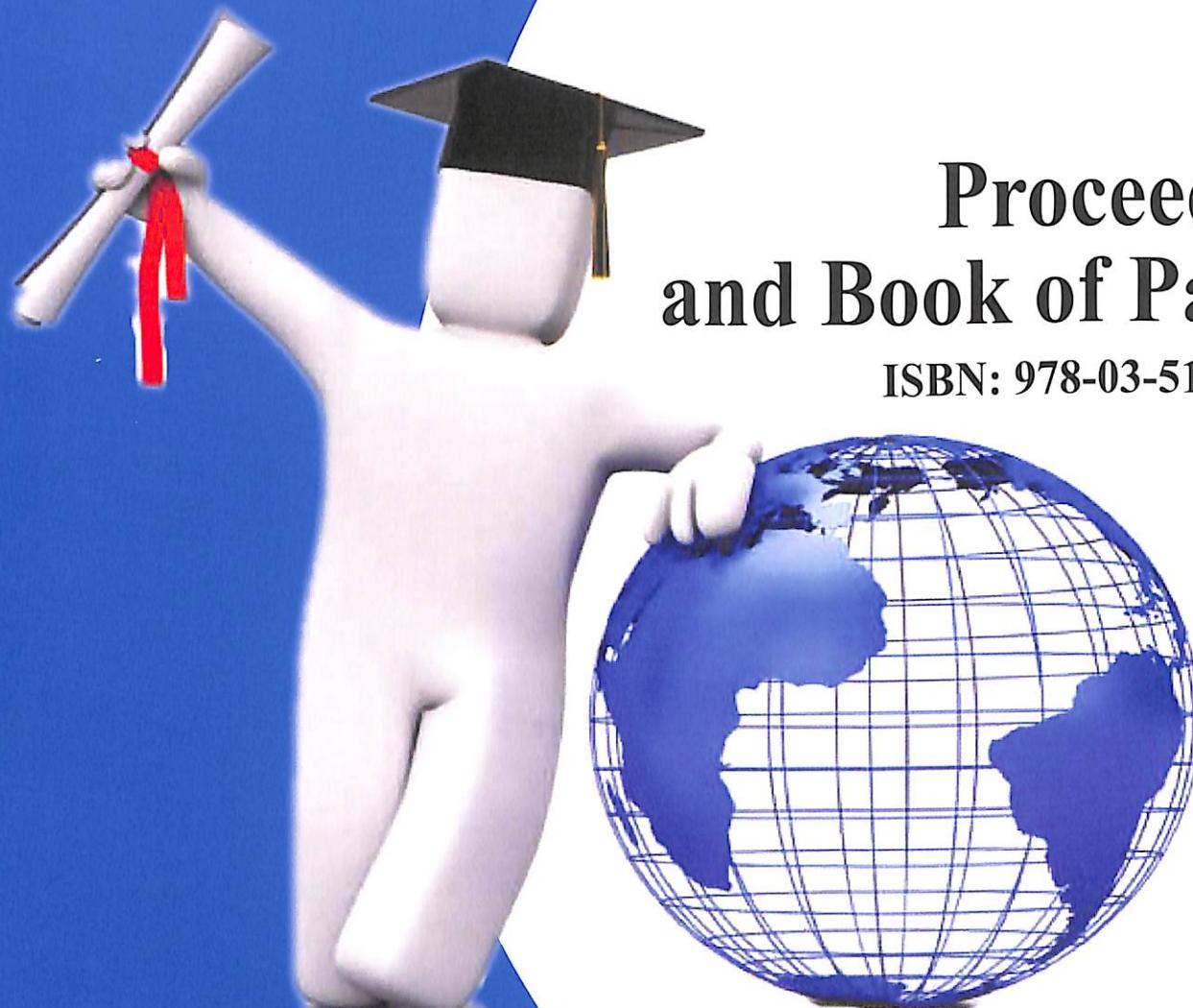


NATIONAL CONFERENCE ON

Quality Assurance, Enhancement & Sustainability in Higher Education

April 5-6, 2013



Proceedings and Book of Papers

ISBN: 978-03-5126-029-5



Organised by
Internal Quality Assurance Cell (IQAC) - JDBI

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Sponsored by
National Assessment and Accreditation Council (NAAC)

J.D. Birla Institute
NAAC-sponsored National Seminar on
“Quality Assurance, Enhancement and Sustainability in Higher Education”
April 5-6, 2013

CHIEF GUEST: PROF. BIKAS SINHA – Eminent Physicist

THE PROGRAMME

Day - 1 : Friday, 5th April 2013		Day - 2 : Saturday, 6th April 2013
8:30 AM	Registration	
9:30 AM	Inauguration Ceremony	
10:00 AM	Key-Note Address	
10:30 AM	Tea	
10:45 AM	Panel Discussion - I : Policies for Driving Excellence in Higher Education	
12:15 PM	Lunch	
12:45 PM	Panel Discussion - II : Innovation in Higher Education	
2:15 PM	Tea	
3:30 PM	Paper Presentation - I : Best Practices in Teaching-Learning	
		9:30 AM Panel Discussion - III : Initiatives for Quality Sustenance in Higher Education
		11:00 PM Tea
		11:15 PM Panel Discussion-IV : Effective Application of Emerging Information and Communication Technology in Higher Education
		12:45 PM Paper Presentation - III : Best Practices in Teaching-Learning
		1:45 PM Lunch
		2:15 noon Paper Presentation - IV : Best Practices in Teaching-Learning
		3:15 PM Valedictory Session & Prize Distribution

DISCUSSION THEMES

DAY 1 : 5th April, 2013

1. Policies for Driving Excellence in Higher Education

- CHAIRPERSON - Dr. B.S. Madhukar - Deputy Advisor, NAAC
- Prof. Pavitra Sarkar – Former Vice Chancellor, Rabindra Bharati University
- Prof. Sukanta Choudhuri – Emeritus Prof. in English, Jadavpur University
- Dr. Basab Choudhury – Registrar, University of Kolkata

2. Innovations in Higher Education

- CHAIRPERSON – Prof. Parimal Merchant – Director FMB, SP Jain Institute of Management & Research - Mumba
- Prof. N. R. Banerjee – Former Vice Chancellor, BESU
- Prof. Anjan Raichaudhuri - Professor, Indian Institute of Management - Calcutta
- Prof. Sunil Shukla – Professor, EDI - Ahmedabad

DAY 2 : 6th April, 2013

3. Initiatives for Quality Sustenance in Higher Education

- CHAIRPERSON – Father Felix Raj – Principal, St. Xavier's College - Kolkata
- Dr. Ved Praksah Mishra – Vice Chancellor, Datta Megha Institute of Medical Sciences - Nagpur
- Dr. A. K. Sengupta - Chairman, Higher Education Forum - Mumbai
- Dr. Sudipti Banerjee – Director, IQAC - Calcutta University

4. Effective Application of Emerging Information and Communication Technology in Higher Education

- Prof. Nabendu Chaki, Prof. in IT – University of Calcutta
- Mr. Pradip Chopra, Chairman - Institute of Leadership, Entrepreneurship and Development - Kolkata

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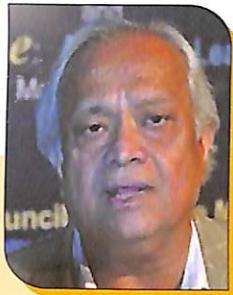
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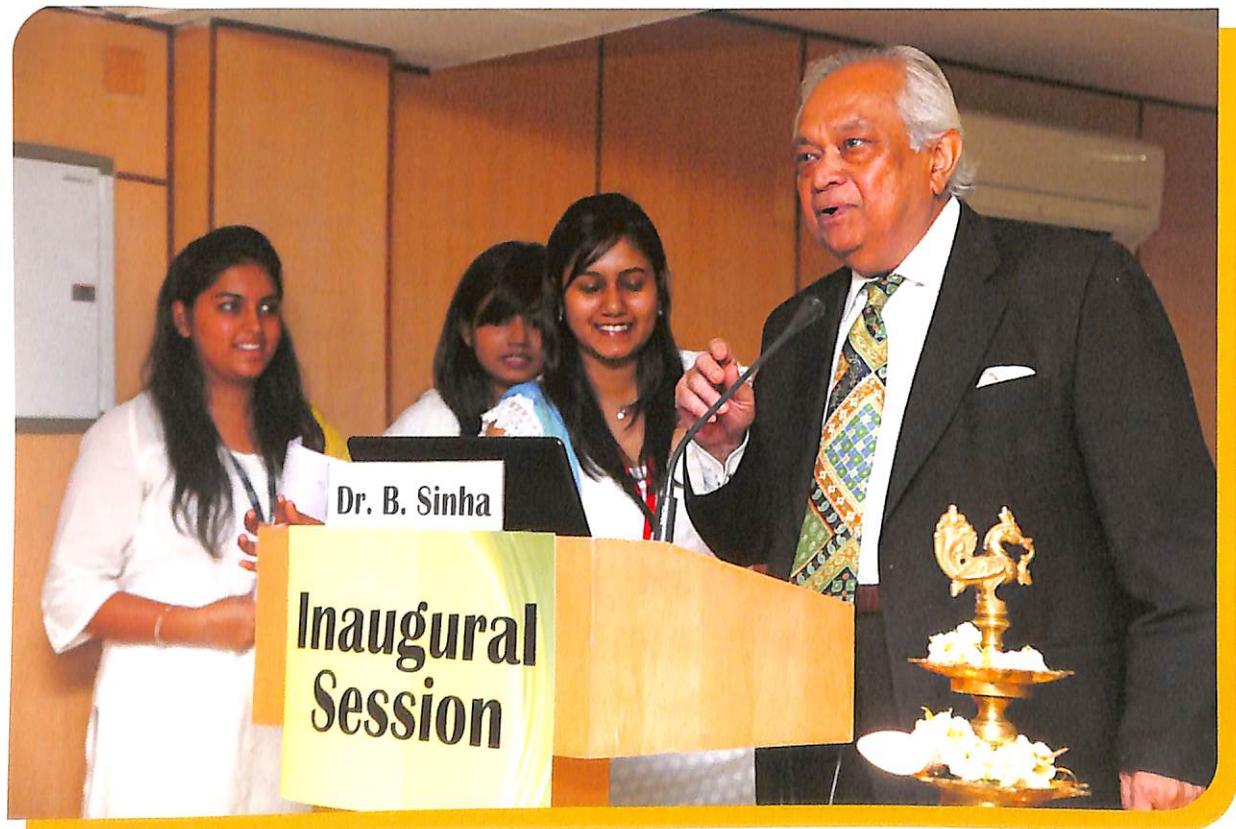
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INAUGURAL SESSION



Dr. Bikash Sinha is an eminent Indian Physicist, active in the fields of nuclear physics and high energy physics. Prof. Sinha was the director of the Saha Institute of Nuclear Physics and Variable Cyclotron Centre both situated in Kolkata. Born in 1945, Dr. Sinha did his schooling from the Scottish Church Collegiate School, and later studied at Presidency College. He completed his Ph.D. from London University in 1970. He was awarded a D.Sc. from London University in 1981. He has published more than 250 papers and delivered talks in international scientific conferences. His pioneering work on Quark Gluon Plasma is well recognized internationally. Dr. Sinha was awarded the Padma Shri by the Government of India in 2001 for his contributions to science and technology. Recently, Dr. Sinha was appointed as Distinguished Visiting Scholar by the Christ's College, Cambridge and also elected as Fellow of the Institute of Physics, London. Prof. Bikash Sinha has been conferred Padma Bhushan Award by the President of India in 2010 for his significant contribution in science and technology.



Prof. Bikash Sinha
Eminent Physicist

It is interesting to watch the changed political environmental and intrigues in matters of higher education. The state of West Bengal has not many features to be proud of, but one which it can justly be proud of the intelligence and the merit of the students.

But the sole intention of most students seems to be acquire a degree and go abroad. This investment is not what they should aspire for. Quality sustenance and accreditation is a big effort for an institution. NAAC plays an important role in quality sustenance and assurance. India is expected to emerge as a prosperous nation and we dream of being an inclusive society.

The bulk of the population should have access to education and health care. In order to realize this it is essential that science and technology are at the heart of the country and are strengthened. This should be accompanied by humanistic approach. It is imperative that India acquires knowledge power, technological innovation and scientific creativity.

However, the present situation is not very encouraging; none of the educational institutions in the country stand among the top 50 in the world. With the current communication technology, the world is a village. One should not confine oneself to the local scene that provide emotional security. One should be aware of what goes on in the world. Technology is often talked about glibly, but working at CERN, I became aware of what technology actually is. And how demanding can it be. At the same time there is competition from other countries specially Asian neighbors China and South Korea that have made enormous investments in education specially science in the last few years not only in terms of funding but also in manpower. Thus our main concern should not only be the quantity but also quality in education and science. India contributes to 3% of the world scientific research, it should aspire to 10%. Not one institute from India ranks among the top 100 of the world. Prof. Sinha narrated an incident in Cambridge where his professor, a Nobel laureate, knew of Prof. Shyamal Sengupta of Presidency College who had taught Prof. Sinha. It showed the appreciation the institution had in those days.

In effect, the goal of higher education can be chalked out as follows. It is not for everyone. It is expensive. It costs about 15-20 lakhs to teach a student in IIT; however most go and work in the U.S. It is important that students stay and contribute in the country and feel the pain, agony, and misery of the common people. And education imparted should be world class. Education should be knowledge based leading on to frontier of ideas, creativity and discovery. Students should be inculcated the proud civilization and history of the country. Why should children not learn about Subramania Chandrasekhar and Ramanyan just as they learn about James Watt? Also, we are a store house of world class experts, both in science and humanities, but the lack of fusion of two cultures does not help. One must appreciate literature, music to be able to appreciate the music of Science. Science should not be considered as a difficulty. Maths is used to understand nature higher. Education should produce more than just technocrats and computer wizards.

Society has deteriorated it has changed for the worse. It is more materialistic with ideology missing from it, the ideology to do something worth while. Prof. Sinha lamented the loss of quality even in cricket with commercialization and Bollywood taking over class and elegance.

Classical education over the last few decades has changed completely. Now education is more wholesome but incorporates 'innovation' an overused term which in these days is substituted with the term 'paradigm shift'. It often means the lack of ability to think.

In old days, there were men not money, now there is money but no men in the real sense. Stalwarts like Prof. S.N.Bose, who developed the Boson Theory and Prof Meghnad Saha who did pioneering work in Dhaka could successfully demonstrate that science in India could be at par with the world.

It is therefore imperative that students strive to develop their own country. They should pursue excellence something that stands the test of time. They should inculcate the spirit of research right from childhood.

Memorizing ruins the spirit of enquiry in education and higher learning. Prof. Sinha concluded by reciting from Rabindra Nath Tagore's Shesher Kabita "If the diamond is education, then its glow is culture.'

SESSION 1 : Policies for Driving Excellence in Higher Education



Dr. B. S. Madhukar is presently working as 'Deputy Adviser' at National Assessment and Accreditation Council (NAAC), Bangalore. He is an engineer by qualification. He did his MBA in Finance and Ph.D on Quality Assurance in Higher Education particularly in Management Education. He has worked in the field of marketing, educational administration, educational consultancy and assessment and accreditation for nearly 15 years. He has presented papers in international conferences held at Singapore, Malaysia, Pakistan, Australia, USA, UK Japan, Belgium and Thailand. His paper entitled "Assessment as a pivot for creating, learning organizations" was selected as one of the outstanding papers at an International Conference on Education: Learning Organization in a Learning World organized by King Mongkut's University of Technology, Thonburi (KMUTT) – Bangkok. He is also the recipient of the "Endeavour Executive Award" from the Government of Australia.



LECTURE BY RESOURCE PERSONS

POLICIES FOR DRIVING EXCELLENCE IN HIGHER EDUCATION

Dr. B.S Madhukar

Deputy Advisor, NAAC

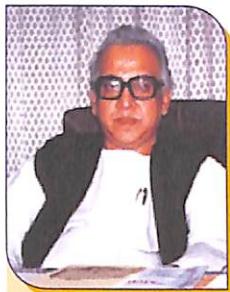
Access to equity and quality are important issues which every higher educational institute needs to handle. Educational institutes going for accreditation need quality improvement programs profusely. Higher education is there in the concurrent list of our Indian Constitution. Central bodies like UGC, MHRD which deal with higher education should cooperate and collaborate with professional bodies like NAAC, AICTE etc., with state level education management bodies, with universities to drive excellence in higher education. In short there should be alignment of action across these bodies for driving quality improvements in the field of higher education. But this task, according to him is challenging and difficult.

Accreditation process will gradually move towards measuring the outcome of learning. UGC has taken up certain policy initiatives to improve the quality of higher education. For instance before granting accreditation, the UGC sets down some set criterions like (a) infrastructure of colleges (b) educational qualification of faculty (c) college with potential for excellence (d) the formation of IQAC, which has become an important concept now. UGC has created facilities like INFLIBNET to bring about quality enhancement. Two important government bodies like NAAC and AICTE which have been in existence for fifteen years have been facilitating the process of accreditation. Private bodies like UPET, Outstation quality assurance system which operates from Hyderabad, European Quality Accreditation System etc. have also started giving accreditation to private higher educational institutes. Accreditation models should be changed with changing times and demands. Eight hundred and ninety one colleges in West Bengal are eligible for accreditation; only seventy six institutions have gained accreditation though accreditation is now being made mandatory by law.

Every higher educational institute should have a functional website and an IQAC team. Every year the AQAR report should be sent to NAAC on time. Often the continuous quality improvement process of educational institutes gets hampered because they do not take up the initiative to send the AQAR report on time. The functioning of IQAC needs to be strengthened. In the IQAC report often two problematic areas are noticed. They are, (a) growth of the institute not highlighted (b) depth not focused upon, for example if a seminar was good what also needs to be addressed are questions like how good is it? How rigorous is it? Everything cannot be measured but institutes are not giving much of effort to look at any kind of measured parameters.

Incremental quality improvement is required. The rigor of quality needs to improve once we start moving up the ladder in quality improvement. Educational institutions that have already moved up the ladder should try to emerge as models for other institutions aspiring to move on the path of quality enhancement. The movement of quality needs to be taken care of. The accreditation process often asks educational institutes to map the process by which they are bringing about students' improvement.

The IQAC parameters are important for bringing about quality enhancement. Some major changes have been brought about in the assessment parameters like leadership issues, management issues and correction in scoring patterns have been included as important criterions. The issue of disclosure has been added as a parameter which means that institutions have to upload their self study report in their website before at least one month of the submission of the SSR report. The assessment criterions have been made flexible as a result of which institutions need not answer all the questions in the assessment sheet in a sequential manner, they can choose and answer those sections which suit their respective institutions.



Dr. Pavitra Sarkar did M.A. in Bangla, and consequently became a teacher of Bangla, first at his alma mater Bangabasi College, and then at Jadavpur University. In 1990, Dr. Sarkar became the Vice Chancellor of Rabindra Bharati University, and later became the Vice-Chairman, West Bengal State Council for Higher Education. He has written about 64 and edited about 45 books. Dr. Sarkar has been associated with the Association of Indian Universities, University Grants Commission, Central Institute of English and Foreign Languages, National Assessment and Accreditation Council, etc in various capacities. He has been awarded with the Indira Gandhi Award for National Integration.



Dr. Pavitra Sarkar

Former Vice Chancellor, Rabindra Bharati University

The background of the evolution of higher education is what needs to be focused on. He said that in 1990's when signs of globalization were starting to show, the private entrepreneurs were ready to invest their money in higher education projects. But they did not receive any kind of encouragement from the state as well as the national government. Privatization was not supported by the Government. The major arguments which were put forward were (a) Only a minority population of the youth entered colleges for higher education (b) Most of them were poor and underprivileged to pay the lump-sum fee that private colleges require to run themselves.

Between the years 2001-2011 higher education took a surge. The government took positive measures to expand higher education. The process was facilitated through collaboration with the UGC. Campaigns for literacy started and those on the periphery of education started realizing its importance. The urge to send children for higher education gradually started hitting the conscience of parents. Higher education became a tool for the dalits and subalterns to fight back. It increased their sense of self esteem.

From 12,000 colleges in the 90's the figure has shot up to 33, 000 colleges which are scattered all over India. There are about eight million students who are taking up higher education. India has the third largest education system after US and China. The comparison with United States can make neither India nor China proud because US has a population which is less than one-fourth of that of India and probably one-fifth of that of China. There has been a quantum jump in the area of higher education in India thanks to stronger governmental commitment and the permission granted to private enterprises. There are about ninety private universities in India now and quite a large number of private colleges. Most important professional education like engineering, management, teacher's training have been popularized by private educational institutes. The establishment of distant learning centers for higher education like IGNOU also fostered the expansion of higher education. The society along with the government has to be responsible for the expansion of higher education. Despite of the advances made, the grand expenditure on higher education is less than 10% of the GDP demanded by many people.

The government has allowed partial privatization of many colleges. For example in West Bengal there are some undergraduate government colleges which offer post-graduation courses in various disciplines at a much higher rate as compared to the fee structure of universities. The government has collaborated with UGC to ensure quality education while working on a wider coverage. The government has increased the salary of the teachers. Monetary grants are given for buying books and to help backward students, to improve infrastructure, to conduct seminars, workshops and to allow research.

Universities feared that autonomy would restrict their functioning effectively. Institutions like NAAC, AICTE were established and began functioning by 1995; in spite of their restricted coverage these organizations were able to inculcate a fear of being watched in the minds of the colleges and universities. The colleges and universities as a result have realized that they must be responsible for the quality of work they produce. Social responsibility and answerability became concepts that they must deal with, which would ultimately lead to better performance by them. He highlighted that many educational institutes with limited resources were able to set excellent records by producing some brilliant students of whom the country should be proud of and most of these institutes were private institutes which did not receive any aid from the government before independence.

During his visit to institutes concerned with higher education it may be noticed that people have started realizing the value of NAAC, they have understood that NAAC is not an evil phenomenon. NAAC is a partner in higher education. NAAC has been able to establish a linkage with state higher education council. The establishment of IQAC according to him has been a judicious step to keep in check the complaints about evaluation results. In conclusion he said that NAAC has acutely made us aware of the responsibility we have in achieving the developmental goals of our institutions and has been able to encourage us to put in our best efforts to innovate on the seven point agenda as put forward by it.



Prof. Sukanta Choudhuri is an internationally renowned scholar of English literature of the Renaissance period. He was educated at Presidency College, Kolkata and the University of Oxford. He taught at Presidency College from January 1973 to December 1991 and at Jadavpur University from December 1991 till his retirement in June 2010. He also holds the post of Professor Emeritus at Jadavpur University. Prof Chaudhuri has translated extensively the works of Rabindranath Tagore, Sarat Chandra Chattopadhyay, Sukumar Ray, and other classic Bengali writers, and many modern Bengali poets. He writes and campaigns on urban issues, especially concerning his native city, Kolkata.



Prof. Sukanta Choudhuri

Emeritus Prof. in English, Jadavpur University

Even though the education scene in India is despairing it still has got immense potential. ‘All students go abroad because of the weak education scenario in this country’, this sentence has become a clichéd concept and clichés repeated, often seem true. Those who stay back here, school drop outs, and drop outs by choice have immense potential in them, we often fail to find out what they do or rather what they can do.

Quality of higher education cannot be improved without ensuring proper school education. School education is the bedrock which is often overlooked. About ten million children in India have not attended school even for a day; the school drop out ratio in our country is also very high. Over the last five years vast amount of money have been poured in selective institution of higher education, some of these institutes do not even exist or often exist only on paper. Due to the lack of proper school education those who qualify for higher education are often less meritorious and in most of the cases those who receive higher education are able to do so because they have the means to do so or because they belong to a certain social category. As a result of this process huge potential of our human resources are left out. If this process continues in future, higher education system would become dilute.

Quality is a relative term. Not all students have the same potential to grasp school or college education in an effective manner. It is the onus of the educational system to use various kinds of instructional methods, techniques and materials to make these students realize their full potential. The duty of those institutes who take in less meritorious students is much more as compared to those topmost educational institutes who select the finest of students and does not indulge in extracting the best out of their students.

Education is a flexible matter. When the output of education is assessed one has to apply some set standards often in quantifiable terms but beyond a particular point the output of education cannot be assessed in quantifiable terms. The process of assessment should be done in a flexible manner as regimentation and quantification might fail at times. NAAC is greatly responsible for controlling the higher academic scenario by making academicians accountable for their work. But NAAC at the same time needs to look beyond the quantified criterions which it uses for the purpose of assessment. Some level of independence needs to be given to teachers and students but then again that ‘independence as a term can be abused.

We allow teachers to stay back in colleges for absurd amount of time when they practically sit and do nothing; the library timings are often limited these aspects should be done away with if higher education scenario is to be improved. Laboratory facility and field visits have to be made more flexible. But as long as some routine criterions are met we are satisfied and do not bother to clarify what is the output of education as in what are the students learning, what research are the teachers producing etc. This is the greatest failure of the private higher education system. With a few exceptions majority of private educational institutes are blind to research. They are busy creating students fit for getting lucrative jobs but then this is all about primary necessary training of human resources and not higher education. But the state universities though abominably maintained, abominably run and politically disruptive can still create exceptional records of research often at par with world’s research records. The private institutes according to Mr. Choudhuri should focus more on research by motivating their students and faculty to conduct research work in an effective way.



Prof. Basab Choudhury is the Registrar at University of Calcutta. Earlier to this he has been Professor, Department of Chemical Engineering at the same University. His field of specialization is Separation Processes and Environmental Engineering. Prof Choudhury has undertaken several research projects from national funding agencies. In addition to a patent to his credit, he has over a 100 publications in numerous international research journals and periodicals and has contributed to several books on a wide range of subjects.



Mr. Basab Choudhury

Registrar, University of Kolkata

The gross enrollment ratio in higher education in our country is just 15%. The government is trying to enhance this ratio to 22% within the next five years and to 30% by 2030. The purpose of education is to cultivate human beings, transform them into capable, sensible and good individuals. Man making education is no more our purpose because at the end of the day our main purpose is to get a job which will fetch money. NAAC infuses the idea amongst colleges that they should never loose focus on teaching and learning. But then again the assessment parameters for core learning are difficult to create. We need to spare some thought on the ways to develop appropriate assessment parameters.

The approach towards learning these days is tutor laden and joint entrance examination centric. Society rewards education with money. Self centered approach towards life is what we see amongst students all around us. The main motto of our lives is constrain maximization. But education as according to Tagore is emancipation from within. Real education according to Mr. Choudhury should exist in our mind.

Quality in higher education according to Mr. Choudhury is a holistic concept. It is about connecting dots together which means the physical infrastructure, library, good students and good teachers in a college should efficiently cooperate and collaborate to make the dots emerge as a pattern. Quality is dynamic, it needs improvisation and innovations. It is not an accident but is a well designed outcome with reproducible qualities. For quality enhancement there has to be goal setting. In short we will have to dream of better qualities which can then be implemented in our institutions for their (the institutes) effective functioning. If the number of stakeholders, mainly the students, remain the same in any educational institution year after year then obviously the quality enhancement of that particular institution is not taking place. Through continuous innovation we have to produce more resources and then distribute them amongst students, which would thereby increase the enrollment ratio. Today's quality may not satisfy tomorrow's needs, therefore continuous deliberations and debates are necessary for gathering sufficient information about a course before it is included in the academic curriculum.

Quality sustenance is equally important. Information and communication technology has a great role to play for the sustenance of quality in educational institutes. Lectures by expert teachers in colleges should be recorded and preserved as a college property. They can be sold and circulated even in foreign countries. This method would even give the teachers a platform to come in front of a large audience. Changes should ensue even in the examination pattern that we follow in higher educational institutes. Online examination should be used for quick checking of knowledge base, thesis based examination system with intra college exchange of thesis can also be introduced. In today's world proper education should try to instill in us skills of problem solving on various issues.

SESSION 2 : *Innovations in Higher Education*



Prof. Parimal Merchant has had twenty-four years experience in industry, consultancy and capital markets, his areas of interest being financial management & capital market. A professor at S. P. Jain Institute of Management & Research over 12 years, he has been coordinating the institute's unique 18 months Post-graduate Management Program for family managed businesses. Prof Merchant has co-authored several papers on Succession Planning in Family Managed Business. He has authored a case on CSR initiative in India published in an ASPEAN supported book project by AIM Manila.



INNOVATIONS IN HIGHER EDUCATION

Prof. Parimal Merchant

Director FMB, SP Jain Institute of Management & Research - Mumbai

Many are under the impression that MBA is the only worth while higher education. Almost all undergraduate students wish to pursue MBA, even after engineering and in some cases, medical degrees, This to large extent has been created by MBA institutions many students wish to pursue the degree because it is talked about by peers. 70%. IT professional are often found to get tired of their jobs and join MBA.

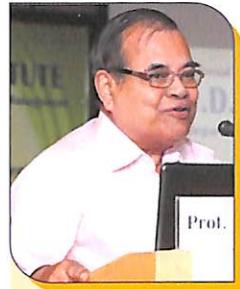
However, an MBA degree is associated with social status which is narrow approach. Unlike other profession such as the medical or legal profession very little in understand about an MBA degree.

In this context, Prof Parimal narrated an anecdote about two persons who witness an accident on the road- one assists the victim in getting medical aid whereas the other ignores and walks away. Prof Merchant enquired from the audience as to which individual would they admire. He stated that the reaction of an onlooker to the two situations would depend upon his education and his ability to reflect. The role of education would this enable and individual to have a stronger instructive and intuitive response to the situation.

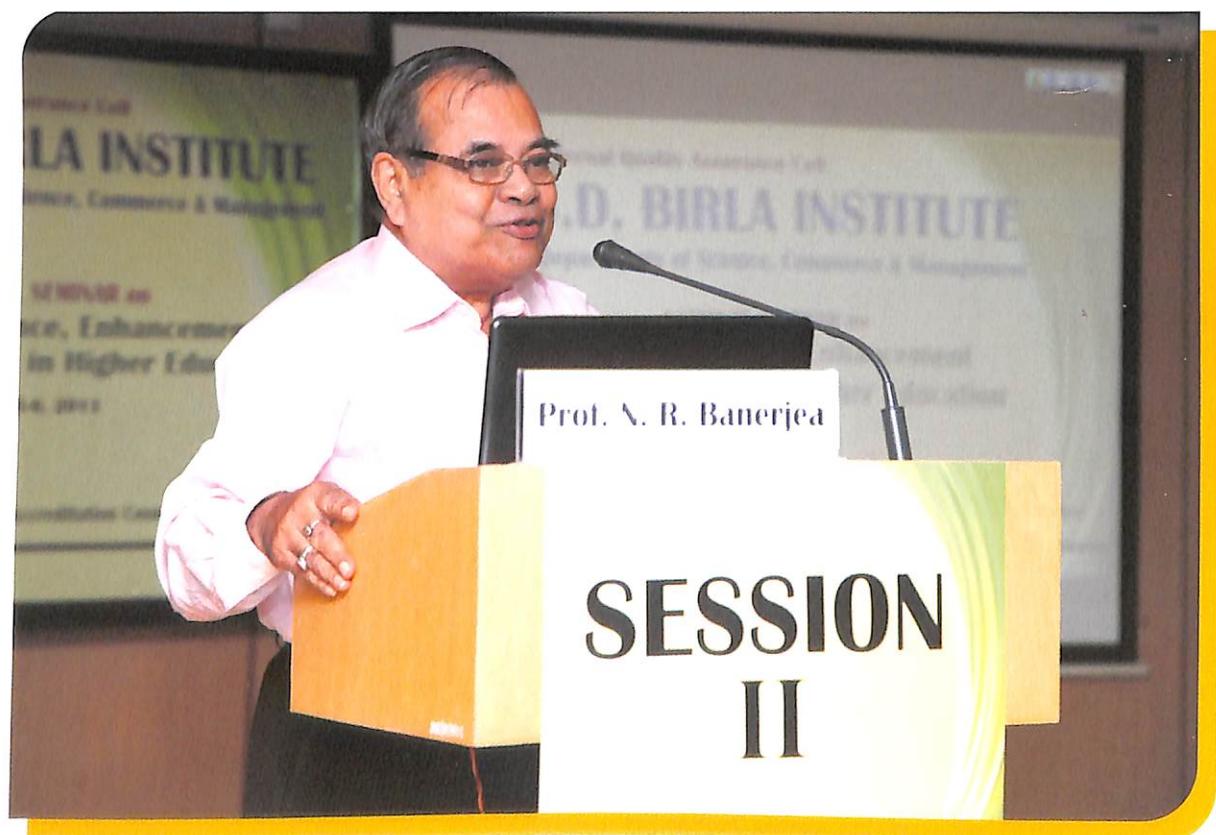
S.P. Jain Institute is one with small available space and no elaborate infrastructure. However, it is in demand largely because of the placement that students get. And placement are available because those passing out from the Institute are capable of executing jobs differently. A good job may be accomplished under two approaches- knowledge and skill. S P Jain curriculum is designed to develop a person so as to have stronger reflective and instructive response. It believes in the principle that education should help better develop these responses.

Students of the Institute undertake teaching slum students for two hours ever week. This is an innovation for students to realize and visualize the realities of life. The Institute conducted a teaching innovation programme with eleven universities from all over the world. What was emphasized was that education is making people selfish. There is a need to go beyond living life for oneself. Education should help one realize one's potential and should be made of three parts – experiencing, reflection of what you experience and repetitively reflecting until it is internalized and one can develop one's own theories. Innovation should not be for the sake of innovation but should support and enhance the whole purpose of education.

To that effect S.P. Jain supports entrepreneurship and encourages and rewards innovations.



Prof Nikhil R Banerjea is the former Vice Chancellor, Bengal Engineering and Science University, Shibpur. He is presently Chairman, Board of Governors, Calcutta Institute of Engineering and Management, and Chairman, Board of Studies, West Bengal State Council of Technical Education. Prof Banerjea is also President, FOSET - West Bengal. Prof Banerjea graduated in Mechanical Engineering from IIT, Khargpur and then obtained ME, MBA and Ph.D degrees from Calcutta University. He has worked for Government of West Bengal, GEC, Coal India Ltd, and CESC Limited, prior to joining BESU as its first VC.



Prof. Nikhil R. Banerjee

Former Vice Chancellor, BESU

It is important to address teachers, leaders and students and that they are available on the same forum. Leadership always gives an outcome.

About 6-7 years back a momentum had been generated in the state of West Bengal by Universities and colleges for offering themselves for NAAC accreditation. In the West Bengal Commission for Higher Education, a cell had been formed to facilitate the process of NAAC accreditation.

For the purpose of keeping up outcome, it is important to innovate. Innovation can undertaken at small levels in our sphere of work.

In that respect it is important to understand Mr. S. K. Birla's Philosophy and vision of the Board of Governors of the Institute and the Principal.

Quality, as such, is a state of mind. The teacher is an important link in this and has to innovate constantly. A teacher, while teaching has to keep in mind both the below and above average students that he is addressing. This is where he has to play the role of parent and incorporate innovation methods to suit delivery mechanisms. He or she should have to be a constant learner and innovate to be able to offer new perspectives to incoming new batches of students.

It is necessary to understand the problems of students. That is how new innovative process are born in the minds of teachers.

Students on their part should go beyond the prescribed syllabus. Several ICT based learning systems are available on the net. Lectures delivered at the best Universities like MIT, Harvard in the world are available on the net.

IIT Delhi sells its courses and CDs on different aspects of Management training are available. Mr. Pradip Chopra for instance has developed CDs on various aspects of management training. With such practices it will be possible to share and care with others. Less than 2.5 % GDP of the country is spent on education whereas for WB the share is about 4.5%.

Colleges and Universities can think how internal revenue can be generated. With tuition fees being low, innovation has to be brought about for internal revenue generation. This is something than an Institute like J.D.Birla can think of. It can think of networking with society, industry to generate service. For example: communication skills need to be developed among engineers and scientists; surveys could be conducted for market research, consumers perceptions to help industry, trade and business.

Earlier, students visited other colleges in Kolkata to attend the lectures of other well known teachers. This practice is not there any longer. However, to judge the 'product characteristics' of students, a comparison may be made among students of JNU, Delhi School of Economics and St. Xaviers for instance, locate the gaps identify them and innovate procedures initiated to bridge the gaps.

Prof. Banerjee cited the case where BESU and several CSIR labs entered into a tie up so that BESU students could work in the labs and work there. This led to significant improvements in the academic levels of the students and served as a unique model.

Ultimately, the objective of education should serve students to become giants in their field when they leave the world of learning to enter the world of earning.



Prof. Anjan Raichaudhuri is a Visiting Professor at IIM Calcutta, Adjunct Professor - IIT Patna and Director - Business Horizons Pvt. Ltd. An engineer from IIT with Post-graduation in management from IIM, Prof Raichaudhuri worked for a decade with the TATA Group, following which he set up his own Management Consulting organization, Business Horizons. He is the author of a book on Entrepreneurship titled "Managing New Ventures – Concepts and Cases on Entrepreneurship" and published by PHI Learning in 2009 and has also published a large number of articles on entrepreneurship and marketing in leading journals. He has been a recipient of "Dewang Mehta Business School Awards" for Best Teacher in 2010.



Prof. Anjan Raichaudhuri

Professor, Indian Institute of Management – Calcutta

There are several challenges in Teaching entrepreneurship. At the outset it is important to note that innovation is subject to a wide range of possibilities. The years of experience at the Centre for Entrepreneurship and Innovation at IIM may be made use of for this purpose.

Two observations could be made before undertaking programmes on entrepreneurship. The first is that world is changing from managed economy to entrepreneurship economy. Between 1980 and 2000, 5 million jobs were lost from large companies' some of them Fortune 500; this was contradictory to the foundation of IIM principle which were designed to produce professionals for large companies. Secondly in the same period, 7 times more i.e. 35 million jobs were created by start-ups and SMEs. This provided fodder for thought as to how to incorporate entrepreneurship thinking into basic MBA courses. A survey conducted among IIM students revealed that 28% of students had a strong urge for entrepreneurship and wished to start their own ventures (may be after a few years when they could pay off loans and form some capital after working in a company). However the majority of students (70%) were not interested in entrepreneurship and were only focused on 'learn and earn'.

Nevertheless, some time later family Business entrepreneurship were introduced in the curricular. But keeping in view that entrepreneurship learning/ teaching was a recent phenomena and did not have a long history, it was imperative to know who would teach the courses, what would be taught and how it would be taught. This was coupled with the fact that faculty were unwilling to specialize in entrepreneurship. Subsequently, a foundation programme was jointly organized with NEN where students from 500 colleges have been exposed to entrepreneurship courses. This was to address the challenge as to who should teach so that standardized approach to the course could be made. One of the problems faced was the availability of case studies, most of which were US based. Over 5 years , 7 years cases were developed for teaching.

One of the basic dilemmas in the teaching of entrepreneurship cases is the example of GD Birla who with knowledge, expertise and contacts built one of the largest business entrepreneurship.

This brings to light the differences between MBA and entrepreneurship cases. MBA courses are based on causal reasoning; one is given goals and the object is to reach the goals. Entrepreneurship on the other hand is different in that no goal is fixed. One starts with identity passion competencies and funds available and then arrives at a goal that one likes. The journey of entrepreneurs starts with identifying who they are, what they know and who they know. A shape evolves eventually. The dilemma in entrepreneurship teaching involves the spirit of exploration without knowing the destination, and to communicate the basic principle of entrepreneurship reasoning. It should be able to take students out of their comfort zones and make them act rather than theorize.

In this course, live projects were incorporated as part of the course, parallel to knowledge transfer. All students were formed into groups and asked to start a venture. This initially created a ripple with objection from the faculty. Nevertheless with the initiation of live project, the focus was on group cooperation and not on individual achievements that conventional courses require. Students also had to manage accounts. These live projects ensured that in addition to knowledge creation, students could modify attitudes, develop skills' make group and do group presentations. The programme involved live exercises; case studies and experiential learning rather than theoretical discourses.

The feedback was encouraging. Large number of registration for the course meant that the course was well received. More than 900 students have benefited from these courses.

The above points, could be taken into account while initiating and undertaking teaching of entrepreneurship course.



Dr. Sunil Shukla, Chief Faculty at Entrepreneurship Development Institute of India (EDI), Ahmedabad has about twenty years' experience in entrepreneurship education and research. His research 'Review of Entrepreneurship Curricula in Higher Learning Institutions' helped University Grants Commission, Government of India in developing entrepreneurship curriculum. Dr. Shukla has been involved in promoting entrepreneurship at national and international levels. He is the Member Secretary of South Asia Forum for Entrepreneurship Education and Research. His international activities include ILO-SAAT Missions to Nepal, for capacity building of IEDI, Kathmandu and faculty support to UNIDO at Amman. Dr. Shukla specializes in inculcating entrepreneurial values among students. He has also been working with medium to large size firms for strategic planning and capacity building entrepreneurs.



Prof. Sunil Shukla

Professor, EDI - Ahmedabad

The author is from an Institute of entrepreneurship education which is closely linked to innovation. History of entrepreneurship education is recent and it has been in curricula for the last few decades. EDI itself was established in 1983. Business entrepreneurship, an innovative programme, has been found to be beneficial to both teachers and students. Though it is accredited by the National Board of Accreditation (NBA), it is assigned low marks in most courses. However, it has been the effort of EDI to do justice to the entrepreneurship courses.

AICTE too has come up with a model curriculum and suggested institutions follow it. Regulators need to understand innovation. Innovation may be in different forms as new product, new surveys, improvement in process, handling procedures, electronic devices, commodities, opening of new markets. He cited the case of Fevicol which introduced smaller packaging and made it commercially available to school children.

Innovation and innovation pedagogy is closely linked to entrepreneurship. It is the ability to create and build a vision from nothing the business of Dhirubhai Ambani and Nirma. Innovation and entrepreneurship are both dynamic processes.

It will be worthwhile to mention the instance of the Akash Paan Centre in Ahmedabad which owing to its innovation practices is now a multi crore business with AC paan shops accepting credit card that supplies to corporate and even has franchisees.

Entrepreneurship should be considered as a life skill and relevant in all professions. It should be learning process and essential to socialization. It can be integrated into disciplines such as art, music, language courses. It can be introduced in school curricular through NCERT. Also it is an interdisciplinary subject with elements of psychology, sociology, technology etc. The government has set up the National Skill Development Board (NSDEDB) and the Innovation and Entrepreneurship Development cell (IEDC). Programmes run here have application in the health care, social, women's, corporate, rural tourism, agriculture and several other sectors. Opportunities are present in central and state governments. Such programmes /courses can involve bankers for mentoring.

As such entrepreneurship courses may be introduced in J.D.Birla Institute in collaboration with business schools. Students may be given live projects and business simulation and competitions introduced. Vacation camps may be initiated with a view to inculcate the spirit of entrepreneurship among students.

Hence the need is to emphasize on the scope of entrepreneurship education with attention to development of indigenous model with flexible approach.

SESSION 3 : *Initiatives for Quality Sustenance in Higher Education*



Father John Felix Raj S.J. is the Principal and former Rector of St. Xavier's College, Kolkata. He is professor of economics and his specialization includes Development Economics, Liberalization, Privatization and Globalization, Public Sector, Disinvestment, Spirituality, Leadership Skills and Training. Father Felix has lectured in many universities in Europe, US and Canada and presented papers at many national and international conferences. He is currently the vice-president of Bengal Economic Association and is associated with a number of NGOs. He is the recipient of Mother Teresa Millennium Award by Mother Teresa's International and Millennium Awards Committee among others.



INITIATIVES FOR QUALITY SUSTENANCE IN HIGHER EDUCATION

Father John Felix Raj

Principal, St. Xavier's College – Kolkata

Student should admire their institute as it is the institute which propagates value and ethics among students, so that at the end of their higher education they become a new person ready to serve their nation. Education is a humanizing process which cannot be purchased as a commodity. During this process of humanization, students have to put both the mind and heart together, which is known as a praxis. Praxis may be defined as an “action – reflection action which goes on in an institute.” So the very purpose of education according to him is, praxis that is, human transformation. This transformation makes the student a social agent, who after entering the public life may become an agent of social change to serve the nation. That is because the country needs those individuals who are educated in the true sense and have not acquired just academic degrees. Degrees should make the individual an educated person with the capability to serve the nation.

Jawaharlal Nehru once quoted, “if everything remains well in educational institute all will remain well in our nation.” Educational institutes are images and future of a nation. The Kothari Commission supports that, “destiny of India is shaped in our classroom.” If one refers to statistics, India is the most youthful country in the world (2011 census). 65 % of Indian population is below 35 years of age. In 1950, there were 600 colleges and today the country has 30,000 colleges. In 1950 only 30 universities were there; whereas now there are 534 universities. During 1950, only 0.1 million students were enrolled in higher education; today the number stands at 13.6 million college and university students. There were 15,000 college and university teachers in 1950; today there are 9, 88,000 college and university teachers. The gross enrollment ratio in 1950 was less than 1%; now it is 13%. Although there is a huge increase in the percentage of students receiving higher education, the dropout percentage has also increased and it is highest in the state of West Bengal. If the enrollment ratio of India is compared with the rest of the world, then it becomes clear that India is falling behind most countries. Adam Smith predicted that two countries will emerge as economic superpowers in 21st century-China and India. Although China is a flourishing nation, India is lagging due to social, political and religious problems. In order to raise the enrollment ratio, improvement in the quality of colleges and universities should be made.

Quality makes us unique and distinct and quality is excellence. Quality and accessibility go together and thus institutes of high quality will always remain in demand. This demand makes the institute more commercial, but quality must be sustained at the same time because excess commercialization may decrease the quality of the institute. Thus periodic assessment is important to sustain quality and excellence. This periodic assessment must be both internal as well as external. Focusing on internal qualities, institutes must propagate human values and standard for truth so that they become the best in the world. In this respect, the contributions of stakeholders are equally important and each stakeholder has an important role to play, as these are the internal forces which shape the institute.

Management as the first stakeholders has a key role to play. In order for the students to carry the values of the institute, the management must initiate regular assessment. There must be program of assessment, such as IQAC committee. Thus the role of management is to promote an academic environment which is sacred, friendly and promotes freedom and should stand for values.

Second is the faculty, every teacher has very important role to play. They contribute towards maintaining the quality of the institutes, thus celebrating teacher’s birthday and making them feel special to promote, a sense of belonging. The teachers should feel that they are important and they are part of the institute. According to him both teachers and students are learners as well as teachers in an academic institute, because students are much brighter due to various technological facilities that are available today. At the same time, every teacher must feel that education is an ongoing process and they should always upgrade themselves. Teachers should learn from students and other teachers as well as by making important academic contribution like framing of syllabus and curriculum. The faculty must feel that they are trusted and they have a role to play. Evaluation of the teachers

must also be done and this evaluation should be made at three levels. First of all is self – assessment, second there should be departmental assessment. Although department assessment is very conflicting in nature but the faculty must display a mature approach to deal with this problem and lastly the faculties must participate in outreach programs.

Third is the student, the worth and quality of the student should be very high. They should be given the responsibility to shape their own life. In this respect, NSS plays a major role in St. Xavier's College, it is the heart of the college which gives opportunity to the student to shape their social domain. As today the worth of the student is so high that they cannot be controlled by any faculty or management rather they should be given the responsibility for self growth and development.

Fourth is parents, regular parent- teacher meet is very important for the development of the college. They must discuss the strengths and weaknesses of the college and accordingly proper measures can be taken, which can be benefited by both the college and the student as well.

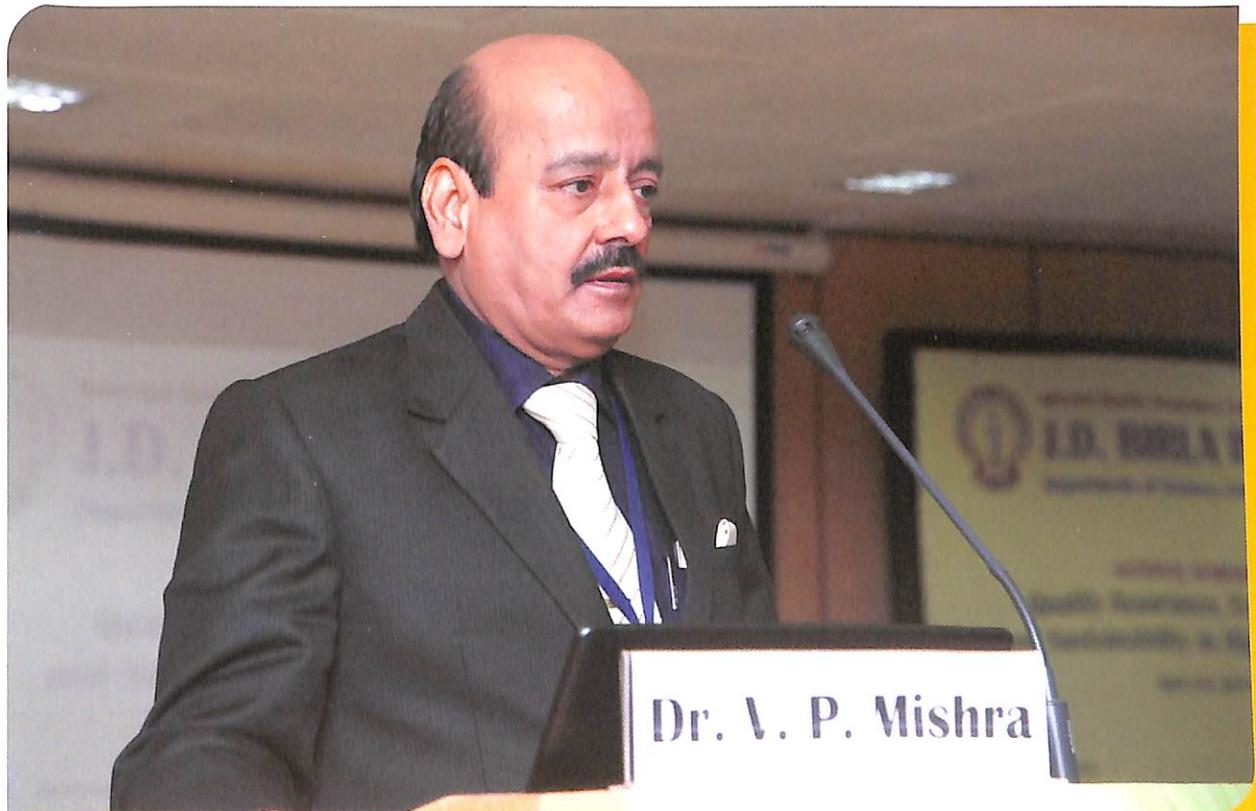
The last important role is played by the Alumni/ Alumnae. There are two purposes to have alumni/ alumnae association, first to rekindle the spirit of the institute and second to get help in mobilizing financial resources, which in turn will help in the growth and sustenance of the quality of the institute.

As external bodies, the Government, UGC, University and NAAC bodies play a major role in shaping the institute as well. It is the responsibility of the institute to establish good relation with them, so that they give regular feedback. As for an institute feedback is very important for growth, development and sustenance of quality of the institute.

Thus in order to sustain quality in higher education, every institute must encourage the active participation of both its internal and external bodies.



Dr. Ved Praksah Mishra is the Vice Chancellor of Datta Megha Institute of Medical Sciences, Nagpur. He has been a member of the expert committee of University Grants Commission for conferment of Deemed University Status and a member of the expert committee of the Central Advisory Board for Education - Govt. of India on financing of higher education. Dr. Mishra has been conferred the 'Shiksha Bharti Puraskar' by All India Achievers Association, New Delhi in August, 2010, 'Vigyan Jyoti Award' by Society for National Integrity and Modernity, New Delhi in September, 2010. Dr Mishra has several Scientific Publications to his credit and has authored the Manual of Accreditation of Medical Institutions for Medical Council of India, New Delhi.



Prof. Ved Prakash Mishra

Vice Chancellor, Datta Megha Institute of Medical Sciences - Nagpur

Educational process is generic in character. There should be three cardinal considerations that higher education is for all, it is for man and character making and for the total sustainability development of the nation. Higher education is not for the generation of livelihood, but rather it is for making human resource, human esteem, human dignity, human respect and human honor. This consideration should be incorporated in order to make the higher education accessible to the society at large. He said that according to our constitution every child in the age group of 6 – 14 years should have the right for basic education, but it is not sufficient to have basic education rather the right should be for quality education.

Quality, is a value that should be incorporated in the day to day activities of the institute. In this respect, he mentioned a few initiatives for quality sustenance of programs such as it has to be planned, defined, time bound, executed and must have an outcome. Standard of education should be determined by the formulation of the curriculum. Curriculum should be prepared with care, understanding, caution and orientation. All essential aspects required for the operational implementation of the curriculum is necessary and should be considered before making the curriculum. There should be an objective for framing the curriculum, such as the global requirement, national perspective and local requirement along with proper time framing. Content of the curriculum should be structural and based on regular feedback from the stakeholders such as faculty, students and experts. These feedbacks are based on knowledge, attitude and skills which will further help in proper implementation and successful operation of the curriculum. Every year revision needs to be done and also help should be taken from external bodies such as NAAC in this respect. If regular structuring is not done, then it will never be possible for the institute to be commensurate with global desire and market. Thus until and unless the curriculum is structured, defined and standing mechanism not taken, there is no use of revising the curriculum.

In spite of gigantic quantitative expansion of higher education, quality is lacking as a result only 15% of graduates and post- graduate students are employed in India and in terms of technical education only 23.4% are employed according to the global report. This is only due to poorly framed and updated curriculum. Thus initiative should be taken to make our students relevant, update them with knowledge, skill and attitude to make them globally competent. This is only feasible if the curriculum is framed with practical knowledge based relevance fitted for specific demands. He mentioned that medical education in India is much better compared to other western countries, which is due the consideration given to the framing of the curriculum. The Indian medical curriculum is structured in such a manner that undergraduate students are exposed to 2 times more than the number of patients that a medical doctor in the US does in his whole professional life. The model of medical education is competency based; integrated with attitude, behavior, and dignity and must be value based on national objective, national curriculum, national entry and national exit. So the students can get a fair chance while pursuing career in any other country.

He also emphasized that, every unit of teaching should have learning objectives, and teaching faculty should be quality centric. It is a process to be undertaken periodically as also faculty development and orientation program. Assessment of the faculty is very essential and this should be done in a structured manner. Thus, until structured propositions are taken, sustaining quality will not be possible. In this respect he mentioned that, faculty development, enrichment and assessment plays a major role. Thus the three initiatives which should be considered as a whole for the sustenance of quality are curriculum development, structuring of the curriculum and faculty enrichment.



Dr. A. K. Sengupta is the founder of Higher Education Forum (HEF), the largest online community in the field of higher education in India with more than 3,500 members. He started his career as a banker with Punjab National Bank and currently holds the position of a mentor at SIES College of Management Studies, Navi Mumbai. He has been the Director of S. P. Jain Institute of Management & Research (SPJIMR), Mumbai, Director, SIES College of Management Studies (SIESCOMS), Navi Mumbai, World Bank Consultant and instrumental in setting up National Banking College (NBC) in Ghana, Africa. He has also been Professor at National Institute of Bank Management (NIBM), Pune. Dr. Sengupta has written about 5 books and more than 50 research articles in national and international journals. He is also involved in a number of social initiatives.



Dr. A.K. Sengupta

Chairman, Higher Education Forum – Mumbai

There is an urgent need towards sustenance of quality in higher education. Quality is a perception, the way an individual perceives the situation plays a very important role in an individual's life. Therefore the perception of quality also varies from the perspective of the perceiver or stakeholders. He emphasized that, as a result of this variation among individual we are all in a dangerous world, where ones perception can be misunderstood by other people. He explained the theory of survival triplet given by Kaplan, that to become successful as an individual or as an institute, the individual has to maintain the isosceles triangle known as the survival triplet. The three vertices of the triangle include functionality, pricing and quality. Both functionality and pricing are fixed, as they are given to the institute over which they do not have any control. Functionality includes the curriculum, teachers and so on. Pricing on the other hand is another factor which is also constant in nature. Quality is the third vertex, which is variable in nature and this can be controlled by the institute. Quality is the only differentiating factor which distinguishes between the institutes and thus it has of major importance. It is the pull factor which attracts students, thus the institute must be quality conscious in nature.

In this respect, it becomes more important for a service institute such as an educational institute to maintain quality. As there is no tangible product prepared by these institutes, they have to prepare students who will serve the nation. Reference to studies indicate that about 30% of the students are completely alienated from higher education system in India, only 10% students are focused and the remaining 60% have neutral attitudes toward higher education. In a longitudinal study from 1990 – 2010, it has been observed that the percentage of people who were previously in neutral zone are becoming more alienated, which is a matter of concern. As a result of this, some of the problems have arisen in the recent past. First of all, the gross enrollment ratio in India has reduced compared to other countries. Second, people who are providers of higher education do not have sufficient skill and competency. Thus the users of higher education are not accepting the present quality of the higher education system in India. According to McCain, 60% of students are physically present in the class, but not mentally;. Therefore to improve the quality of the higher education institute in India, it has become important to accept and address the issue of alienation. Today's generation is blamed for this kind of an attitude, for lacking values, and not understanding aspirations of the previous generation. This gap can only be a bridge, if provider of higher education understands what students want and what they are actually being providing with in the classroom. The approach should be teaching the students of 21st century with the skills of 21st century, which can only be done by revising the curriculum in an incremental manner. This is the approach which is followed all over the world. Solution of this problem is to understand the requirement of the younger generation and whether the education provider is able to fulfill those requirements. Universities and governing bodies must understand that teacher should teach according to the requirement of the students, instead of what they know and what is given in the syllabus.

Two countries in the world Netherland and Finland, are conducting extensive amount research to understand the same issue. Finland is the country where teacher spend 90% of their time to understand the need and requirement of the students; where as in India no such qualitative time is spent to understand the students. It is very unfortunate that UGC, NAAC and other governing bodies are unable to understand the reason for this alienation. He appreciated J.D. Birla Institute as it has become autonomous, as by only becoming independent from these bodies, the institute will be able to work and think freely. In order to address the issue of alienation, the institute must think differently as the needs and aspiration of today's generation greatly differ from that of the previous generation. Thus, until and unless people understand and accept this issue no radical change or transformation is possible.

Every college and university must have a student council chairman. The responsibility of this individual would be to understand the need and aspiration of the students and communicate the same to the management, so that changes can be done and made in the curriculum. In terms of improving the quality he said that, student empowerment is very essential, which is only feasible if students are allowed to take 99% of the important college decisions. Thus a college becomes successful, only if the students are allowed to think freely and openly without any kind of interferences from the management or faculty. Thus the approach should be towards total decentralization in schools and colleges levels, so the sanity can be brought back at the colleges, which in turn will help to reduce the alienation issue and improve the quality of education.



Dr. Sudipti Banerjee is Professor, Department of Commerce, University of Calcutta and has 34 years of post-graduate teaching experience. He has been an Expert Member in the Research Boards of a number of reputed Universities/ Institutions in West Bengal and other states. He has been associated as an expert with several leading universities and academic & professional bodies in India such as UGC, NAAC, ICSSR, NCERT, UPSC, AICTE, and various Service Commissions. He has written a number of papers in reputed journals and has edited research volumes on management and related topics. Currently he is a member of several Editorial Boards and Advisory Committees of a number of reputed journals.



Dr. Sudipti Banerjee

Director, IQAC - Calcutta University

Quality circle can be initiated as a mechanism for maintaining and sustaining quality in higher educational institution if not for enhancing quality. In educational institutes price is not the important objective, rather it is the quality which is competitive in nature. The concept originated from industrial organization, but can play a major role in higher educational institute as well. Irrespective of the guidelines for evaluation prescribed by UGC and NAAC, this quality circle can play a major role in the sustenance and enhancement of quality among the higher educational institutes. The concept became very popular in Japan in early 1960s, but the idea started developing long back in many other countries of the world. Quality circle is a form of participation in a structured manner, where participation is required from the people of the organization. The participation has to be exclusively voluntary in nature, there should not be any kind of interference from trade union and the management, people are encouraged to participate, they are allowed to identify and discuss their own problems and suggest multiple solutions to the problem. In the conclusion, out of those suggested solutions the management can come down to one best solution which is feasible to implement.

Though this concept as mentioned has been heavily used by industrial organization, a study was conducted in Lucknow using the same concept of quality circle to formulate the curriculum in a structured manner. Students were allowed to participate in the formulation of the curriculum and their suggestions were highly appreciated and incorporated in the formulation of the curriculum. At the end the study was found to be very successful in nature. A survey was conducted in India to understand the practices of top management in different leading colleges and universities. It was found there is a lacuna on the part of the management toward the sustenance and enhancement of the quality. Until and unless the top management takes the initiative, if it is not really committed to bringing out quality ideas from students and teachers, it will be difficult to introduce the concept of quality circle.

The quality circle concept has worked well in many of the Scandinavian countries and in other parts of the world as well but majorly in industrial organization. Many service organizations have started implementing the concept. India has also started working on the concept of quality circle and there are researches published by quality circle forum which now says a good number of higher educational institutions are implementing the concept of quality circle. These concepts have done extremely well with certain modifications ; NAAC and other external bodies are also encouraging towards the usage of these concepts. Any successful organization based on research review encourages the concept of participation, if people are allowed to participate in a meaningful manner and not suppressed to come up with ideas, be it a student community, teaching and non teaching staffs, only then the institute can become a quality institute. The concept of alienation is significant too because if students get alienated, everything goes wrong.

More and more institutes should implement concept of quality circle, as it has become a major success with a large number of organizations. As also it helps the individual or every stakeholder to develop, to grow, realize their potential, so that at the end they can fulfill their dreams.

SESSION 4 : Effective Application of Emerging Information and Communication Technology in Higher Education



Prof Nabendu Chaki is Associate Professor, Department of Computer Science & Engineering, University of Calcutta. He is an M.Tech. from University of Calcutta and was awarded Ph.D. from Jadavpur University in 2000. His Areas of Research Interest are Distributed Systems and Software Engineering. He has supervised a number of students for Ph.D. Prof Chaki has to his credit the publication of 20 Books and Springer Edited Volumes and over a 100 papers in Journals and Refereed International Conferences Proceedings. He is a part of Major International Collaborations with facilities in Italy, Poland and Australia. Among the several awards received by him, is fellowship on Curriculum Development and Student Assessment at Huddersfield University, UK during August-September, 1998 by MHRD, Govt. of India. Prof Chaki is Life Member, Indian Science Congress and Senior Member, IEEE.



EFFECTIVE APPLICATION OF EMERGING INFORMATION AND COMMUNICATION TECHNOLOGY IN HIGHER EDUCATION

Prof. Nabendu Chaki

Prof. in IT – University of Calcutta

Library work at one time at one time was very essential for people to have access to a large number of material in their finger tip. This definitely created a good library going habit but at the same time it was time – consuming in nature. On the other hand, today's generation with the help of electronic median can get hold of a large number of resources in a very short period of time and this is a huge advantage for them. This has made possible only through ICT. This usage of ICT is not only restricted to students at higher educational level, but those at undergraduate level are taking help from the same. He mentioned that it is only ICT which has made possible to get material from multiple resources in a very short span of time.

With the development of ICT there are some issues which have become of major concern. In terms of technology people are becoming updated, they have access to the materials which has been delivered in some other part of the world. But in this process of collecting the material is actually making them less aware of the understanding of those materials. Although in the recent past a large number of educational institutes have been established but at the same time it has been a challenge to get good, quality teachers. Teachers like doctors need some time to grow to become mature, so teachers also cannot be produced like a product in a factory. They need some quality time to grow. But unfortunately, today teachers are making wrong usage of ICT. Most teachers do not want to put effort in terms of preparing their notes as everything is available over the net. Today the situation is so grave, that there are times when teacher cannot deliver a lecture on a very simple topic, without using the slides. The result is, it is not allowing the teacher to think freely and grow as they are so dependent on these technologies. As quoted by Gautam Buddha and Rabindranath Tagore, as a teacher if you do not learn, if your perception does not improve, you cannot contribute successfully. Thus this is one of the major negative aspects of ICT.

It should be important to appreciate the learner's choice. That attempt should be made to make the curriculum learner centric. But at the same time it is also true that, when students join a program they might not have a clear understanding of the curriculum. In order to bridge this gap research should be done on learner's background, inputs should be taken on the short and long term targets of the students and accordingly the curriculum should be prepared. This is feasible only through ICT, it can take care of the learner's interests, choice attitudes and the same can be incorporated in the curriculum. ICT has the advantage to cover a large group of people, their understanding, their requirement and the same can be materialized in the study program.



Mr. Pradip Kumar Chopra graduated in 1973 with Chemistry (Hons) from St. Xavier's College, Kolkata. Mr. Chopra has already written several articles on Real Estate, Management and Personality Development in several leading national dailies and has also authored books on the subject. He has received many prestigious awards from several national organizations. He is the guest faculty in many reputed Management Institutes. Currently Mr. Chopra is the Chairman of ILEAD - Institute of Leadership, Entrepreneurship and Development – a media and management institute affiliated to WBUT, PTU and has collaboration with Jadavpur University, Kolkata & University of Yunan in Kunming, China. Mr. Chopra holds significant positions such as Chairman of Education Committee, CREDAI and Board member at Jain Vishwa Bharti University among several others.



Mr. Pradip Kumar Chopra

Chairman – Institute of Leadership, Entrepreneurship and Development (ILEAD), Kolkata

Massive Online Open Courses (MOOC) is the best way to acquire high quality education from the world's best universities for free. This is the best news for Indian students who can now have the world's best educational experience at virtually no cost from the comfort of his home without worrying about VISA, travel cost or home sickness.

The following are the two sites which can enable Indian students to access world's best education for free:

www.khanacademy.org

Khan Academy is a non-profit educational website whose mission is to provide high quality education to anyone, anywhere. Here one can learn about almost anything completely free of cost. The library of Khan Academy consists of more than three thousand videos covering numerous subjects like finance, chemistry, cosmology, economics, biology, medicine, healthcare, computer science, economics, art history, mathematics and so on. Khan Academy has delivered more than 240 million lessons. The courses and study materials are available in numerous languages. The website offers a large collection of more than four thousand micro lectures (in the form of videos) on YouTube.

Students can make the most of the extensive video library of Khan Academy, assessments and interactive challenges with the help of a computer and internet connection. Khan Academy offers free effective coaching classes with high quality learning experience to students all around the world to be able to experience high quality education as well as prepare them for their competitive examinations like SAT/JEE/CLAT/CPT, etc. These free classes are better than coaching classes and private tuitions which are quite expensive. Students can gain access to high quality educational tutorials from the comfort of their homes. In fact these tutorials are used by the children of Bill and Melinda Gates.

www.coursera.org

Coursera is an educational technology company that provides students all over the world to take the world's best courses offered by 83 of the world's best universities online for free. Coursera offers a vast array of subjects, over four hundred of them, including Computer Science, Social Sciences, Mathematics, Medicine, Humanities, Biology and many more. Each of the course comes with numerous short video lectures on various topics and assignments are also given which need to be submitted at the end of every week. One can get both certificate of completion of course as well as can earn college credits which would entitle them to bypass foundation course which all Indian students have to undertake before doing any post graduate program.

Coursera offers classes that are designed for the purpose of helping students master the subject or subjects in a quick and effective manner. By taking a class at coursera, the students can get the opportunity of watching lectures that are taught by world class professors and they can learn at their own pace and reinforce their concepts via interactive exercises. This is a great alternative to expensive coaching classes or private tuition classes that most students take nowadays.



VALEDICTORY SESSION

Professor A. N. Basu graduated with Physics Honours from the Presidency College, Kolkata and subsequently did his Master of Science and Doctor of Philosophy in Physics from the Calcutta University. Currently he is the Chairman of West Bengal Pollution Control Board and a Member of the State Planning Board of Government of West Bengal. He was Vice Chancellor of Jadavpur from 1998-2006. Of the many distinctions earned by Jadavpur University during his tenure as Vice Chancellor, the University Grants Commission's identified the University as one of the first five Universities in the country with 'Potential for excellence' and the university was accredited with the highest grading with a 'Five Star' status by the National Assessment and Accreditation Council stands most prominently. Prof. Basu has published about one hundred papers in different national and international scientific journals and has lectured in many conferences and seminars. He has worked in different areas of Condensed Matter Physics and Materials Science.



Prof. Ashoke Nath Basu

Former Vice Chancellor – Jadavpur University

The process of assessment has changed over the years. Assessments are now being designed to be more accurate and meaningful so that different directions and dimensions may be given to quality. A NAAC assessment includes schedules, procedures, halls, laboratories, and sufficient number of people. These are sufficient but one needs to know how necessary they are.

This needs to be addressed from the point of view of students, teachers and parents.

Students sometimes ask “What according to you is the weakest point of our education system.” The answer is the weakest point of our education system was our inability to teach students to raise questions.

Not just at college, but primary, secondary and even research level. This has to be inculcated right at the start of education. Because as a Chinese adage goes ‘If you ask a question, you may be a fool for sometime but if you do not ask questions, you remain a fool for all times.’ Another point relevant to students is at no time in the history of mankind has the rate of knowledge generation been at the rate of the present day. For this reason students need reading habits cultivated outside of the syllabus, stipulated curriculum. Visit to libraries, museums, interacting with persons, these are parts of education. Otherwise it is not possible to remain abreast of development of knowledge

For teachers, it needs to be questioned about how to cope with the rate of changing scenario. Rate at which knowledge started doubling was 15-20 years at the beginning of last century. Now what a student learns in the 1st year is obsolete by the time he passes out in 4-5 years. Teachers cannot be confined to old syllabus.

Revision of syllabus in India means addition of new things in a fixed time period because numbers of years that a student spends in the school or college is fixed. A paradigm shift needs to be carried out in teaching. 50 years back, the goal was to finish education, earn a degree, secure a job. The concept of ‘finishing education’ is now obsolete. The situation is so grave that it is difficult to remain educated in a branch for more than 5 years unless one continuously ‘reeducates oneself’. Time period is fixed for completing syllabus. Hence the method of teaching has to change. Students have to be able to know to reach where knowledge is present and utilize it. For this ICT method of empowerment of teaching methods for finishing courses need to be incorporated. This means teachers should update their method of teaching. It is also important for teachers to be associated with the creation of new knowledge continuously. Therein lies the importance of research undertaken by teachers. Only if teachers undertake research, can they update knowledge. Every teacher should have one research project under her at every point of time. In such circumstances, it is important for the governance and leadership role of the principal and governing body in making time available for teachers so that education is meaningful. In this context it is important to address the requirements of lady teachers, which has also been discussed at the national level. Women teachers, as such may be considered to be holding two jobs one at the college/University and the other at home, one paid and the other unpaid. The management may arrange for computer at their home so that they may utilize the time off at home. For this, the governance needs to understand that the problems of women are the problems of the society. This is part of the phenomena of recent decades that the percentage of women student is almost the same as men if not higher.

However, there are essential problems too which need to be addressed in particular laboratory facilities. Change of syllabi usually entails change of theory syllabus. A change in laboratory facilitates also should be undertaken; laboratory equipment especially science laboratory now cost much lower than what they cost a ten decades earlier. Prof Basu cited the case of IC (Integrated circuits) that used to cost Rs 200 in the 1960s now cost just 50p. Are we utilizing this to the advantage of students learning? Laboratory teaching should be appealing and interesting to students and therefore special attention needs to be paid to the quality of laboratories.

Parents and guardians of students play an important role because students spend a considerable time at home, too. Jadavpur University organizes counseling sessions for students keeping in mind that students hail from varied backgrounds – rural, urban and often have psychological/emotional problems. However, it is parents and guardians too who need counseling. Parents aspire their children to become doctors and engineers without understanding whether it is required or necessary or essential. Parents should not fulfill their unfulfilled desires through their children. These can sometimes lead to tragic consequences. Parents and guardians should not impose their wishes on their wards, instead they should be helped with appropriate disciplines. Teachers may also advise parents so that they do not force their choices on wards. Teachers should realize that students are not children of the parents alone but children of the nation and they have responsibility towards students.

BEST PRACTICES

Strategies Adopted for Facilitating Educationally Disadvantaged Students

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Goal

School students enrolling for undergraduate courses differ greatly in individual starting points and learning needs. The fast pace and stakes of Science courses often limit students' opportunities to self-assess and adapt to learning strategies. To assist the students to take on the rigors of specialized science courses, the Institute ensures additional courses in the first year of study. The aim is to propel a heterogeneous group of learners towards a common preliminary stage.

The Context

Many of the courses offered by the institute have "assumed knowledge" which are subjects expected to be studied by the students before beginning the course. The context of introducing this practice was that a student without the "assumed knowledge" should not be excluded from the course and should be at par with other students. The assessment of these courses is not credited with the Degree Programme assessment; which may however limit effectiveness of these courses is often unsatisfactory.

The Practice

An orientation programme for the students is held by the Principal at the commencement of each academic year. The students are apprised about the objectives of the institution as well as emerging trends in education and employment.

Counseling is conducted by the faculty and Head of the Department at the beginning of the course to motivate slow learners to put in extra effort, in order to achieve acceptable levels of proficiency. Slow learners are provided additional assistance by motivating and encouraging the student, taking special care to address weak areas through remedial classes. Although there is no provision for counseling for each class or group, the college does make an effort to provide guidance to the students. Dedicated faculties constantly persuade and stimulate students to improve performance through classroom activities. The college has deputed a counselor to counsel the students on various personal and other issues.

The students' knowledge and skills are assessed by the faculty during the counseling session at the initial stages in the admission process. The faculty identifies the weak areas of the students and recommends remedial classes in relevant subjects in order to help them overcome this drawback. It is mandatory for those students to enroll for the course and clear the assessment test to be eligible for the Degree Programme assessment.

The various remedial classes offered by the institute are in Accountancy and Mathematics by the Department of Commerce, in Chemistry and Physics by the Department of Textile Science, Clothing and Fashion Studies and Department of Interior Designing, in Physiology by the Department of Human Development, in Physics, Chemistry and Physiology by the Department of Home Science, in Chemistry and Physiology by the Department of Food Science and Nutrition Management,. The Science Departments offer the bridge courses to enable students from a non-science background to understand the basic concepts and to bring them at par with the rest of the students.

Evidence of Success

Over the years, it has been consistently observed that conducting bridge and remedial courses has been effective in increasing academic success rates. Such courses in the basic sciences like Physics, Chemistry and Physiology help in better comprehension of scientific concepts and theory in specialized applications. Maths and Accountancy courses for Commerce students help integrate basic skills with higher level content.

Problems Encountered and Resources Required

While educational experts acknowledge that remedial classes have a place in higher education, it is also felt that these classes are overused and can prove counterproductive because they can become a source of frustration and a drain on a student's financial resources.

One problem faced is remedial classes are held simultaneously along with the regular course throughout the 1st and 2nd semester. Students in the remedial classes have to take the same internal and university examinations as the others. Therefore, the weaker students sometimes cannot meet an approved standard within a period of time equal to that of the more able students. Another point of consideration is that though it is mandatory for the students to pass in the remedial class assessment before taking the university examination, the assessment of these classes is not credited with the main course, therefore the effectiveness of these classes is often unsatisfactory.

Best Practice in Teaching-learning in Higher Education in Visual Arts : A Porous Structure in Reciprocalation

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Goals

The process of teaching-learning aims at creating a reciprocal, dialogical and porous structure between the students and the teacher. By allowing students to be more vocal, the teacher constantly takes into account of the minute changes about a newer generation and grows aware of newer perceptions and changes about him and the society. He has to observe closely the tendencies, patterns, exceptions and future moorings of his field of discipline. At the same time it is the observation; perception; challenges; failures and conclusions of his students that are and can be an invaluable resource for him. The challenges faced by the students pave the ways to new solutions. The aim of such a teaching model is to:

- a) Help the students understand where they belong; what problems affect their growth; their orientation in a global platform and how they can realize and identify with the new and shape their own ways to a bigger world with a critical perception.
- b) From mere **receivers** and **containers** of knowledge they turn out to be active **interpreters**, **sensitized shapers** of the society. It would be a foolhardy to assume that the teacher is invincible and comes to class knowing everything. He is merely a bridge between oblivion and knowledge. It is therefore of prime importance that we allow students to speak and reciprocate and discuss issues that directly impact them and see how they can identify, read and discern their situations in relation to the theories and practices that are taught to them. The idea is not just introducing them to knowledge; but allowing them to identify their situations and find out logical solutions through the implementation of knowledge.

Students' perceptions are primarily shaped by the ideological leanings of the teacher. His views or complete oblivion about politics; the state-apparatus; the existing systems and his endless queries about the world around him prepare his students for a bigger cosmos. The teacher's narrow cock-eyed views; his inhibitions about issues and people, too, therefore become crucial in shaping the views of the students. Therefore students must reciprocate from their own social realities so that the classroom becomes a laboratory that becomes discursive but without being prejudiced.

The Context

The challenges that had to be addressed were:

Permanent faculties who were not from the stream but were still teaching Art History dictated out readymade answers in regional dialects from out of date books. Firstly, this handicapped the students from exploring facts on their own. Secondly, students could not identify themselves in a world that has radically and rapidly changed in the last two decades impacting the world as well as individuals.

I, therefore had to constantly made them aware of the social changes which emphatically impacted them and their works by implementing systematic and specifically designed presentations made to suit their needs. I included visual illustrations and cited examples that matches their own realms of thoughts. I learnt from their problems of understanding and tried solving them citing them with examples that relate to their problems. That's how they grew aware of the spaces around them and associated themselves. That gave us the basic orientation.

The Practice

The problems with the Art institutions in India is that most of the time they are autonomous institutions or have separate campuses which segregate them from sharing a wide knowledge with other disciplines. On the contrary, Art History has become an intensely trans-disciplinary subject that embraces literature, music, film, performance art, semiotics, cultural theory, economics and so on. However, the students of my institution were unaware of these constant incorporations and spillings. It was like a dry psychological formula that not only limited them from the rest of the world but was horrifying, too, in the sense that the institution was producing bunches of automatons who were the least sensitive towards the problems of the world and the challenges that the world is imposing on us every second and how to cope with them. Sensitizing them to a more advanced learning process and a thorough understanding of the world orders was my greatest challenge. This meant that I had to introduce them to new terminologies; address issues from a wider and global perspective; make them aware how problems in the global economies affect them in the long run and thus learning techniques and sharpeing their technical skills alone will not yield them much. In the beginning it was quite difficult as they were quite ignorant about studying theories in art, but I had to remind them that if they only have technical skills and no knowledge about the contemporary world, they will gradually perish as cheap draftsmen.

I chose to experiment with three categories of students: a) in the foundational course b) outgoing students in the post- graduation courses c) a relatively junior group, in the second year under-graduation course, for instance, who are quite enthusiastic about the 'contemporary'. I chose the foundational year so that I can introduce them to the wider circuit of knowledge before they get prejudiced by the regimentation of the institution. So that it was like sneaking in the classroom in the early hours before my senior colleagues actually entered the institution. I chose the post- graduation students because I found them that were relatively disgusted with the teaching patterns and knew something is wrong and severely lacking. So it was easy to catch their attention via my views. The third group of students actually proved to be a huge success. I very discreetly started to include social, cultural and post-modernist theories which not specifically part of the curricular. They were demanding. The focus shifted easily from the urgency of finishing the syllabus to a more advanced and easily identifiable teaching-learning pattern, to which they were not just listeners, but participants who endlessly nurture possibilities and come up with solutions. They had already started to question the world around them through the new ideas taught to them. So much so that when they had a problem with the authorities, they described the situation and the crises using academic and newly learnt ideas and terminologies. This amused me a lot. I also knew that the seniors would soon notice the conspicuous intellectual differences between themselves and the junior groups and would strive to come up to them. I concluded that a more proactive solution to fill out the lacuna among students and knowledge is not dictating them answers in regional dialects, but opening their eyes to a broader, more contemporary strand of thoughts. In the global world they are already introduced to more idiosyncratic problems and languages than we can think of. We need not be over protective about them.

Evidence of Success

I began teaching my students issues that are strictly not confined within the institution's curricular (syllabus), but issues and subjects that address with immediacy the social reality of the students. The results were that, despite the language barrier, which my colleagues feared, the students responded very readily and each one came up narrating his own situation which finally reflected in their post-graduation research thesis. I therefore think it is not the language but the remoteness of the issues that are taught in class which determines the capacity of understanding of the students. In another instance, relating aesthetics to the visual elements and exemplifying from well-known works of art and universal situations have received immediate responses from the students.

Problems Encountered and Resources Required

The Visual Arts and Art History are culturally alive and increasingly trans-disciplinary subjects. However, our libraries only stack books which merely register a chronological development of the arts, barely journeying beyond the post-1960s, largely excluding recent and contemporary developments the other disciplines that conspicuously spill into the area. Visual Arts as a trans-disciplinary subject has embraced film, literature, music, performing arts and so on. There is a spilling of all disciplines into each other. Institutions need acknowledging these tendencies and reshape/reframe the teaching patterns accordingly. Else they lose their very purpose. In quite a few cases the government founded colonial institutions have failed to recruit proper subject teachers in the last couple of decades. For instance, teachers from Numismatics or Ancient History teaching Art History constantly wandered away from the subject. Unfortunately they have taught over the last twenty-five years or so and the world-wide developments and social changes within these two decades have remained in oblivion in institutions where they have taught. This is absolutely a perilous practice. We need well-informed teachers who constantly expose themselves and contribute globally. The contentment with a secured socialist economy that promises a modest monthly salary and a fixed pension is a major cause for the teacher's lackadaisical attitude.

Notes:

- a) As the teacher becomes an active learner in the process, the students grow sensitized about quality. Their seriousness about about a discursive role make the classroom a proactive laboratory.
- b) The immediacy is addressed.
- c) The use of technological implements increase.
- d) Students and teachers together work towards interpreting, apprehending the future.
- e) Class strength increases.
- f) Global perspectives created; problems faced by students are dealt with possible solutions by themselves.
- g) Paradigmatic shifts help students understand that it is not the syllabus that is primary, but a better understanding of their situations in the world is what the process aims at.

Pedagogical Freedom: Innovative Educational Praxis for Sustainable Development

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Goals

1. Ability to identify the marginalized culture/knowledge
2. Creation of a new pedagogy that allows ample scope of continual correlation with indigenous knowledge reserve of the so called "marginalized" voices for an effective holistic education
3. Projects and field works that identify the geological/ecological/ cultural information
4. Project that allows students to connect with the marginalized and strive for spread of education with an empathetic understanding of their beliefs, customs and practices
5. Evolving a mode of curriculum transaction conducive to a holistic realization crucial for sustainable development

Context

The English Method classes had members of scheduled tribes and castes, even deputed teachers originally from comparatively remote areas of the state and the curriculum transaction revealed that most of them could not relate to the mechanized methods and resorted to rote learning or substandard execution in practice. Informal talks with them and their urban peers revealed that despite their equality in status as deputed teachers studying in the same college, they practically could not relate to each other and knew very little about the nature of real classrooms that they tackled in their respective areas. In fact it emerged that some methods would veritably be a failure in certain conditions. It was realized that the overt attempts of modern educators to adopt "scientific rigour" and "absolute objectivity" in evolving modalities of educational practices have led to a dismal fragmentation of knowledge and a reductionist view of the mode of knowing. Intellectual task may be said to have been reduced to mere 'technicism' that disarticulates a particular form of knowledge from other bodies of knowledge, thereby preventing the interrelation of information necessary for a critical understanding of the world through education. Socio-political, ideological, ecological perspectives as well as the indigenous sources of knowledge must thus be taken cognizance of while framing a comprehensive pedagogical framework. One is reminded of a recent incident that exposes the failure of the modern education in bridging the gap between different sections of our nation. The tribal resistance against the bauxite mining by a company called Vedanta revolves around an epistemic gap between culture and knowledge. Despite the economic factors of exploitation and resultant ecological and human rights atrocities, the basic gap between visions can scarcely be denied. Education for sustainable development will thus remain a dream unless these basic issues are addressed.

Practice

If the National Curriculum Framework for Teacher Education, 2009 and proposed framework 2011, repeatedly stress the importance of preparing "humane" teachers aware of situated learning, what could one possibly suggest for achieving this? Do we refer to "sympathetic" teachers as humane? The English Language Club was formed with a vision to bridge this gap. The members – students of our institution, started an initiative to reach out to the community and so called "marginalised" sections of our society in a way that transcends the rigidity of "community service" enterprise, and tried to inculcate critical literacy through a project that probes deep into the various socio-cultural and politico-ideological issues as a part of the process of education. It was not conducted as an act of benevolence usually associated with such service and the "experience-sharing", a mode professed by eminent educationist Paulo Freire, was done as an integral part of the open-ended "method". Project reports on progress were prepared as files and submitted to the teacher.

The beginning is humble and so far they have reached out to one person each, but the vision is to expand such activity and formation of a Quality Assurance Cell that would provide support to such a venture. Besides, issues like teaching English as second language in classrooms of West Bengal or India at large are largely dealt with in a way conducive to critical reflection that inevitably encompasses a wide variety of perceptions like cultural identity and socio-politico-ideological dimensions. Eg., ethnic "alpanas" were used as Teaching aid to teach about shapes [Class VI], and traditional tales used for picture reading and comprehension. Ample scope is provided for critical reflection in this regard that finds voice in form of reflective articles on "innovative methods of teaching English in India" in an exclusive wall-publication called 'Scribes', prepared by the Language Club. Designing small tasks (both by and for the trainees) that problematizes the units of teaching-learning of English as a second language, utilizing the meta-cognitive abilities of the trainees, adds fresh dimensions to the prevalent pedagogical structure and is done as a part of the training. The comparatively backward trainees were also made to record their own voices and then practise reflective critical revisions on hearing them over and over again. That developed their self-confidence and they could interact with more confidence with their peers and urban pupils. Videos of their micro-teaching skills were also made that were used for critical reflection and self-correction with inputs from the teacher and the peers. This also led to a better understanding of the possible results of a particular mode of teaching and opened up vistas to be explored on how it could be improved and made more relevant to the marginalized and detached pupils they have detested so far. An add-on course on spoken English for developing self-confidence of teachers has also been started. These are but small steps towards a new mode of transaction that would lead to a more comprehensive education for sustainable development.



Evidence of Success

The files submitted showed considerable progress. The trainees showed better understanding of the vast socio-cultural differences while practising microteaching skills both in simulated and real class room environment. They were found to have shed their apathy at backward pupils and developed an empathetic and positive attitude with openness to undertake the challenge of teaching them the second language. They were also found to exhibit more innovative spirit and a propensity towards critical reflection, with the need for evolving inclusive and holistic methods of teaching-learning in view. Their contributions to *Scribes* showed their research-orientedness that was absent before. Their usual tendency to rote learning before the exam and a mechanical transaction of the curriculum was substantially reduced.

Problems Encountered and Resources Required

However, the present system at large is quite akin to what Freire would call an "instrumentalist literacy" where the over-importance of carefully designed "Method" practically smacks of an imposed rigidity in the guise of liberating praxis. Prior knowledge or real life experiences of the pupils is emphasized, but interestingly the magnified stress on individual psychology reduces the method to a "feel good" pedagogic comfort zone that defies explanation of those experiences in the political, cultural or ideological light, and hence leaves no room for critical thinking and most important, for reflection. The oppressive/repressive structures or mechanisms never come out through such experience sharing that should ideally have been an expression of socio-cultural identity negotiating the problematic of power, agency and history for an education for sustainable development. Donaldo Macedo and Ana Maria Araujo Freire call this a "romantic pedagogical model that isolates lived experiences" and assert that, "by refusing to link experiences to the politics of culture and critical democracy these educators reduce their pedagogy to a form of middle-class narcissism." The nascent ventures discussed above often have to compete with the limited time for "completion of syllabus" and lack of funds and resources. If one has to evolve an effective practice that defies rigidity of models and allows the teachers to perceive dialogue as a social praxis – a mode of experience-sharing that is informed by reflection and critical perception of socio-cultural and politico-ideological actions, then resources and sufficient time must be allocated for extended projects like this where trainees can mingle more and exchange views and experiences with the marginalized section. Teacher Exchange programs between urban and such zones of marginalized communities and workshops must be arranged as a part of the training program. This would reject mechanization of intellectualism by problematizing the issues taught so far with pedagogic rigidity. We will proceed towards a critical road of truth and true liberating educative practices for an essentially sustainable development. In the words of Antonio Machado, "Traveller, there is no road / The road is made as one walks."

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Inculcating a Spirit of Community and Social Service among the Students by Organizing and Involving Students in Various Welfare Activities

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Goal

This practice aims to nurture students to be socially responsible and develop a sense of belonging and commitment to the community by engaging all students in promoting the common good and general welfare of the people of the community through civic betterments and social improvements. Through this practice a sense of responsibility is instilled in students and they are taught to be accountable. This practice also helps students widen their perspectives and become more aware of concurrent social issues.

The Context

The context of introducing this practice was to extend the role of education to build civic vitality and motivate collective action to address public problems. Since participation in NSS and membership of Helping Hands is not mandatory for all students and till now no credit points can be allocated to those who are volunteering for NSS and Helping Hands. Students' involvement in these activities is often unsatisfactory. Often students are restricted by biased parents from participating in community welfare activities.

The Practice

Helping Hands and the NSS wing of the Institute, through a variety of initiatives, aim at implanting this practice. A workshop cum interactive session on 'Personal Hygiene' was organized for 48 street children, in collaboration with the NGO – Calcutta Samaritans. Fund was raised for the national Foundation for communal harmony by selling stickers of ten rupees to the students of the institute. Students and faculty members from the department of Human Development participated in a walk to spread awareness on autism on the World Autism Day. Students undertook an awareness campaign on 'AIDS' within the college campus through a slide show. The volunteers of the social activity club collected about 1000 old books from students of the college and donated them to an orphanage. Blank notebooks and pencil were collected from students and staff of the institute and this was handed over to an NGO for distribution to underprivileged children. Students from the post graduate Food & Nutrition section organized a workshop on 'Diabetes Education' at the college to create awareness on this growing menace among the adolescents. Various activities such as testing of foot sensation using tuning forks; food classification in diabetes; physical activity for diabetes and the like were organized to help understand the pathophysiology, complication related to and management of diabetes. Special sporting events were organized for socially and physically disadvantaged children as part of the Annual sports of the Institute. This was done in partnership with various NGO's of the city like Apne Aap Women Worldwide; Dakshin Kalikata Sevashram; Manovikas Kendra; Oral School for deaf children and Alokhara.

To commemorate International Women's Day, the department of Human Development organized a walk titled the 'Demanding Dignity' Walk; inter-college slogan and street play competition followed by a film screening and key note address by eminent senior advocate – Ms. Bharati Mutsuddi. Six colleges namely ILEAD, St. Xavier's College, Loreto college, Sri Shikshayatan College, Bhawanipur Education Society and Basanti Devi College were invited to participate in the walk, the slogan writing and street play competitions. Five NGO's namely Apne Aap Women Worldwide; Swayam; Action Aid; Hope Foundation and Women's Interlink Foundation were also invited to partner.

Evidence of Success

Students of the Institute donate and raise funds enthusiastically. For events like the Demanding Dignity walk students from all departments participated earnestly. An attendance of almost 90% was recorded on the day. For any socially sensitive issues, students volunteer whole heartedly. Success like Demanding Dignity walk can be measured through the widespread media coverage by the Telegraph; CNN IBN; Taaza TV; Doordarshan and the like.

Problems Encountered and Resources Required

This practice would be more successful if credit points could be allocated to all who participate in social and community welfare activities. Workshops can be arranged to sensitize parents so that wards are encouraged to participate in social and community welfare activities. Funds need to be generated in order to carry out more sensitization workshops and awareness campaigns. Since most of the welfare activities are aimed at children efforts should be made to partner with a variety of NGO's to address a larger section of the disadvantaged population.

Success through Soft Skills

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Goals

The aim of the program is three pronged:

- a. To equip students to face the emerging challenges of the future milieu with enhanced confidence and maturity
- b. To prepare students to formulate their goals and join the industry workforce with positive thinking and contributive attitude
- c. To induct into the society a responsible, assured individuals for the growth of the nation in general and society in particular

The basic concept of the practice lies in the belief that *hard skills*; the skills be it technical or otherwise, that a student imbibes through his student life, the knowledge that he gains and the learning help him to improve his skill sets *but they are not a guarantee that they would lead him/ her to a better job/ better life.*

Soft skills are a must for each and every individual in this competitive world where the demand and supply cycle is skewed. To have a distinctive advantage and improved work life balance the necessity of *soft skills* are imperative; especially in future with increased number of International organizations vying for a piece of the pie. Soft skills training enhance the personality of the student and augment his confidence levels. They are better prepared to don leadership roles with superior presentation abilities and communication skills. They are attuned to success.

Context

The country is poised for the greatest economic activity that mankind has ever seen. To encounter such a situation, to be prepared, to explore the possibilities that lie within each one of them, to exploit the opportunities that will proliferate without, it is crucial that students gear up, prepare, practice and be ready to face this challenge. The ever increasing competition and the requirement of niche skills by the industry make it all the more important for students to hone their soft skills.

A number of instances have proved over and over again that people do business with people they like; success stories are written of people who have moved from rags to riches and stories of courage, passion and dream; all within the realm of human thinking. The spark to ignite such latent talent amongst students is what this program tries to accomplish.

The Practice

The program is spread over 12 weeks of learning with approximately 150 minutes each week. There are a number of individual assignments as the students implement the learning and share the same with other participants of the course. Towards its culmination the students have an individual project to present and pass out with a certification of participation.

The students are trained on communication skills, presentation skills and the art of public speaking amongst other things. These three in itself help students get over the primary fear of public speaking, coherent thought generation and captivating an audience. They go through the process and by the final week are adept in all these skill sets. Their activities are video recorded across the sessions and they see for themselves the improvement they make in all facets of soft skills.

The students address their fears and doubts; they share their beliefs and improve on their strengths. Thereby they formulate strategies to address their weaknesses and overcome their basic fears. Besides the delivery mode of learning, the students are handed over numerous books, handouts, notes, personalized cards and shown movies to highlight the specific skill sets that have been addressed by numerous personalities in the past.

Evidence of Success

Presently soft skills are *not a part of any curriculum* and the students, thus have no exposure to the kind of advantages that can be accrued by such a program. The results have indicated that the students benefit immensely from this program. After successful completion of the sessions students have seen the positive changes that materialize in their personality. The levels of confidence, positivity and attitude give them a tremendous advantage to face the industry with added skill set.

The program has been successfully imparted in ILEAD where over 3000 students have benefited over a period of time.

JDBI has this program incorporated in their curriculum and over the last six years approximately 5000 students have enhanced their soft skills.

In St Xavier College, Kolkata this program has accrued gains to over 2500 students over the last four years.

Problems Encountered and Resources Required

The major issue that crops up with implementation of this program is the *mind set of educators*. A majority of the institutions/ deans/ principals grapple with the issue of completion of syllabus. They *do not* find it necessary to equip the students with such skill sets. Some of them are of the opinion that soft skills do not give an added advantage to the student when facing an interview. They do not understand the imperative and the underlying principles of the program to give it a try. To break free from the laid down procedures, to try out something different, to come out of the comfort zone is the major problem encountered in the implementation and proliferation of this program.

The resources required for execution of the program are available within each institution/ college. A large seminar room/ hall with a good audiovisual system support imparting the program effectively.

Constructivist Approach in the Classroom

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What is Constructivism?

'Constructivism' is an approach to learning in which learners are provided the opportunity to construct their own sense of what is being learned by building internal connections or relationships among the ideas and facts being taught. This approach to learning always emphasizes authentic, challenging projects that include learners, teachers and experts to form learning community. When people are deeply engaged in an authentic activity and try to solve a meaningful problem collaboratively, they bring their own framework and perspectives to the activity. A problem is seen from different perspectives and solutions are negotiated through shared understanding. The key concept of this approach is that knowledge is constructed rather than received and it helps us to understand how learning can be facilitated through active participation in socially and culturally situated contexts.

Goal

If we are serious about quality assurance in education then we must have to be very serious about the existing flaws in our teaching-learning system. Let's have a look what are the flaws in the system.

1. Teachers talk too much and have little patient to listen carefully.
2. Knowledge is received rather than constructed.
3. Students are passive recipients of information supplied by the teacher-expert.
4. Students' prior knowledge is not acknowledged.
5. Learners are taught "what to learn" but are not taught "how to learn".
6. Very little scope for reflective abstraction on the part of the learners.
7. Very little scope of individualised education.
8. Teachers are trained "how to teach" but never trained "how to motivate".
9. Evaluation and Assessments are done separately from instruction.
10. Rigidity in curriculum which eschews the institution to mould curriculum according to its need.
11. Not enough scope of creative self-expression.
12. Assessments focus on objectivity of knowledge rather than subjectivity.

These are some of the major flaws which need to be confronted and managed constructively for ensuring quality in education. Therefore the aims of the practice are to overcome the existing flaws.

The Context

Some adjustments have to be done on the part of the teacher who implements constructivist approach.

1. A teacher using a constructive approach acts as a facilitator of knowledge and skill acquisition, as a guide or resource person whose purpose is to structure the learning environment to help each student come to his or her own understanding of the information. The teacher is no more an expert, providing information to students on predetermined topics.
2. In constructive approach the primary emphasis is on the "big ideas" rather than developing the basic skills or ideas and building understanding from the "top down" rather than from the "bottom up".
3. Students are viewed as active knowledge seekers rather than as passive recipients.
4. The teacher is very often a fellow student in that the teacher is exploring and learning along with the students, facing real problems and challenges for which the teacher does not have a ready answer.
5. Students' prior knowledge is acknowledged and adequacy of that prior knowledge is challenged by providing ambiguity and uncertainty.

6. In this approach, students' hypotheses, questions, and views are accepted and are used to guide further learning rather than the teacher looking for only the correct answers.
7. Students often work collaboratively on projects of their own design, rather working individually to teacher-developed assignments. Learning is viewed as joint cognitive venture.
8. Motivation is the key behind the success of this approach, therefore the teacher's motivational level should be high and he/she should be able to keep the learners' motivational level high.
9. Teacher must provide the necessary "scaffolding" in developing and accelerating students' ability to think for themselves, control and take responsibility for their own learning.
10. Assessment is usually incorporated into the learning process rather than separately done from instruction.

Challenging Issues

In a teachers' training college, where fifty percent students are deputed it is quite difficult motivating all the students as well as the teachers to go for the above mentioned adjustments.

The Practice

For using constructivist approach in classroom the following five guidelines, developed by Brooks and Brooks (1993), were followed.

1. **Pose problems of emerging relevance to students.** In an ideal classroom situation it would be wonderful and wonderfully easy for teachers if all students came to every class with a question of burning interest, relevant to the topics. Unfortunately, this is not the case. But a teacher can set up such condition by creating cognitive conflict with the help of an interesting problem, one that students can make testable predictions about, discuss among themselves, elaborate upon to develop further knowledge and see as relevant in some way.
2. **Limitation:** In an over-crowded classroom with the time provided in a period, it is quite difficult on the part of the teacher to allow plenty of time to grapple with the problem. But, without that the students could not come to a deeper level of understanding of the concepts involved. With little effort it is overcome. If the teacher observes a student not recognizing or giving adequate thought to some relevant aspect of the concept, the teacher finds some way to guide the student to a clearer recognition of the aspect. The teacher doesn't simply tell the student to consider the aspect; rather he/she provides an activity that will highlight the aspect's importance as the student attempts the activity and reflects on it. The particular aspects and activities will be different for different students and it may make the task of the teacher complex as well as interesting.
2. **Structure learning around primary concepts:** In traditional classroom, teacher generally follows bottom-up approach that is developing basic skills and building understanding from the "bottom up". But in constructive approach the teacher has to identify some "big ideas" which are important for the students to come to understand and structure teaching around them. An English teacher had identified five themes for the acquisition of the language: learning, communication, motivation, assessment and time. The whole teaching-learning process was organised around these basic ideas.
3. **Seek and value students' points of view:** Students' points of view are windows into their reasoning. Each student's point of view is an instructional entry point that sits at the gateway of personalised education. In this approach the teacher has to listen carefully. Generally teachers in the classroom try to seek the correct responses or the responses they want. They seldom ask the students to give reasons behind their responses which are different or they are not allowed sufficient time to elaborate upon their thinking. In this approach the teacher consistently asks the students to explain their answers and value the responses instead of simply telling them a right or wrong answer. Thus learning goes on through reflective abstraction.
4. **Adapt curriculum to address students' current understandings:** Autonomy is the key. While transacting curriculum, it is often found that it doesn't fit some students; this approach suggests changing the curriculum for them. The institutions as well as the teacher should enjoy the autonomy to adapt curriculum to best fit the student's current understanding as well as to best guide the student's further knowledge development.

The observation of students and adaptation of the curricula should take place continually before as well as during classroom activities, seizing opportunities to foster knowledge construction whenever they occur. Different adaptations, and thus different activities, will be needed for different students.

Limitation: This is the most difficult for teacher to implement among the five guidelines. Teachers face a great deal of pressure to cover certain amounts of material in a limited amount of time, and they have to ensure students' satisfactory level of performance on an objective assessment of their knowledge. In fact this pressure works against good student understanding the concepts, and encourages students to focus on quickly acquiring surface level knowledge.

- 5 **Assess student learning in the context of teaching:** In our present evaluation system we try to assess objectively the students' knowledge acquisition and it is done separately from instruction. In constructive approach focus is always on the subjectivity of knowledge. When assessing student learning in the context of teaching, the teacher should move beyond an emphasis on simple right or wrong answers rather he/she should try to understand how answers, correct and incorrect, were arrived at. For incorrect answer it may be due to misinterpretation of the question or it may be because of partial understanding of the concept. But when students are asked to explain their answers and by listing their explanations teacher only can get such information.

Evidence of Success

Non-judgemental feedback techniques are very effective for assessment within the context of teaching, which not only provide the teacher more information about the students' understanding but also help the students to learn self-assessment skills. They take more responsibility for evaluating their own work; learn to assess the quality and clarity of their thinking, knowledge base, and way of expressing themselves. The non-judgemental feedback techniques have another important advantage. When the students realised that the teacher is seeking to better understand what a student is thinking, rather than trying to figure out what the student doesn't know, the emotional climate of the interaction becomes more positive and students become more willing to express their understandings and confusions, offering a clearer picture of their current knowledge.

Knowledge is constructed rather than received. This approach very effectively implements individualised learning; gives enough scope of reflective abstractions, which is the key of creative self-expression.

Problems Encountered and Resources Required

Very often when teachers had any confusion, a meeting of IQAC (Internal Quality Assurance Cell) was called. In the meetings the problems were discussed elaborately and suggestions were recorded. Sometimes, experts were invited and teachers were oriented. When teachers found difficulty in assessing in the context of teaching, a seminar had been organised in the college. How to use non-judgemental feedback effectively- was learnt from one of the experts in the seminar. How to use tactics such as questions, plausible contradictions, and requests for examples to help students evaluate their own work are learnt.

Notes

Education of heart is also very important. Swami Vivekananda said, "We may be the most intellectual people the world ever saw and yet we may not come to God at all. It is the heart which takes one to the highest plain, which intellect can never reach. Always cultivate the heart. Through the heart the Lord speaks". For implementing anything successfully, Swamiji's words should be remembered. Proper orientation is the key behind the effectiveness of any practice.

Psychological Counselling in Self Management of Adolescent Girl Students in Improving Life Skills

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The Counselling Cell of the college was established in October 2009, with an aim to benefit the students with mental and other life problems. The cell started working actively through continuous student counselling. Keeping in mind the overall profile of the students (ageing 18-20 years) commuting from both urban and rural areas, the cell and its professionally skilled counsellors continuously try to maintain a holistic communication pattern with the adolescent girl students. The age 18 -20 years, a transition from childhood to adulthood is marked as adolescence which is a vulnerable developmental period replete with emotion, impulse, anxiety, aggressiveness and curiosity. In recent days, the fragile health and erratic behavioural state of adolescence is perceived as a hazardous period in life span resulting into emotional mal-adjustment, psycho-sexual problems, unintentional injuries, homicide and suicide paired with various risk-taking activities. Adolescence is a difficult period because the physical changes going on in the adolescents have definite concomitants which result in erratic behavior (Phyllis Ellickson, 1993). Given this presently disturbed state of adolescent problems, the cell introduced a certificate course on "Stress Management & Life Skill Development" with an aim to intervene and spread mental health awareness among the girl students.

The course received thriving responses during its first commencement which provided an impetus to the cell to design it in a multifaceted manner including theoretical classes, practice internship, regular individual and group counselling and most importantly yearly workshops by eminent and efficient counsellors in the specialized area. Every year, several contemporary issues are selected for benefitting students through the workshops. To probe the present day's relationship pattern and overall lifestyle maintained among young people, the underlying objectives for organizing the workshops entail to generating awareness about self and surroundings. The Workshops try to explore these objectives by focusing on the demand – expectation pattern. To maintain a healthy relationship, it is always better to have clear understanding and realization of self needs and demands and the degree to which we expect from others. The topic of the first workshop was "Stress Management emphasizing Emotional Quotient and Personal Space Maintenance". The resource persons of the workshop were Smt. Kasturi Mukherjee, Mental Health Activist, All Bengal Women's Union and Smt. Rakhi Sengupta, Child Counsellor, AHEAD. The workshop dealt with increasing the inter-personal communications among the students and emotional regulations related to identifying basic emotions and improving and dealing with emotional situations. The counselors conducted some exercises to express their feelings and inner mind through exercises in order to convert their negative energy into more positive ones.

The second workshop was conducted on "Stress of Women in Academics" in collaboration with Centre for Counselling Services and Studies in Self Development. The workshop approached and explored a psychological dimension of women's world focusing on the wellbeing of women of different ages associated with academics. More specifically, in Day-II, various problems associated with everyday life stress, adjustment etc was discussed in an interactive manner. In the pre-lunch session, Professor Mallika Banerjee, Dept of Psychology, University of Calcutta held a speech on the present scenario of stress of women in academics. In the post lunch session, an expert team of mental health professionals from Centre for Counselling Services and Studies in Self Development, Jadavpur University carried out an interactive session dividing the audience into two parts namely, the Teachers and non-teaching staffs and the students. Many teachers from the various departments of the College participated in it. These participants reported many problems at home and at work. Being married, a lot of the women found it difficult to balance work and home and the problem was magnified if there was a child at home. The teachers who were single too had their share of problems.

The participants of the certificate course i.e., the college students are given training in orientation about basic skills in counselling as well as knowledge about basic psychological principles necessary to understand personal behaviour. The syllabi of the course include topics like basic concepts about counselling, communication skills, emotion, sex and gender related issues, personality etc. The overwhelming feedback of the enrolled students provided pedigree to the course organizers to expand its practice through consultancy to other beneficiaries like the teachers and other members of the college, friends and family members of the students.

In the first year, the participants were only from the Department of Psychology. The next year onwards students across several departments like Sociology, Women's Studies, English showed interest in participating the course and series of workshops organized by the counselling cell.

The college also takes initiatives to provide continuous training to its counsellors through participating in several workshops and seminars organized by several specialized organizations.

Awards Instituted by the Management in Appreciation of the Efforts of Teachers and Students of the Institute

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Goal

The Management understands that all stakeholders of the organization need affirmation and recognition of their tasks, and a sense of belonging to be able to remain motivated to perform. It acknowledges this by felicitating them every year with awards that have been instituted in several categories.

The Context

Competition is widely recognized as having a very important motivational function. Motivation among individuals or groups can bring out the best effort and thus results in improved work output. The institute gains through the genuine efforts of its stakeholders. The management understands that healthy competition can exist within cooperation between individuals and groups, and thus it encourages it.

The Practice

A formal feedback on teachers' performance is collected from students every semester. This exercise is conducted by an external, impartial agency. The feedback is furnished to the teachers for necessary perusal. The feedback queries comprehensively cover areas of teaching and learning, capabilities of time management, creativity, technical skills, abilities at taking on responsibilities, generating interest in students, among several others. Teachers are expected to improve on domains where they score deficiently. Concomitantly, the feedback also serves to boost self-confidence and morale wherever teachers perform well.

Self appraisal of faculty members besides management appraisal has also been introduced.

On the basis of the scores received in the student's and management feedback, the Management of the college honours them with a monetary benefit, a certificate and a trophy, every year, on the occasion of Teacher's day. Every year one teacher each from the Departments of Sciences, Commerce and Management is chosen for the 'Best Teacher Award'. Research activity is also supported by awarding one teacher for publishing research papers in reputed peer reviewed journals. For relevant contributions to extra and co curricular activities, one teacher from the institute is conferred the 'Significant Contribution to the College' award.

Besides the awards, the Management arranges a special programme on occasion of the Teachers' Day. A lecture by eminent academicians/educationists is arranged to inspire teachers. The award ceremony is followed by a luncheon hosted by the management for the entire staff.

Academically meritorious students are felicitated every year during the Annual show of the Institute. The institute has seven departments and students with best academic record for each year in each department are awarded. That means each undergraduate department has three awardees. A special award is given to a final year student of each department for scoring the highest aggregate marks in all the three years of undergraduate. Similarly best performing students of M.Sc from each department and postgraduate Diploma students also receive these awards. Parents, guardians and guests are invited and grace the function.

Of late, the Management has introduced new awards such as 100 % Attendance, Best Seminar, Best Library User and Best Dissertation.

Students with meritorious performance in the field of sports receive prizes on Sports Day.

The institute publishes an annual magazine where students with a literary bent may make contributions

Evidence of Success

Motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities.

Awards, appreciations and recognitions inculcate a sense of responsibility and will to perform. Teachers and students have been found to give their best and are not reluctant to give extra time and input whenever required.

The growth of teachers and students is concurrent to the growth of the institute. Teachers and students are encouraged to participate in seminars, attend workshops and do research oriented work.

Problems Encountered and Resources Required

At times it may be difficult to choose one deserving teacher for a particular award. For example there may be more than one teacher deserving the award for publishing research papers in reputed journals. In such cases the number of awards may be increased.

Students having exceptional talents such as the performing arts, literary skills etc may also be considered for awards.

If we are motivating through rewards, then there must be a strong, clear, and direct correlation between performance and the reward. There should be a clear understanding of what must be accomplished to receive the reward, and those achievements must be reached before the reward is given. If not, the reward will lose its value and its ability to motivate.

Research, A Collaborative Platform for Knowledge Creation: Refocusing B-School Agenda

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Goal

It is now the right time to recognise knowledge as an important tool that facilitating organisation to gain a competitive advantage. Higher Educational Institutes (HEI) are not far behind, they have also realised that knowledge is now a driving force for organisational change and innovation. Authorised body in Indian Higher Education like UGC, NAAC and AICTE are constantly promoting research as a collaborative platform for value enhancement in Indian education scenario as well as creating a win –win situation for sustainability of such Institutes in India. The present education system feel the essence of academic-practitioner co-integration, is mantra of success for the new breed corporate managers.

This paper attempts to examine the scope of research particularly with respect to academic-practitioner co-integration in Indian Higher Educational Institutes (HEI) and its future direction on knowledge creation.

Context

We are living in a knowledge economy. Due to presence of huge demographic advantage in terms of young population, India is increasingly being projected as a future economic superpower in this knowledge economy. The role of Higher Educational Institutions' (HEI) becomes critical in this regard, both for creating new knowledge as well as creating knowledge workers. Management education is one important stream of higher education and the role of business schools is very significant, for helping India become a global economic superpower a developed country.

About seventy percent of the management schools in India need to improve substantially if they want to produce managers who can make a difference. In spite of having some excellent institutions, research output, by and large, of even the more prestigious institutions has not been adequate (AICTE, 2003). Most institutes that were set up during 1990s do not follow conditions prescribed by AICTE in respect of faculty strength, library, computer facilities and the like. They do not promote research, development of faculty or of the teaching material (Dayal, 2001). There is a lack of appropriate corporate governance in Indian B-Schools (Bowonder and Rao, 2004). Under this backdrop, it is necessary to re-think research as a collaborative platform for knowledge creation and knowledge sharing.

The Practice

Knowledge Management is a systematic, organised, explicit and deliberate ongoing process of creating, disseminating, applying, renewing and updating the knowledge for achieving organisational objectives (Pillania, 2004). Authorised body in Indian Higher Education like UGC, NAAC and AICTE are constantly promoting research as a collaborative platform for value enhancement in Indian education scenario as well as creating a win –win situation for sustainability of such Institutes in India.

But if we look deep into this matter, there is really nothing much to claim or to write home about in this field. The number of Ph. D. scholars we churned out in management discipline is pathetically low when compared to the ever rising number of business schools we are talking about. The efforts to research and publish have been more on individual basis rather than as an institutionally supported activity.

That is to say that the business schools have done precious little to advance management knowledge as such, either through basic research or applied research. Most of the institutions do not have a culture that support or encourage research.

Porter and McKibbin (1988) accuse business Schools on the following ground:

1. Quantity has become more important than quality.
2. The intended audience of most research is the academic community rather than the dual community of scholars and practitioners.
3. As a result there has been a proliferation of arcane, trivial and irrelevant research

Often there arise one question from every corner of the stakeholders that the trouble with MBAs' addresses the question '*Who needs managers who have just spent two years with such an out-of-date crowd?*'

We have to embed a 'research culture' into the core culture of the institutions with a research community and an agenda. A support system in terms of adequate library resources both on and off-line, sufficient funds, reduced teaching loads and incentives, etc. needs to be created in every business school.

Indian management faculty members do undertake little research and whatever there is; it neither reaches the practicing manager nor enters the teaching curriculum. There is a strong need to fuel imagination and ignite creative thinking among management students which is more important than knowledge per se, and faculty have little or no choice but to be research oriented themselves and indulging in it in the first place.

The next question then arises about the 'relevance of the research' undertaken. The Association to Advance Collegiate Schools of Business (AACSB) categorizes it into three segments; 'discipline based' which is purely theoretical and it may or may not find its way into practice, 'applied research' that serves the practitioners and the 'pedagogical research' that is basically used to add value to teaching. It needs no debate to say that business schools are generally evaluated based on the quality of research carried out by their faculty members.

This is where the 'applied research' takes the cake when it is conducted scientifically and with relevance and accessibility to practitioners who should benefit from it. Unfortunately most of the academics go in for discipline based theoretical research, even when the accreditation agencies insist that business schools must demonstrate the value of their faculties research not by volumes (page counts and citations), but by the impact it makes in the work-place.

Another issue pointed out by Starkey and Madan (2001) is that there are no clear models relating to how management research is developed and disseminated between academics and practitioners. Practitioners do not make the most of management academic research as a source of knowledge. The significance of knowledge in relation to organisational survival (Kogut & Zander, 1992) and competitive advantage (Lyles & Salk, 1996; Zahra, Ireland, & Hitt, 2000) has long been acknowledged.

Rynes and Trank (1999) argued that the academicians might also include implications for management education in their articles by highlighting how their key findings may change or add the decision making process. So that we might tell students in a classroom or managers in a consulting situation.

Hughes et.al. (2011) have recently argued that better integration of teaching and research would be beneficial to narrowing the academic-practitioner gap. Another important way is to create a 'knowledge networks' that provide a various formal and informal means of engagement. Fig:1 show that the routes of academic-practitioner engagement.

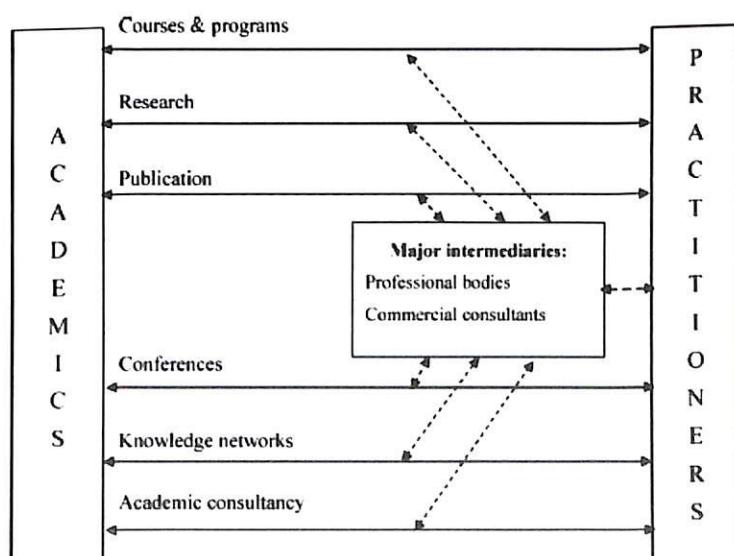


FIGURE 1
Routes of Academic-Practitioner Engagement

Source: Hughes et.al. (2011)

Evidence of Success**Problems Encountered and Resources Required****Research for value enhancement: Some key recommendation**

From the above it becomes a new imperative for the B-schools to lay stress more on research for knowledge development and knowledge sharing by following the footprint recommended by Statutory bodies like UGC, NAAC, AICTE etc. These are:

- a) Business School ‘research’ must contribute to both core discipline and practice.
- b) The ‘research’ should complement the mission of the B-school.
- c) Incorporate the idea of ‘scholarly inquiry’ as an activity in the B-School curriculum.
- d) We need a clear models relating to how management research is developed and disseminated between academics and practitioners.
- e) Formal research by faculty that gets published.
- f) Books and articles written for the benefit of practitioners.
- g) Hold annual conferences on the subject matter of direct interest to practitioners.
- h) Provide an award to those academic institutions or academicians for their research that have great potential for advancing practice.
- i) Need a knowledge based portal on a collaborative basis.
- j) Teaching materials (like case studies, simulations, games etc.) meant for knowledge sharing between knowledge communities.
- k) Research based Pedagogical teaching.
- l) Consulting by faculty (assist practitioners).
- m) More direct interaction between academics and practitioners is essential for the development of the academic course curriculum.
- n) Publication in International Journals as criteria for promotion and rewards.
- o) Institution needs to designing and implementing environments that purposefully encourage research that matters.
- p) Publication of in house journals, monograph etc. by the universities to disseminate the work of their own faculty in an open platform (not only print but as well as online version).
- q) Objective evaluation of the research by renowned external scholars is highly essential to identify the wider applicability as well as the acceptability by the other stakeholders.
- r) Interpersonal relationship plays a major role in developing research culture in Indian B-School.

Note

Thus it is evident that embed a ‘research culture’ into the core culture of the institutions is the key agenda in a knowledge based economy. Reform in Higher Educational Institution (HEI) demand changes at the University level which are acting as a catalyst in the societal transformation. Through creating a better knowledge sharing, reducing the gap between academic-practitioner, Higher Educational Institution (HEI) would have to overcome these challenges in order to reap the benefits of knowledge management.

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Best Practices in Student Engagement and Participation: A Cognitive Approach towards Academic Curriculum in Visual Arts: Quality Assurance, Multidisciplinary, Pedagogic Approach, Curriculum Design, Art and Academics

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Introduction

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

Goal

This paper deals with best practices of student engagement and participation in academic curriculum emphasizing on the discipline of Visual Arts of Govt. College of Art & Craft, Calcutta (GCAC). This heritage institution has produced luminaries in this creative field. It is dedicated in nurturing culture creative minds and producing artists for future. It is also engaged in catering the artistic needs of the industry at a large. Hereby, an attempt is made to develop few key statements with a reasonable degree of confidence about student engagement. The key themes regarding underlying goals or purpose for utilizing student engagement are:

1. Student Engagement with achievement or knowledge accumulation, good academic outcomes (grades), and ultimately graduation as the goal.
2. Student Engagement with (experiencing) emotional/psychological “high” as a goal.
3. Student Engagement with powerful, “deep” learning and improved cognitive/metacognitive, knowledge building skills as the goal.

The Context

The challenging factors that surface most often in the academic curriculum of visual arts are: embedded collaboration, integrated technology, inquiry-based learning, and assessment for learning, making learning interdisciplinary and relevant and application oriented. The context of student-engagement of this discipline often combines these aspects:

1. Technology-rich learning environments – not just computers, but all types of technology, including scientific equipment, multi-media resources, industrial technology, and diverse forms of portable communication technology.
2. Positive, challenging, and open – sometimes called “transparent” learning climates.
3. Collaboration among respectful “peer-to-peer” type relationships between students and teachers.
4. A culture of learning, where teachers are learning with students. Language, activities and resources focus on learning and engagement first, and achievement second.
5. Learning that is relevant, real, and intentionally interdisciplinary.
6. Collaboration between practical and theoretical learning.

The Practice

Academic study of art needs innovative courses to attract students from various disciplines. The teaching aims nurturing creativity, research and employment needs within the wider domain of culture, media, Indian heritage and the arts. Only few Institutions in India offers post-graduate degree courses in the visual arts of which GCAC

is the one. The academic programmes are based on a vast repertoire of techniques and art forms backed by the knowledge of history of art. Moreover, it is the prime institution in India where Visual Arts discipline offers integrated programme for understanding of the individual arts in relation to one another as well as in a broader context of history, sociology, politics, semiotics, gender and cultural studies.

The pedagogic approach of art requires adopting multidisciplinary approach drawing on insights from the fields of anthropology, history, media and cultural studies. Here, along with practical courses, students are introduced to a range of research methods that combine archival, ethnographic, theoretical and cultural approaches.

GCAC organizes educational tours, field trips to monuments and museums and to observe various cultural practices across India. Students are taken to gallery space which it uses to mount exhibitions on contemporary and historical art. The faculty offer courses on complete range of Art History. These are taught together to familiarize the students with the materials and methods of producing the visual arts and to develop understanding its history.

This historic institution also developed an active schedule of Seminars, lectures and workshops by eminent scholars. Interactive sessions with artists based on either their own practice or others form a crucial pedagogical tool for the institutions. Besides their academic work, students are also encouraged to go on field trips, encouraged curate exhibitions and organize cultural activities to facilitate an interface between theory and practice. The institution has been deeply engaged with strengthening and shaping the idea of professional art practice: through coursework, exhibitions curated both by the students and faculty, and through workshops. They are critically appreciated in making the institutions dynamic spaces for discourse and engagement in the arts by conducting several out-reach programmes and public events covering different facets of the visual arts. There is an urgent need for creating digital archives and extending the existing library of the institution. This could be developed through various conferences in bringing together all leading cultural repositories in the country and to start discussions on disseminating public archives, creating a common platform for data sharing and to encourage public and private sector partnerships.

Evidence of Success

GCAC, promoting a creative and individualist approach among its students, has historically adhered to secularist, humanist, and modernist ideals. Over the decades artists from the Faculty of Fine Arts of these institutions are participating in exhibitions worldwide, such as the Paris Biennale, the São Paulo Biennale, and the Tokyo Biennale, etc. Many of India's best known and historically respected artists have their roots in these institutions.

Students are placed in various institutions and organizations of national and international repute like, GCAC, Delhi Art College, WLC, NHMS, International School, Apeejay, Ashok Hall, South Point and many other schools and colleges.

They are professionally involved with high estimation in the organizations like Cognizant, TIS, ABP, TOI, Statesman, Bartaman, Dainik Bhaskar ,Telegraph, O&M, Rediffusion, Bates, JWT, Trikaya, Mudra, Lakshya (Video game company)and many more.

Students are participating in the international exchange programme and the worth mentioning was the visit to 'Escola de Arte e Deseno' in Galicia in Spain in April & May 2010.

This esteemed institution has achieved to form 'Friends of GCAC'. It consists of well-wishers of the college who belong to different sections of society. They may be collectors, architects, eminent artists such as painters, designers, and singers. Friends of GCAC have a global presence and support the college in every possible way.

Problems Encountered and Resources Required

As discussed, the nature of learning activities in Arts Education includes the creating of art, as well as reflecting on the appreciation, observation, interpretation, critique and philosophizing about creative arts. The constraints in developing a progressive art education are:

- a) Descriptions of the nature and extent of current Arts Education programmes.
- b) The links between Arts Education and creativity.

- c) The diversity of methods for delivering Arts Education.
- d) The effectiveness of Arts Education policies.
- e) The nature and impact of partnerships between education and culture in the implementation of Arts Education.
- f) The development and use of teacher education standards.
- g) Assessment of students' learning in Arts Education (evaluating best practice in assessment techniques).

Resources required for implementation of Arts Education & Research:

- a) Creating an arts research agenda and seeking funding to support it.
- b) Conducting surveys of research interests among arts educators.
- c) Promoting interdisciplinary collaboration on research methodologies for Arts Education.
- d) Technology-rich learning environments – not just computers, but all types of technology, including scientific equipment, multi-media resources, industrial technology, and diverse forms of portable communication technology.
- e) Collaboration among respectful "peer-to-peer" type relationships between students and teachers (horizontal organization model); Professional Learning Communities working together to plan, research, develop, share, and implement new research, strategies, and materials.
- f) A culture of learning – teachers are learning *with* students. Language, activities and resources focus on learning and engagement first, and achievement second.
- g) Learning that is relevant, real, and intentionally interdisciplinary.
- h) History of Art should be incorporated as a full-fledged discipline to be taught as a specialized course both in under-graduate and post-graduate level.

Conclusion

Building creative capacity and cultural awareness for the 21st century is both a difficult and a critical task, but one that cannot be eluded. All forces of society must be engaged in the attempt to ensure that the new generations of this century gain the knowledge and skills and, perhaps even more importantly, the values and attitudes, the ethical principles and the moral directions to become responsible citizens of the world and guarantors of a sustainable future.

Universal education, of good quality, is essential. This education, however, can only be good quality if, through Arts Education, it promotes the insights and perspectives, the creativity and initiative, and the critical reflection and occupational capacities which are so necessary for life in the new century.

Remedial Coaching: An Initiative towards Social Inclusion

Ms. Nandini Mukherjee and Ms. Srijita Roy
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Goal

Basanti Devi College is a Govt. Sponsored Women's college situated at 147/B Rash Behari Avenue, Kolkata-700 029 on 1959. An SC/ST cell had been formed in Basanti Devi College in the year of 2007 following the guidelines of the SC/ST cell of the University Of Calcutta. The first committee meeting of the SC/ST cell was held on 7.12.2009. In view of the fact that, The Constitution of India recognizes the SCs and STs as the two most backward groups needing special protection. Further, democracy demands the necessity to protect and promote the interests and needs of the minority groups. In order to allow students belonging to SC / ST /OBC (non-creamy layer) / Minority communities, who need remedial coaching to come up to the level necessary for pursuing higher studies competently and to reduce their failure and drop-out rate. The UGC will provide financial assistance for conducting special classes outside the regular timetable during the Eleventh Plan. Students belonging to Other Backward Classes and General candidates may also be allowed the benefit of such coaching classes. The underlying principles are:-

- a) Improving academic skills and linguistic proficiency of the students in various subjects.
- b) Raising their level of comprehension of basic subjects to provide a stronger foundation for further academic work.
- c) Strengthening their knowledge, skills and attitudes in such subjects, where quantitative and qualitative techniques and laboratory activities are involved so that proper guidance and training provided under the programme may enable the students to come up to the level necessary for pursuing higher studies efficiently.

The Context

Out of the total students' strengths of this institution 35% students belong to the categories of Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes(OBC), Minority(MINo),Physically Challenged (PC) and below poverty line(BPL).For the educational development of the students under the above categories Dr. Maitrayee Bardhan Roy, Principal of this college, applied for a Grant to the authority of U.G.C. In response to her prayer, the authority of UGC (Eastern Regional Office) sanctioned a grant of Rs.8.20 Lakhs. Out of the sanctioned grant of Rs. 8, 20,000/-, Rs. 1, 20,000/- had been provided by U.G.C under the head of free student ship. The amount has been utilized, through equal distribution among 97 students under the above-mentioned 6 categories.

The Practice

- a) Students from 16 departments of this college have been participating in the Remedial Programme. It may be pointed out that 175 students from the 6 categories enrolled their names for Remedial Coaching in the Academic Session 2010-2011 and 210 students from the above categories enrolled their names for the same in the Academic Session 2011-2012.The enrolled students are attending the Remedial classes regularly.
- b) It may be stated further that 38 students of this college and 33 students from Day Students Home adjacent to the college enrolled their names for WBCS Coaching classes under the Remedial Programme and 39 students of this college and 29 students of the said Day Students Home enrolled their names for SSC Coaching classes under the same Programme. They are also attending classes as per their class-schedule.
- c) A separate Library has been set-up in the college from where necessary books, journals etc. are being issued to the students as per their requirements. More than 200 books have been purchased from the non-recurring fund a/c.

- d) The routine-wise coaching is being provided by the teachers appointed for the Programme to the students under the categories of SC, ST, OBC, MINORITY, PC, and BPL. During teaching in Remedial classes topics for discussion are fixed up as per the students' demand and if necessary notes on the topics are also dictated, so that the students may be guided properly without the help of private tuition, which is the principle motto of this Programme. The main concept of this programme is to help the students to come out of the vicious circle of private tuition. The programme is very popular under the existing academic arrangement.

Evidence of Success

As per rules and regulations, guidelines and advice of U.G.C., Basanti Devi College is very successfully conducting the "Remedial Coaching Programme" by the help of sanctioned grant in the Academic Session 2010-2011. Apart from the students of the above 6 categories, the students of general categories are also being allowed to join the Coaching classes under the programme, so that they may be benefitted. For proper implementation of the programme in all respect U.G.C. has sanctioned additional a grant of Rs. 300000.00 for the Academic Session 2011-2012 and the Coaching Programme is ongoing.

Notes

Employability of the students is a part of Remedial Coaching.. Therefore ,apart from general coaching like BA (Hons+Gen), B.Sc (Hons+Gen) etc.the other coaching for the competitive examination i.e. West Bengal Civil Service (WBCS) and School Service Commission (SSC) had been started on 7.03.2011 & 4.05.2011 respectively. College starting this training programme for Preliminary exams and training for the main exams will be started subsequently. This programme was started with financial help from the UGC and with the Collaboration of Day Students Home, Govt. of West Bengal. Batch consists of students of all years (1st, 2nd & 3rd year) of our college as students of other colleges. Classes are taken after the college hour from 4:00 PM to 7 PM.

Extension Activities on Skill Development/Vocational Training for Sustainable HRD besides the regular Degree and Diploma Courses of the University for effective contribution to the society utilizing the idle hours of the teachers, technical staff and plant /machinery /equipment and other infrastructure attracting additional Govt. Grants.

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Goal

- a) To contribute to the society by offering short term tailor made courses for both centralized and decentralized sector particularly for unemployed youth (men and women)
- b) To utilize the idle hours of the teachers, technical staff and plant /machinery /equipment and other infrastructure more usefully for better contribution to the society.
- c) To create self employment based job opportunity and entrepreneurship development in particular trade by extending Vocational training /skill development training in that trade
- d) To attract more Govt. grants for such Skill Development Training / Vocational Training to fulfill the tailor made HRD need of that industry/sector helping to its growth by trained manpower availability.
- e) To create Opportunity for teachers and technical staff for frequent visit to industry for arranging /delivering on –site training and to understand the problem/challenges of the sector to analyze and to solve those utilizing expertise of the Institute, creating facility for better Industry –Institute interaction attracting more consultancy work for teachers.

The Context

For Implementing such programme the main challenges are as follows:-

- a) To understand the sectoral HRD need of that particular trade by making a sample survey.
- b) To design the required courses and to get it recognized either by Industry association or by DGET/NCVT/SVCT etc and to organize the method of evaluation and certification system
- c) To train the teachers and to train some external resource person as trainer or Asst. Trainer for developing training materials and delivery modules ready,
- d) To develop study materials and videos for training in that particular trade.
- e) To organize placement assistance cell and self employment generating assistance booth for helping the trained person by providing both technical input as well as establishing financial and marketing link for their assistance to self employment generation.

The Practice

- Our Institution /this dept. of Calcutta University started this practice in 1993-94 and gradually developed expertise in it and has developed required course modules/syllabus , training manuals in different languages, training of teachers and outside resource persons and trained huge nos. of people(trained 5000 persons in 1993-94 to 1998-99 under UNDP-GOI Programme , trained again 11,000 persons in 2000-2004 under UNDP-CCF1-GOI –FAHP scheme , trained 23,000 persons in 2007-2012 under JTM-HRD scheme and presently undergoing this HRD programme under ISDS programme of MOT-GOI for training of 26,600 persons by 2017 (at present IJT has trained already approx. 12,000 persons under ISDS Programme), besides its B Tech, M Tech and PhD Degree programme under one roof.
- This is unique that our teachers and technical staff volunteers to work even on holidays going outside to mills or to decentralize sectors, NGOs in this trade in West Bengal and different states; we provide them only conveyance /car / air. Rail ticket and Tiffin expenses and flooding lodging expenses at outside from Govt project fund. For theory contribution on working days, or salaried project staff on working days do not get anything, but they volunteer to work for weaker section of the society (it took few years to motivate them by training and also making the all sorts of gadget available to them as required). Some of them has brought good amount of consultancy work from industry and completed those successfully. The things are so organized that do not hamper the normal classes and course activity.

- This helps in higher education as teachers and technical staff frequently visits this industry and develop teaching /study materials /videos that helps in higher education also.

Limitation and constraints are as follows:

- a) May not get sufficient no, of trainees in particular course and hence trainee mobilization is required.
- b) For decentralized sector employment generation is a problem. Post training follow up for forming self help group/microfinance group/artisan card /health card, linkages with bank for loan, raw materials support, cluster formation and creation of common facility production centre etc are needed with the collaboration of experienced NGOs.
- c) There is lack of Good trainers. Trainers are to be developed by Trainers; training of long duration.
- d) Evaluation of trainees for identifying their learning level and grading them is essential for moving forward, which is difficult and sometimes taken loosely. Special monitoring team with defined evaluation system to be developed.

Evidence of Success

- So far this institute , a dept. of University of Calcutta , besides its output of B Tech, M Tech, PhD courses, trained so far 5000 persons in 1993-94 to 1998-99 under UNDP-GOI Programme , trained again 11,000 persons in 2000-2004 under UNDP-CCF1-GOI –FAHP scheme , trained 23,000 persons in 2007-2012 under JTM-HRD scheme and presently undergoing this HRD programme under ISDS programme of MOT-GOI for training of 26,600 persons by 2017 (at present IJT has trained already approx. 12,000 persons under ISDS Programme.
- IJT has developed 23 manuals of such training in three languages and 20 videos.
- IJT have trained 62 trainers for mill sector as trainer or Asst Trainers and 37 trainers and designers for small scale sector as Trainers or Asst Trainers.
- All persons trained in Centralized sector are 100% placed in that mill and persons so far trained in decentralized sector, 30% are engaged in jobs in small units, and 30% are self employed, rest 40 % are still in process.

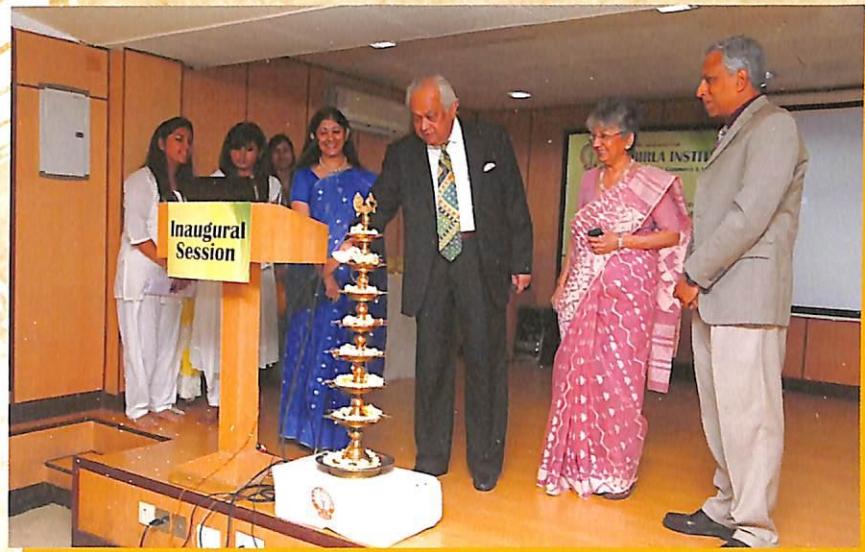
Problems Encountered and Resources Required:

- a) Some teachers are reluctant in this mega social activity as they feel it as extra load and time waste, as these extension activities are not included in API scores of CAS (But these are much better activity than to attend a seminar or to present a paper). So this activity should be included in CAS and also in NAAC criteria.
- b) We do not find always good quality trainers like we do not find good quality teachers in colleges, still we have to run the show. This haunts our heart that we are not doing justice to the trainees, We retrain our trainers who can not satisfy a level of training we desire, like teachers need to trained again and again for preparation of study materials, delivering lectures, arranging and taking practical classes, setting questions, evaluation stick etc, otherwise teachers will fail to do justice to the students, as our trainers fails some times. Strict vigilance and monitoring is the only way out. Days are coming teachers , after taking classes that should be uploaded in suitable students' site under college website or CBL system , so that principal/ any teacher and students not attending the classes for valid reason may get password to see this and learn or monitor and suggest modifications.

Notes

- a) Our Teachers and technical staff have learnt a lot through this activity and their average efficiency and practice to work hard has immensely increased.
- b) Our Machinery maintenance cost and lab up keep and removal of obsolesce and repairing of any equipment has become easier with the support of the Govt. fund for this project.
- c) Most Important, for about 30 % involvement of our all teachers and technical staff , we apportion 30 % administrative overhead expenses as project management cost in this type of mega HRD project, with which our many recurring expenses are met and many project staff and fellow are working who also take practical classes and improves the smooth running of the Institute

Glimpses of the Seminar...



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