC Coordinator  
Loyola College, Nungambakkam, Chennai-34  
Contact: 044-28178423 / 9444287256 / iqac@loyolacollege.edu



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Chennai - 600 034



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2<sup>nd</sup> March, 2018

## Registration Form

Name : PRIYA SUZESH  
Designation : ASSOCIATE DEAN - RESEARCH  
Institution : STELLA MARIS COLLEGE (AUTONOMOUS)  
Phone / Mobile : 9686196087  
E-mail : priyamanna@gmail.com  
Address : 17, CATHEDRAL ROAD, CHENNAI - 600086

Registration: DD for Rs.300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

**Dr. A. Xavier Mahimairaj**

Convener & IQAC Coordinator

Loyola College, Nungambakkam, Chennai-34

Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu

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Chennai - 600 034



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2<sup>nd</sup> March, 2018

## Registration Form

Name : Dr. SHINY JOHN VAIRAMON  
Designation : ASSOCIATE PROFESSOR  
DEPARTMENT OF CHEMISTRY  
Institution : STELLA MARIS COLLEGE (AUTONOMOUS)  
CHENNAI - 600086  
Phone / Mobile : +91 9962448193  
E-mail : svairamon@gmail.com  
Address : DEPARTMENT OF CHEMISTRY  
STELLA MARIS COLLEGE (AUTONOMOUS)  
17 CATHEDRAL ROAD, CHENNAI - 600086.  
TAMILNADU.

Registration: DD for Rs.300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

Dr. A. Xavier Mahimairaj  
Convener & IQAC Coordinator  
Loyola College, Nungambakkam, Chennai-34  
Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu

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2<sup>nd</sup> March, 2018

## Registration Form

Name : DR. NISHA. U  
Designation : MEMBER - IQAC  
Institution : ASSISTANT PROFESSOR - SCHOOL OF BUSINESS  
H. D. P. VAISHNAV COLLEGE FOR WOMEN  
Phone / Mobile : 9840046372  
E-mail : nishaudayshankar@yahoo.co.in  
iqac@mojve.edu.in  
Address : NO 20, IV Lane, NUNGAMBAKKAM  
HIGH ROAD. CH- 34

Registration: DD for Rs. 300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

**Dr. A. Xavier Mahimairaj**

Convener & IQAC Coordinator

Loyola College, Nungambakkam, Chennai-34

Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu

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Loyola College (Autonomous)  
Chennai - 600 034



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2<sup>nd</sup> March, 2018

## Registration Form

Name : F. PAUL AROKIA DOLLS#  
Designation : Asst. Professor  
Institution : ST. Joseph's College of Arts and Science (Autonomous)  
Cuddalore - 607001  
Phone / Mobile : 9865045646  
E-mail : Paul\_adoss@yahoo.com  
Address : Assistant professor,  
Dept. of Chemistry,  
ST. Joseph's College of Arts & Science (Autonomous)  
Cuddalore - 1

Registration: DD for Rs. 300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

Dr. A. Xavier Mahimairaj  
Convener & IQAC Coordinator  
Loyola College, Nungambakkam, Chennai-34  
Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu

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Chennai - 600 034



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"Quality Assurance and Accreditation"

2<sup>nd</sup> March, 2018

## Registration Form

Name : I. BENJAMIN FRANKLIN  
Designation : ASSISTANT PROFESSOR  
Institution : ST. JOSEPH'S COLLEGE OF ARTS & SCIENCE  
(AUTONOMOUS)  
Cuddalore  
Phone / Mobile : 9443603047  
E-mail : franklinbenje@gmail.com  
Address : Assistant Professor, Dept. of Comp. Applications  
St. Joseph's college of Arts & Science (Autonomous)  
Manjakuppam, Cuddalore - 607001.

Registration: DD for Rs.300/- per participant should be drawn in favor of "The Principal, Loyola College", payable at Chennai. Kindly send the duly filled in Registration Form along with required DD on or before 26<sup>th</sup> February, 2018 to confirm your participation.

Dr. A. Xavier Mahimairaj  
Convener & IQAC Coordinator  
Loyola College, Nungambakkam, Chennai-34  
Contact: 044 28178423 / 9444287256 / iqac@loyolacollege.edu



**LOYOLA COLLEGE**  
(AUTONOMOUS)  
CHENNAI-600 034

The Management and Internal Quality Assurance Cell (IQAC) of  
**Loyola College** (Autonomous), Chennai-600 034

cordially invite you for the National Conference on

**“Excellence in Higher Education”**  
*Explore... Enhance... Elevate...*

on 23<sup>rd</sup> & 24<sup>th</sup> November, 2018 in **Bertram Hall**,  
Loyola College (Autonomous), Chennai-600 034.

**Rev. Dr. Danis Ponniah, S.J.**  
*Provincial, Jesuit Madurai Province*

has kindly consented to inaugurate the conference  
&

**Dr. G. Gopakumar**  
*Vice Chancellor, Central University, Kerala*

has kindly consented to give the Key Note Address.



## Schedule : Day 1

23<sup>rd</sup> November, 2018

- 8:00 – 8:50 : Registration
- 9:00 – 10:40 : Inauguration  
Inaugural Address  
**Rev. Dr Danis Ponniah, S.J.,** Provincial, Jesuit Madurai Province  
**"Vision of Jesuit Higher Education"**  
  
Key Note Address  
**Dr G. Gopakumar,** Vice Chancellor, Central University, Kerala  
  
**"Higher Education – Global Changes and Key Trends"**
- 10:40-11:05 : Coffee Break
- 11:05-11:50 : **Session -1 : "Excellence in Higher Education in India"**  
**Mr. Shiv Visvanathan,** Professor and Vice Dean,  
Jindal Global Law School,  
Director, Centre for Study of Knowledge Systems
- 11:50 - 12:00 : Discussion
- 12:00 - 12:50 : **Session-2 : "Reforms in Higher Education in India :  
Policy / Operational Aspects and its Impact"**  
  
**Prof. G. Haragopal,** Visiting Professor,  
National Law University, Bangalore,  
Former Professor of Political Science, Hyderabad Central University,  
Member, Presidium, AIFRTE
- 12:50 - 13:00 : Discussion
- 13:00-14:00 : Lunch
- 14:00-15:30 : **Session 3 : "College Autonomy: 40 Years of Experience and  
New Vision"**  
**"College Autonomy: Experience and New Vision"**  
**Dr Mercy Pushpa Latha,** Former Principal, Lady Doak College,  
Madurai, Program Consultant, South Asia Programs, United Board  
  
**"Autonomy and Accountability"**  
**Prof. A. Karunanandan,** Former Professor and Head,  
Dept. of History, Vivekananda College, Chennai
- 15:30 – 15:40 : Discussion

15:50-17:45 : **Session 4 : "Igniting the Baton of Digital Education"**

Time	Arts and Business Studies Venue: Bertram Hall	Science Venue: L.S. Hall
15:55 – 16:40	<b>"Engaging and Assessing Students by Leveraging Technology"</b> - <b>Rev. Dr. Joe Arun, S.J.</b> Director, Joseph Institute of Management, Trichy	<b>"Engaging and Assessing Students by Leveraging Technology"</b> - <b>Dr V. Ashok Immanuel</b> Associate Professor Christ University, Bengaluru
16:45 – 17:45	<b>"Building a Culture of Research in Higher Education Institutions"</b> - <b>Mr. Shiv Visvanathan</b> Professor & Vice Dean, Jindal Global Law School, Director, Centre for Study of Knowledge Systems	<b>"Building a Culture of Research in Higher Education Institutions"</b> - <b>Dr. Pennathur Gautam</b> Professor, Dept. of Biotech. Anna University & AU-KBC Research Centre

17:45 : High Tea

18:00-19:30 : A Round Table on Future of Liberal Arts and Social Sciences  
Venue : J.D. Conference Hall

## Schedule : Day 2

24<sup>th</sup> November, 2018

- 8:30 – 8:40 : Invocation & Recap
- 8.40 - 9.00 : Cultural Programme
- 9:00 – 10:00 : **Session 5 : "Quality and Excellence in Higher Education in India:  
A Role of Accreditation and Ranking"**  
**Prof. Dr. S. Sivasubramanian**  
Former Vice Chancellor, Bharathiar University, Coimbatore
- 10:00 - 10:15 : Discussion
- 10:15-10:45 : Coffee Break
- 10:45-11:50 : **Session 6 : "Higher Education – Horizon and Employability:  
Skill Development, Institution & Industry Interaction"**  
**"Role of Institution and Industry Interaction in Skill Development & Entrepreneurship"**  
**Mr. V. A. George,** President & C.E.O., TEJO Engineering Limited  
**"Institutional & Industry Interaction to Boost Employability"**  
**Dr. S. Venkataraman,** Senior Technical Specialist and Consultant, UNESCO  
(Bangkok, Beirut, Paris, Vietnam)
- 11:50-12:00 : Discussion
- 12:00-13:00 : Valedictory  
Valedictory Address  
**"Higher Education in India: Inspiring Students of the Digital Era"**  
**Mr. Maher Spurgeon,** Senior Program Consultant,  
South Asia Programs, United Board
- 13:00 : Lunch & Bye

"Let Your Light Shine"

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## CONFERENCE COMMITTEES

---

### Patrons

Rev. Fr. A.M. Jayapathy Francis, S.J.	: Rector
Rev. Dr D. Selvanayakam, S.J.	: Secretary
Rev. Dr Andrew Francis, S.J.	: Principal
Dr Fatima Vasanth	: Deputy Principal

### Convener

Dr A. Xavier Mahimairaj	: IQAC Coordinator
-------------------------	--------------------

### Organising Secretary

Prof. D. Francis Xavier	: IQAC Deputy Coordinator
-------------------------	---------------------------

### Advisory Committee

Dr V. David Jeyabalan, Associate Professor, English  
Rev. Dr A. Louie Albert, S.J., Head, School of Service Learning  
Dr G. Gladston Xavier, Head, Social Work  
Dr M. C. John Milton, Assistant Professor, Advanced Zoology & Biotechnology  
Dr D. Carol, Assistant Professor, Medical Lab Technology  
Dr M. Selvaraj, Assistant Professor, Economics  
Prof. Chithra Regis, Assistant Professor, Economics  
Dr Bernard D' Sami - Coordinator, LISSTAR  
C.A. Parag Kapadia, Kapital Konnect

### Organising Committee

Prof. L. Antoine Lebel, Vice Principal, Administration - Shift - I  
Dr D. Robert Selvam, Vice Principal, Administration - Shift - II  
Prof. M. Chandrasekar, Vice Principal, Academics - Shift - II  
Dr S. Vincent, Dean of Research  
Prof. D. Edward Sudhakar, Dean of Arts  
Dr J. Merline Shyla, Dean of Sciences  
Prof. J. Maria Roy Felix, Dean of Students  
Prof. P. Mary Jessi Rani, Dean of Women Students  
Dr S. Prasanna Kumar, Dean of Students, Shift-II  
Prof. S.Venkatalakshmi, Dean of Women Students, Shift-II  
All Extended IQAC Faculty Members





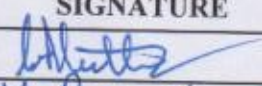
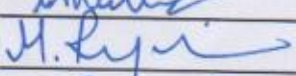

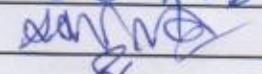
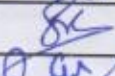
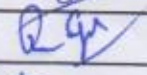
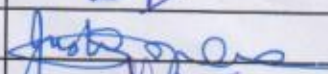

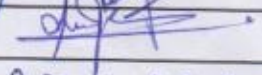
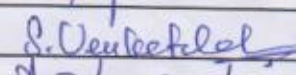
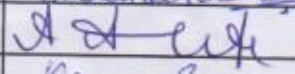
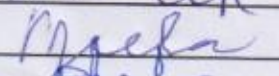
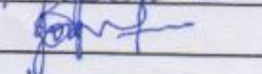
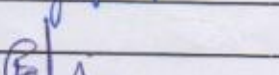
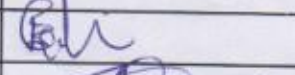





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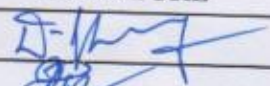
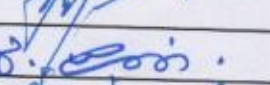
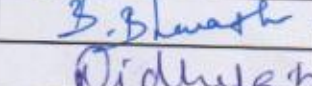
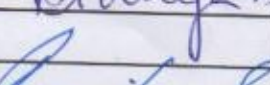
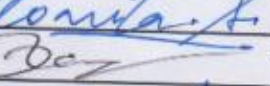
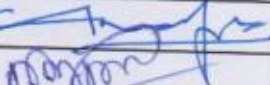
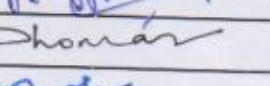
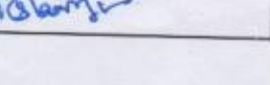




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3	MR. PAJANIVEL. D - ASSISTANT PD	
4	MS. ANITHA YAZHINI. D - COUNSELLOR	
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3	MS. POARKODI NATARAJAN	<i>Poarkodi</i>
4	MR. SARAVANAN. V.M.	<i>Saravanan</i>
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11	REV. FR. A. JUSTIN PRABHU. S.J.	<i>Justin 23/11</i>





















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5	Dr.M.Lazar Selvaraj	
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18	Dr.K. Kannan Prasad	
19	Mr. Stephen Heldt	 (S.48-LR)
20	DR. AMALA AROKIA RAJ. A	 23/11/18
21.	SHARMILA RAO A	
22	Bemi. C.M	



















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1	B. Karthiga - ASP	IQAC coordinator	D.S.E.C	9442412750	B. Karthiga - DD
2	B. Sindhu - AP	HRDC Trainer	S.E.C	9597897240	B. Sindhu - cash
3	Dr. Mohammed Ibrahim	coordinator for	THE NEW COLLEGE	9840644765	M. S. - cash
4	Dr. K. LALITHA	ASST. PROF	S. M. K. JANGALI COLLEGE	9840718418	K. Lalitha - DD 1750
5	K. BANUMATHY	Research scholar	Veena Narada College	9876647970	K. Banumathy - cash
6	Dr. V. P. Angela Deepa	Asst. Professor	Women's Christian College	9789938055	Angela Deepa - cash
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8	A. Anitha	Research scholar	Loapla college	8428926167	A. Anitha - cash
9	N. Namcy	Research scholar	Loapla college	9710986957	N. Namcy - cash
1000	Dr. G. SHANKARABAI	Associate professor	The New College	9047116270	G. Shankarabai - cash
11	Dr. S. INDRADevi	ASST. P. in F.	D.G.G.A College	9443538106	S. Indradevi - cash
12	Dr. SHINY JOHN VAIRAMON	ASSOCIATE PROFESSOR & IQAC coordinator	(W) M. J. Aduthurai STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI - 600081	9962448195	Shiny John Vairamon

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2	SGLVA KUMAR	ASST-Prof	A11177 Bangalore	8197225319	[Signature] 1000
3	K. GLORY VIJAYASEVI	Asst. Prof.	WCC	9486588417	K. Glory 1000
4	A-JERUNIE AMUTHA	Asst-Prof	WCC	9176599736	A. Jerunie Amutha
5	ARAY P. SAMUEL	MPhil (S.W)	Loyola college	9908080186	Aray P. Samuel
6	CHANCE SHIRAY	MPhil (S.W)	Loyola college	7867939081	Chance Shiray
7	SHIRAY A.S	MPhil (S.W)	Loyola	9744608830	Shiray A.S
8	PROFESSOR	PHD	MADRAS UNIVERSITY	844556212	[Signature]
9	S. ULACAMMAL	Education Counselor	Controlling & Coord.	8903442471	S. Ulacammal
10	Fa. David	Asst. Professor	Don Bosco College	9790528960	[Signature]
11	Maria Shalini	Research Scholar	Loyola College		[Signature]
12	Anand Britto	Research Schol	Vel Tech (VT)	9176212841	[Signature]

Attendee  
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2	Dr.Ruby Merlin ✓ AC	Assistant Professor in English, Fine Arts Co	Holy Cross College, Trichy - 2	1000	Receipt to be Given	<i>Ruby Merlin</i>
3	Dr.Sajo Jose ✓ 33	Assistant Professor, Department of English	St.Josephs College, Kerala	1000	Receipt to be Given	<i>Sajo Jose</i>
4	Prof.Sinda Joy ✓ 34	Assistant Professor	St.Josephs College, Kerala	1000	Receipt to be Given	<i>Sinda Joy</i>
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6	Mr.P.Rajasekar ✓	Research Scholar - Tamil Lit.	University of Madras	750	Receipt to be Given	<i>P.Rajasekar</i> 23/11/18
7	Mr Prof.John Velloreuzhathil Chacko ✓	Quality Assurance Coordinator	Gulf College	1000	Receipt to be Given	
8	Prof.Amir K Sharmila ✓	Assistant Professor	Holy Cross College, Nagercoil - 4	1000	Receipt to be Given	<i>Amir K Sharmila</i>
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11	Dr.K.M.Srinandhini Devi ✓	Assistant Professor, Zoology	Quaid-E-Milath Govt. College for Women	1000	Receipt to be Given	<i>K.M.Srinandhini Devi</i> 23/11/18
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2	Prof. Sebastian ✓	IQAC Coordinator	St. Berchmans College, Cher	9447145098	
3	Dr. N. Murali ✓	Head, Department of	Arul Anandar College	9994809491	N. Murali
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8	Dr. Archana Prasad ✓	Assistant Professor	MOP Vaishnava College, C		Dr. Archana Prasad
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*Explore... Enhance... Elevate*

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Editors

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Editors  
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We acknowledge the support and guidance from our management, Rev. Fr. Francis Jayapathy, S.J., Rector, Dr D. Selvanayakam, S, J., Secretary and Correspondent, Dr F. Andrew, S.J., the Principal, and Dr Fatima Vasanth, Deputy Principal.

We thank in a special way the Vice-Principals, the Deans, other officials, Heads and Coordinators of the college for their and commitment.

Gratefully, we remember the administrative staff members for their involvement and assistance.

We thank Loyola College management and other esteemed sponsors for their financial support to organize the conference.

We take this opportunity to thank all the eminent resource persons for their insightful inputs, delegates from different parts of the nation for actively participating in the discussions and deliberations and the participants who have contributed their writings to this compilation of conference proceedings.

Dr. A. Xavier Mahimairaj  
Convener & IQAC Coordinator

Mr. D. Francis Xavier  
Conference Secretary & Dy. IQAC Coordinator

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## FOREWORD FROM THE SECRETARY

As a premier institution in Higher Education of India, Loyola College proudly hosts a national conference on the theme, **“EXCELLENCE IN HIGHER EDUCATION”** - *Explore...Enhance...Elevate*, to bring together the stakeholders of higher education for two days to discuss many different innovative ideas, best practices, challenges, frameworks and thereby deliberate measurable outcomes for educationists and policymakers to reflect over the implementation of these reviews, reforms, and recommendations for the economic, social and human development of the Indian society at large.

The readers can find the articles in the conference proceedings discussing the challenges and concerns in Indian higher education and pragmatic solutions and opportunities to them, participation of women, competency building, role of accreditation and ranking, best practices and innovative pedagogical approaches in the curriculum, role of mentoring system in engineering institutions to augment evolution of the learners, the need for professional development of teachers, perspectives of intellectual environment in research, modalities of choice based credit system in India, knowledge management as a drive for excellence in higher educational institutions and many others. I am sure that these intellectual insights will deepen our perspectives about the Indian higher education scenario and work towards making it excellent.

Dr. D. Selvanayakam, S.J.

Secretary and Correspondent

Loyola College

## **FOREWORD FROM THE PRINCIPAL**

Today everyone's concern is that none of the Indian higher educational institutions figure in the top 100 at the global level. Though we have a large number of educational institutions and graduates and Ph.Ds churned out from these institutions, we lack quality. Hence "Excellence in Education" is the need of the hour, for which we need to explore...enhance...and elevate.

One of the reasons for our lack of quality and excellence is that our universities and colleges lack autonomy. There are too many regulatory agencies controlling and dictating our educational institutions which naturally prevent any innovation and newness. Innovation is possible only in a free and open atmosphere. It is only the IITs and IIMs enjoy autonomy and flexibility in decision making, because of which their performance stands out. Besides autonomy and flexibility, the educational institutions have a dearth of funds for research and development. It is a sad state of affairs that for the past three years the UGC has not funded many projects. It is quite evident that smaller institutions and rural institutions can think of any development only through government funding because rural students cannot afford higher education at a higher cost. This requires the private partners to join hands with the government in promoting education in the country.

I wish to appreciate the IQAC Coordinator and the Organizing Secretary of this conference for thinking of organizing this conference at this juncture when the government is toying with the idea of implementing new education policy and some drastic changes in the governance structure. I am sure the exchange of ideas of the erudite scholars would enlighten the staff and other participants of this conference in having a better understanding of how best we can contribute our might to exploring, enhancing and elevating our Higher Education towards excellence.

Dr. F. Andrew, S.J.  
Principal  
Loyola College,  
Chennai - 34

## **FOREWORD FROM THE DEPUTY PRINCIPAL**

The National Conference on Excellence in Higher Education –organized by IQAC sets the backdrop to understand the changing trends in Higher Education and the growing challenges and issues that positions it at crossroads. We are proud of the fact that India is the third largest higher education system in the world. No doubt there has been an impressive growth since Independence. However one cannot ignore its complex structure riddled with many gaps and contradictions. Despite the grey areas we can still be optimistic to say that there are many avenues and possibilities. Against this backdrop, the National conference seeks to Explore, Enhance and Elevate Higher Education by bringing key stakeholders to brainstorm on all related issues.

In today's context, the concept of education is undergoing a sea change. Challenges with regard to quality is a major concern. Innovation and technology engagement in education is the need of the hour which could help in achieving the learning objectives faster and easier. Every curricular need to focus on developing entrepreneurship, startup skills and social marketing should be given due emphasis for students empowerment and learner independence. The idea of mere increasing graduation rates will accomplish very little unless students learn something of lasting value. As such it is seen that the amount the students learn in college has declined drastically over the past decades and this would continue to do so in the year to come if enrollment alone is given priority.

It is a disturbing scenario that Students are deficient in basic skills such as writing problem solving and critical thinking. One of the major concerns of institutions is the creation of the employable workforce. There is a need for a holistic and symbiotic association between industry and academic to create employable graduates. Students should be centered to make their careers in their area of strength and abilities and Higher education should make every student a success and no student a failure.

Learning should be taken beyond the walls of classrooms making it more innovative and realistic in order to keep pace with changing times. Teachers have to become effective facilitators by employing emerging techniques and technology in the teaching-learning process. Faculty should focus on research and engage in mentoring, industry engagement, research, and counseling to address the different needs of the student community.

Academic quality is a paramount importance. Accreditation and Assessment of Higher Educational Institutions should be made rigorous. With many state/central universities in bad condition, the gap is filled with private universities and this is observed as a big game change. It a big concern whether these Universities have adequate and Qualified Faculty, relevant curricular, adequate infrastructure and other requirements.

On this occasion, I take the opportunity to congratulate the IQAC team for creating a platform to bring all stakeholders to discuss growing concerns and challenges towards excellence in Higher Education. I hope the National Conference will highlight the gaps and come out with programmatic strategies.

Dr. Fatima Vasanth  
Deputy Principal  
Loyola College

## PREFACE

### **National Conference on “EXCELLENCE IN HIGHER EDUCATION” *Explore...Enhance...Elevate***

There has been a remarkable growth in higher education since the independence of India in 1947. India's higher education system is the world's 3<sup>rd</sup> largest, next to the United States and China. India has around 800 universities and 48,000 colleges with a 2<sup>nd</sup> largest students' enrolment in higher education in the world. The fast-paced annual growth of GDP in India reveals the demand for higher education among the middle class growing to over 200 million in the next ten years and also leaving a requirement of 250 million skilled workers.

Our higher education system has been developed strongly over the years with an impressive expansion in the recent past. The erudite scholars, accomplished academicians, professionals and visionary leaders of the nation have constantly worked to build a sound system, sound policies from time to time to explore, enrich and elevate the excellence in higher education. Our system has been credited with provisions and emphasis on regular revision of curriculum, building state of art infrastructure for greater and better teaching, learning and research experiences, access to all sections of society, interdisciplinary and socially relevant research, collaborations with institution and industry, promotion of blended learning, choice based credit system, provisions for students accompaniments. quality assurance and sustenance cell, autonomy, decentralization, accountability and transparency etc. There are pockets of excellence here and there in the system of higher education.

At the same time, the higher education system in India faces serious issues of low quality of teaching and learning resources, constraints on research capacities and innovations and uneven growth leading to huge gap in supply and demand. These challenges for Indian higher education – access, equity and excellence - will only be greatly exacerbated unless we significantly transform our system.

It calls for a new vision, new aspirations and new standards and new leadership to understand the changing and key trends in global context for institutionalizing various quality measures like, making amenable reforms in higher education policies and its functional aspects, focusing on allocation of resources and innovation, promoting quality and relevant research, implementing the best practices in teaching and learning to realise the learning objectives and expected learning outcomes.

In this context, with an illustrious 40 years of experience in Autonomy, Loyola College hosts the national conference to provide a platform to academicians, policy makers in higher education, industry experts and all stakeholders of higher education to revisit the Indian higher education system, understand the important trends in global context, address to the prominent challenges and visualize new benchmarks to ensure quality and excellence. The conference shall bring together faculty, researchers, administrators, resource persons for deliberate on:

- Quality and Excellence in higher education in India
- Reforms in Higher Education: Policy/operational Aspects and its impact.
- College Autonomy.
- A role of Accreditation and Ranking.
- Skill Development and Institution & industry interaction

I hope the deliberations made in the national conference will be useful and beneficial for all the stakeholders. Interaction with renowned speakers (Vice-Chancellors, scholars and key- thinkers in the field) will go a long way in promoting new ways of thinking and implementation of best practices on our move towards excellence in higher education. Coming together is a beginning, Working together will turn ideas into reality.

Dr.A.Xavier Mahimairaj  
Convener & IQAC Coordinator  
Loyola College

## EDITORIAL

The compilation of the proceedings of the two-day **National Conference** on “**EXCELLENCE IN HIGHER EDUCATION**” - *Explore...Enhance...Elevate* comes echoing the various themes that were discussed, deliberated and presented by keynote speakers, delegates, scholars and industrialists in the intellectual forums of the conference. Besides, the book also contains eleven articles focusing on different topics and concerns related to the higher education scenario in the country and abroad. We are certain that this book presents a raft of ideas, strategies, issues, innovations, suggestions and frameworks to explore various resources and benchmarks to enhance the quality and elevate the teaching and learning experience to excellence in higher education in India.

We thank the college patrons, Dr D. Selvanayakam, S.J., Secretary and Correspondent, Dr F. Andrew, S.J., the Principal, and Dr Fatima Vasanth, Deputy Principal for their Foreword. We express our gratitude to Dr M. Parthiban for helping in the editing process.

### **Editorial Team**

Dr. A. Xavier Mahimairaj

Mr. D. Francis Xavier

Dr. M. Annam Ragamalika

Dr. A. Amala Arokia Raj

# 1. Vision of Jesuit Higher Education

Dr Danis Ponniah, S.J., Provincial, Jesuit Madurai Province

## I. INTRODUCTION

### St. Ignatius of Loyola

The patron of Loyola College is obviously St. Ignatius of Loyola. Loyola is the name of the castle where he was born. Later, the name of the castle itself became part of his name which distinguishes himself from other persons who bear the name of Ignatius. His worldly dreams completely shattered by a cannon ball which hit his leg in a war, St. Ignatius became a soldier-turned mystic – not an ordinary mystic but a mystic in the market place. He founded in 1540 the Catholic Religious Order called the Society of Jesus. About St. Ignatius of Loyola, the Founder and the first Superior General of the Society of Jesus, William James, labelled as the Father of American Psychology and the American philosopher wrote, *“Saint Ignatius was a mystic, but his mysticism made him one of the most powerfully practical human engines that ever lived.”*

The way of Ignatius is about finding freedom: the freedom to become the person you are meant to be, to love and to accept love, to make good decisions, and to experience the beauty of creation and the mystery of God’s love.

Jesuit Higher Education draws its inspiration from this great mystic, St. Ignatius of Loyola. He is a source of inspiration for me to have accepted the invitation from Fr Andrew, Principal of Loyola College to address the conference. From the first days of the Jesuit Order he founded, St. Ignatius encouraged Jesuits to share his insights not only with other priests, brothers and sisters, but also with lay men and women. Therefore, Jesuit Vision of Higher Education which substantially derives from what is known as Ignatian Spirituality was intended for widest possible audience of believers and seekers – believers in Truth and seekers of Truth. Let me take the liberty of describing ourselves here as seekers of Truth as we represent Higher Education sector.

The Jesuits go back to their roots every now and then to gain impetus to move forward with a renewed vigour and vitality accompanied by corporate resolve to re-imbibe the spirit of our Founder, St. Ignatius of Loyola, the spirit of their forefathers and pioneers in order to recommit themselves to the goals and ideals of Jesuit Education.

### Principle and Foundation of the Spiritual Exercises

The vision and the goals of Jesuit Education derives from a fundamental Ignatian principle and foundation that ‘man is created to praise and reverence God’. To put it paradoxically, it is a principle and foundation that would outlive eternity. It has universal relevance; it is relevant to all contexts – cultural and religious cutting across all boundaries. Praising and reverencing God consists in praising and reverencing our fellow human beings especially the downtrodden, the marginalized, the socially segregated etc. Springing from this foundation are some themes, fundamental principles and characteristics of Jesuit Education.

The following pages attempt at a summarizing and putting together the reflections on the theme of Jesuit Higher Education culled out from addresses delivered on different occasions by former Generals of the Society of Jesus, namely, Fr Peter-Hans Kolvenbach and Fr Adolfo Nicholas and the present General Fr Arturo Sosa.

## II. THEMES OF JESUIT HIGHER EDUCATION

*The ideas under this heading are culled out from the addresses by Fr Peter-Hans Kolvenbach, the Superior General of the Society of Jesus delivered in June 7, 1989, at Georgetown University.*

**What do we mean by Jesuit Education? What constitutes Jesuit Identity? What is unique about the Jesuit Education?** The answer to this question is linked to the life and mission of St. Ignatius. In other words, Jesuits' work in education is inspired by Ignatian Spirituality. To put it simply, it is the spirituality lived out by St. Ignatius of Loyola. To explain further this point, let me mention but a few themes that are connected with St. Ignatius called Ignatian themes that shed light on and give impetus to our work in higher education:

### 1. Jesuit Mission in Higher Education

The service of faith through the promotion of justice is the mission of the Society that must be integrated as a priority into each Jesuit work. Fr Peter-Hans Kolvenbach, the former Superior General says, *"Our purpose in education, then, is to form men and women "for others." The Society of Jesus has always sought to imbue students with values that transcend the goals of money, fame and success. We want graduates who will be leaders concerned about society and the world in which they live. We want graduates who desire to eliminate hunger and conflict in the world and who are sensitive to the need for more equitable distribution of the world's goods. We want graduates who seek to end sexual and social discrimination and who are eager to share their faith with others. In short, we want our graduates to be leaders in-service. That has been the goal of Jesuit Education since the sixteenth century. It remains so today."*

### 2. The Ignatian World View

- ✓ is world-affirming;
- ✓ is comprehensive;
- ✓ faces up to sin, personal and social, but points to God's love as more powerful than human weakness and evil;
- ✓ places emphasis on freedom, stresses the essential need for discernment;
- ✓ is altruistic;
- ✓ gives ample scope to intellect and affectivity in forming leaders.

### 3. Value Oriented Education

Jesuit Education is value oriented. Values are anchored in the "head", "heart" and "hand". Fr Kolvenbach says, *"Values lead to actual decisions and real actions -- and necessarily so. A value-oriented educational goal like ours -- forming men and women for others -- will not be realized unless it is infused within our educational programs at every level. The goal is to challenge our students to reflect upon the value implications of what they study, to assess values and their consequences for human beings."*

### 4. Promotion of Justice

The service of faith through the promotion of justice remains the Society's major apostolic focus. That is why it is urgent that this mission be operative in the lives of Jesuits and in their institutions. Special efforts should be taken to make a Jesuit Education possible for the disadvantaged. We must educate all social classes so that people from every stratum of society may learn and grow in the special love and concern for the poor. The purpose of education must be to help them become agents of social transformation.

## 5. Interdisciplinary Education

Jesuit Education is interdisciplinary. Fr Kolvenbach asks, *“What single academic discipline can pretend to offer comprehensive solutions to real questions like those concerning genetic research, corporate takeovers, definitions concerning the start and end of human life, homelessness and city planning, poverty, illiteracy, developments in medical and military technology, human rights, the environment and artificial intelligence?”* Today, we cannot afford to portray the university as merely an administrative umbrella for unconnected fields of research. A love of the whole truth, a love of the integral human situation can help us to overcome even problems connected with this approach.

## 6. Internationalization

Our mission is global. Our interdependence on this planet is becoming more evident every day in realities across a broad spectrum from economics to ecology. This is a collective responsibility, with all of us participating in various capacities with a genuine desire to help all others. We need to incorporate a global dimension into our educational programs – *‘not as occasional special events, but as part of the fibre of what it means to be Jesuit colleges or universities’*. We, Jesuits, are called to intensify these efforts.

## 7. Mission and Staffing

The mission of forming men and women for others has implications, too, for staffing. The mission of the Society is obviously impossible or our educational institutions cannot survive without the presence and assistance and partnership of many dedicated people who are our collaborators. Creation of an educational community united in mission is the dire need of the hour.

### III. SOME FUNDAMENTAL PRINCIPLES AND CHARACTERISTICS OF A JESUIT EDUCATION

*“Our ideal is the well-rounded person who is intellectually competent, open to growth, religious, loving, and committed to doing justice in generous service to the people of God.”*

– Peter-Hans Kolvenbach SJ, Superior General of the Society of Jesus.

**1. GOD** is present in our lives, “laboring for us” in all things. Education in the Jesuit tradition affirms the radical goodness of the world, tries to create a sense of wonder and mystery in learning about God’s creation, probes the meaning of human life and is concerned with the total formation of each student as an individual personally loved by God.

**2. CURA PERSONALIS:** It is personal care for the individual and the whole person. It is a call to respecting each person as a child of God.

**3. UNITY of Heart, Mind, and Soul** is crucial to the development of the integrated personality, that is, development of the whole person and integration of all aspects of our lives. The goal of the Jesuit Education is to develop a graduate who is striving to become intellectually competent, open to growth, loving, religious and committed to doing justice in the service of others.

**4. GROWTH in the Responsible Use of Freedom:** This is facilitated by personal relationship between student and teacher, that is, by personal accompaniment of student by teacher.



**5. FREEDOM** requires a genuine knowledge, love and acceptance of self with a determination to be liberated from any excessive attachment. True freedom also requires a realistic knowledge of the various forces present in the surrounding world and a critical analysis of them. It includes liberation from distorted perceptions of reality, dehumanizing values, rigid attitudes and surrender to narrow ideologies and petty loyalties.

**6. SERVICE: WOMEN AND MEN FOR AND WITH OTHERS:** Sharing gifts, pursuing justice, and having concern for the poor and marginalized; making a generous commitment to the struggle for a more humane world and a community of love and forming and educating agents of change.

**7. THE MAGIS:** Meaning “more.” This is the challenge to strive for excellence. It is a call to total and holistic development of each person’s individual capacities at each stage of life in the service of others.

**8. COLLABORATION:** collaboration in support of a common purpose is a hallmark of the Jesuit understanding of service.

**9. DISCERNMENT:** Prayerful and reflective decision-making involves a constant search for that which promotes the greater service of God. It is a powerful tool for decision-making. Today, the Society of Jesus takes many decisions employing the method of spiritual conversation which has almost become a staple method adopted for serious process of discernment.

#### **10. IGNATIAN PEDAGOGY**

*“Ignatian Pedagogy asks teachers to play the role of guide to their students. This relationship fittingly describes the continual interplay of experience, reflection and action in the teaching/learning process. Moreover, it ideally portrays the dynamic interrelationship between teachers and learners in the latter’s journey of growth in knowledge and freedom.” – Fr Kolvenbach*

**11. Ad Majorem Dei Gloriam (AMDG):** This phrase is translated into English as ‘For the Greater Glory of God’. Jesuit Higher Education helps the students to do things not for their own personal glory but for the greater glory of God.

#### **IV. TWO CHALLENGES OF HIGHER EDUCATION**

##### **1. Promoting Depth of thought and imagination – globalization of superficiality**

*“I think the challenges posed by the globalization of superficiality – superficiality of thought, vision, dreams, relationships, convictions – to Jesuit higher education need deeper analysis, reflection, and discernment than we have time for this morning.” – Fr Adolfo Nicholas SJ*

##### **2. Re-discovering universality**

*“One of the most positive aspects of globalization is that it has, in fact, made communication and cooperation possible with an ease and at a scale that was unimaginable even just a decade ago. As traditional boundaries have been challenged by globalization, our narrower understandings of identity, belonging, and responsibility have been re-defined and broadened. As GC 35 put it, we “bear a common responsibility for the welfare of the entire world and its development in a sustainable and life-giving way.”*

*And the positive realities of globalization bring us, along with this sense of common belonging and responsibility, numerous means of working together if we are creative and courageous enough to use them.”*

- Fr Adolfo Nicholas SJ

The second challenge invites us to capitalize on the positive features of globalization in order to counter the negative effects of globalization.

In order to surmount these two challenges, institutes of higher learning such as universities and research centres should promote depth of thought and imagination, build international networks focussed on important concerns and strengthen research focussing on genuine search for truth and knowledge which entails the rigorous exercise of the intellect including learning and intelligence, imagination and ingenuity, solid studies and rigorous analysis.

## **V. THE MISSION OF JESUIT HIGHER EDUCATION AS UNDERSTOOD TODAY**

### **36<sup>th</sup> General Congregation of the Society of Jesus (GC 36)**

#### **Two Decrees**

Two very important mandates the Society has given us very recently in the form of two decrees promulgated by GC 36 are:

- 1. Companions in a Mission of Reconciliation and Justice** - reconciliation with God, with one another, and with creation.
- 2. Renewed Governance for a Renewed Mission** – Discernment, Collaboration and Networking.

#### **Four Calls of GC 36**

The decisions of the General Congregation 36 could be crystallized into four clarion calls or invitations to all those who are engaged in the mission of the Society. What are those four calls? They are 1. Call to Collaboration, 2. Call to Networking, 3. Call to Discernment and 4. Call to Reconciliation – reconciliation with oneself, reconciliation among the sharers or partners in the mission of the Society of Jesus, reconciliation with the wider society, reconciliation with nature - all leading to Gospel Justice – the justice for the least and the marginalized. Jesuit Higher Education is a sector where these four calls could easily translate into concrete realities

#### **Rev. Fr Arturo Sosa – Superior General of the Society of Jesus**

All that I have said in the preceding pages get beautifully crystallized and encapsulated into the above-mentioned two decrees which presently guide our choices of apostolic priorities. Based on the decisions of GC 36 and in the light of changing context in all spheres of life, the Society of Jesus today understands its mission in Higher Education as spelt out clearly by the present Superior General, Rev. Fr Arturo Sosa in his recent address at Bilbao, Spain to all the delegates representing several universities and the institutes of higher learning. He talks about university as a source of a reconciled life in response to all sorts of wars and conflicts between and among nations and within nations, which threaten peace and harmony. He goes on to

say that university education is conceived as a project of social transformation. There are five integral parts of this project:

- Promoting a Just and Peaceful Life,
- Understanding Intellectual Apostolate as Seeking Wisdom,
- Aiming at Universal Citizenship – breaking the clutches of parochialism and building a sense of universality,
- Constructing Identity that is made up of contributions and
- Producing more fruits through collaboration and networking.

## **V. CONCLUSION**

- The goals of Jesuit Education are to form men and women for others by training them to become socially conscious and committed, intellectually competent, morally and ethically conscientious, affectively creative and emotionally compassionate and thus to prepare them to be responsible citizens, leaders in service and agents of social change.
- Jesuit Education is a call to human excellence – a call to the fullest possible development of all human qualities – a call to critical thinking and disciplined studies; a call to develop the whole person, head and heart, intellect and feelings.
- The education in a Jesuit institution tries to create a sense of wonder and mystery in learning about God’s creation. This helps the students to respect and appreciate rich biodiversity present in nature and value the natural resources and imbues them with a strong sense of duty and obligation to safeguard our Mother Earth.
- Our learners and stakeholders preferably our alumni/ae see service to others as more self-fulfilling than personal success or prosperity. The success of Jesuit Education is measured not in terms of academic performance of students or professional competence of teachers, but rather in terms of this quality of life.

Let us **‘Explore, Enhance and Elevate’** to shape the future for a humane, just and sustainable globe.

## 2. Higher Education: Global Changes and Key Trends

Prof. (Dr.) G Gopa Kumar, Vice-Chancellor, Central University of Kerala, Kasaragod

The twenty first century is witnessing major strides in the sphere of higher education accelerated by the process of globalization. Education, more particularly higher education has become the key instrument for the growth of the society and nation. It has been facilitating economic vitality and innovation for the entire world. Individual and collective contributions are crucial in the process of internationalizing education. The conventional walls that hitherto barred the society, family, ethnic group, political system etc. have broken. If properly planned with clear-cut policies and strategies we can not only improve the quality and access to higher education but also bring over all progress in the entire world. Simultaneously, it would hasten the research and innovation process, link and integrate the distant worlds, promote academic partnership, research collaboration and develop curriculum in a productive manner essential to the society. Comparisons across various countries would provoke identifying similarities and dissimilarities, challenge of quality degradation, institutional apathy and inertia, extent of vigilance and cohesive commitment in promoting higher education.

India realizes its responsibility as an emerging knowledge power in the knowledge economy of the globalized world. Demographically, there are few aspects that can work out positively for the overall development of the country. With the changing economic policies, following the neo- liberal approach since 1991, market considerations have also been taken into account. The conventional protectionist approach has been sidelined and the regulations of the government reduced drastically. The entrepreneurial aspects have gained ground in economy with the result India has emerged, despite its inequalities, as one of the two fastest growing economies of the world .Its Diaspora has also been contributing for the positive development and this has reflected in many aspects including culture, education, economy etc. Today, India has the largest middle class after China but it is equally important that a sizeable section of the people require support on basic aspects like food, shelter, security, education and employment. Therefore, the advancement India require for future will also be linked to its investment and the formulation of right policies in the field of education and human resource development. Around 52 % of the total population are below the age of 25 and this also reinforces the importance and necessity of promoting sound policies in the field of education. Otherwise, the claim of “demographic dividend” will lose all the values and strength.

In India, as on today, we have 819 Universities, 37204 colleges and 11443 standalone institutions. Among the Universities, 47 are Central Universities, 367 State Universities, 282 Private Universities, and 123 Deemed to be Universities. There are other categories of higher educational institutions in the country like Indian Institute of Technology, Indian Institute of Science Education and Research, Indian Institute of Science, National Institute of Technology, Indian Institute of Management, State Universities and 51 institutions of National Importance along with other national institutes. They provide high quality teaching and learning practices, research, innovation and extension activities to the aspiring youth population of the country.

The purpose of the University and college education is to provide high quality education to the aspiring youth of India who constitute a sizeable proportion of the huge demography of the country (currently estimated at 1300 million people). The current Gross enrolment Ratio of 26 % is expected to come up to 30 % by 2021 and 40 % by 2030. Promoting access, equity and quality in higher education is the national policy of higher education in contemporary India where there is currently a huge divide between urban and rural India. Hence the challenges in this sector are huge.

Higher education in modern India is in a transitional and reformative stage. India’s higher education system is one of the largest but complex systems in the world. As noted, demographically it has a clear advantage

with 52% of her 130 crore of population seeking education. The current Gross Enrolment Ratio in higher education is actually insufficient to the growth of nation. The country has initiated series of educational reform with Radhakrishnan Commission (1948 -49), Kothari Commission (1964-69, National policy on Educational (1986), modified NPE (1992), New Education Policy (2016) etc. Despite these efforts Indian educational system suffer from serious handicaps. This include regional disparities across the nation, problems of curriculum development, low infrastructure, outdated methods of teaching, poor quality of teachers, insufficient progress in research and innovation, low student mobility ,slow learner training process, disconnect between industry and academia curriculum development and employability, gaps between demand and supply, dearth of educational institutions, slow training in skill development etc. Indeed 11<sup>th</sup> and 12<sup>th</sup> plans broadly projected, access equity and quality as the three goals for higher educational system. But on all there these areas sound policy planning and follow up action are required. Providing inclusive education with sound quality and infrastructure and strengthening competitiveness are very essential for transforming India towards a knowledge society.

A brief discussion of the higher education experiences of four major countries viz, China, Australia, India and USA is significant both in terms of quality up gradation, market needs and future of human resource mobilization. Together, the output constitutes close to 75% of total students aspiring for higher education. Most of the countries in the developed world treat higher education as an industry. This is in country to Indian and Chinese experiences where the State conventionally considers education as a public good than as a commercial product. The expansion of higher education today demands quality research and academic collaboration, innovation and partnerships, credit transfer, student and teacher mobility, academic autonomy, human resource empowerment etc. We should help to analyze and explain the structural arrangement of higher education in contemporary world, how the industrial and service sectors were benefited by the advances made in the sector of higher education, especially though innovation and cutting edge research.

India needs to learn through internationalization process of higher education system. International contributions can positively affect the Indian higher education system. With its demographic advantage, India should earnestly try for training world-class skilled work force and there by supply competent work force at the global level.

I have rich experience in international education activities during the last four decades. In my career as political scientist, I have been fortunate enough to involve in and contribute to many international educational programmes. As part of the numerous research fellowships, awards, projects and teaching assignments, I had received excellent exposure from the North American, European and Oceania universities.

The success of internationalization of higher education in countries like USA, Australia, UK and Canada are mainly due to three factors- quality education, safe environment for international students, focused delivery with positive experiences. University education deepens their activities to integrate international dimension in to their core teaching, research and service functions. Indeed, for the student community, knowledge gain is a positive development.

The overseas employment opportunity for students (more than 100000 jobs) is another positive factor in the internationalization process. The provinces and federal government continue to capitalize on the valuable source of talent the migrant student's community. The field experience, sometimes spanning for two semesters provide an exciting experience both in professional terms and cross-cultural learnings.

A natural follow up of institutional collaboration and extension of academic linkages is needed. Three categories of scholars can be identified here-teachers who are ready for international tie-ups and

seeking exposure, research scholars and students, technical experts like computer engineers, librarians etc. Broad and specific themes can be identified for research. Professional experts can provide the road map and facilitate infrastructural support. A time frame is essential for the completion of the projects. Methodological orientation (both in theory and applied aspects) is required. Qualitative and quantitative data must be garnered with a clear focus on concepts, theories, goals and plan of work. During the project period of institutional collaborations, consistent review (midterm and concurrent evaluation) is essential. The scholarly exchange will improve the qualitative dimension in the spheres of teaching, research and extension.

Today, should work for research collaborations; tie up programs, credit transfer for students under the Credit and Semester System, exchange of teachers, raising of resources and funding possibilities, attracting international students, implementation of Massive Online Open Courses (MOOCs), promoting skill education and community colleges, and digital initiatives in the educational system. Institutional partnerships, international collaboration, industry – academia partnerships, internationalization of curricula and removing the present rigidity, linking life skills and employability, strengthening Global Research Initiative Network (GRIN) are other major trends in contemporary landscape of higher education in India. These are opportunities for the effective transformation of our country to emerge as a soft power.

Learning about the current trends in U.S, Canadian and Australian higher education systems, how they fared prior to globalization and after globalization will help the educational institutions of developing countries. Flexibility, rather than imposed regulations, is required now for a successful education system and this has been one major factor in the success story of American educational system. The industry- academia linkages in the present context is of high value and we need to learn about how this linkage is influencing pedagogical changes and how it is related to the shifts in economy and employment opportunities. It would also benefit in terms of understanding the University and colleges relationship to the civil society. More than any point of time there is a close proximity between community and the educational system and the knowledge economy demands that relationship to be strengthened further. Being multicultural societies, Canada, Australia and USA have many experiences which can be discussed further. How these countries were successful in attracting international students and the process through acculturation of the migrant student community successfully is to be studied.

Today the resource persons for educational program will be a combination of educational administrators, corporate leaders, experts and scholars, the ideas that emerge from this blend would be extremely beneficial to all the Indian universities. From the Indian side, the importance of sustaining and communicating values to the society (with the great tradition of *Guru Kula* system) and employing education as a powerful tool for social development are of great value. At the same time, a close understanding of the global educational landscape, including aspects governing leadership, pedagogy, technological advancement etc. is very essential.

The future of the new generation depends greatly on the quality of education and the values it generates through the efforts of educational administrators. In a rapidly developing country like India, education is a powerful tool for socio-economic transformation. Learning from international experiences will certainly enhance the quality of higher education and research, innovation and extension activities. Teaching and learning is a continuous process attracting the interest of all stake holders. Being the two largest democracies, with a huge middle class population, educational development has tremendous opportunities in both USA and India. Similarly, international exposure to students, however small or big, will transform their outlook and mindset. India can give and take a lot in this process of internationalization of higher education. While catching up with global changes and key trends, let us keep up the conventional wisdom and great contributions of India during the past and present era.

### 3. Quality and Excellence in Higher Education – The Role of Accreditation and Ranking

Prof.Dr.S.Sivasubramanian, Former Vice-Chancellor, Bharathiar University

This Lecture starts with the question what is meant by Quality in Higher education and answers the question by stating quality is reflected in preparing the children of this great country to face the challenges in life with confidence, ethics, values, good citizenship and service mindedness to the society. i.e Character and Contribution; to prepare the children with necessary knowledge and skills so that they are able to get employment, seek power, position etc., and earn necessary money to lead a comfortable life and to seek the truth in everything they come across.

In short, "Education is not only for employment, but also to enlighten,, empower and develop a holistic individual whose moral compass will never swerve from the righteous path. The Education must build character, caliber and capacity besides promoting rightful conduct.

Then it raises the question what is meant by Excellence in higher education and answers the question by way of definingg as *Excellence can be defined as a process, whereby a Higher Education Institution continuously strives to better itself in terms of Quality and attains the level of the best to be a benchmark, sustains it and if possible foster it"*

*Excellence is not by accident.* It always results from good intention, sincere efforts, intelligent direction and meticulous execution by one and all. *Excellence in thinking and action by all the Stakeholders of a HEI is the foundation for any mission to be the best. It also requires the sense of Belongingness, Togetherness and Commitment to the HEI by all the Stakeholders.*

Then the question is raised What is an Assessment & Accreditation of a Higher Education Institution? This is answered as Assessment is "a process of evaluation of performance of an institution of Higher Learning and/ or its units, based on certain established criteria" Accreditation is "a quality assurance scheme wherein a certification of assessment given with a validity for a stated period of time and the recognition accorded to an educational institution that meets commonly accepted standards of quality or satisfies criteria laid down by a competent agency" The criteria is "predetermined standards for the functioning of an institution of Higher Education that form the basis of assessment and accreditation" Quality assurance is the main driver for accreditation of on-campus programs by national and international accreditation agencies.

Then the lecture revolves around the discussion on the new framework developed and implemented by the NAAC for the Assessment and Accreditation of a HEIs that has come into effect since July 2017 , the need for it, the salient features of it and how it differs from in the earlier method etc., How it continues to evolve to address the difficulties felt by the HEIs of India over the time and the importance attached to the design of outcome based curriculum, innovation eco system, Student Satisfaction survey, Alumni participation, Institutional distinctiveness, Internal quality assurance system etc.,

The importance of Accreditation is said in detail as Accreditation has been the driving force for imparting, sustaining and fostering quality in Higher Educational Institutions. Benchmarking is being adopted by the HEIs to improve quality. It has made the HEIs to be more transparent in their governance structure. Manipulation and Frauds has come down drastically – especially in privately managed institutions. Participatory governance is ensured. The HEIs are forced discover their strength, weakness, opportunities, challenges and take appropriate measures. The feedback system and analysis for further action has seen improvement.The perspective and strategic plans of HEIs are now visualised. Student support, the different counselling and Placement are on the rise. Infrastructure improvement has been on the rise. Technology enabled teaching-learning has become the order of the day. Technology in governance i.e - e governance is

attempted. Role of Technology in evaluation is on the rise. Outcome-based curriculum planning is the result of NAAC Accreditation. There is a renaissance in Research quality even though it needs significant improvement in terms of innovations..Collaborations through definite MOUs enhanced. There is improvement in Industry-Society connect. The Quality of Teachers is improving. The innovation eco system has started seeing the light of the day. Incubation centres are being set up. The HEIs are in the verge of producing intellectuals rather than mere degree holders. ( Yet I must tell you in the Global Talent Competitive Index published recently India has slipped from the 51<sup>st</sup> position to 53. The Students satisfactory level is improving. Alumni participation is enhancing. Environmental sensitivity is improving. Examination reforms are on the rise. Extension activities and societal responsibilities are given due importance. Global Competitiveness among students is visible still we have miles to go. Institutions distinctiveness are identified and nurtured. Best practices are imparted. Above all, there is healthy competition among HEIs as to the NAAC Status and grades are seen by the public with care and sensitivity. It is a case of “Pride, Prize and Spin off”

Then we try to discuss how the NAAC Accreditation incentivized and de-incentivized some institutions with specific examples. Finally it is concluded that NAAC accreditation has a wide recognition and sets the ball rolling for national and international linkages and exchange programs. It is arguably the biggest enabler for the institutes with non-professional courses not under the AICTE regulation. It facilitates in aspiring for further foreign accreditation. With NAAC in top grade, research-funding receives a shot in the arm. With NAAC superior grade under your belt, you can announce your credentials to the whole world, drawing host of benefits.

Then we move on to discuss why Ranking is a must and answer the question that University/ College rankings reflect an important trend in the internationalization of HEIs and the growing interest in the comparison of the quality of HEIs. It is evident that rankings do have a value as a reference and as a basis for comparison. Institutions are ranked and listed at national as well as international level based on quality systems to aid quality improvement. Approaches to measure and analyze what works at the HE level have rely on rankings that attempt to capture, with a single number the relative standing of HEIs, using multiple dimensions of their performance. Rankings address the growing demand for accessible, manageably packaged and relatively simple information on the ‘quality’ of HEIs. The demand for ranking of HEIs is fuelled by the need to make informed choices about universities/Colleges, within the context of massification of higher education and the fast-growing diversity of providers, both public and private. Rankings have also encouraged transparency of information and accountability of HEIs. The main difference between Ranking and Accreditation is that Rankings rank a Higher Education Institution (HEI) with respect to others, but accreditation agencies rate HEIs independent of others.

Then we move on to discuss What is National Ranking Frame Work: NIRF and what are parameters based on which this ranking is done. Then I share my joy with evidence how the HEIs in TamilNadu are doing extremely well compared to rest of the HEIs in other parts of India – both at the College level and at the University level. I am happy to inform that among the Arts and Science Universities Bharathiar is ranked at the top (13) at the national level and Loyola College stands at no 2 among the Colleges at the national level.

Then we move on to discuss what is the need for a separate NIRF ranking and answer the question by stating that Prof. Dr. Partha Chakrabarthy, Director of IIT Kharagpur who is mostly behind this initiative apart from Dr.Surendra Prasad, the former Director of IIT Delhi, mentioned that Indian Institutions operate under circumstances not captured in international rankings and these have to be captured in a different set of parameters and he recommended the Chinese way. Furtherthe QS and Times Higher Education world University rankings had subjective criteria and some data from them were not made public. Reputation surveys were generally skewed towards US and European Universities, as Asian Universities were not known around the world. Shanghai Ranking over emphasised on Nobel Prize winners and it was felt discriminatory



as most universities had no Nobel Prize winners. Many questioned the concept of Ranking itself as Universities are varied around the world. How can you capture such diverse entities in a single ranking was another question? In spite of all these misgivings, many faculty members, policy makers and even politicians kept an eye on the Rankings. Hence MHRD Rankings were created to remove the disadvantages of Indian Institutions in international rankings, by developing a set of parameters that were relevant to Indian situation. It was an exercise to force the Indian Institutions to collect and document data on themselves. Since the data were to be made public, the objectivity of the exercise was not at all in doubt.

Then we move on to discuss world University rankings by the Times Higher Education. I am happy to inform that for the first time five HEI s from India are finding a place in the top 500 including a University-JSS Mysore, with which I am closely associated. The performance indicators for the THE are discussed and how the ranking is mostly dependent upon Reputation survey and Research output. The Indian Universities are at a disadvantage due to reputation survey and emphasis on quality Research. Then we move on to discuss the Times Higher Education-Asia Rankings wherein almost all the IITs, which are all stand alone institutions corner the top slots. Yet we are nowhere near China or Singapore or other Asian countries-a sorry state of affairs.

Then we move on to discuss ARMU Rankings which is otherwise known as Shanghai Rankings where in around 60% weightage is given to Research output and naturally only one Indian HEI i.e IISc alone finds a place in the top 500.

Then we move on to discuss the QS world University Rankings, Which is carried out by a British Education Company by name Quacquarelli Symonds, which is very much recognized by Academics throughout the world. Then we discuss the six matrices for the evaluation and how the Reputation survey has a significant role in it – especially academic reputation which accounts for 40%. Then we move on to discuss the top 10 Universities of 2019 ranking in the world, followed by a discussion on the 22 Indian Universities finding a place in the top 1000, ( 9 among top 500). We also discuss the top 10 BRICS QS ranking wherein only two Indian HEIs are finding a place. 7 occupied by the Chinese Universities. For the first time IQS rankings of Indian Universities have been carried out and the top 50 out of the 75 opted for has been given.

Finally, I conclude by saying that Ranking are also a subject of much debate and controversy as already seen. Let us understand that all these Rankings are partial in coverage, contains bias, and are purpose driven. However, Global rankings exert enormous sway in global higher education, boosted, as they are by the realistic mantra of Accountability, organisational report card in response to a consumer demand and academic quality. Hence they have come to stay. We can also find that only those that are in the top of NIRF are also on the top of global rankings. Hence there is more or less correlation

An institute with a global perspective, decidedly have an edge over the rest. It receives a unique attention, consistently and constantly. A good foreign accreditation brand makes a lot of difference in attracting merited students and qualified faculty. The employers, particularly MNCs are far more attracted to the global narrative. It has host of other advantages.

Hence the need for both national and International Rankings of HEIs to showcase their quality and excellences in relation to others in the field.

#### 4. HEIs as ‘Learning Institutions’-a way forward towards Quality Assurance

Dr. G. John, Associate Professor, Department of Commerce, St. Joseph’s College, Trichy-2

##### Abstract

*‘Quality Assurance’ is the latest bug that has infested institutions of Higher Education (HE) in India and it seems to have turned institutions into a fortress for creating, documenting evidences in support of ‘quality’ assurance and enhancement, often trying to outwit other institutions by getting a better score awarded by NAAC and a decent outing with NIRF. In their quest for scaling greater heights, these institutions seem to be less bothered about ‘teaching and learning’ which is the foundation on which the edifice of Higher Education is built. This foundation is not only weak but also leaky, through its systemic acts of omissions and commissions, and on which ‘quality’ buildings are proposed to be built.*

*Never there could be a second thought about the need to enhance and sustain quality of HEIs (Higher Education Institutions). It is a fact that even though we boast of thousand years of history of education, no Indian institution is found in the top-100 list of world class institutions. The quality of HEIs is abysmally poor and this needs a drastic course correction. Credible steps are being taken by UGC and HRD ministry but whether they will lead to quality enhancement - is not a million-dollar question.*

*India is a nation of short-cuts. Somehow it has become part of our psyche. We manipulate, misinterpret the term quality so much so that in record the quality is ‘pucca’ but in reality, just it is ‘kacha’. We mainly rely on records when it comes to assessment of ‘quality’ and feel complacency and happy for what we have achieved. This complacency and yearning for pseudo quality should stop. But then, how do we ensure quality of HEIs? One way of assuring quality is to convert HEIs into ‘Learning Organizations’.*

**Key words:** Quality, Higher Education Institutions (HEIs), Learning Organisation.

##### Introduction

The term ‘quality’ has multiple meanings and is fluid in nature. As there are diversities in views, there will be diversities in measurement of qualities. No two educationists would concur as to its meaning and assessment. What is considered as ‘quality’ may mean different things to different people who therefore may demand different quality outcomes and methods of measuring the same. Taking such a subjective concept called ‘quality’ and measure education institutions in order to assess them is like counting the grains of sand. But there needs to be some ways and means of assessing the same so that quality is measured and assessed. The ultimate objective should be enhancement of quality which can also be achieved when HEIs become ‘Learning Organisations’.

##### Quality – a subjective construct

The term ‘quality’ is not only relative but also subjective in nature. Oftentimes, it is highly personal. In fact, the same person may conceptualize quality differently at different moments. What is considered as quality at a certain moment in time scale need not be the same at some other point in time. As such it has several reference points like: who decides the definition of quality, with what intention it is measured, what is the purpose of measuring it, what is intended and unintended outcomes, what is the hidden agenda, what is the scale or instrument used, who is measuring, at what time the measurement is undertaken or data is collected etc.

Another fact is that there are a variety of stakeholders in HEIs including students, employers, teaching and non-teaching staff, accrediting and funding agencies, and government. Each of these stakeholders has a different view on quality, influenced by her or his own interest and personal experience in higher education.

All of them will try to put their best foot forward and quantify HEIs' quality in absolute terms. Whatever be the agency, and whatever be the scale used to measure the quality, the outcome of any stock taking should be future oriented rather than finding 'what was not there'.

### **The Cobra Effect – 'pseudo quality' bubble**

The cobra effect is in its fullest manifestation in Indian Higher Education system. The cobra effect says that the results are often quite different from what is envisaged or intended. To tackle the menace of a large number of cobras roaming the city of Delhi, the then wise British Government announced monetary incentive to everyone who brought cobra skin to the State. This worked very well and the cobra population roaming the streets of Delhi came down to a greater extent but then this gave rise to a new profession of cobra farming. Indians started breeding cobras, and slaughtered and brought the skin to government offices to claim the prize. The frustrated government, on seeing such a practice, abruptly abandoned the scheme whereupon the disappointed cobra farmers let loose their home-grown cobras on the streets of Delhi, thus solution became the problem. This is exactly the problem with the quality of HE in India.

Administrators of Indian Higher Education System, like AICTE, UGC, NAAC, NIRF, MHRD etc, envisage to improve quality by prescribing a set of parameters known as Performance Indicators (PIs) to measure and assess HEIs, but they become stumbling block for achieving quality as everyone tries to manipulate and create records to comply with requirements. For instance, colleges enter into clandestine agreements with hiring agencies that come for 'campus recruitment' and students are given placement orders. The college proudly prepares a list of students who got placed with various companies, and often flux is erected with photos and other details for the consumption of general public. As per record, their placement is 'fantastic' supported by documentary evidences. After receiving placement orders, students are made to wait in 'benches' endlessly without any assurance as to when they would be placed in jobs. As the waiting times stretches into months, students usually opt out taking up some jobs on their own or end up in pursuing higher studies. Practices like these are very rampant. If placement record is a criterion of quality, what the college has achieved is 'pseudo quality' which goes unchecked by the system. When this type of 'pseudo quality' builds up over a period, the country will be ruined and we will reach a point of no return. When this 'pseudo quality' bubble bursts, the damage had been already done as was in the case of RamalingaRaju of Sathyam.

### **Application of Organisation Learning (OL) theory in HEIs**

Senge, P. M. (1990) in his seminal book 'The Fifth Discipline' states that 'as the world becomes more interconnected and business becomes more complex and dynamic, work must become more 'learningful'...The ability to learn faster than your competitors may be the only sustainable competitive advantage'. The educational institutions that will truly excel in the future will be those that will learn to tap teacher's commitment and ensure capacity to learn at all levels (teaching and non-teaching) in an institution.

Organisational Learning is a process of developing, retaining, and transferring knowledge within an organisation. OL occurs as a result of experience and an organisation is said to have learned from an experience when there is a change in the organisation's behavior, performance or the way they have been doing things. Learning occurs when an organisation learns from its mistakes through a process of detecting and correcting errors. For this to happen there should be a continuous interaction with fellow colleagues. Interaction depends on two sets of behavior. The first set of behavior relates to formal rules policies and procedures of the organisation. This is known as *Esposued theory*: the way things are ought to be done. The second one relates to how things are actually done known as *Theory in use*. Both should be encouraged, not pitting one against another, to achieve Organisation Learning often giving more emphasis for Theory in use. The same could be applied in the context of Higher Education Institutions (HEIs).

A Learning Institution (LI) creates structures and systems where "teachers continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where teachers are continually learning how to learn together. Learning Institutions are able to weave a continuous and enhanced ability to learn, adapt, and change into their culture". The whole system of Higher Education should enable and provide a conducive environment to become 'Learning Institutions'. The institutional values, rules, regulations, policies, practices, structure and support system of an educational institution should be woven with the ultimate aim of making an institution as a 'Learning Institutions'.

### **Units of Learning in a 'Learning Institution'**

#### ***a) Individual Teacher (Individual Learning)***

Individual teacher in a college learns new skills, concepts, methods, theories relating to teaching-learning-evaluation. This paves the way for keeping oneself abreast of new developments happening in the core area of one's specialization.

#### ***b) Department (Group Learning)***

This is the next largest level at which learnings can occur. Group learning occurs when individuals within a department acquire, share, and combine knowledge through experience with one another. Creating an atmosphere where members of a departments work as a team paves the way for sharing of knowledge with other members.

#### ***c) Institution/College***

Institutional Learning occurs when a college creates and organizes for sharing of knowledge and expertise at college level. The objective of Institutional Learning is to prepare the teachers to adapt to changing environments, to cope with uncertainties and to increase teaching-learning-evaluation efficiency. This could be used to increase the efficiency of every system and sub system of the college.

#### ***d) Inter-Institutional Learning***

Inter-institutional Learning takes place when different colleges form an alliance to collaborate, share knowledge and learn from each other. There are a lot of best practices unique to each institution that could be replicated by other colleges. An institution can grow and improve its system and process by integrating insights and experience form other institutions. Learning from another institution may mean either applying the same ideas used by that institution or modifying these ideas, thereby creating innovation.

### **Five Principles of Learning Institution/Organisation (Senge, P. M. (1990))**

#### **1. Lifelong Learning -Personal mastery**

Personal mastery is process of special proficiency in one's chosen area of specialization and this proficiency is life long and never comes to an end. Shortly, it is lifelong learning on the part of teachers. The focus is on practical skills and knowledge they can apply in real-world environments. Individuals must also display commitment and dedication to personal goals, as well as institution's learning objectives. It is a discipline "as a series of practices and principles that must be applied to be useful". It encapsulates two main ideas: 1) continually clarifying what is important including personal vision and 2) how to see current reality more clearly and work towards the vision.

#### **2. Mental models**

It is concerned with how we see the world, how we understand our position, and shape how we act. Teachers and Administrators of HEIs must reflect on their mental models and understand other's mental

models that are present in the college/institution and alter their ways of thinking to ensure shared understanding of goals and vision of the college/institution.

### **3. Shared Vision**

It is imperative to have forward thinking administrators and leaders in academic institutions. The enthusiasm and dedication start from the top. Administrators and leaders in academic institutions should have a 'shared vision' which percolates down the line and in turn it provides the focus and energy for learning by individual members. Leaders must challenge assumptions, encourage self-reflection, and set an example for their team members.

### **4. Team Learning**

Team learning is the process of creating and facilitating collective learning. It starts with dialogues and ensures people are thinking together. It helps to discover insights. It is a process of aligning and developing of a group of people to function as one, or as a whole. The ultimate objective is to have the intelligence of the team that exceeds the intelligence of individuals in the team and to develop extraordinary capacities for the coordinated action.

### **5. System Thinking**

System Thinking is the unifying concept that encompasses all the other four principles to enable a learning institution to be actualized. It is the understanding of cause and effect, being able to see the big picture and patterns in college/institution. According to system thinking principle, organizations are made up of smaller units, much like the pieces of a puzzle. Individual learners must understand the system as a whole, as well as each individual component that's involved. Every individual is honored, and but they also play a vital role in the overall framework. Individual learners should respect and honour the ideas of their peers.

### **Conclusion**

One way to enhance quality of HEIs in India is to instill and practice the theory of Learning Organisation thereby facilitating learning of its members. Colleges and HEIs should create a climate whereby learning takes place at all four levels. The individual leaning should be harnessed to achieve institutional learning. By doing this, HEIs can ensure quality on their own without any need to be measured by some outside agency. There should be a system in place to maximize human potential that it has at its disposal and this can be assured by establishing a culture of learning and continuous progress.

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## 5. Challenges and Opportunities in Indian Higher Education

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### ABSTRACT

*The growth of the nation's economy depends on higher education. An improved high quality education makes them more knowledgeable, skilled, empowered and self-sufficient. At present, Indian higher education faces more hindrances despite its economic growth. Due to globalization and rapid technological changes. Opportunities are lying ahead which has not been used at its fullest potential. Higher education requires better change in future course of action. Giving an opportunity for the students to choose multi-disciplinary courses to enhance their knowledge and skills at the global stage. The paper analyses the critical challenges and possible opportunities available to youngsters in Indian society. This broadens their perspective of higher education not only in particular discipline and also opens all new array of inter-disciplinary research and studies.*

Keywords: Higher Education, Self-sufficient, Economic growth

### INTRODUCTION

Indian higher education is one of the oldest higher education systems in the world. Indian higher education is older as its traditions and culture. The ancient higher education system was inaugurated in the Gupta period itself. In Gupta dynasty various inventions has taken place particularly in higher education. The modern higher education came to India through the British colonial rule. The intention behind this was to bring British culture and ideologies into the Indian sub continent because India is diverse in nature rich in natural and manpower resources. Ancient rulers who ruled this great sub continent had introduced many reforms for the development and growth of the higher education. However the modern English education system was proposed by Thomas Babington Macaulay in his famous minute in the year 1835, who brought in major changes and reforms in the Indian higher education system which has impacted huge difference in the higher education to this today. After the post independence, The National council of education was formed to educate all sections of people in the country. Many changes and reforms have occurred in the Indian higher education system.[3] Currently India is in third position in higher education and fourth largest in number of research scholars after US, China, Canada respectively. Indian universities are lagging and striving to be placed in 100<sup>th</sup> rank in world ranking. The important thing is that institutes like IITs, NITs and IIMs and some other technical institutes come into these categories.[1] This indicates that Indian higher education seeks lot more development in the present and in future days to come.

### Hindrance to Indian Higher Education

**Curriculum system-** most of the universities and colleges follows the old curriculum system which is outdated. Only few institutions update and revise the curriculum system as per the industrial requirements. The mindset of the students towards this old unrevised curriculum is to memorize and write whatever they have learnt.

**Semester Patten-** the word semester pattern alone cannot give the knowledge about the semester system, it is hard to understand the paradigm of our education system which at present it is more of theoretical rather than practical. Periodic and continuous assessment of exams is need of the hour. Semester exams at present tests only the memory capacity of the students and marks been granted accordingly. The students are not tested for their skills and practical knowledge for the requirement of the field.

**Higher education enrollment-** student enrollment in higher education in the year 2016-2017 was 25.2% at the age group of 18to23 years. The enrollment of the male students is higher that is 26% when compare to female enrolment which is only 24.5%. [3]

**Quality-** the quality of higher education at present is very low. Only the reputed institutions are providing quality education. It differs from rural to urban. Sadly universities and colleges especially in rural areas have poor quality of higher education in context of students and faculty as well.[2]

**Infrastructure facilities-** in India infrastructure facilities are very old and traditional. These traditional buildings are having valuable goodness to the students even though has lot of limitations. The old buildings and campuses provide good atmosphere, but not providing good ambience for the students. The adopting for new technologies and things required are sophisticated one, but it is very doubtful whether it will give the atmosphere like those old buildings.[1]

**Political influence-** as political influence makes huge impact on our education system. Knowingly or unknowingly, we come across all those circumstances. In India political influence makes huge impact on social, cultural, religious and the like. In such a way that it reflects in the education system. Especially colleges which are owned by an individual who has a political background, makes use of higher education as a force to create chaos and division. One way or the other it also yields a benefit to them, by the means of privilege.[2]

**Faculty-** The knowledge of the students is in the hands of the faculty. Sadly, today only few professors in well known institutions are highly skilled and knowledgeable. And majority of them are not. In 2016, 28779 scholars are awarded for Ph.D in that 16274 are males and females 12505. More number of scholars should be encouraged to pursue doctorate in their respective field. In this way the faculty will have expertise knowledge in the particular field.[3]

**Research and Innovation-** At present research and innovation is concentrated in the field of science and technology. Even though there are more research scholars in India. The number of innovations and research are less patented when compared to other countries.[2]

**Demand Supply gap-** Massivedifference in demand and supply, though we boost of having more number of colleges and universities. Increasing number of students are graduating every year. And there is a shortage of skilled workforce which has resulted in unemployment.

### **Scope for Higher Education**

1. In order to have high quality and accessibility of higher education to reach all the sections of the society. The government of India has established Indira Gandhi National Open University (IGNOU). The university has adopted innovative and flexible approaches to encourage the students for distance education.[3]
2. Women have contributed for the economic growth. India cannot be self-sufficient without their support. To empower women and to be self- sufficient. There are 15 universities have been established in our country exclusively for women.[3]
3. The government's initiative of digital India has lead to the creation of online digital portal SWAYAM which is an indigenous platform for the students to gain knowledge and from massive open online courses (MOOC).[3]
4. To take Indian higher education to global stage and to tap the talent pool of scientists and entrepreneur the Global Initiative of Academic Networks (GIAN) is started for this purpose. This is the biggest ever collaboration with foreign academics within a year.[1]

5. The government of India has launched National Digital Library at IIT Kharagpur. Its rich repository contains journals, articles, encyclopedia, monographs, research works and other knowledge based materials. The goal is to provide e-learning access to students, faculty, professionals, scholars and life-long learners.[3]

### **Suggestions**

1. The higher education system has to be revamped and transformed right from primary education and then to secondary education. This makes the Indian higher education (tertiary) more relevant and highly competitive at the global stage.
2. More of research and innovation must be encouraged from other disciplines than concentrating only on science and technology. In this way it helps more of patents to be registered.
3. Examination pattern must be changed to continuous performance and practical pattern of examination must be implemented. This helps the student to learn more and acquire skills for their career.
4. Before providing online courses the government should create demand for that, and campaign as well to attract students from all over the country right from high school level.
5. Higher education not only meant for technical and management studies it also transcends the purpose of atomic studies and space sciences.
6. Collaboration with industries and other multi-disciplinary academic institutions will make students highly skilled and knowledgeable at global scenario. This will increase the employment opportunities for the young minds.

### **Conclusion:**

Nomadic man became civilized when the process of learning started. In this contemporary world, education has become an integral part of the society. Education not only makes graduates knowledgeable but also shapes them as good human beings. The process of learning should not end at one point, for which we need higher education. Higher education makes the graduates to aspire more into research. It makes the scholars experts in a particular field. In India still there is poverty and economic disparities, to eliminate these we must eliminate intellectual disparities. No doubt that it will make a huge difference in the near future. As India is still lacking behind the advancement of technology, optimum utilization of the existing technology might be powerful.

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## 6. Women and Their Participation in Higher Education In The Indian Society

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### Abstract

*Education has become an integral part of today's society. An educated individual can contribute much to his society and nation. A country's development depends hugely on its educated youths. Educating a woman is as equal to educating a man. But the very idea of women education has been subdued for many years in India. The awareness about girl education and its importance was realized long after Independence. Even today, this condition prevails in most backward areas of the country. This paper analyses about the participation of women in higher education. It primarily emphasizes on the development of status of women in the field of education, the current ratio of female enrollment and the role of government in raising this ratio. It also talks about the future scenario of female education in India.*

**Key words:** Education, Women, Higher Education

### Introduction

*'Educating a boy is educating a person...Educating a girl is educating a nation'.*

India is one among the fastest developing economies of the world. Next to china, India is a labour intensive market with humongous and homogenous work force. This human force is a vital tool in the process of development. In order to tap this potential workforce, they have to be equipped with skill and knowledge. Education is the ultimate source of knowledge, skill, forward thinking etc. India is a country where 48% of its population is women. Despite having such a huge share, women are still not allowed to perform to their fullest potential. Before independence, the Indian society was doomed with a lot of harsh customs and superstitions, such as female infanticide, sati, and child marriage. These were serious hindrances for the progress of the women community. The 'purdha' system was an inerascable one in our society. Many social Reformers such as Ram Mohan Roy strived to abolish these customs against women. Pioneers such as Savitribai Phule, Kadambini Ganguly, Chandramukhi Basu and Anandi Gopal Joshi have paved the way for women education. Post-independence the government of India formed the Ministry of Women and Child Development and a national committee was set up through which it introduced schemes, policies and benefits for the upliftment of women. The event of Globalization was another major milestone in the development of women. It brought about a dimensional change in the society and its mind set.

### History:

India has a long history of education. During the 5<sup>th</sup> century BC Taxila was constructed. This is the earliest recorded center of higher education. Similarly, "Nalanda University" is the oldest university system of education in the world. During pre-independence era "Savitribai Phule" was the first female teacher at the first ever girl's school in India. Savitribai Phule along with her husband Jyoti Rao Phule opened the first school for girls in 1848. Hence, she is known as the Mother of Modern Education. She was running free schools with a population of 150 girls. Later female education was initiated by East India Company in the year 1854. Initially only primary level education was available and that to only for the richer section. In 1882, the literacy rate of women was 0.2%. However, in the post-independence period the female literacy rate came up to 6% in 1947. It was increased to 8.9% in 1958. The University Grants Commission (UGC) was appointed in 1947 to provide reports on education and enrollment of women. The report revealed an unbelievable truth that society was against female education. In 1958 the government of India appointed a national committee for education of women for higher education.

## **REASONS FOR DENIAL OF WOMEN'S EDUCATION:**

**Society and norms:** The society has been and is playing a major role in deciding the way of life an individual could lead. When it comes to women anything against the society was considered a crime. However, this situation has been overcome over the past few years. The society had placed strict norms on how a woman should be treated, how she should behave etc. Gender stereotyping was prevalent in earlier days. Women were considered only for a reproductive role. Also, parental reluctance was another reason, educating a boy was considered as an investment by parents as he would take care of the family even after marriage,

**Urban and rural differences:** Although India has moved on to a broader perspective in educating girls, disparities still exist between the urban and rural community. For example, in Nepal, a girl child is sold to elite class houses in the name of Kamalaris, which means house slaves. Similarly, according to a recent news report, hundreds of young girls below the age of 18 were married in a mass marriage ceremony that was conducted in the district of Rajgarh in Madhya Pradesh. On the other hand, women in cities are overcoming the various barriers in achieving their goals. According to the census data, female literacy is high in the states of Kerala, Mizoram and Goa, while it is the least in Bihar, Uttar Pradesh and Rajasthan.

**Family Background:** In Early ages the families were conservative and they did not like women being more educated and leaving the home for her career. When there were lots of children in the family only a boy child was given a chance to go for education. Families which were broad minded then, still allow their girls to pursue higher education against all odds.

**Casteism:** In India casteism was and is the biggest evil that could not be controlled. It will take an enormous step by changing the mindset of the people. Until such a change happens this casteism will be prevailing silently in India, Previously the people of the upper caste were given the privilege to study and to achieve higher position in the job market. Same situation existed in case of female education and only upper cast women were given the way to progress. However, the Government so far has implemented much regulation to reduce the discrimination by providing appropriate allocation for all the castes in the education system.

**Access to Educational Institution:** Most of the rural areas in India are not provided with schools & colleges at an accessible distance. The students will have to walk long distances to reach school or they will have to change 2 to 3 transportation means during their travel to school. No proper facilities were provided at school. Most of the government schools situated in rural parts of India are not provided with basic infrastructure such as class room, benches, and sanitation. A BBC news report made a study on 188 government-run schools and found that 59% of the schools had no drinking water facility and 89% had no toilet facilities.

**High dropout rates:** According a report published by the UNICEF, the number of girl children attending primary school has substantially increased during the recent years, but at the same time the number of girls in the higher secondary is diminishing. This is mainly due to drop out of girls from schooling. Also the numbers of drop outs in girls are more than the boys in the rural areas of India.

### **Factors that influenced Women participation in higher education**

The following are factors that have led to the improvement of women's participation in higher education.

**Government Norms:** The Government of India has implemented several norms to improve the status of women in achieving higher education. Right from the time of Independence, the Government of India has given sufficient benefits for the upbringing of a girl child and also to help them achieve Basic education. Unfortunately, people do not understand the benefits that they have been blessed with. They get the

benefits given by the government and use it to fulfill other purposes. Most of them are not aware of the existence of such benefits. This is basically due to the ignorance of people.

**Development in the standard of living:** The society felt that the bread winner of the family should be the male. If a woman had to go to work in order to sustain her family, it was looked down upon by the people. The society considers a male gender to be inefficient to meet the need of the family, if he sent his wife to work. But with the advent of globalization in 1991, dynamic changes in all aspects of the society started to take place. The employment opportunities for both genders increased on large scale. The lifestyle of people started changing. The cost and standard of living rose. Such a development demanded for women also to earn in order to meet the high standards of living. Dual earning became necessary. This gave a revaluation change in the working status of women.

**Broader Thinking and Reduced restrictions:** The restriction on marriage also plays an important role in educating women. Now that the society has become liberal and there is no hard rule that women should be married at a particular age. This has removed the obstacle for women to progress ahead in their career. The myth that women should not be educated more than her spouse and that women should not be earning more than the man is broken now. Other evils such a Dowry System though it is not been completely eradicated in India but has been curbed to a certain extent due to the broader thinking of educated youth. An educated woman has the courage to oppose the system of dowry. Educated women have the right and courage to choose their own path in life which has also reduced the number of domestic violence over the past few years.

#### **Advantages of Educating a Woman**

**Economic growth:** In today's scenario almost half of the population in India consists of women. This half the amount of population is huge source of per capita income for the economy if utilized efficiently but most of these women are denied of the right to education and ultimately do not go to work. Especially women in rural area are not allowed to achieve higher education instead they are pushed into marriage as soon as they step out of the school. This entire portion is a loss of income for the economy.

**Better community:** Women play a significant role in the wellbeing of a community. They take the form of mothers, sisters and daughter during their phase of life. They are the nucleus of a family. Only a mother can raise a good individual for tomorrow. An educated woman can provide all-around development for her family. She can sow great values in an individual. An educated woman has more exposure to the various aspects of life, which in turn moulds the society as a whole.

**Lower child and maternal mortality rate:** Recent studies showed that educated women have more knowledge in taking care of themselves and their baby during pregnancy, childbirth and postpartum period. Survey results of UNICEF and global health facts says that infant mortality rate is highest in Afghanistan with 121 deaths per 1,000 live births, where the female literacy rate is only 17%, one of world's lowest. Similarly, maternal mortality rate is also high in Afghanistan with 460 per 1,00,000. The Central Asia Institute (CAI) has been focusing on educating girls in the remote regions of Pakistan, Afghanistan, and Tajikistan for more than twenty years.

#### **Notable Government Measures**

**National Policy on Education 1986:** The NPE was an important decision in the history of India. It was implemented in the year 1986. It was formed to cover all the aspects of education and mainly to render education to marginalized groups which include women, scheduled tribes, scheduled castes, differently able etc.

**Mahila Samakhyo Yojna:** This program was launched in 1988. This was launched under the new education policy 1968. This was primarily implemented with the intent to help women in pursuing education and empowering them. This was one of the major objectives of the national education policy 1968.

**Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):** This program was launched in July 2004. This scheme aims at setting up schools in EBB's (Educationally Backward Block's) that is placed where female literacy is low, such as Rajasthan and Bihar. It aims at providing education to girls of SC, ST, OBC and other backward communities. This scheme was later merged with the Sarva Shiksha Abhiyan Yojna (SSA) of the 11<sup>th</sup> Five Year plan in 2008.

**National Program for Education of Girls at Elementary Level (NPEGEL):** This was a component of SSA. It was formed to cover those girls who could not be covered under the SSA. It tried to reach to those girls who have never been to school before.

**Saakshar Bharat Mission for Female literacy:** It was launched by the former Prime Minister of India. It is a centrally sponsored scheme, launched on international literacy day, 8<sup>th</sup> of September, 2009. It aims at promoting adult education among women.

**National Literacy Mission (NLM):** It was launched in 1988 and it continued till the 10<sup>th</sup> five-year plan. It aimed to impart functional literacy to non-literates and neo-literates among women in the age group of 15-35 years.

**Beti Padhao Beti Bachao yojna:** This scheme was introduced as a part of the Sukanya Samridhi Yojna. It was launched in Haryana by the Prime Minister. This campaign focused on stopping girl feticide and promoting girl education. It works as a bank account which yields a good benefit of 9.1% interest and provides tax benefits also.

### **Current scenario**

Currently India is the third position internationally in the field of education after US and China. Recent scenarios proved that children who are taken care by educated mom are well-nourished and have all-rounded development. A recent survey conducted by the ARD has revealed that number of females who are pursuing higher education during the academic year 2016-17. The survey says that women enrollment has been high in 8 different disciplines in the field of higher education. The number of female candidates who have enrolled for higher education during 2011-12 was 1.28cr whereas it has increased to 1.67cr in 2016-17. Few of the disciplines where women are found in large number are MA, M.SC, and M.COM. The gross enrollment ratio (GER) is 25.2%. The highest enrollment is for mathematics and the lowest is for B.TECH. As per the sustainable development growth goals, India has to increase the GER to 30% by 2020. The human resource department of India released an all India survey on higher education regarding the gender gap. The gender parity has increased to 0.94 in 2016-17 from 0.86 in 2010-11. As per census, out of the 29 states in India, Kerala has highest female literacy rate at 91.98% and the lowest is Rajasthan at 52.66%. The overall Female literacy rate in India is 65.46%. But even today in professional areas such as MBBS, women are not encouraged by their superiors and colleagues to specialize in areas like Cardiology, Nephrology and other such crucial departments. Such domination still exists internally. India is ranked at 123<sup>rd</sup> position out of 135 countries in female literacy rate. India has one of the largest numbers of illiterates with 278 million amounting to 37% of the world total.

## Suggestions:

India has shown significant change in its enrolment pattern during the last 5 years. However it has been very slow from the beginning. But the increase in its pace is a good sign. India is in its First year of implementing the Sustainable Development Goals, where Literacy is a part of its Goal. According to publish by Mckinsey Global Institute, India's GDP is said to increase to \$4.83 trillion by 2025, if men and women are given equal participation in the economy. Following are few suggestions in order to achieve such full participation:

- ★ Create awareness among rural population about the value of women's education.
- ★ Establish educational institution in rural areas which will be accessible for students.
- ★ Provide counseling and support for students who are denied of family support.
- ★ Provide more scholarship to students of the under privileged society.
- ★ Take actions against child marriage and reduce early marriages.
- ★ Involvement of more women in political arena will bring dimensional change in the education of women.
- ★ To conduct campaign about the various benefits provided by the Government of India for girl child development.
- ★ Inducting more women in higher authority and decision-making body may reduce bias in certain fields such as Medicine.
- ★ Government of India has provided sufficient benefits, but proper utilization of such benefits by the public must be ensured.

## Conclusion

*'You can tell the condition of a nation by looking at the status of its women' - Jawaharlal Nehru*

India's growth has been significant in all aspects. Education in India has been growing slowly but steadily. Despite India's huge population and vast landscape, the Government has been supporting women education extensively. The study shows that currently women in urban areas are showing positive response towards higher education and that the share of women in every sector is increasing. But, rural areas are lagging behind in this case mainly due to the ignorance and narrow mindedness of the people.

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## 7. The Need for Professional Development of Teachers In Higher Education – Way Forward

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### Abstract

*The conceptual paper discusses the need for professional development of teachers in Higher Education. There are 760 universities and 38,498 colleges in India. The paper has been evaluating the various commissions' reports on Higher Education in India and traces the need for professional development of teachers in Higher education with special reference to higher education vision for 20130 that has been envisaged for professional development of teachers. The second dimension focuses on the concept of professional development keeping the teachers in higher education in mind. The third dimension explains the four stages of professional development namely awareness, understanding, engagement and integration.*

**Keywords:** Professional development, Higher Education commissions, Engagement, Integration.

### Introduction:

Higher Education system has undergone a complete transformation in the 21<sup>st</sup> Century. There are 760 Universities and 38,498 Colleges in India. The professional development of teachers is important because it is not to promote a surface learning approach but rather to facilitate the intellectual, personal and professional growth of teachers through learning, reflection, and conversation and provide a supportive and challenging environment in which teachers are working. One of the first objectives of Higher education is to expand the higher education sector in all modes of delivery to increase the Gross Enrolment Ratio (GER) in Higher Education 30 % by the year 2020. (MHRD,2018). Many universities have come forward to organize faculty exchange programme to harness the knowledge, skills and right kind of attitude of its faculty members. Moreover, the ultimate quality of education depends on the quality of its teachers. This manifests in the role teachers play in our education system in every level. Professional development of teachers in higher education got major focus in the development plan of the education system at every level.

### Mapping the pathways of various Education Commissions in India:

The various commissions pertaining to Higher Education has been insisting on the professional development of teachers, The Mudaliar Commission (1952) stated, " The Most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, educational qualification, his personal training and the place he occupies in the community."

Moreover, The National Policy on Plan Education in its programme of Action (1986) proposed,

- a. To organize specially designed orientation programme for all new entrants.
- b. To organize refresher courses for all the teachers at least once in five years.
- c. To organize an orientation programme for the teachers.
- d. To encourage teachers to participate in workshop, seminars, conference, and symposia etc.

The evaluation of National Policy on Education was evaluated two committees namely Ramamurthy Committee (1990) and Janardhana Reddy Committee ( 1992). As a result of the recommendations of two committees that there should be one-year intensive training after the recruitment of teachers for their professional development.

Higher Education in India – Vision 20130 has recommended the following immediate action with regard to the professional development of teachers in Higher Education which emphasize faculty development to improve the quality of teaching in higher education institutions.

- Hold mandatory training programs for all faculty members in public and private institutions not only on the subject matter but also to enhance the effectiveness of their teaching skills
- Conduct refresher courses to update faculty members on new, evolving and effective teaching techniques
- Support higher education institutions in organizing summer workshops conducted by leading international teachers and researchers for selected faculty members of Indian institutions, who can train others
- Send faculty members for three to six months in the best universities in the world for training
- Establish Teaching and Learning Centres (TLCs) in existing universities, preferably in those with a strong research culture, and design and conduct relevant undergraduate training

To put the above actions in concrete terms, the following suggestions are made.

- Develop effective faculty-development programs in terms of content and structure
- Ensure fast and uninterrupted internet connectivity to deliver faculty training programs using virtual classrooms
- Provide funding support to educational institutions to enable them to organize activities such as summer workshops and exchange programs
- Ensure active participation by best-in-class faculty from top-tier institutions to be ‘hubs’ for training and development of junior and mid-level faculty members from other institutions

#### **Professional Development:**

In Education, The Professional Development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

As the definition, of , " Professional Development " is given in the Dictionary of Education by Carter V.Good; Professional Growth means an increase in subject matter knowledge, teaching skills and efficiency and insights into educational problems with a concomitant increase in success a teacher."

Professional development programmes should be based on curricular and instructional strategies that have a high probability of affecting students’ ability to learn and in turn students’ learning achievement (Joyce and Showers, 2002).

In addition, professional development should:

1. Enrich teachers’ knowledge of the subjects being taught
2. Sharpen teaching skills in the classroom
3. Keep up with developments in the individual fields, and in education generally
4. Generate and contribute new knowledge to the profession
5. Increase the ability to monitor students’ work, in order to provide constructive feedback to students and appropriately redirect teaching.

The conception of professional is, therefore, broader than career development, which is defined as “the growth that occurs as the teacher moves through the professional cycle” (Glatthorn, 1995,p.41 )

According to Mack and Williams, 1984, Role of Teachers has divided into two categories namely Interpersonal Role and Pedagogical Role. In the interpersonal role, He/She has to work with teaching, Non-teaching staff and administrators, Parents and community members to whom he/she formally and

informally giving and receiving social and professional support. An enabling relationship among the teachers keeps all the staff members stress free at the workplace.

The second important role of a teacher is pedagogical one where the teacher has to instruct the wards to explore their full learning experience and also keeping in mind the individual differences. Here, the teacher has to explore the learning styles of different students and create the space for exploring the intelligence level of different students. Besides, the teacher has to make the class more creative in which different participatory teaching methodologies are to be explored.

#### **Way forward:**

Human Resource Development Cell has been established in every university to organize Short Term courses, refresher courses and Orientation programme for University and College teachers. The continuous learning is imperative as teachers knowledge lags behind due to the continuous expansion of knowledge in the field of teacher education on a regular basis. The teachers remain a central figure in our education system and unless the system ensures adequate number and quality of teachers no significant improvement can be brought. Higher Education Institutions if they keen improving the knowledge and skills of teachers in Higher Education, the teachers have to ensure four stages of development namely awareness means hearing professional practice, understanding means the teacher knows what the professional practice means and why it is important, engagement means the teacher demonstrates competency in his professional practice at work, at last integration means teacher demonstrates a high level of competency in this professional practice and it consistently informs what she or he does at work.

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## 8. Innovative Pedagogical Approaches for Professional Development Using Rap Songs as an Effective Teaching & Learning Tool

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### ABSTRACT

*This study investigated the effect of music on text recall and involuntary mental rehearsal (din) with students from the Arts and Science, Commerce and B. Com Corporate departments of Loyola college and Anna Adarsh College for Women in Chennai, Tamil Nadu. For the text recall variable, a cloze test was administered at the end of each song treatment to determine total words recalled. Students from one of the music groups heard the melody of the song while testing. For the din variable, students were asked to report on the amount of this phenomenon experienced.*

*A post-test analysis of variance (ANOVA) suggested no meaningful difference between the two groups for vocabulary acquisition and the first hypothesis was rejected. A second post-test ANOVA revealed a meaningful difference between the two groups for vocabulary retention and the second hypothesis was confirmed. Results suggested that traditional instruction can be effective for short-term vocabulary learning but CRP is more likely to facilitate meaningful learning, that is, retention.*

*Suggestions for future research include extending the current study to a larger sample of students in a traditional publicschool setting to increase generalizability of results. Suggestions for professional practice include designing programs that merge students' interest in hip-hop with academic material to encourage critical thinking activities and develop communication skills. For example, an urban debate team might be formed wherein students would use vocabulary that they learned during classroom activities to "battle" about socially conscious issues in a controlled setting.*

**Keywords:** Vocabulary, Rap songs, Music, Pedagogy

### INTRODUCTION

Songs have been shown to have physiological as well as pedagogical benefits. Physiological benefits include lowered anxiety, heart rate, pain, and blood pressure, as well as improved respiratory rate, recovery, and tension relief.

Listening to songs has been shown to "cause changes in blood pressure, blood flow, posture, respiratory rate, pulse rate and general activity" (Bancroft, 1985, p. 7). The human heartbeat ranges from 70-100 beats per minute; therefore, music that has a tempo of 60 to 80 MM/min tends to aid relaxation as it corresponds to the students' physiological rhythm. Music from the Baroque and classical eras are suggested by Botha and Puhl (1988) and Lozanov (1978) and for best results in relaxation and concentration, due to meter, tempo, and instrumentation. Botha & Puhl stated, "Using classical music to relax students has defocused brain activity from one small area in order to be receptive to a much wider range of input.

The most exciting thought about music here is that it can be used both as a **teaching and learning tool**. Both uses are effective for teachers and students alike.

### THEORETICAL RATIONALE FOR USING RAP SONGS

The study is based on some of the theories of Stephen Krashen (1981). Although some of Krashen's linguistic theories have been highly controversial, many of his ideas are still foundational in language teaching. The input hypothesis states that language acquisition only comes when comprehensible input is

created. With the aid of **youtube and the Rhyme On Time Book**, this can be done through means that Krashen did not envision when he first introduced the idea. The theory on affective filter states that, when learning focus on content is not interfered with by self-consciousness, learning can occur unhindered by unnecessary psychological anxieties. New discoveries in brain research have taken Krashen's affective filter theory into new territories. Geoffrey Caine and Renate Caine (2011) explain the state of the mind in which learning best occurs is one in which students feel safe when they make mistakes and take risks, but also feel challenged and alert.

## **HOW TO USE MUSIC IN ADULT ESL CLASSROOM**

### **Music as a Memory Aid**

Music is an effective memory aid for the classroom. "Many people often remember rhyme, rhythm or melody better than ordinary speech" (Falioni, 1993, p. 98). "How many remember how a simple rhythm helped recall the spelling of 'Mississippi'" (Schmidt, 1976, p. 96)? Several researchers (Chazin & Neuschatz, 1990; Geschwind, 1970; Gfeller, 1983; Isern, 1961; McElhinney & Annett, 1996; Morrongiello & Roes, 1990; Prickett & Moore, 1991; Serafine, Crowder, & Repp, 1984; Serafine, Davidson, Crowder, & Repp, 1986; Tulving & Thomson, 1973; and Wallace, 1994) expound the benefit of music as a memory aid. The studies that were not discussed in the previous section, will be summarized in the section that follows.

Students were asked to decide whether the song was; (a) exactly the same; (b) somewhat the same; or (c) not at all the same. Listeners were best able to recognize the text with its original tune, which supports the notion that tune and text are integrated in memory for a song. The magnitude of integration, however, increased with age. The results revealed some integration of text and tune for both children's and adults' memory of a song, however, the degree of integration was greater for adults than for children. For adults, tune and text were highly integrated in memory, and the presence of one familiar component facilitated their memory for the other-but not as much for children. It was the words that were particularly salient in children's memory of a song, and consequently, their judgment of song similarity varied directly with the words. Thus, both adult and child listeners are more likely to judge as old, those songs that comprise the exact word-tune pairing originally presented to them.

As previously stated, the "staying" power of a song may be due to the connection formed between the tune and the words as it is put in memory, or the chunking effect. As many researchers agree (Anton, 1990; Blakelee, 1980; Morrongiello & Roes, 1990; Serafine, et al., 1984; Serafine, et al., 1986; Tulving & Thomson, 1973; and Wallace, 1994), the tune and text of a song are to some extent integrated in memory rather than stored independently. According to McElhinney and Annett (1996), "The integration of the temporal aspect of a tune with the text might promote better organization of material and consequently enhance recall" (p.399).

### **Music Helps Memory of Language**

According to Krashen (1983), *din* is an involuntary rehearsal of language which occurs mentally and "is a sign that language acquisition is taking place" (p.173). Musical *din* is a common and well reported phenomenon. However, there have been few studies which have connected musical *din* with linguistic *din*. Salcedo (2010) did a study which investigated the effects of songs being added to instruction in foreign language. He studied whether text recall would be increased when text was learned through songs, if delayed text recall would be increased through the same means, and if *din* was stronger after listening to song or text.

## RESEARCH DESIGN

This educational research study approximated the conditions of a true experiment; however without the control or manipulation of all variables, it must be considered a quasi-experimental research design (Issac & Michael, 1990). This study was similar to one conducted by McElhinney and Annett (1996), a 2X2 factorial design incorporating four trials of prose and song, and assessed by counting the total number of words that were written correctly. The music treatment was administered during six class periods and conducted as regular class time by the same teacher. A pretest and post test was given. This method was applied in order to avoid variances in environment, teaching methodology, or student- teacher rapport. The instruction in all classes remained the same throughout the semester except for the addition of the treatment.

### Description of Subjects Used

Subjects for this study were 120 students enrolled in two classes of first year and II year UG at Loyola College, and 300 students of I year UG and II year UG of Anna Adrash College for Women ; Students of beginning level are presumed to be at a similarly low language-proficiency level, since all have enrolled as novice learners. However, a background questionnaire (Appendix D) was presented to ascertain information about the student's previous experience of the English language.

### Tools

1. Students were asked to fill out a background questionnaire for reference purposes (Appendix A).
2. Students were shown copies of the song lyrics as they were used (Appendix E) during the listening activities.
3. At the end of the semester, students from group A, B and C were asked to respond to a questionnaire (Appendix G). The main purpose of the questionnaire was to elicit responses in regard to the din occurrence: what activities might have accompanied this occurrence and whether the student was able to control the din. Other questions were asked in order to find out student opinion of the listening activities implemented during the semester.
4. Audio material needed for the study included the **Rhyme on Time** music recording of three songs in English, together with the identical song lyrics that were recited in spoken form by a native speaker. A song downloaded from the Youtube and sung by students in the rap style (karaoke version).

## HIGHLIGHTING THE NEWER APPROACH---INNOVATION IN HIP-HOP EDUCATION

**Rap Genius**, an online community that annotates rap songs. **Rap Stats** is an online tool that plots the frequency of words appearing in hip-hop lyrics from 1998 to present, and it's also free to use and very addicting to language nerds! Rap Stats, a tool to plot the frequency of words appearing in rap songs from 1988 through the present day. You can use Rap Stats to perform your own searches at <http://rapgenius.com/rapstats>. Rap Stats lets you explore, in surprising detail, the histories of regional genres, slang, trends, and more. For example, the entire history of Southern rap's rise to commercial dominance can be told in one word -- and that word is "crunk".

## AREAS OF FURTHER RESEARCH

Future research in dealing with rap songs and text recall, or rap songs and the occurrence of the din, would ideally incorporate the suggestions below:

- Tests of learning mode dominance should be added to investigate whether aural, visual, or kinesthetic students would benefit the most from the music/language integration.

- Fewer songs should be presented to allow more time on meaning.
- The current study should be extended. Future research should include a larger sample of students in a traditional public school setting to increase generalizability of results.
- Researchers interested in the pedagogical power of rap music might examine how the act of writing raps can increase content knowledge in subjects other than vocabulary (i.e., science or mathematics).
- Basic Rhyme Writing for Memorization

First things first. Start with a simple lesson that gets your students writing rhyming couplets. This lesson will help students use couplets to memorize anything.

## CONCLUSION

The goal of the study was to show that a drastic change in teaching methodology is not necessary for students to benefit from the addition of musical activities to the classroom experience. In addition to the quantitative results, the students felt that they benefitted from the experience. The majority of students from Loyola college and Anna Adarsh College for Women reported that songs was a positive addition to the classroom; the melody class by 86% of students and 100% of students from the song class answered yes to this question. Based on the research done the researcher reiterates that rap songs are not presented here as a panacea, replacing all other methods as the only viable teaching tool.

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## 9. Perspectives of Intellectual Environment in Research and Higher Education

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### **Abstract**

*Higher education plays an essential role in society by creating new knowledge, transmitting it to students and fostering novelty. Research-based education has lately received increasing interest both among researchers in higher education and in the public domain conversation. The aim of this paper is to develop a thorough understanding of teacher education reform in India and its relation to the research enhancement progression. To identify whether higher education teachers are equipped with the conceptual understanding and methodological skills to conduct do research, field visits are carried out to some schools and higher education institutions; some content analysis of materials related to their Teacher Education are applied. Quantitative survey data as well as in records and qualitative data are collected from survey questionnaires and semi-structured interviews. This research attempts to discuss the research policies, strategies, and practices in intellectual academicians and the contributions of research in developing high-quality teaching performance. Findings of this research are expected to make research – informed contributions to contemporary issues, initiatives and reforms in research higher education, and will at least serve to initiate a deliberate about research-based teacher education and play a role to the choices that need to be made regarding the future of higher education in the Indian institutions. Introduction and Statement of the Problems*

*Higher education plays an essential role in society by creating new knowledge, transmitting it to students and fostering innovation. Quality teaching in higher education matters for student learning outcomes. But fostering quality teaching needs higher education institutions to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. Teacher education is clearly an essential element for the improvement of education by producing highly qualified teachers. Many countries identify the production of "high-quality teachers" as the goal and focus of their teacher education programs.*

### **Introduction and Statement of the Problems**

Higher education plays an essential role in society by creating new knowledge, transmitting it to students and fostering innovation. Quality teaching in higher education matters for student learning outcomes. But fostering quality teaching needs higher education institutions to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. Teacher education is clearly an essential element for the improvement of education by producing highly qualified teachers. Many countries identify the production of "high-quality teachers" as the goal and focus of their teacher education programs.

A primary goal of all teacher educators is to provide pre-service teachers with meaningful professional development opportunities that will help them succeed in making the transition into their own classrooms. In most of the developed countries, teacher education has moved from training teachers to transfer knowledge and preparing them to practice a new role in producing knowledge. In other words, in the process of becoming and being a teacher, doing a teacher research not only promote reflection about personal performance in the classroom but also seem to stimulate a valued process of self-assessment, in challenging future teachers to identify their personal strengths and weaknesses. Thus, in order to help teachers practice this advanced role, teacher education should equip teachers with self-evaluation and problem-solving skills that are based on research-oriented education.

Higher education is necessary in order to provide a basis for educational planning. It is one of the main fields that should be embedded in Research curriculum. Through these experiences, teachers develop the requisite knowledge and skills to become effective classroom leaders capable of implementing the national reform agenda. This reform has made teacher education a national concern. As a result, research on teacher education has become one of the most important fields in education in India. Although many teacher preparation programs in India have improved in recent years, the literature suggests the need for more substantive improvements. In this respect, the research project presented in this paper attempts to discuss the research policies, strategies, and practices in graduate schools of teacher education in the Indians context. Field visits were conducted during my stay in India to identify whether Indian teachers are equipped with the conceptual understanding and methodological skills to conduct action research in education.

### **Need and Importance**

Nowadays, in many countries, there is great interest in promoting action research in the teacher education curriculum. Action research is a problem-solving and self-evaluation tool, which can help teachers to improve the quality of their teaching skills and practice. In teacher education, action research methodology offers a systematic approach to introducing innovations in teaching and learning. It seeks to do this by putting the teacher in the dual role of producer of educational theory, and user of that theory. This is both a way of producing knowledge about higher-education teaching and learning and a powerful way of improving teaching and learning practice.

### **Incentives to Teachers and Researchers**

Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students. Incentives should be provided to teachers and researchers to make these professions more attractive to the younger generation.

### **Innovative Practices should be involved**

The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning, and socio-cultural advances. Though efforts are required to improve the country's innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research innovation-growth linkage.

### **To Mobilize Resources**

The decline in public funding in the last two plan periods has resulted in serious effects on standards due to increasing costs on non-salary items and emoluments of staff, on the one hand, and declining resources, on the other. Effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly subsidized and fully subsidized education.

### **To Provide Need-Based Job-Oriented Courses**

All round development of personality is the purpose of education. But the present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels in the field one is interested. The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its

application to specific national and local conditions and needs. Finally, based on knowledge only vision of the future life and work can be had; based on this vision only a broad ambition can be fixed for oneself, and based on this ambition only one can lead an interesting life doing the satisfying job to do remarkable achievements in some field in the world.

### **Personality Development**

Finally, education should be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunities for educated people are naturally ample in scope. As a result business process outsourcing (BPO) activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for peace, prosperity, and progress by able and skillful men.

### **Research and Educational Reform in Higher Education**

Higher education has been a focus of comparative studies for the past 10 years. Many scholars have attributed the economic success of this industrialized society to a highly literate and well-educated population. Recent studies, however, have tended to be more critical of the higher educational system, often concluding that, without major reform, the school system in India would be unable to meet the needs of 21st century. Most universities in India are acutely aware of the need for change and a considerable national effort is being made at institutional change.

### **Research-Based Teacher Education**

It is now well established that the quality of teacher education is perhaps the most important factor for improving educational outcomes for students. Increasing academic requirements for higher levels of learning necessitate better-qualified teachers. High-quality teachers are described as having some combination of the following attributes: pedagogical knowledge, subject area content knowledge, skills and attitudes necessary for effective teaching, strong understanding of human growth and child development, effective communication skills, a strong sense of ethics, and capacity for renewal and ongoing learning. The idea is to integrate the theoretical aspects with practice during their studies, and that research-based thinking is viewed as the connecting factor in this process.

### **Research Design**

The study presented here was a part of a wider research project, which aimed to gain a greater understanding of the characteristics of research-based approaches in Indian teacher education programs and this was investigated from various different viewpoints.

### **Aims and Objectives**

- The research project is to develop a thorough understanding of Teacher Education reform in India and its relation to the research development process.
- A comprehensive field study on action research in teacher education was carried out to find out whether teachers in India are equipped with the conceptual understanding and methodological skills to conduct action research in education.

## **Research Questions**

The study examines:

1. How much do educators, policy-makers, and teachers understand and appreciate the research-based approach in teacher education?
2. How action research is experienced by teachers in their higher education studies?
3. What courses/subjects related to research methodology and practice are undertaken by teachers during their studies?
4. How do teachers perceive their education and their role in relation to action research?
5. What policies and/or actions are undertaken to promote research in Teacher Education?

## **Research Methods**

A mixed methods approach was adopted. Both qualitative and quantitative data were collected through surveys and interviews. A content analysis of the teacher-education program was conducted for one university and one college. In addition, a sample of university professors, students, and teachers was surveyed and interviewed to gain a fuller understanding of the teacher education programs and their relation to action research. In addition, field visits were made to the university, colleges, schools, and higher education institutions. Professionals and policymakers were also visited and interviewed.

## **Data Analysis**

The quantitative data obtained from survey-questionnaires were analyzed using SPSS software to generate descriptive statistics (frequencies, means, and standard deviations). Additionally, the qualitative data gathered through interviews were analyzed using a content analysis approach, which involved coding and categorizing the data to look for dominant themes and counting frequencies of occurrence (of ideas, themes, and words). Experienced instructors know that "teaching" makes someone good at his/her vocation will not be the same for everyone, and as the results of this study indicate, female students have different opinions regarding teaching effectiveness than male students.

## **Professors of the Graduate School of Teacher Education**

To better understand the strategy of teaching research at Annamalai University Teacher Education, I interviewed professors. One of the Professors, who were teaching research as an elective course, noted that the aims and objectives of the elective research course were "to analyze educational data and use the findings for class management." According to him, the purpose was to "... [m]ake students see their education with scientific Research in Higher Education. yes." He thought that students needed support when carrying out research assignments. When writing an academic research paper, there were some criteria that should be followed and the students in Annamalai University had the chance to learn those criteria in a course called "Learning workable Thesis Colloquium," as noted.

This Professor believed that there was a relationship between research and the quality of education, and action research could help in educational planning and decision-making. He stated, "action research can tell us what the reality is." He also revealed that they were some barriers preventing the promotion of research in education. He concluded with a hope that school teachers would be able to engage in action research and use as a tool and share their results with each other.

An Assistant professor at Govt.College of Teacher Education was interviewed. She had about 20 years of teaching experience, teaching 'Career Education'. She stated "I want students to develop their own careers", and also stated that students are not required to submit any research paper. She did not think that



all teachers needed to conduct research while teaching; In relation to this, she said, "Only teachers who face difficulties should do". When this Professor was asked if his students had the capability to write a research paper, she replied, "No, they do not; their schedule is too loaded and the aim of my course is not to conduct a research."

### Students of the Graduate School of Teacher Education

In order to get a deeper insight into the curriculum and the strategy of the teaching of the program of the Graduate School of Teacher Education, students were interviewed. One of the students, for example, was interested in "*the cooperation between elementary schools and local community*" and "*class management*" as a subject, while the other student was particularly interested in "*school counseling*". Both students explained the difficulties they were facing while studying in the Graduate School of Teacher Education of University. They both agreed that the curriculum is long and intensive and the schedule is Research in Higher Education.

### Conclusions

- Regarding their teacher education programme, student-teachers revealed that the given subjects in the Graduate School were useful, but they thought they were more theoretical and little to use in practice. School teachers also noted that the teacher education programme did not meet their expectations; they didn't get enough practical knowledge during their education and argued that the program focused too much on theory. In their opinion, school teachers agreed that teacher training was necessary.
- All students believed that their theoretical knowledge had increased as a result of their programme, and the practical part of their course was less than the theoretical part in the teacher education program.
- They noted that theory and practice were not well integrated into the teacher education curriculum and that the curriculum was overloaded. According to their views on teaching, all student-teachers believed that the teaching profession required highly professional knowledge and skills.
- To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness.

### Suggestions

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving the quality of research and higher education

- Innovative Practices
- Status of Academic Research Studies
- Incentives to Teachers and Researchers
- Personality and Quality Development
- Individuality and Action Plan for Improving Quality
- Industry and Academia Connection

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## 10. JAGRITI - Macro Economic Awareness Programme: An Innovation & Best Practices in Teaching

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### Abstract

*More than ever before, students in higher education will apply what they learn in university to professional careers that don't yet exist. To become global leaders and valuable citizens of today and tomorrow, our students must learn to be independent critical thinkers, to be societally and ethically responsible, and to have a broad understanding of the world. The accelerating pace of change of almost every aspect of our lives – work, technology, interconnectedness, environment – is placing new demands on our students. They must be ready for the future, better equipped to solve complex multidisciplinary problems, able to bring fresh perspectives to global challenges, and motivated to become leaders in their chosen field. This study emphasizes the creative teaching and innovative practices are highly relevant and meaningful and worth utilizing for higher education.*

**Key Words:** Higher Education, Macroeconomics, Demonetization, Agrarian Revolution

### 1. Introduction:

Education is a very powerful instrument for social change and transformation and innovative teaching practice is the only way to enhance the quality of our education. The problems which society faces are essentially the problems of educational institutions which are required to be innovative as they teach new skills and develop new insights and approaches towards the solving of social & economic problems which the nation faces. Students must be empowered to be able to withstand the global challenges of the 21st century. The Oxford Dictionary defines innovation as "the introduction of novelties, the alteration of what is established methods" which is what this article strives to do. A key performance indicator of any educational institution is the education quality in especially teaching and learning areas. As the destiny of South Africa is currently being shaped in the lecture room, education has a number of important aims.

### 1. Innovation and best practices in Teaching:

The teaching is mainly based on the syllabus and prescribed textbooks. In many lecture rooms, teaching and learning techniques are outdated and theoretical knowledge is still disseminated through the technique of talk and chalk. Learning is a process which should produce desired changes in the behavior of students. Consequently, the learning situations utilized in the lecture rooms are important for the understanding of the concepts taught. Learning occurs place when insight is gained, and when the processes are understood, in short when interaction has taken place between the lecturer and the learners and between learners and their peers. Some lecturers still believe that knowledge is transferred to their students, but in reality, students learn by doing and this is reinforced by the use of innovative teaching methodologies.

### 1.1 Introduction of the subject:

Macroeconomics is a field of economics that portrays a larger picture. It concerns itself with the economy at a large scale. Various issues of an economy are looked at. The problems faced by an economy and the progress that it makes are measured and captured as a part of macroeconomics. When one talks of the problems that an economy faces unemployment, increasing tax burden, inflation etc. are all considered.

This makes it evident that macroeconomics looks at huge numbers. It studies the relation between various nations regarding how the policies of one nation have an effect on the other. It encompasses within its scope, examining the success and failure of government policies.

## **2.About‘Jagiriti 2k18’:**

‘Jagriti 2K18’ – An Awareness Event on Existing Economic Scenario, a maiden initiative of Department of Management Studies was organized on 10<sup>th</sup> April 2018. The event was conceived and executed to impart practical knowledge to the students. It was an eye-opening event that gave the students a clear insight into how our country can lead the world if we overcome the macroeconomic issues and the indispensable role that the youth of the nation play in devising innovative solutions for the same with some prototype models. The first year students formed into groups and prepared the models for the event and added their creativity and presented the same. Dean E&T, HoDs of ECE, CSE & Mechanical Departments were the judges for the event. There were eight teams presented their events as follows:

1. PRAMO 10 – Poverty Distribution in India
2. SUPER 10 - Demonetization
3. GENESIS - Unemployment
4. TAXER EFFECT - GST
5. AGRARIAN REVOLUTION – Agricultural Crisis
6. DEMONPOT - Demonetization
7. ASTHRA – Jobless Economy

All the teams exhibited their innovation and creativity through their presentations. The judges made the entire session interactive and interesting by encouraging the participants through their positive comments and feedback

### **2.1 PRAMO 10 – Poverty Distribution in India**

Pramo 10, This group has created the model which describes the unequal distribution of wealth in India, the model explains about the level of distribution of wealth in each sector so the base would comprise of 53% of people who live in below poverty line so their daily income is considered to be less than 200RS per day which includes farmers, mechanics etc.

The second stage considers the middle-class people and their lifestyle. The Third stage comprises of all the upper-middle-class people like Doctors, Lawyers, and Professors etc. The final 1% of the population are the once that have 73% of the total wealth generated in the country in 2017. The Second model of Pramo 10 describes few solutions that can be used to overcome the unequal distribution of wealth in India, solutions comprise increasing literacy rate, Control Of Government over some Industries, Proper Taxation System, Government Reforms for people below the poverty line.



## 2.2 SUPER 10 And DEMONPOT – Demonetization

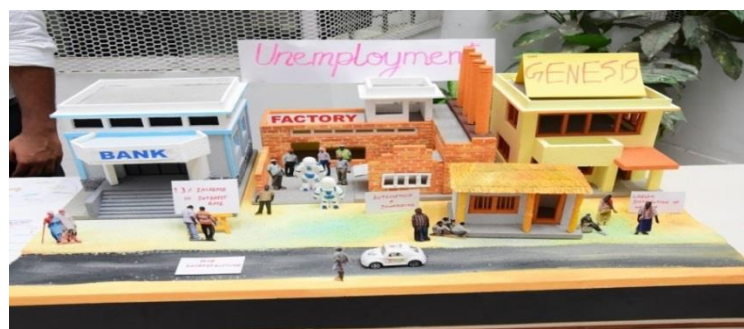
On 8<sup>th</sup> November 2016, The Government of India announced Demonetization of all 500 and 1000RS notes of Indian bank currency, during that particular phase the Government advised the citizens to exchange their existing 500 n 1000rs notes. This particular action was conducted by the Government in order to abolish all the black money which is circulating in and around the country. Though the Indian Government did this for a good cause at the initial stage the impact was pretty huge, there was a lot of currency shortage. The model made by the team of DEMONPOT indicated the pros and cons of Demonetization.



## 2.3 GENESIS – Unemployment

Unemployment is considered to be one of the major problems In India, as per the Indian government unemployment rate for 2017 is considered to be 3.52% but at the real scenario, the numbers are totally different. GENESIS team members had created a model which describes the reasons for unemployment and solutions to overcome it. To start with reasons, first would be the AUTOMATION, due to increase in technology the corporates and industries want to maximize the profits by means of less investment so they opt for automation that leads to a lot of jobs been taken away by the robots. The second reason would be UNEQUAL DISTRIBUTION OF WEALTH. The country's backbone i.e. entrepreneurship is not being encouraged. People with ideas don't have enough funding to start their own business due to this only major player in the market are able to create employment opportunities.

Third would be the BANK LOANS, the interest rate given by the bank loans are been drastically increased in the past decades. Even the small medium and large scale industries are setting up their business majorly in and around the metropolitans cites, they get to satisfy the unemployment rates within the cities but the majority of the population who lives in town and villages don't get the opportunity.



## 2.4. AGRARIAN REVOLUTION – Agricultural Crisis

In India Agriculture was considered to be the backbone of the country, India was considered to be one of the major exporters of agriculture, due to the competition the imports of the latest technology and trends in agriculture started to increase examples pesticides, catalyst, fertilizers etc., The downfall created a scenario where the supply was less and demand was high, due to this the government started to focus on agriculture and encourage this field now, people who left agriculture and joint various sectors and more back to the agriculture and started a huge business called and Organic foods.

The model talks about the impact that created by the banks, industrial revolution, government policy, technology enhancement and also the ugly truth of farmer's impact. The model also talks about the solutions which is been given and which can be given.



## 2.5. ASTHRA – Jobless Economy

Jobless Economy was and still being one of the major problems in each and every country, previously there were very few amounts of business opportunities that were created due to lack of development in terms of technology, economy etc., But now the scale of business opportunities has been drastically increased but due to globalization and due to automation a lot of jobs have been taken away by the computers. One of our team Asthra developed a model which illustrates the current scenario of jobless Economy and The types of unemployment.

The new technology i.e. Automation which took the majority of the jobs from the humans, and the job pyramid explains the current situation, for example, the engineers and, MBA's are seeking skilled jobs but at a certain point they are pushed in a situation where they are working in BPO where the skill set required is low. And also the model talks about the different types of unemployment like open employment, seasonal unemployment etc.





## 2.6 TAXAR EFFECT – GST

The team taxar effect has created a model which explains about GST system that has been created in India. The model clearly explains about 5 slabs imposed on GST 0%,5%,12%,18%,28%, they have put in for 0% the agriculture industry falls under it, for 5% priority goods and commonly used items, for 12% goods like Ayurveda medicine, cell phones, for 18% furniture, electronic items etc, and for 28% luxury goods like luxury cars, pet industry etc.

They have also explained about the impact by the GST over the Country and also portraits about the pros and cons of GST. After the implementation of GST a huge positive impact was being created which is the logistics company is being liable to pay only one tax which of the CGST and SGST (Central and state goods and services tax).



## 3. Outcomes of this Process:

Overall there were 8 teams, each and every student was asked to create a physical model which represents the existing problems and the reason and possible solutions to overcome them out this session the students were able to get a practical exposure related to the issue they had chosen and in order to find the solutions the students had to collect the information through a lot of articles which gave them a clear understanding about the issue and the root- cause of it. The topics taken were the issues of macroeconomics like Unemployment, GST, and Demonetization etc. The students also the learned about time management and team building by coming by all the team mate's idea into one single model. They also improved their Critical Reasoning skills by answering all the questions that were put up by other staffs and HoDs. They got a motivation to learn and achieve the output that was required from their end.

#### **4. Conclusion:**

The process of creating innovative learning environment has helped in a great deal to change my opinion about the entire teaching-learning process. It has also helped the students to understand the present scenario in detail. This has created a greater impact on the students. The entire process has clearly indicated that the way to learn to do things is to do things. The idea of involving students in teaching subjects like Macro Economics made wonders. This approach changed the opinion about teaching and learning. This event ended up learning a lot from the students. This study would conclude with the wordings of Phil Collins, "In learning, you will teach and in teaching, you will learn".

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## 11. Competency Building – A New Dimension In Higher Education

P. Diana Josephine, Asst. Professor, Dept of Economics, Loyola College.

*"...the step to competence is held to be very dangerous by the far greater portion of mankind..."*  
— **Immanuel Kant**

### History:

The term "competence" first appeared in an article written by R.W. White in 1959 as a concept for performance motivation. The term gained traction when in 1973, David McClelland, Ph.D. wrote a seminal paper entitled, "Testing for Competence Rather than for Intelligence". Later popularized by McBer& Company (Currently the "Hay Group") colleague Richard Boyatzis and T.F. Gilbert (1978) who used the concept in relation to performance improvement. But competency building even dates back to ancient Indian culture where merchant class was trained in indigenous mathematics in order to excel in trade and commerce. The pearl fishers of Sangam literature have known to even practice in their free time in lieu of trained professionals.

### Concept:

"Competence" is a combination of practical and theoretical knowledge, cognitive skills, behavior, and values used to improve performance; is the state or quality of being adequately or well qualified, having the ability to perform a specific role. Imbibing great skills will help a person produce greater results. Hence it is always rightly believed that creating a competent worker is as good as investing in a new capacity. The role just doesn't stop there; the competent worker will not stop but go on to become contagious.

### Types:

Competencies usually fall into two categories:

- **Behavioral Competencies**, which are usually an expression of the softer skills involved in an employee's effective performance at a company.
- **Technical Competencies**, which are usually, concerned with the effective use of IT systems and computers, or any technical skills which are necessary for a job role.

But the need of the hour has necessitated one more area, in which personally I believe lay the rest of all competencies. It is EDUCATIONAL COMPETENCY or COMPETENCE IN HIGHER EDUCATION.

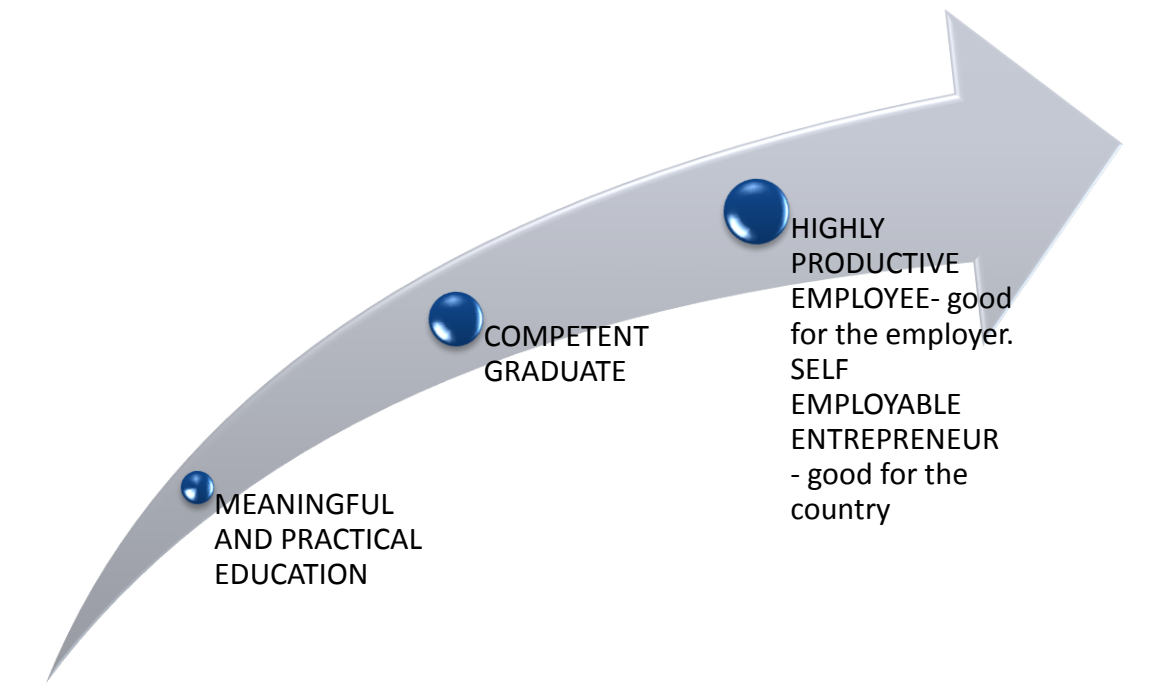
### Relationship links:

Education that doesn't bother to create competent individuals will not produce economically fruitful people as well. The idea is very simple, Sow a seed water it, manure it, fence it, prune it and the result is good fruits which give away good seeds for the next generation sowing.

Find a student, teach him, and teach him sensibly, practically, meaningfully. Prepare him for hands-on experience, enable him to work independently and instigate him to create new concepts be it theory or technique.

PRACTICAL, VIVID EDUCATION + TRAINING, HANDS ON INTERNSHIP = COMPETENT GRADUATE = PRODUCTIVITY (productive employees, productive entrepreneurs, good academicians, responsible citizens)

## Why would one need a concept like this?



Since ages immemorial our country has been practicing education in its most minimally used form, whether it is known, yet accepted or unknowingly been followed is still enigmatic.

This enchanting myth around the job latent education has only created a wave of jobless graduates who are neither readily employable nor can self-employ themselves. Mere finishing of the syllabus and clearing the university exams is not higher education.

Higher education is when one completes the scholastic life he/she should be able to meet the competitive world and be proficient enough to endure the mêlée for life.

### **LAGS IN HIGHER EDUCATION COMPETENCY BUILDING**

The system followed in Indian universities is being ridiculed by foreign novices who come on exchange programs. The dead and gone curriculum, unnecessary emphasis on attendance, meaningless assignments should be done away with and new concepts which fit in the need of the hour should be introduced.

Several years back we had an annual exam pattern, which would keep the student and the professor busy only during March – June, the rest doesn't need a word. Then we have semester pattern and continuous internal assessment which keeps students and professors somewhat visibly busy. But these aren't sufficient. For certain, there is some serious need for meaningful change.

# DEGREE

**Attendance** -  
below certain  
%age a student  
gets detained

CIA - The  
student has to  
clear the internal  
exams  
conducted by  
the college

University  
Exams- The final  
or semester  
exam has to be  
cleared with  
atleast 40 marks

This scenario will create graduates who obtain a degree very easily, if not for some unfortunates then there is an arrear system, repeater system, somehow you are a graduate in this system.

But are you competent to face the outer world, I mean foreign universities' entrance tests????

Forget about foreign universities, can a mere graduate who cleared exams through arrears create a better world for himself if not for the world at least?

It is better to accept the truth than just defend a helpless Lie,

## **NEED FOR A NEW ERA**

Years back we were so reluctant in adopting Choice based Credit system but now we are almost used to it. Why not do the same for all the ideas.

Economics and Education go hand in hand. To everybody's surprise, Economics can unabashedly go hand in hand with all subjects...ENGINEERING ECONOMICS, ECONOMICS & EDUCATION, POLITICAL ECONOMY, COMMERCE & ECONOMICS, SOCIAL ECONOMICS, ECOLOGY & ECONOMY, ECONOPHYSICS, ECONOMICS & PRODUCTIVITY, to name a few.

In this case, we can opt for a multidisciplinary course profile which will give an idea definitely a clear idea about the course and its multifaceted applications.

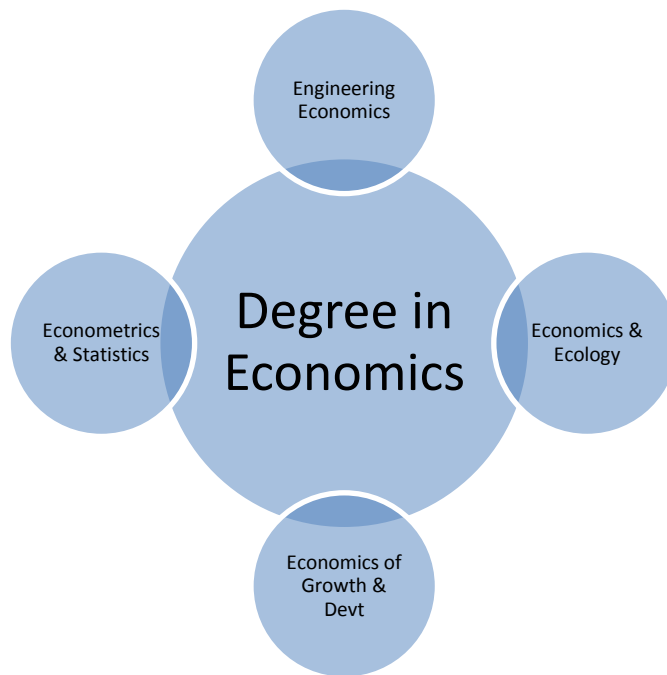
The Engineering colleges are creating engineers who are either ending up as Professors or landing in BPOs. Let the Competence in them create a real engineer who can stand up for what he wants. Let there be a more vivid array of practical courses for all educational fields

"I am, as I've said, merely competent. But in an age of incompetence, that makes me extraordinary."

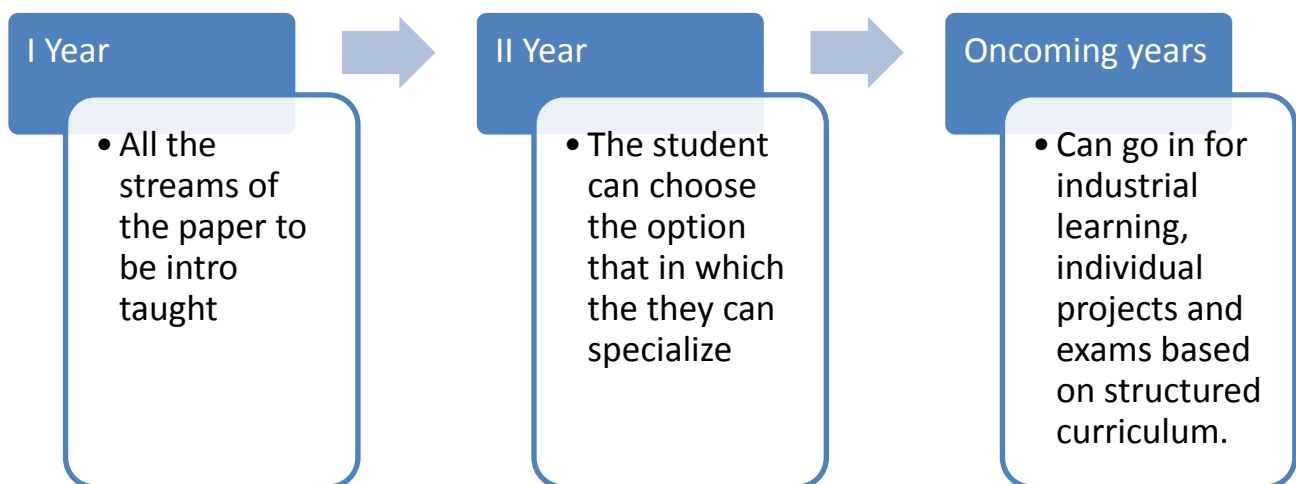
— **Billy Joel**

The shackles of myth appreciated education needs to be done away with. A system where people dream, ponder, aspire and create should be formed.

An example or a brainchild of what can be done is just explained as per my competence:



This wide range of options will enable a student to select any field of specialization in his second year, where he/she will pursue their further dreams with industrial learning or what we call as INTERNSHIP. The third year the student should take up university exam and as well as an individual project to his/her credit.



This is a mere conception yet in its dream state. But a clear think over will make us understand how this can turn a simple graduate in economics in to

- ✓ ERGONOMICS SPECIALIST in a production company
- ✓ BUREAUCRAT in governmental machinery
- ✓ A thoughtful BIO CONSERVATIONALIST
- ✓ An ECONOMETRICIAN who create new models

Ultimately any of these are definitely better than a mere economics jobless graduate. Why should the disciplines be like continents floating in oceans without having a connection to each other? Let us link them and create oceans of opportunities for the students who come in with loads of dreams. Let the doors of all discipline be open to all and whoever wants to excel let them show their competence and create opportunities for themselves and others as well.

**CONCLUSION: (suggestions)**

- ✓ No need for attendance. If the student wants to attend the class good for him otherwise he can study on his own following the curriculum.
- ✓ A multidisciplinary approach is a must. This will ensure that no stone is left unturned in bringing out the potential of the student.
- ✓ Industrial experience will prepare the student to perceive the world ahead and be fully armed to endure the battle

Such a system will not only create interest among students but will also arrest brain drain and help the country grow in its own resources rather than bringing committees for up gradation which is a shame.

## 12. Knowledge Management as a Drive for Excellence in Higher Educational Institutions- With Reference To Knowledge Spiral Model by Nonaka and Takeuchi

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### Abstract

*Knowledge is Power- Sir Francis Bacon 1561-1626, English philosopher, statesman, essayist, and scientist. This paper addresses the ever-growing concern of the knowledgeable society. Everyone considers him/her knowledgeable but still all of us fail to use the right knowledge at the right place. The concern is not that members of an organization are not knowledgeable, but the concern is of proper utilization of available knowledge, the creation of new knowledge out of old knowledge and also the availability and accessibility of all the knowledge available. The educational institutions should start implementing knowledge management principles and programs. Therefore, the sustainability of the higher education sector depends solely on the creation of new knowledge, utilization of knowledge through practical applicability and the sharing of knowledge with different stakeholders. This paper is an attempt to recommend Knowledge Spiral Model by Nonaka and Takeuchi which is suitable for the higher education sector and suggest that academic culture need to shift from knowledge hoarding to knowledge sharing and transfer.*

**Key Words:** Knowledge Management, Knowledge creation - Tacit & Explicit Knowledge, Knowledge Sharing, Knowledge Transfer.

### Introduction

Knowledge management (KM) is considered an important drive for the development of an economy. There is a rapid transformation in our society. Day by day we are becoming more dependent on knowledge. Therefore, managing knowledge is a serious concern for organisations/institutions. Thus, an organisation/ institution which can stack up outstanding procedure to manage knowledge can have a competitive edge over its competitors. In this note Higher educational institutions (HEIs) are considered to be knowledge-intensive organizations, knowledge-creating institutions and in the knowledge business (Rowley, 2000). They create new knowledge through research, disseminate knowledge through teaching and learning and transfer knowledge through communication. In this article, knowledge management (KM) in HEIs is regarded as having three main strands, knowledge creation, knowledge sharing, and knowledge transfer.

### Knowledge Management

The business dictionary defines knowledge management as strategies and processes designed to identify, capture, structure, value, leverage and share organization's intellectual assets to enhance its performance and competitiveness. It is defined as the process of converting information and intellectual resources into a lasting value. It also awards people with the knowledge that they require to take action when they need it (Jillinda et al 2000). According to Alavi and Leidner (2001), knowledge is a justified belief that can increase the capacity to learn and to perform. Albert (1998) views knowledge management as the process of collecting, organizing, classifying and disseminating information throughout an organization, so as to make it purposeful to those who need it. It is a tool that helps to utilize the resources in a smarter way to achieve business goals. Jennifer Rowley defines the term KM as follows: Knowledge management is concerned with the exploitation and development of the knowledge assets of an organisation with a view to furthering the organizations objectives. The knowledge to be managed includes explicit, documented, implicit and subjective knowledge. Thus, knowledge management is the process of involving information, people and other tools to extract reusable knowledge which can support the organization to perform in a new and better way, and as a conveyance of which the employees can update themselves, improve their skill

set and can be a part of the learning environment. Knowledge is an economical and strategic resource that offers the base for knowledge-based organizations (Shafia Md. Ali et al., 2011).

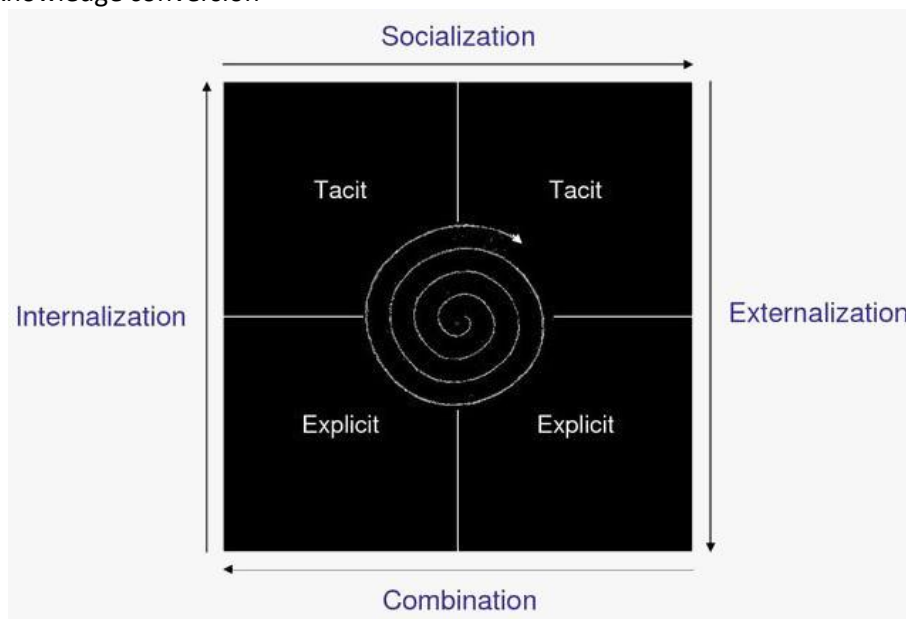
### Knowledge Creation

Knowledge creation refers to the continuous combination, transfer, and conversion of different kinds of knowledge. This occurs as users interact, practice and learn. It's the creation of ideas, which is at the heart of a company's competitive advantage.

Knowledge creation is the formation of new notions and concepts. This occurs through interactions between explicit and tacit knowledge in people's minds. Explicit knowledge is information that is searchable and easy to find. Users can collaborate regarding the value and use of this type of explicit knowledge. Tacit knowledge, on the other hand, exists in people's minds. It is not searchable like explicit knowledge. It is also not easy to share with another person orally or in writing. Knowledge creation can be explained in detail with the help of Knowledge Spiral(SECI) Model by Nonaka and Takeuchi.

The SECI model of knowledge dimensions is a model of knowledge creation that explains how tacit and explicit knowledge is converted into organizational knowledge. The SECI model distinguishes four knowledge dimensions – socialization, externalization, combination, and internalization – which together form the acronym "SECI". The SECI model was originally developed by Ikujiro Nonaka in 1990 and later further refined by Hirotaka Takeuchi.

Four modes of knowledge conversion



Tacit to Tacit (Socialization) – This dimension explains Social interaction as tacit to tacit knowledge transfer, sharing tacit knowledge face-to-face or through experiences. For example, meetings and brainstorm can support this kind of interaction. Since tacit knowledge is difficult to formalize and often time and space specific, tacit knowledge can be acquired only through shared experience, such as spending time together or living in the same environment. Socialization typically occurs in a traditional apprenticeship, where apprentices learn the tacit knowledge needed in their craft through hands-on experience, rather than from written manuals or textbooks.

Tacit to Explicit (Externalization) – Between tacit and explicit knowledge by Externalization (publishing, articulating knowledge), developing factors, which embed the combined tacit knowledge which enables its communication. For example, concepts, images, and written documents can support this kind of interaction. When tacit knowledge is made explicit, knowledge is crystallized, thus allowing it to be shared by others, and it becomes the basis of new knowledge. Concept creation in new product development is an example of this conversion process

Explicit to Explicit (Combination) – Explicit to explicit by Combination (organizing, integrating knowledge), combining different types of explicit knowledge, for example, building prototypes. The creative use of computerized communication networks and large-scale databases can support this mode of knowledge conversion. Explicit knowledge is collected from inside or outside the organization and then combined, edited or processed to form new knowledge. The new explicit knowledge is then disseminated among the members of the organization

Explicit to Tacit (Internalization) – Explicit to tacit by Internalization (knowledge receiving an application by an individual), enclosed by learning by doing; on the other hand, explicit knowledge becomes part of an individual's knowledge and will be assets for an organization. Internalization is also a process of continuous individual and collective reflection and the ability to see connections and recognize patterns and the capacity to make sense between fields, ideas, and concepts.

After internalization the process continues at a new 'level', hence the metaphor of a "spiral" of knowledge creation (Nonaka & Takeuchi 1995: 71-2, 89)

## **Knowledge Sharing**

Knowledge sharing is a process through which knowledge (information, skills, or expertise) is shared between individuals and group of people working in organizations.

Organizations have recognized that knowledge is a valuable intangible asset for sustaining competitive advantages. Knowledge sharing activities are supported by knowledge management systems. The sharing of knowledge is crucial because employees may not be willing to share their knowledge with others in the organization. In this 21<sup>st</sup> century with the help of the digital platform knowledge or talent sharing between individuals and within groups are made easy by people who want to learn, share their talent and get rewarded.

Knowledge sharing has three forms

- Explicit knowledge sharing
- Tacit knowledge sharing
- Embedded knowledge sharing

Explicit knowledge sharing occurs when explicit knowledge is made available to be shared between entities.

Tacit knowledge sharing occurs through different types of socialization. Although tacit knowledge is difficult to identify and codify

Embedded knowledge sharing occurs when knowledge is shared through clearly delineated products, processes, routines, etc.

## **Knowledge Transfer**

The conveying of knowledge from one member to another member of the organization involves knowledge transfer. Though this is a simplified definition, knowledge transfer itself is a complex process. First of it has to be noted that the knowledge conveyed is correct and also it should reach the proper member of the organization. In addition, the timing and form of the knowledge which is conveyed should also be accurate. Above all these aspects, the expense of this conveyance should be within an acceptable



limit. When all these are achieved, the knowledge transfer can be termed as successful. So as to garner profits of knowledge management, it is critical that knowledge transfer has to be done successfully.

In the existing phase where technologies are rapidly developing to share information, organizations are giving more emphasis to knowledge transfer. In addition to this, it must be noted that the created knowledge will help to attain improved performance for an organization when the transfer process takes place. There is no use in keeping the knowledge at the originating location. It has to be passed to the location where it can be exploited to the advantage of the organization. Such an exploitation generates value for the organization, which in turn, bring to it the required competitive advantage. So, it is essential that an organization has to put the firm foundation for the process targeted at achieving knowledge transfer.

### **Applicability in Higher Education**

Higher Educational Institutions (HEIs) are the main instruments of society for the constant pursuit of knowledge (Yaying, 2005) and have traditionally been utilized as transfer mechanisms to provide students with a knowledge base that will enable them to function (Keramati&Azadeh, 2007). Knowledge and educational institutions are related in two ways: one, the education system itself is about the production and dissemination of knowledge; and two, whatever happens within the system is in itself knowledge-based (Oakley,2003).

When looking at the applicability of the above-discussed model in higher education the researcher concludes that we need to develop a combined model wherein the focus is both on the creation of new knowledge, sharing of knowledge and transfer of knowledge along with a proper focus on tacit knowledge. More importance needs to be given to Spiral Model as it appreciates the dynamic nature of knowledge and knowledge creation. This Spiral Model will be helpful only when the employees stay with the same organization for a longer time span, as this spiral will reinforce only when employees are stable in the organization. A change in employees will stop the spiral and the organization will have to initiate the spiral process again as and when a new employee joins the organization.

### **Conclusion**

The HEIs tend to play a major economic role in the communities they serve—as employers, as sources of technological know-how, and as a source of human capital development for individuals and businesses. Viewing knowledge as a development factor can be beneficial to HEIs and the communities they serve. As a matter of fact, the rare, valuable, and difficult to imitate intangibles of human capital may well be the main source of a sustainable competitive advantage in the future (Moss, Kubacki, Hersh, & Gunn, 2007). Preparing students to succeed in a knowledge-based economy requires an integrated educational environment that encourages creativity and a commitment to lifelong learning. Therefore, HEIs are challenged to prepare students to compete in a knowledge society made more complicated by globalization. This challenge requires HEI to be in a constant state of evolution, investigating, analyzing, predicting, and responding to opportunities and threats resulting from knowledge creation.

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## 13. Modalities of Choice Based Credit System in India

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### Abstract

*The education system of India is full of intricacies of different nature. Every ladder of education has its own problems and prospects. However, attempts have been taken to lessen complexities. From ages, time to time commissions has been constituted to improve and remove the anomalies of the Indian education system especially, ensuring quality and uniformity in the Indian education system. The idea of quality assurance cell has not only been mooted out but also implemented across the national level. Ensuring uniformity in the education system, especially at undergraduate level, Choice-Based Credit System has been confirmed mandatory. But the nature of the Indian education system is much diverse and encompasses inherent problems of diversity in implementing the uniform system of evaluation. The present education system in India has got spread across the country in the form of Primary Education, Secondary Education and Tertiary Education. The last one of the education sector has much importance in the process of developing the nation. Major inventions and innovations have a direct bearing on the quality of higher education. So, quality is the major concern of the present higher education which could be judged and assessed only by the universally acclaimed system of evaluation and this could be possible through the CBCS. Thus, the present article aims to highlight the merit and demerit of Choice-Based Credit System.*

**Keywords:** Choice-Based Credit System, MHRD, UGC, Semester System

### I. Introduction

Ministry of Human Resource Development (HRD), Government of India, has already been taken initiative for making ground to the formulation of New Education Policy. The logic behind it to bring out reforms in Indian Education System as well as to ensure the quality of Indian higher education and make it as par the world level.

University Grant Commission is sole responsible in making progress to develop the National Education Policy. Execution of policy and promotion of higher education comes under the responsibilities of University Grant Commission. Time to time, several initiatives are taken by UGC in order to bring academic efficiency, excellence, ensuring equity, landing the norms for recruitment of teachers and administrators at different levels of relevant posts in Higher Education. But the important and recognizable one is the innovation, reformation, and improvement in curriculum, pedagogy of teaching and learning, examination and evaluation system. Undoubtedly, education plays a very important role in the process of nation-building. Among all the sectors of education, higher education is considered as the backbone of the nation. As all the sorts of discoveries and innovations took place within the premises of higher education. At present, research activities got much attention that is why it has become necessary to reform the higher education system and put it on the path of academic efficiency, efficacy, and excellence.

In India, Higher education is imparted largely through Universities and Colleges. Majority of universities and colleges, particularly central universities, have adapted semester system to make higher education more compatible. However, present Indian education system producing graduates who are lacking in knowledge, skills, values, confidence and academic efficiency as a whole. The current pathetic conditions of Indian higher education system calls the necessary reformation and transformation of the higher education system by introducing and devising innovations, and also by developing learner center approach as well as a globally claimed evaluation system.

Most of the Indian Universities and Colleges have been following marks or percentage based evaluation system, which is acting as a barrier for students' mobility and not letting them move from institutions to another one to pursue the desired subjects or courses. This calls that there should be a flexible system of education so that students could pursue a different nature of professional and non- professional courses according to their choice and desire. That why, after a prolonged debate among the educationists and experts of concerned fields, University Grant Commission (UGC) has made it mandatory to be implemented choice-based credit system(CBCS) in all the undergraduate (UG) and postgraduate (PG) courses under the XI plan of Higher Education.

Loyola Academy, Secunderabad, TS, also following the UGC guidelines and also conducting certificate courses in different fields with guest faculty.

## **II. Features of CBCS**

- This is a uniform CBCS for all central and state and other recognized universities.
- There are three main courses: Core, Elective and Foundation.
- There are also non-credit courses available which will be assessed as 'Satisfactory' or 'Unsatisfactory'. This is not included in the computation of SGPA/CGPA.
- All the three main courses will be evaluated and accessed to provide for an effective and balanced result.

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency, and excellence in the Higher Education System of the country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters. The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to a lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fit the curriculum, syllabi, and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce a uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **III. Applicability of the Grading System**

These guidelines shall apply to all undergraduate and postgraduate level degree, diploma and certificate programmes under the credit system awarded by the Central, State and Deemed universities in India.

## Definitions of Key Words:

1. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
2. **Choice Based Credit System (CBCS):** University Grants Commission has come up with the Choice Based Credit System (CBCS) programme in which the students have a choice to choose from the prescribed courses, which are referred as core, elective or minor or soft skill courses and they can learn at their own pace and the entire assessment is graded-based on a credit system. The basic idea is to look into the needs of the students so as to keep up-to-date with the development of higher education in India and abroad. CBCS aims to redefine the curriculum keeping pace with the liberalization and globalization in education. CBCS allows students an easy mode of mobility to various educational institutions spread across the world along with the facility of transfer of credits earned by students.
3. **Course:** Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
4. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement forwarding a degree or diploma or certificate is prescribed in terms of a number of credits to be completed by the students.
5. **Credit Point:** It is the product of grade point and number of credits for a course.
6. **Credit:** A unit by which the coursework is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
7. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student overall semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
8. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
9. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P, and F.
10. **Programme:** An educational programme leading to an award of a Degree, diploma or certificate.
11. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
12. **Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.
13. **Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

## IV. Semester System and Choice Based Credit System:

The Indian Higher Education Institutions have been moving from the conventional annual system to the semester system. Currently, many of the institutions have already introduced the choice based credit system. The semester system accelerates the teaching-learning process and enables vertical and horizontal

mobility in learning. The credit-based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice-based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning, it is desirable that the HEIs move to CBCS and implement the grading system.

## **V. Types of Courses:**

Courses in a programme may be of three kinds: Core, Elective and Foundation.

### **1. Core Course:**

There may be a Core Course every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

### **2. Elective Course:**

Elective course is a course which can be chosen from a pool of papers. It may be:

- ❖ Supportive to the discipline of study
- ❖ Providing an expanded scope
- ❖ Enabling an exposure to some other discipline/domain
- ❖ Nurturing student's proficiency/skill.

An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. An elective may be "Discipline centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective."

### **3. Foundation Course:**

The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based on the content that leads to Knowledge enhancement. They are mandatory for all disciplines. Elective Foundation courses are value-based and are aimed at man-making education.

## **VI. Examination and Assessment:**

The HEIs are currently following various methods for examination and assessment suitable for the courses and programmes as approved by their respective statutory bodies. In assessing the performance of the students in examinations, the usual approach is to award marks based on the examinations conducted at various stages (sessional, mid-term, end-semester etc.) in a semester. Some of the HEIs convert these marks to letter grades based on absolute or relative grading system and award the grades. There is a marked variation across the colleges and universities in the number of grades, grade points, letter grades used, which creates difficulties in comparing students across the institutions. The UGC recommends the following system to be implemented in awarding the grades and CGPA under the credit based semester system.

### **VI. 1. Letter Grades and Grade Points:**

- i. Two methods -relative grading or absolute grading- have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined

class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

- ii. The UGC recommends a 10-point grading system with the following letter grades as given below:

**Table 1: Grades and Grade Points**

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A(Very Good)	8
B+(Good)	7
B(Above Average)	6
C(Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

- iii. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
- iv. For non-credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- v. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.,
- vi. The statutory requirement for eligibility to enter as an assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for a reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly, cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE, etc.,) of the relevant disciplines.

## **VI.2. Fairness in Assessment:**

Assessment is an integral part of a system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes a bounden duty of a University to ensure that it is carried out in a fair manner. In this regard, UGC recommends the following system of checks and balances which would enable Universities effectively and fairly carry out the process of assessment and examination.

- i. In case of at least 50% of core courses offered in different programmes across the disciplines, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting an examination, who may be appointed by the competent authority. In such courses, the question papers will be set as well as assessed by external examiners.
- ii. In case of the assessment of practical component of such core courses, the team of examiners should be constituted on a 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the university conducting an examination.
- iii. In the case of the assessment of project reports/thesis / dissertation etc. the work should be undertaken by internal as well as external examiners.

## VII. Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.,  $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$  where  $C_i$  is the number of credits of the  $i^{th}$  course and  $G_i$  is the grade point scored by the student in the  $i^{th}$  course.
- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student overall the semesters of a programme, i.e.,  $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$  where  $S_i$  is the SGPA of the  $i^{th}$  semester and  $C_i$  is the total number of credits in that semester.
- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

## VIII. Illustration of Computation of SGPA and CGPA and Format for Transcripts

- i. Computation of SGPA and CGPA
- ii.

### Illustration for SGPA

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade)
Course 1	3	A	8	3 X 8 = 24
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	<b>20</b>			<b>139</b>

Thus,  $SGPA = 139/20 = 6.95$

### Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit : 20 SGPA : 6.9	Credit : 22 SGPA : 7.8	Credit : 25 SGPA : 5.6	Credit : 26 SGPA : 6.0	Credit : 26 SGPA : 6.3	Credit : 25 SGPA : 8.0

Thus,  $CGPA = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144} = 6.73$

- ii. Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

## IX. Conclusion:

The UGC has always initiated measures to bring efficiency and excellence in the Higher Education System of India. The basic motive is to expand academic quality in all aspects, right from the curriculum to the teaching-learning process to examination and evaluation systems. However, multiple methods are followed by different universities across the country in examination, evaluation and grading system. Considering this diversity, the implementation of the choice based credit system seems to be qualitatively superior although it is not to be considered ultimate.



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## **14. Towards a Better Comprehensive & Continuous Evaluation (CCE) System for a Technical Institution**

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### **Abstract:**

*Examination system plays an imperative role in accessing the outcome of prescribed courses. All the technical institutions in one or other way measure the performance of the students through a proper evaluation system. Even more, the institution itself is assessed by the overall performance of the students. The method in which the examinations are conducted varies in factors such as duration, Question paper standard, scheme of evaluation etc. All the examination systems have their merits and demerits. This paper presents about a comprehensive and continuous evaluation (CCE) followed in our institution and discuss about the problems faced and remedies done.*

*This study will help to improve the examination system*

- *Identify and implement strategies for making the examination system effective.*
- *Identify the critical elements that affect the examination system.*
- *Identify issues of students and faculty members and respond effectively.*
- *Usage of ICT resources to encourage effectiveness and reliability.*

### **TOWARDS A BETTER COMPREHENSIVE & CONTINUOUS EVALUATION (CCE) SYSTEM FOR A TECHNICAL INSTITUTION**

#### **1. Introduction:**

In the last two decades, the significance of technical education has been emphasized in higher education. From a miniscule number, Engineering Colleges have mushroomed accounting for more than half of the engineering Colleges in India and consequently, Tamilnadu state has the highest number of engineering Colleges also. The outcome of this education system depends primarily on the evaluation of students based on examination system [1]. Several committees have recommended restructuring of the examination system so as to address the needs for proper evaluation system [2]. But, significant changes are not taking place for various reasons. In this paper, we have elicited methodology of internal examinations conducted in our institution offering engineering education.

#### **2. Scenario of General Examination system:**

This process aims at measuring the degree of knowledge assimilated by the students over the period of study. In technical education emphasis is given to continuous evaluation of students' performance during a term or academic session. Examination process has suffered great set back in achieving its objectives due to various reasons resulting in a assessment that in many cases does not reflect the true level of learning acquired by the students[3,4]. In the case of our institution, the affiliated institution has given certain guidelines regarding the examination system. The Guidelines given by Parent University is strictly followed for conducting the end semester examination. For conducting the internal exams, the university has given an outline and we have our own strategies and procedures to conduct the examination in an effective manner.

The performance of students in each course is evaluated for 100 marks. Out of these 100 marks, internal marks carry 20 marks and 80 marks are from the end semester examination. For these 80 marks, the students write exam for 100 marks and it get converted to 80 marks. For the internal marks of 20, internally, two assessment exam and one model exam is conducted in a semester. And the average is taken as internal mark.

### 3. Tribulations Incurred in the Examination system

#### **Evaluation of Answer scripts:**

The problem faced in evaluation is error in totaling, omission of answers, superficial correction etc. These occur due to the lack of proper guidelines, allocation of proper time for correction etc.

**Quality of term work assessment:** Normally the student performance is evaluated by a single writing component. This fails to assess the students on other latitude and longitudes such as their learning skill, Applying skill and outcome. The assessment should not be made in a more comprehensive manner. The award of term work marks should be based on criteria such as attendance, performance in various class tests conducted during the term, quality of assignments submitted by students and performance in oral examinations.

**Delay in Declaration of Examination Results:** The delay in the declaration of results affects the students' attitude towards their examination. It may deviate them from taking the examination system seriously. Evaluating the scripts and distributing them to the students at a stipulated time makes it meaningful and reliable.

**Reassessment of Answer Scripts:** The answer scripts should be evaluated with the perspective of ensuring accuracy and transparency. Deviation may occur due to various reasons beyond control. Therefore provision must be provided for reassessing the answer scripts so that the students gain confidence in the evaluation system.

**Examination Schedule:** The intimation of schedule & time gap between exams play a vital role in the performance of the students in the examination. An analysis shows that, when holidays are given more during natural calamities the results obtained decrease drastically.

**Malpractices & Their Implications:** Malpractices made by students made during the examination defoliate the whole practice of the examination system. Apart from the student's intention to do malpractice, the environment factors such as seating, invigilation also induce them to indulge in malpractice.

**Question Paper Format:** Question paper is an instrument which aids as benchmark in measuring the performance of the students. The question pattern followed in most of the examination system doesn't draw the attention of all level of learners. It also doesn't ensure that the scope can be measured accurately.

**Analysis of Results:** Result analysis acts as a milestone to measure the performance of the students. Without Proper analysis, the outcome of examination cannot be determined. A proper system should be in place to analyze the results and perform corrective and preventive actions.

**Proper Infrastructure:** A good infrastructure for the examination system aids in proper functioning of the whole system, which most of the institutions fail to understand. Both Manpower and machine power are inevitable for the proper functioning of the system. Appropriate care must be provided in providing a better infrastructure to facilitate the smooth functioning.

**Syllabus Completion:** Due to improper planning or unexpected holidays, the faculty members might not complete the syllabus well in time. Proper care has to be made to ensure the completion of syllabus before the start of the exam.

#### **4. Remedial Measures Done Through Exam Cell:**

##### **Centralized Exam cell:**

In most of the institutions examination related activities are not done under a separate team as they are unaware of the outcome of effective examination system. A strict and flawless examination system in an institution or university screens out good students who have attained requisite standards of learning from the rest. In addition, it automatically creates a pressure on other subsystems and processes of technical education, i.e., teaching, infrastructure development, faculty performance improvement, and process of admission in case of high failure rates of the students. As this implication has been understood well, Separate wing of exam cell with team of members with hierarchy and responsibilities is available.

- Adequate manpower who have understood their responsibility
- Transparent policies and procedures which enhances the better working
- The policies and procedures are flexible according to the needs of the stake holders involved in the system.
- Availability of cutting edge computing facilities and software for manipulation of exam related data. This makes quick processing independent of manual intervention.

##### **Comprehensive and Continuous Assessment:**

The performance of student is not only measured from the written examination. The strategy has been framed in improving the internal marks of course through Continuous Assessment (CA). The weightage for Continuous assessment is 50 marks and for Assessment exam is 50 marks. CA has been calculated taking into account of slip test, assignment and attendance. Slip test is planned for 25 marks and is conducted at the department level and it will be monitored by the Exam Cell. Before each assessment exam, two slip tests will be conducted for each course and its average is taken for 25 marks, attendance for 10 marks and assignment for 15 marks. Assignments are one of the key factors in continuous assessing of student learning of a subject. Three modes of assignments are introduced: seminar, presentation and paper work to enhance the learning process. CA marks will be assessed before the assessment exam and it will be displayed in notice board, which helps the students to prepare well for assessment exam. This procedure is repeated for assessment exam and model exam. In spite of being focused directly on assessment exam, this CA morality had created a great impact in improving the internal marks. Students who have failed or absent in the Assessment Test are given a chance to improve their internal marks through Pick Up examinations.

##### **Pick Up Examination:**

Students who have failed or absent for assessment test will appear for Pick up Exam. The Pick up Exam is conducted in a Centralized manner through Exam Cell. Separate Pick Up test coordinator is available to monitor the proper conduct of Exams. The weight age of this exam will be 70 marks (Maximum 70 only) The exam question paper will be same as that of assessment exam, students has to bring both question paper and answer sheet while coming for exam, without which they will not be permitted. Not more than 30% of students in a class are eligible to attend pick up exam. Students who scores above 60 marks will be given an additional assessment of 7 marks thereby enhance the performance of fast learners.

**Revaluation of papers:**

Delay in distributing evaluated answer scripts and Deviation in totaling occurs normally under many circumstances. This usually weakens the examination system, to avoid this problem, the answer scripts are evaluated within three days of Examination. The Answer scripts are distributed to the students after evaluation and student's signature is received in the answer script after verification. The Answer Scripts verified by the students are returned to the Exam Cell. These scripts are then stocked in the exam cell till we receive the university results for that particular semester.

We found discrepancies are found in total and evaluation of questions hence sample scripts for each subject are randomly verified in to check correctness of the evaluation. If any deviation is found, the faculty in charge has to reevaluate the paper. Sometimes the valuated scripts are even checked by subject experts to access the quality of evaluation. This procedure decreased many mistakes like wrong totaling, omission of questions etc that occur during evaluation.

**Prevention of Malpractice:**

Staff invigilation duty for Exam hall supervision is prepared in Exam Cell. Apart from this, to envisage vigilant monitoring, all the HODs are appointed as squad members to monitor the conduct of internal exams. Examination monitoring committee (EMC) monitors the proper conduct of Exams. The punishments given by Anna University for indulging in Malpractice will strictly be adhered for the internal examinations too. The nature of malpractice and the minimum punishment are stated clearly. EMC will deal the defaulters. In extreme cases, action may include the meeting the parents and the cancellation of university examination.

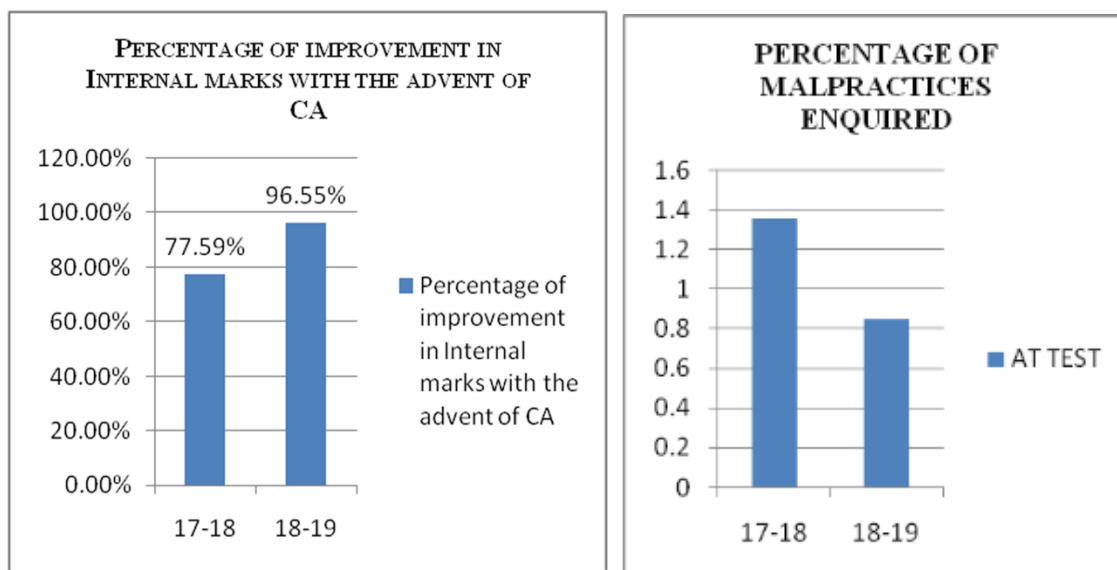
**Planning for Examination/ Schedule of Examination:**

The examination schedule creates an impact in the outcome of the examination. The time given for the preparation crucially affects the attitude of the students towards the preparation of the examination. In most of the cases university gives enough gaps between examinations for preparation. This may encourage the student for eleventh hour preparation. In order to make them study continuously which will enhance their knowledge also, Examinations are conducted periodically. The schedule is available in our academic calendar. This provides better transparency and also aids the students for better planning for preparation towards examination system. Initially we conducted two exams per day and later based on student request, it was changed as one exam per day.

**Quality of Question Paper:**

Two question papers are set by each staff for the subjects handled by them and it is handed over to Exam Cell before the start of the semester. Among the two, One Question paper is selected by the Exam Cell and given to the students for examination. To capture all level of learning we have incorporated Blooms taxonomy in setting question paper. Therefore the question paper test evaluates the student's competency in all the levels.

### Impact analysis:



### 5. Conclusion :

Quality problems in the examination system in general have been analyzed. Thorough overhaul in the examination system with regard to its policies, procedures and practices have been suggested. Various suggestions and recommendations made in this paper are implemented effectively thereby the quality in conducting the exam is strengthened. The implementation of these suggestions has to be done through cooperation of all concerned for which extensive training should be provided to various officials of the system for exposing them to policies, procedures, and objectives of the examination system. Academicians, Exam cell members, and all supporting staff should be encouraged to understand the role of examination system in improving the quality of education. An efficient examination system will produce technical manpower of superior quality from the existing technical institutions.

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1. Shreemanta Kumar Dash, Shubhransu Patro, Basanta Kumar Behera "Teaching Methods and Its Efficacy An Evaluation by the Students " J Indian Acad Forensic Med., Vol. 35, No. 4 , 2013
2. Agrawal Mamta. "Examination Reform Initiatives in India", Journal of Indian Education" Vol. 31, no.1, pp.27-35, 2005
3. Assefa, Messeret, Analysis of evaluation system in different departments at the college of education. Journal of Indian education vol. 34 no. 3. pp. 106-126, 2008.
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# THE CONFERENCE TAKEAWAYS

The following are the takeaways consolidated in various discussions and deliberations at different sessions during the two-day national conference:

## **Inaugural Address**

**Topic: “Vision of Jesuit Higher Education”**

**Speaker: Rev. Dr Danis Ponniah, S.J., Provincial, Jesuit Madurai Province**

- It is important to remember as educationists the Ignatian principle and foundation that man is created to praise and reverence God.
- A value-oriented educational goal will not be realized unless it is infused within our educational services.
- Jesuit education should be made possible for the disadvantaged.
- Jesuit Education is value oriented and it is interdisciplinary.
- We need to incorporate a global dimension into our educational programs.
- Institutes of higher learning should promote depth of thought and imagination, build international networks, and focus on genuine search for truth and knowledge.

## **Key-note Speech**

**Topic: “Higher Education: Global Changes and Key Trends”**

**Speaker: Prof. (Dr.) G Gopa Kumar, Vice-Chancellor, Central University of Kerala.**

- Higher education is the key instrument for the growth of the society and nation
- In most of the countries, higher education is an industry.
- The present hour demands quality research and academic collaboration, innovation and partnerships, credit transfer, student and teacher mobility, academic autonomy, human resource empowerment etc.
- India needs to learn through internationalization process of higher education system.

## **Session 1**

**Topic: Excellence in Higher Education**

**Moderator:** Dr. Fathima Vasanth, Deputy Principal, Loyola College, Chennai

**Speaker:** Dr. Shiv Visvanathan, Professor and Vice Dean, Jindal Global Law School, Director, Centre for study of Knowledge Systems.

- ‘Excellence’ is about Pluralism.
- Excellence is not elitist.
- In present times, mediocrity is assumed to be excellence.
- The democratization of education is the first step towards excellence.
- Earlier the aim of our institutes was to rescue education from western civilization, whereas today we replicate them. We need to out think the West.
- There is a need for a political dialogue in the democratization of education.

- Each civilization has its own meaning of excellence, we need to find ours.
- We are creating economy with no growth in the conditions people live.

## Session 2

**Topic: Reforms In Higher Education In India: Policies/ Operational Aspects And Its Impact**

**Moderator: Dr. Gowtham**, Head, Department of Sociology, Loyola College.

**Speaker: Dr. G. Haragopal**, Visiting Professor, National Law University, Bangalore, Former Professor of Political Science, Hyderabad Central University, Presidium, AIFRTE

- Reforms in our country have only neglected the hybridity of excellence.
- Education is the conscience of a nation.
- It should respond to the social 'needs' and not 'wants'.
- It should be public funded for more social responsibility.
- Knowledge production takes place only when you have great concern.
- Privatization increases self-centeredness.
- Today, there is more physical interest than social interest.
- A diverse society needs a diverse approach towards education.
- Reformation should be transformational and emancipatory.

## Session 3

**Topic: "College Autonomy: Experience and New Vision"**

**Moderator: Dr. Gladston Xavier**, Hod, Department of Social Work, Loyola College

**Speaker: Dr. Mercy Pushpa Latha**, Former Principal, Lady Doak College, Madurai, Program Consultant, South Asia Programs, United Board.

- Successful Autonomy is all about the quality of governance, principal and faculty of an institute.
- Some of the benefits of autonomy are the freedom to make curriculum reforms, generate funding and start new courses.
- Curriculum reforms should be interdisciplinary and integrated, building team culture among departments.
- Some of the challenges to autonomy are the widening gap between school and HE curriculum, comparison of colleges/universities (NIRF), rigidity of governance, risk factors etc.
- The vision of HE for 2030 is that educational institutions be classified as Foundation Institutions, Professional Courses Institutions, and Research Focused Institutions.

**Topic: "Autonomy and Accountability"**

**Speaker: Prof. A. Karunanandan**, Former Professor and Head, Dept. of History, Vivekananda College, Chennai

- Autonomy is partial freedom, with its limitations.



- Excellence should be equated to relevance and not be determined by external factors/agents.
- Excellence = Relevance, that is creating students of HE to immediate socio-economic service/ needs of society and nation.
- The Higher Education Commission India is a peril to autonomy as it leads to issues like inadequate funds, commodification of education, unnecessary interventions of bureaucratic agencies, futile ranking and establishing a common framework of measure like NIRF in a pluralistic India etc.
- Attributing meaningless accountability to bureaucratic agents is unnecessary.

#### **Session 4 (For Arts and Business Studies)**

**Topic: Engaging and Assessing Students by Leveraging Technology**

**Moderator: Dr. J. Merline Shyla, Dean of Sciences, Loyola College**

**Speaker: Dr. Joe Arun, S.J.**

- Our examination systems are outdated.
- Technology should be enabled to be part of the system.
- Today the world is in the mobile phones.
- Students are globally competitive.
- Technology promotes independent learning. It enables personalized learning with real world and real time challenges.
- Writing is not the measure of learning. Memory is not Intelligence. Knowledge that does not solve a problem is no knowledge.
- There are various Tech tools to aid learning today.
- Technology assisted education promotes learning interest by leveling the field for knowledge play.

**Topic: Building a Culture of Research in Higher Education Institutions.**

**Speaker: Dr. Shiv Visvanathan**

- Technology is secondary, human is primary.
- Technology is information, research is dream.
- Imagination and dream are out of Technology.
- There is a gap between expenditure and imagination. There is an earnest need for research imagination.
- We cannot begin with technology, we should begin with cosmology.
- Research is a responsibility where the ability to think comes first and technology second.
- The mind, the sensorium and the power of language are the basis of any research.
- Human drive is more important in research.
- Technology is an ironic dream it should be analyzed ethically.

#### **Session 4 (For Science streams)**

**Topic: “Engaging and Assessing Students by Leveraging Technology”**

**Moderator: Dr. S. Vincent, Dean of Research, Loyola College.**

**Speaker: Dr.V. Ashok Immanuel, Associate Professor, Christ University, Bengaluru**

- Paradigm shift towards technology assisted pedagogy is required.
- Advantages: Reduced clerical workload, thereby increased focus on teaching and research. e.g ERP, Registering attendance in portal/ apps, using tabs during admissions; interactive learning of students, empowered teaching.
- Smart teachers of 21<sup>st</sup> century need to evolve – collaborative learning, use of learning apps, online learning platforms- Coursera, Edx, Moodle, Google Classroom, G-Suite for Education, Video modules.
- Advantages: Facilitating students to use technology for active learning, participative and engaging experience.
- Certain best practices could be emulated like establishing Centre for Concept Design, Centre for Digital Innovation, Self-paced/ Self-learning modules, video modules for certification courses etc.

**Topic: Building a Culture of Research in Higher Education Institutions**

**Speaker: Dr.Pennathur Gautam, Professor, Dept. of Biotech., Anna University & AU-KBC Research Centre**

- Adequate funds should be allocated for research in India.
- Finding sustainable research projects for immediate local needs. E.g Providing clean water (remove micro-organisms, heavy metals)
- Research in the new age should be collaborative, interdisciplinary and it involves some preliminary works.
- Some key principles of modern research are frugal innovation, low cost instrumentation, and translational research for social needs.
- Certain interdisciplinary areas for research include Energy and Materials, Food Nutrition and Health, Environment.
- Research models of developed nations are also to be studied upon for better perspectives.

**A Round Table on Future of Liberal Arts and Social Sciences, Venue: J.D. Conference Hall**

(Participants include our eminent resource persons, Officials, HODs, Coordinators and faculty from Arts)

- LA/SS is imagining things beyond.
- It is combining knowledge and democracy.
- LA/SS is not meant for elitists.
- India should encourage LA/SS programs as West is strengthening them.
- Interdisciplinary aspects of education can be promoted through liberal arts/social sciences.

- LA is an approach to look at the world in solidarity.
- This approach should be integrated at least in our curriculum framing in the present setup.

### **Session 5**

**Topic: “Quality and Excellence in Higher Education in India: A Role of Accreditation and Ranking”**

**Moderator: Prof. Edward Sudhakar, Dean of Arts, Loyola College**

**Speaker: Prof. Dr. S. Sivasubramanian, Former Vice Chancellor, Bharathiar University, Coimbatore.**

- New NAAC format for accreditation and assessment is ICT enabled to be able to focus on objectivity and transparency in assessment process.
- 75% of the score comes from the data uploaded online
- 30% based on qualitative metrics
- There is a focus shift on intake of outstation and international students.
- Outcome based education is the crucial criteria, hence ‘reaching’ the students is more significant than ‘teaching’ the students.
- Every HE institute should secure 2.5 score in NAAC before 2022.
- RUSA funding possible only through NAAC and appropriate score
- NIRF ranking is an important parameter to assess the HE intuitions.

### **Session 6**

**Topic: “Higher Education – Horizon and Employability: Skill Development, Institution & Industry Interaction”**

**Moderator: Dr. M.C. John Milton, Department of Advanced Zoology & Biotechnology, Loyola College**

**Speaker: Dr. S. Venkataraman, Senior Technical Specialist and Consultant, UNESCO (Bangkok, Beirut, Paris, Vietnam)**

- Education must aim towards providing social responsibility, citizenship education and sustainable development.
- There is a crucial need for dialogue, formal learning environments, internships, apprenticeship, business mentors, honing language skills and encouraging extracurricular exposure and community service.
- These factors not only facilitate skill building but also build employability.

**Topic: “Role of Institution and Industry Interaction in Skill Development & Entrepreneurship”**

**Speaker: Mr. V. A George, President & CEO., TEJO Engineering Limited**

- The purpose of education is to form selfless individuals who are skill and curiosity-driven.
- Today’s education should develop in them both intelligence and compassion to understand the others.

- The important need for education is to integrate society and industry as one congenial factor in the rapidly growing globalized world.
- Education that cultivates entrepreneurial skills like risk-taking, creativity and innovation is the way forward.
- Divergent thinking is may help well nurture these qualities in students.

**Prof. D. Francis Xavier**

**Organizing Secretary & Deputy IQAC Coordinator**

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# Excellence in Higher Education

## Explore..Enhance..Elevate

Program Schedule Day-1

23<sup>rd</sup> November, 2018

8:00 – 8:50 : Registration

9:00 – 10:40: Inauguration:

**“Vision of Jesuit Higher Education”.**

- **Rev.Dr.Danis Ponniah,S.J. Provincial, Madurai Jesuit Province**

Key Note Address:

**“Higher Education – Global Changes and Key Trends”**

- **Dr.G.Gopakumar, Vice Chancellor , Central University, Kerala,**

10:40-11:05: Coffee break

11:05-11:50: **Session -1 : “Excellence in Higher Education in India”**

- **Mr. Shiv Visvanathan,**

Professor and Vice Dean, Jindal Global Law School.

Director, Centre for Study of Knowledge Systems.

11:50 - 12:00: Discussion

12:00 - 12:50: **Session-2 “Reform in Higher Education in India: Policy/Operational Aspects and its Impact”**

**Prof. G. Haragopal,** Visiting Professor,

National Law University, Bangalore,

Former Professor of Political Science,

Hyderabad Central University. Member, Presidium, AIFRTE.

12:50 - 13:00: Discussion

13:00-14:00 : Lunch

14:00-15:30: **Session 3: “College Autonomy: 40 Years of Experience and New Vision” – “College Autonomy: Experience and New Vision”**

**Dr Mercy Pushpa Latha ,** Former Principal, Lady Doak College, Madurai.  
Program Consultant, South Asia Programs, United Board.

**“Autonomy and Accountability**

**Prof.A.Karunanandan,** Former Professor and Head, Dept. of History,  
Vivekananda College Chennai.

15:30 – 15:40: Discussion

15:50-17:45: **Session 4: “Igniting the Baton of Digital Education”**

**“Satellite Session”**

<b>Time</b>	<b>Arts and Business Studies</b> <b>Venue: Bertram Hall</b>	<b>Science</b> <b>Venue: L.S. Hall</b>
15:55 – 16:40	<b>“Engaging and Assessing Students by Leveraging Technology”</b> , Rev.Dr.Joe Arun,S.J. Director, Joseph Institute of Management, Trichy.	<b>“Engaging and Assessing Students by Leveraging Technology”</b> , Dr.Ashok Immanuel V, Associate Professor, Christ College, Bengaluru.
16:45 – 17:45	<b>“Building a Culture of Research in Higher Education Institutions”</b> , Mr.Shiv Visvanathan, Professor &Vice Dean, Jindal Global Law School.  Director , Centre for Study of Knowledge Systems	<b>“Building a Culture of Research in Higher Education Institutions”</b> , Dr. Pennathur Gautam, Professor, Dept. of Biotech. Anna University & Director AU-KBC Research Centre

17:45 : High Tea

18:00-19:30 : A Round Table on Future of Liberal Arts and Social Sciences,  
Venue: J.D. Conference Hall.

# Excellence in Higher Education

**Program Schedule Day-2**

**24<sup>th</sup> November, 2018**

8:30 – 8:40 : Invocation and Recap

8:40 - 9:00 : Cultural Show

9:00 – 10:00: **Session 5**

**“Quality and Excellence in Higher Education in India:  
A Role of Accreditation and Ranking”  
Prof. Dr. S. Sivasubramanian,  
Former Vice Chancellor, Bharathiar University, Coimbatore.**

10:00 - 10:15: Discussion

10:15-10:45: Coffee break

10:45-11:50: —**Session 6**

**“Higher Education – Horizon and Employability: Skill Development,  
Institution & Industry Interaction”**

**-“Role of Institution and Industry Interaction in Skill Development & Entrepreneurship” -  
Mr.V.A.George, President & C.E.O. TEJO Engineering Limited.**

**“Institutional & Industry Interaction to Boost Employability” -  
Dr.S.Venkataraman, Vice President, Education and Training, The India Cements Ltd, Former  
Senior Program Officer UNESCO.**

11:50-12:00: Discussion

12:00-13:00: Valedictory:

Valedictory Address

**“Higher Education in India: Inspiring Students of the Digital Era”  
Mr.Maher Spurgeon, Senior Program Consultant,  
South Asia Programs, United Board.**

13:00 : Lunch

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