

ASSOCIATION OF INDIAN COLLEGE PRINCIPALS [AICP]

COLLEGE NEWS

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ASSOCIATION OF INDIAN COLLEGE PRINCIPALS [AICP]

Editorial

Dear Principals,

Greetings from the team of College News.

We welcome you to the salubrious climate of Goa-The tourist's paradise. Sea, sand and surf- that's what Goa is all about. As we enjoy the proverbial hospitality of the Goans, let us also deliberate on and discuss, in all seriousness, the academic issues that so vitally concern us and wrestle with possible solutions. Also think of ways and means to make the association a force to be reckoned with.

The present issue covers a whole gamut of themes related to Higher Education. It offers an interesting fare to chew on and the articles throw ample light on important issues and provide food for thought. And if you are lucky enough to land in the land, 'known as *EI Dorado* by Indians, called America, then there is an interesting piece which tells you what you should do there. For further guidance seek an appointment with Dr. Chindhade.

A fervent appeal to you learned (and learning) principals – please continue to put your pen to paper and churn out an article for the College News. There is no dearth of topics, we believe. Is there?

The year 2012 has just become history and we wish the dawn of 2013 bring joy and cheer in your lives and we all exert ourselves to make higher education a catalyst for making the society and the country at large a vibrant entity, and a livable one too!

Happy 2013.

Prin. T. J. Purani
Prin. Subhash Brahmhatt

NEWS

CONGRATULATIONS

Dr. (Mrs.) REKHA KALIA BHARDWAJ

Principal, Hans Raj Mahila Maha Vidyalaya, Jalandhar, Punjab

NAAC Peer Team visited Hans Raj Mahila Maha Vidyalaya, Jalandhar, Punjab in the month of October, 2012 for re-accreditation of the college. The college has been awarded **A Grade with 3.83 (highest score in India)** out of 4 CGPA according to present evaluative methodology of NAAC.

Even in 2004 the college had got **A+ grade with highest marks 94.05 %**.

CONGRATULATIONS



PRIN. KIRAN ARORA

Ex. Committee Member, North Zone
PremChand Markanda SD College for Women,
Nehru Garden Road, Jalandhar, Punjab

Dr. Kiran Arora has been awarded scholarship from International Relations Hungarian Scholarship Board - Budapest for one month to work in the Department of Gender Studies Central European University, Budapest, Hungary.

CONGRATULATIONS



PRIN. SUBHASH BRAHMBHATT

Secretary General - AICP
Shri HK Arts College, Ahmedabad.

Prin. Subhash Brahmhatt has been appointed by the chairman of UGC as the UGC observer under the scheme of autonomous colleges on the Governing Body to Mata Gujri Mahila Mahavidyalaya, Madhya Pradesh of Rani Durgawati University, Jabalpur (MP) and K.S.R. College of Engineering K.S.R. Kalvi Nagar, Tiruchengode - 637215, Distt. Namakkal, Tamilnadu for the year 2012-13 to 2017-18.



The 14th National Conference of AICP

Host

Forum of Principals and Representatives of Managements of aided Colleges in Goa in Association with the Directorate of Higher Education Govt. of Goa.

GOA

Dt. 21-22-23 Feb. 2013

***The main theme of the conference is
“Capacity Building in Higher Education”***

Sub themes

1. Academic performance index for Principals.
2. Enhancing quality of teaching and performance.
3. Transparency in Higher Education.
4. Research and other quality enhancement grants from different funding agencies in Higher Education
5. Manpower training strategies in Higher Education.

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Union is our Strength

Academic Audit as an effective Teacher Accreditation Tool

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The National Assessment and Accreditation Council expects the educational institutions to focus on integrating their healthy philosophies, belief systems and value practices. It describes such practices as Best Practices in Higher Education. According to it, institutional excellence in higher education is the aggregate of the best practices followed in different areas of institutional performance. It advocates Best Practice Benchmarking Approach (the four 'I' and one 'D' Model approach) for quality enhancement in higher education, namely, Identification of Best Practices, Implementation of Best Practices, Institutionalization of Best Practices, Internalisation of Best Practices, and, Dissemination of Best Practices.

One of the areas which is quite appropriate in this connection is the introduction of Academic Audit for ensuring job specification and accountability on the part of all those who are administering the institution, particularly, the management and the faculty - both teaching and non-teaching. Even though academic audit is a necessity, it is considered a best practice just for the reason that it has not been introduced in most of the institutions offering higher education. This paper aims at providing a broad view of the process of academic audit that may be adopted by higher education institutions, particularly in Undergraduate colleges offering general education and narrows down its approach to one area of academic audit, namely, Academic Audit through Accrediting Teachers.

What is Academic Audit?

An academic audit may be described as a

systematic examination of an academic process of an institution. In a broader perspective it comprises various aspects which an educational institution is expected to perform, such as curriculum design and development, planning and implementation, teaching-learning-evaluation, research and consultancy, governance and leadership, stakeholder relationship and innovative practices. In a narrower sense, it may be confined to any one or more areas mentioned above. Academic Audit also goes a step ahead of examination of documentary evidence. It makes a study of the job specifications and accountability of management and faculty, strengths and weaknesses of the academic process as well as those of teachers and offers suggestions for strengthening the strengths and weakening the weaknesses.

It is done by a team of experts who are drawn from a pool of academicians, preferably working or retired teachers of repute from other institutions. The purpose of appointing external auditors is to ensure fairness and make an objective assessment of the work done by them.

Academic Audit of Teachers

Among several stakeholders from the government through the students at the two ends, the teachers who remain somewhere in the middle is the most powerful stakeholder. This is because he is both the permanent stakeholder and the beneficiary stakeholder, the former more importantly. Therefore, in the academic audit, to assure the best of the qualities, among the 3 Ps – Product, Process and People – the teacher who belongs to the last is the most important, and consequentially, the most powerful. Hence, the

stress on the academic audit of the process or the product can become realistic only when the people involved, the teaching community, is first accredited. Undoubtedly, this stakeholder will also be the one who will be least approving of the academic audit for the simple reason that the present status of a sense of lack of accountability of the processes applied will disappear through such an audit.

Why Should There Be Any Academic Audit?

Promoters of academic audit have been focusing their attention on job specification and connected accountability. The areas connected to both can be evaluated, no doubt; however, this is definitely inadequate, especially from the perspective of quality enhancement. Performance of a teacher can be evaluated in different ways. The competencies that are developed by the teacher for teaching; the number of teaching hours engaged; pass percentage of students in the subject taught by him/her; the training programmes undergone; participation in workshops, seminars and conferences; reading habits; investments into concerned literature; social relationships that exists; commitment to quality enhancement; research publications and the like are some of the common areas for accreditation. Dealing with all of them may look on the face of the community of teachers with disbelief and with wonder at the strategies, methods and techniques that could be used for the accreditation, in some cases with a sort of definiteness about the impossibility.

At present, job specification is confined only to what a teacher is broadly expected to do in his role as a teacher. A teacher is expected to prepare a teaching plan and execute the plan so prepared. However, such a specification generally does not include areas like identification of slow learners, need to offer remedial education to them, measuring the effect of such remedial education, quantifying improvement in the entry and exit level performances of such slow learners or even making a graph of the competencies of the students at a given points of time. In the absence of a proper

job specification, it is even difficult to establish accountability of the teacher. It is only an accountable teacher who works with necessary competence who can make an impact on the learner. Hence, there is a need to institute a system of academic audit which defines not only what is to be done by a teacher but also assesses whether it is being done by the teacher.

Teacher Resistance against Academic Audit

The general opinion of educationalist critic is that most teachers are against an academic audit. There is some truth in this though there are plenty of reasons for such an attitude. Any audit, academic or otherwise, should have solutions for improvement that are practicable. When a person is being informed that he/she has a particular credit for the type of performance that are being done and is below someone else in the credit, there is always a need to satisfy his or her question about how to reach the status of the one who has a higher credit. All assessment centres should be followed by a developmental centre, to avoid a certain amount of injustice done to an assessee who may be accredited as not up to the benchmark or below in credit in comparison with a few others. This is not a simple question of protecting self-esteem; it indeed is a question of basic human rights. Every assessee should have the right to reach a particular level which may be a benchmark or an expectation, and hence, has the right to know what would make him or her reach that level. In addition, a model at that level needs to be made available so that the person can reach that level. Devoid of these facilities, teacher resistance is understandable.

Responsibilities of Academic Auditors

The main responsibilities of academic auditors are as follows:

1. Designing a process for audit in consultation with the Head of the Institution, IQAC members and teaching faculty. The process so devised should cover areas pertaining to teacher competencies generally and specifically performances associated with teaching plan and

execution; student evaluations; remedial education; motivation to higher learners; support to slow learners; identification of specially gifted or even deprived or disadvantaged students; involvement in research work and training programmes; participation in co-curricular and extra-curricular activities; peer member reviews; value and healthy practices; use of innovative learning processes in the classrooms; type of relationships with students outside the classroom, and more importantly, the enhancement of knowledge in the core area of teaching. Designing of audit processes may be done even by the concerned institution but should essentially be vetted by experts or sister institutions depending on areas opted by the institutions from among many mentioned above or even what are specifically relevant culturally or locally.

2. Analyzing activities connected with what have been referred above from different dimensions will be necessary to accredit a teacher. There are possibilities of accrediting an individual teacher through various methods. However, it will be important that such analysis of the activities of the teacher is done with his or her concurrence so that the processes themselves are transparent. Much more than these, what matters most is the preparation of the teacher to go through an accreditation by motivating the teacher to accept the process and believe in its structure of implementation. Further, an assurance that the accreditation is not going to become a punishing tool is the most necessary element of teacher accreditations.
3. Conducting interviews of members of the staff: The interview generally focuses on the methodology followed for teaching-learning and evaluation. It includes the methods followed by teachers for stimulating learning such as the use of techniques like group discussion, case study analysis, unannounced quiz, paper presentations and other problem solving

exercises; comparison of students' performance in the beginning of the term and at the end of the term to gauge his/her progress; method of feedback taken by the teacher about his/her teaching; interactions with the parents of students or use of ICT mode for teaching and learning.

4. Interacting with a team of students, old students and parents: The auditors should analyse the evaluation made by the students, old students and parents through a structured questionnaire already administered to them by the Institute. Such evaluation should be authenticated by means of an interview with teams of such stakeholders.
5. Offering suggestions for quality enhancement: Academic Audit is not a fault finding exercise. Its objective is to find out the areas of strengths as well as weaknesses in the teaching learning process and to offer suggestions to the teacher and institution to overcome the weaknesses. Every teacher wants to provide quality education and will do so if he/she is properly motivated and guided.
6. Stakeholder Support: The most important support that a candidate who wants to go through an academic audit is the support of the management and the principal or in some cases, the head of the department also. It is necessary that the teacher is assured of possibilities of offering opportunities to improve if or when he or she may be found inadequate.
7. Peer Group Motivation: If or when an institution wants to start with accreditation of teachers, it should start by focusing on specific competencies of performance which are easily measurable and checkable. This is easily noticeable for all teachers, and therefore, is likely to offer credibility of the academic audit itself. It will be worthwhile to begin with the competencies of platform performance in the classroom which may include competence in communication with skills like descriptions,

reports, explication, argumentation or refutation on the one side; and alertness, attention quick responses on the other side. These are skills which can be measured through different responses, and therefore, the confidence of the teacher in the academic audit process itself will be enhanced. Thereafter, other areas can also be accredited leading to a total academic audit which could be put in place in the long run.

Precautions to be taken

As academic audit is not a familiar concept in the Indian scenario, some precautions should be taken to make it effective and acceptable.

1. Only teachers of repute who have competencies in assessments should be appointed for academic audits.
2. The auditors so selected should be from external sources and should not be connected with the Institution.
3. The scope of academic audit may be enhanced in a phased manner. For example, in the beginning it may be confined to an evaluation of only teaching-learning-processes, and, research activities and may be extended to many other areas depending upon the need of the institution to develop teacher competencies leading to effectiveness in teaching and learning processes that may be adopted by the accredited teacher.
4. Teachers should be properly oriented about the purpose of academic audit, audit processes and the method of evaluations followed.
5. Teachers should be enlightened on the systems of maintaining records that may help in the accrediting processes.
6. The report should throw light on both strengths and weaknesses of the teachers in core competence area. Academic audit is not a fault finding work. But at the same time, its report and recommendations should be accepted with all seriousness for implementation. Otherwise,

academic audit is likely to become an ordinary ritual and lose its importance.

7. The audit should be objective in nature and should not give scope for personal prejudices. The method of evaluation should be clearly spelt out. The areas where teachers will have to focus should be stated in the beginning itself.
8. There should not be any possibility of any deprivation for any teacher who may fall short of the expectations or benchmark decided by the management. Any action in this regard can destroy the faith of the teacher in the process itself.
9. An academic audit is an assessment-centre created for specific purpose. Therefore, it should be immediately followed by a development-centre that would offer the teachers who go below the benchmark or who are not satisfied even though they achieved the benchmark.

Grading of Teachers

Teachers may be evaluated in different areas or competencies on a scale of 1 to 9, with number 1 as Very Poor and number 9 as Excellent. It may be computed to denote five different grades - Excellent, Very Satisfactory, Satisfactory, Yet to Develop or Interest Yet to be Identified. It is important that not satisfactory or poor grade is not awarded so that the motivation of the person is not destroyed, especially because of the fact that such a teacher will still continue to teach.

Some areas as Examples for Grading

1. Skills and tools used for classroom explication
2. Effective platform performance
3. Supportive Leadership offered in the classroom
4. Motivating students to participate in extra or co-curricular activities
5. Quality of presentations made in seminars, workshops or symposia
6. Skill development training programmes undergone

7. Action research on student activities or performances
8. Initiating and guiding student projects
9. Use of student Feedback system
10. Intellectual property created by the teacher

Preparing Auditors

The UGC or NAAC ought to prepare auditors for academic audit, especially for teachers' academic audit. Undoubtedly, these auditors have to be exceptionally competent to measure the competencies of the teachers. They should be senior professors who have been living their teaching career not only with commitment to the cause of education but also with sufficient exposure to innovative forms of both educational administration and classroom performance. They also should be people with sufficient knowledge about human relationships and equally impacting leadership that makes them acceptable to the assessees.

Professors from different parts of the country and from different universities may be trained to become assessors. Their assessment competencies may be tested or measured and certified so that they will be people who have gone through the process and understand not only the intelligence involved but also the emotions.

A pool of such resourceful professors may be created and the list may be made available to colleges and universities so that they can pick or choose whom they would like to select for the purpose of academic audit.

Format for Audit Report

An academic audit contains matters such as

1. Record of appreciation of the accreditations done.

2. Title, period covered, members of audit team, terms of reference, methodology followed for audit, findings of audit and recommendations.
3. Institutional value practices, best practices, general quality of students, speciality of student groups.
4. List of measurement activities that have been done with schedule and results.
5. Intellectual property examined and their evaluation - general, departmental and individual.
6. General assessment of all teachers who have been accredited.
7. Individual assessment of all teachers who have been accredited.
8. Suggestions for setting up developmental centre at the institution.
9. Special feature, if any.
10. Conclusion.

Conclusion

With the suggestion of Ministry of Human Resource Development to double the number of universities in the country within the next two years and enhance number of colleges three times within the next four years, it is imperative that quality assurance has to be guaranteed to avoid larger number influencing averaging or leveling. Ultimately, it is the teacher who decides the quality of education offered by any institution for the most easily understandable reason of his being the most permanent stakeholder. The earlier the universities and colleges try to accredit their teachers, the better it will be for the quality of education in each of them so as to guarantee the focus of attention on the cause of education for the cause of the nation.

Trends in Higher Education in India And Abroad

Prin. Dr. P. Chandrasekharam

1. GENESIS OF HIGHER EDUCATION IN INDIA AND ABROAD:

The seeds of Higher Education in India - a country which is old,

Largely Poor and Great, were Planted by the British in 1857 with the setting up of the Four Universities of Madras, Calcutta, Bombay and Lahore. The University of Lahore went to Pakistan later. They were founded on 19th Century European ideas about Higher Education. These and the other Universities set up in Post-Independent India could take the advantage of the winds of Liberalization and Globalization which swept through the World in 1980 s and 1990 s.

London University in England established in the 1830s was an Examining and Affiliating body. The three Universities of Madras, Calcutta and Bombay set up in 1857 were copies of London University.

Today, the London University is a Federation of 19 Autonomous Universities, one of which, for example, the University College London (UCL) is ranked FOURTH globally in the latest Survey of Higher Educational Institutions.

Recently it is recognized in our India that our Economic future is strongly tied to Knowledge. Our Prime Minister Dr. Manmohan Singh, while launching the National Knowledge Commission said that the time had come for India to embark on a “**SECOND WAVE OF INSTITUTION BUILDING**” and that if this investment is denied, the Youth will become a Social and Economic liability. He said that there is a need to make our Institutions of Higher Education and Research World Class.

Nobel Prize Winning Economist Robert Fogel estimated from the data of USA that College Educated Workers i.e., those who have a Bachelor’s degree or higher are **3times** as productive and a High School Educated Worker (+2 or Class 12) is **1.8 times** as productive as a Worker with less than 9th grade Education.

Originally the Universities in the West were concerned with diffusion of Knowledge. They reinvented themselves as Research Universities starting in Germany almost **150 Years** ago. The Germans realized that Professors with Research Students and Groups were capable of discovering new dyes and other Chemicals. This idea of a Research University spread quickly from Germany to other Parts of the World. Today, majority of Higher Education Institutions are places where Undergraduate Education, Postgraduate Education and Research are all at home. So these are places where Knowledge is both created and distributed. In the West, There is also a network of specialized Research Institutions as well as R & D Laboratories both Privately and Publicly supported.

In India, the Universities which came up before Independence, namely the Universities of Madras, Bombay and Calcutta were meant to be mainly Examining and affiliating bodies. Others such as Banaras Hindu University and Aligarh Muslim University were Research oriented. So we had very few Universities with dual Education/Research functions.

2. DECLINE OF TRADITIONAL SUBJECTS

Liberal Arts and Pure Sciences were the most glamorous subjects of the past. Now they are at the bottom of the heap and Students seek

Job- oriented Courses.

The Central Government of India has responded to the alarming decline of interest in Pure Sciences by setting up of a Chain of Indian Institutes of Science Education and Research. In most parts of the Globe, the preference is for STEM subjects, Science, Technology, Engineering and Mathematics.

3 MORE COURSES

A generation ago, the bulk of Students chose one of a set of Core Courses in Arts and Science and a minority opted for Professional Courses like Engineering, Medicine, Law or commerce. Now the scene is reversed and a Student can opt for Nuclear Physics or Catering or Fashion Technology. The present trend is towards Early Specialization. For example, a First year Degree Student can opt for Genetic Engineering today.

4. MORE INSTITUTIONS

From just 20 Universities and 500 Colleges in 1947, to nearly 600 Universities and over 20,000 Institutions in our country today is impressive. India is the **Third Highest** in the World in Student Enrolment behind USA and China. There is still demand that cannot be met.

In the past, only Central and State Governments were involved in running Universities. Now we have 100 Private Universities and a similar number of Deemed Universities.

In spite of this Growth, the two sources of dismay are a perceptible decline in Quality and Standards and the fear that the System will not be able to cope up with the Challenges the future will bring.

5. FALLEN STANDARDS

This malaise has affected all parts of the Country except certain Institutions in Delhi and one

or two other Places. Some factors for this fall are Pressure of numbers, the paucity of good Teachers, the Commercialization of Education and the damaging effects of linguistic and regional Chauvinism.

The Current Concern over declining Standards is forcing the shut down of some Institutions that teach Engineering and Management.

The changes that might sweep aside the present Systems have to do with Technological Changes. **Ivy League Institutions** in USA offer free online Courses, handled by Celebrity Professors. **Coursera**, a Joint Venture of Stanford, Michigan, Pennsylvania and Princeton Universities, **Udacity**, launched by a Stanford Professor and **edX**, a Harvard and MIT Initiate are the Pioneers in this area. We in India ought to pay attention to these changes Some Companies are already offering such services.

6. CONCLUSION

Demographic Pressure and the free play of Market Forces in globalized and increasingly Technology – driven World will shape the Universities in future. Increased Student mobility, Internationalization, Use of emerging Technologies like “Augmented Reality”, “Game-based Learning”, “Learning Analytics” and other futuristic features will transform Higher Education shortly. Those who fail to adapt may be left behind. The pursuit of Knowledge was the motto of Old and Traditional Higher Education and this will lose significance in future.

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Enhancing the Quality of Teaching and Performance: The Significance of Student-Centred Teaching-Learning Process

— Rev. Dr. A. Joseph, S.J.

Principal, St. Xavier's College (Autonomous), Palayamkottai – 627002
Tamil Nadu

The paradigm-shift in the field of higher education today is from the concept that an institution as the place of “instruction” to the perspective of institution as the place of “learning.” The teacher is expected to provoke students to learn how to learn and thus to teach themselves, rather than the more traditional teacher-centered learning with teacher as deliverer of knowledge, which places the teacher at its center and makes students passive listeners. *What the student does* is actually more important than what the teacher does. Accordingly, the correct pedagogic concept is that the teacher is a “facilitator” who enables students to acquire the necessary skills and knowledge. The aim of this paper is to discuss the importance of student-centred teaching-learning process in the fast changing global scenario.

Origin and Development:

The concept of student-centred learning was first promoted by Hayward in 1905 and developed by Dewey in 1956. Carl Rogers, the father of client-centred counseling, is associated with expanding this approach into a general theory of education. The term student-centred learning is also associated with Jean Piaget, a French speaking Swiss developmental psychologist and philosopher known for his epistemological studies with children, and recently with Malcolm Shepherd Knowles, an American adult educator, famous for the development of the Humanist Learning Theory. Kember describes two broad orientations in teaching: the teacher-centred / content-oriented conception and the student-centred / learning-oriented conception. He points out that knowledge is constructed by students and that the teacher is a facilitator of learning rather than a presenter of

information. P. Burnard emphasizes choice in the area of the learning and states that students' perceptions of the world are important. Though there are subtle variations in the views of the educationists who recommend the term “student-centred teaching-learning process,” the following three aspects become integral part of the argument:

1. Students' choice in their education
2. Active versus passive learning
3. The shift in the power relationship between the student and the teacher.

Principles of Student-Centred Teaching-Learning Process:

S. J. Lea, D. Stephenson and J. Troy state that student-centred learning includes the followings tenets:

1. Increased responsibility and accountability on the part of the student
2. Active rather than passive learning
3. Emphasis on deep learning and understanding
4. An increased sense of autonomy in the learner
5. An interdependence between teacher and learner
6. Mutual respect within the learner-teacher relationship.

All these ideas must be taken into account whenever curriculum is modified in higher education institutions.

Impediments to Student-Centred Teaching-Learning Process:

The following limitations in the existing curriculum are the obstacles in the path of student-centred teaching-learning process :

- * Curriculum is information-oriented and so it does not allow the teachers to practise innovative pedagogic techniques.
- * In present educational environment, students are not “active participants” but “passive listeners.”
- * Curriculum is not need based. Even after completing the course, students remain deficient in communication skills. H. G. Widdowson’s comment is worth mentioning here: “Communication takes place when we make use of sentences to perform a variety of different acts of an essentially social nature. Thus we do not communicate by ‘composing’ sentences, but by ‘using’ sentences to make statements of different kinds “
- * There is a hiatus between the existing curriculum and employment opportunities. During interviews students experience difficulty because of the lack of communicative ability.
- * The present curriculum offers the same course material to both advanced learners and slow learners. As a result of this, slow learners plunge into despair and advanced learners go astray.
- * No effort is taken to bridge the gap between the higher secondary level achievement and the college level requirement.
- * Curriculum does not provide flexibility in the choice of subjects. The choice-based credit system practised in India offers only limited opportunities to students because of the workload of teachers and lack of infrastructural facilities.
- * Curriculum does not promote research culture among students. P. P. Mathur presents the statistics regarding the low research output of our country at the international level:
It is very startling that just 3.5% of global research output in 2010 was from India. In most of the disciplines India’s share in global research output was way below this overall average output. In 2010, India’s contribution in Mathematics was around 2% while it was

17% for China. In Materials Science India’s Share was 6.4% while that of China was 26%. India’s Research in Physics was just 4.6% while China stood at 19%. Though India claims expertise in Computer Sciences the figures indicate a very different picture. Only 2.4% of global research was from India while China contributed 15%, Korea 6.3% and Taiwan 5.7%. It is also worth taking notice of the fact that India’s share of the world output in Engineering fell from 4.3% in 1981 to 2.2% in 1995 but regained to 4.25% by 2010 while India was overtaken by China (16.4%), Korea (5.4%) and Taiwan (4.4%). These statistics should make any person associated with higher education to ponder and do serious introspection. (32)

Suggestions for Implementing Student-Centred Teaching-Learning Process:

- * Adequate infrastructure facilities should be developed to facilitate ICT-enabled teaching-learning process. Mr. Pranab Mukherjee, Hon’ble President of India, insists that the development of appropriate learning experiences is essential in teaching-learning process: “Adaptation to and application of new technology has to be an integral part of curriculum development for all stages of education. New methods and teaching aids must equip the younger generations to learn more, explore more and contribute more to the society” (22). The digital generation makes it clear that ICT will affect the complete learning process today and in the future. Tertiary education is the sector where ICT usage is most needed. As far as the use of ICT is concerned, the “high performing countries” are the United States of America, the Scandinavian countries, the United Kingdom and Germany; the “average performing countries” are Belgium, France and Spain; India is one of the countries which perform at the low level in this aspect mainly because of the lack of infrastructural facilities.

- * Bridge Course should be conducted for one semester at the UG level to bridge the gap between higher secondary level achievement and college level requirement.
- * The choice-based credit system should be modified so as to provide ample choices to students according to their abilities. As Laksman Chaturvedi says, “Our courses in general have been rigid in terms of choices. As such there has been little scope in the higher education system to transcend the rigidity of the degree There is an urgent need to deliberate upon cafeteria approach, modularity and need based programme formulation considering the growing service sector in the country” (11).
- * To promote research culture, appropriate measures should be introduced in institutions for access to financial assistance and consultation on current research areas. Curriculum should motivate students to think creatively. As C.E.M.Joad says: “It is because James Watt watched the kettle, and Newton saw the apple drop, and things like that, that there are inventions now” (59).
- * Curriculum must focus on skill development. In modern pedagogic environment, the teacher is a “facilitator,” who helps students acquire knowledge according to their abilities.
- * Curriculum should enable students analyze concepts critically. S.S.Kavitha aptly says: “Instead of teaching facts like the sun rises in the east, the skill-based curriculum teaches it explaining why the sun does not rise in the west and what would happen if it did” (6).
- * Necessary changes should be made in the curriculum on the basis of the feedback obtained from students, academic peers, alumni, parents and employers.
- * Before starting the teaching process, every teacher should reflect on the following three aspects:

i. *Who are my learners?*

Students are individuals. They differ

from one other in various ways. Therefore, different pedagogic strategies and remedial measures are needed. Teaching and learning should be personalized to the maximum. In order to achieve this aim, Jesuit colleges in Tamil Nadu have introduced Streaming System in the Teaching of General English to UG students as per the recommendations of the UGC Curriculum Development Centre.

ii. *What are they learning?*

Here lies the importance of the selection of the course material based on gradation.

iii. *How do they learn?*

The focus here is on the learning methods.

- * The role of the teacher should be facilitative rather than didactic. The balance of power shifts so that the teacher shares some decisions about the course with the students. In order to achieve this goal, students may be appointed members of the Boards of Studies in autonomous colleges and universities. Feedback from the students should be analysed carefully during curriculum designing process.
- * The teacher should create an ambience so as to motivate his/her students to accept responsibility for learning.

Conclusion:

The change in the student population and the more consumer-oriented culture in the contemporary world have created an environment, which focuses on student-centred teaching-learning process, encouraging the students to develop their own learning goals. The healthy practice in curriculum designing internationally is the emphasis on what the student will be able to do rather than on the content being covered by the teacher. Activity-based learning is the need of the hour. Thus, learning with interest, choice in learning and

the shift of power in the teacher-student relationship are significant aspects of student-centred teaching-learning process.

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"Many an academic adventure have failed not because of the limitations of a textbook or the curriculum but because of the limitations of teachers."

– Chancellor, University of London.

Book Review

Title : This is not the end of the book;

Authors : Umberto Eco & Jean- Claude Carriere,

Published by : Vintage Books

Prin. T. J. Purani

At the World Economic Forum in Davos in 2008, one of the speakers predicted that four phenomena would drastically change humanity over the next fifteen years: 1) Oil will be available at 500 dollars a barrel. 2) Water, like oil, would become a commercial product, and be traded on the Stock Market. 3) Africa will become an economic power. 4) The book will disappear. Jean Claude Carriere, one of the authors, asks: “*The question is whether the permanent eclipse of the book-should it in fact take place- would have the same consequences for humanity as the predicted shortage of water, or affordable oil.*” Was it the prediction of Cassandra, the Goddess of Doom ?, one wonders.

The preface of the book begins with a quotation by Victor Hugo: “*The book will kill the building... when you compare (architecture) to the idea, which... needs only a sheet of paper, some ink and a pen, is it surprising that the human intellect should have deserted architecture for the printing press.*” In *The Hunchback of Notre-dame*, Hugo has put these words in the mouth of Archdeacon Claude Frolo. This speaks for the survival instinct of the printed word. The fear that electronic book will replace the printed version seems unfounded. Film has not killed painting and television has not replaced cinema. Of course technological revolution has altered reader’s relationship, but it is absurd, if not churlish, to sound the death-knell of the book.

The book under review is in the form of an extended conversation between philosopher and novelist Umberto Eco and playwright and script writer Jean- Claude Carriere. Each has more than 40,000 books in their library and some can be called

antique pieces. They discuss the mirror the books hold up to humanity. At the same time Eco shows his concern when he says: “*The human being is a truly remarkable creature. He has discovered fire, built cities, written magnificent poems, interpreted the world, invented mythologies etc. But at the same time he has never ceased waging war on his fellow humans, being for formally wrong, and destroying his environment.*” If the book holds mirror to humanity, he says, then “*If we understand books as reflecting the human striving for self-improvement and transcendence, then we see that of course they express not only our great integrity, but also our terrible baseness.*”

The question that bothers one and all today is – Will the book disappear as a result of the internet or Kindle or Kobo? Eco asserts that, “*in order to read, you need a medium. This medium cannot simply be a computer screen. Spend two hours reading a novel on your computer and your eyes turn into tennis balls.*” He accepts that numerous documents can be loaded onto an e-book, but he is not convinced that it would be advisable to read *War and Peace* on the e-book. He says the present-day gadgets in course of time become obsolete as did the floppy disks, Hermann Hesse in 1950s wrote: “*The more the need for entertainment and mainstream education can be met by new inventions, the more the book will recover its dignity and authority; we have not yet quite reached the point where young competitors, such as radio, cinema etc., have taken over from the book that it can’t afford to lose.*” How prophetic and reassuring these words!

Jean – Claude agrees: *Cinema, radio and even television have taken nothing from this book*

that it could not afford to lose.” Eco has a revealing observation that writing is an extension of the hand and is therefore biological but the modern inventions- cinema, radio, internet – are not biological.

According to the writers the media formats change fast, become obsolete in course of time- floppy disks, video-tapes, C D-Roms, etc. The DVD will be replaced by smaller disks requiring new players. Technology is ruthlessly outdating things. In short, media formats are ephemeral. But just as the spoon or the wheel do not drastically change, the format of book may not change drastically. The book is like a spoon: Once invented, it cannot be bettered, says Eco. Carriere poses a question to Eco: Suppose the world is going to be wiped out in a catastrophe and asks Eco what will he choose and in which media. Eco answers unequivocally: “It is proven that books are superior to every other object that our cultural

industries have put on the market in recent years. So, wanting to choose something easily transportable and that has shown itself equal to the ravages of time, I choose the book.”

The conversation covers a wide spectrum - future of the book, burning of books, library, what is happening to knowledge now that plethora of information is available at the click of the mouse, the blogs, tweets etc. About library, there is a gem of a quote: “*A great library always remind me of the stratification of a coal mine- full of fossils, tracks and stories. It is the herbarium of feelings, and passions, the jar in which the dried-up fragments of all human societies are stored...*”

What one can infer, after browsing through this delightful and though-provoking book- no cliché this- is that in some form or other, the book will survive the ravages of time, and the cassandras of doom.

*“No matter how busy you may
Think you are, you must find time
For reading, or surrender yourself to
Self – chosen ignorance.” – Confucius*

Core Values for an Institution of higher learning : What they are and what is the present scenario.

(The paper is based on Balridge Report which was prepared for some American higher education institutions).

Prin. T. J. Purani

How effective are the core values to the effective and efficient operation of a college or a university?

1. **Employee participation** real participation is minimal, being on committees is considered to be participative. The extent of professional development efforts on a college campus usually begins and ends with sending professors to conferences. When efforts are made to improve quality teaching, the faculty mindset reacts typically then: 'who are you to tell me what to do? 'Education and training is not seen to be part of the expectation to develop and grow in professional life. Most professional development is perceived an extra something that you do in addition to your normal work. Development efforts made are perceived not as an investment in teachers by the institution but as an added chore to be endured. Since the teachers preach learning and sell learning as a service, the teachers are not prepared to practice it. The pay off in terms of enhanced morale and added skills to respond to changing needs of employers does not concern teachers. The need is to think about curriculum design instead of getting bogged down in committees. We need to think about changing teaching methods to match new ways of student learning. We have a whole generation of computer geeks coming up. How do we respond to their needs and not be dispensers of wisdom all the time. The accreditation is seen as something like this - '*You do it once and you're done*'. This is not a reflective approach and is not going to help the institution

but that is how it is thought of. It appears that continuous improvement does not fit well with higher education. How sad! The normal response with reference to quality development is like this: The result is 80 % and that's great. Then there is back – slapping. But the moot question is – 'what's the process and what we are doing to improve the process? Patting yourself on the back is not good enough if attempts are not made to improve the process on a regular basis. The value of continuous improvement mindset is that you get a baseline. You get feedback which helps you to find the right direction and that's how, in an overarching way, you improve your overall system. *Quality*, let us understand, *is not a static threshold say of meeting an accreditation standard, but a race with no finish line.*

2. **The leadership value** represents a significant opportunity for those institutions that are truly interested in improving performance. And the leader is the **Principal** - the driver of the system. It is he / she who creates true values, goals, systems and guides the sustained pursuits of value and improvement. The prime variable that moves quality is leadership in the principal or head of the institution and s/he has to manifest leadership qualities.
3. **Right decision at the right time** is another core value. Fighting fires and crisis management is a less preferable option than doing thing right the first time. Very often the teachers are heard saying that interaction between a teacher and student can't be designed and it has to be

spontaneous but nevertheless it has to be managed somehow. If the learning experience becomes meaningful, then interaction can be facilitated.

4. **Another core value is about citizenship and society obligation.** Let the colleges and universities not forget that by the very nature they have a special relationship with society related to environment, saving, waste-saving efforts such as recycling and energy saving. Improvement in performance in the development of knowledge will have a significant effect on society.
5. **Another core value is long range outlook.** But very often the institutions indulge in short-term thinking. They are enrolment-driven and headcount-driven and the emphasis on tradition and as repository of knowledge results in an inherently conservationist approach to work. The principals have to have long-range outlook. They need to look into the rearview

mirror to see where they have been and what needs to be done for future.

The framework for a college can have four basic elements: the principal (the leader, the mover), goal, system and measures of progress. The leader drives the system and then measures of progress. The leader drives the system and then measures of progress are used to ascertain how well the system is performing in fulfilling the goal(s). The system has to be uniform for the institution. For example each department has a different policy for assessment or evaluation. Well, there may be minor differences but overall there should be a common policy / system so as to avoid comparisons.

If the institutions brace themselves only for accreditation, then things fall into a rut. The process has to be continuous all through the year. Someone has humorously remarked: *Accreditation is like dating someone – looking just best for a while, and then God is in heaven and all is well with the world.*

*“If we work on marble, it will perish.
If we work upon brass, time will efface it.
If we rear temples, they will crumble into dust,
but if we work upon immortal minds,
and instill into them great principles,
we are then engraving upon that tablet
which no time will efface,
but will brighten and brighten eternity.”*

– Daniel Webster

Academic Performance Index for Principals

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Academic Performance of Principals of College is a vital issue. Reluctant heads must change themselves they must the personnel like as sugar Industry or Woolen Industry personal. He should be the man of some tricks and tactics. He must maintain relationship. He must be transparent. No transparency no democracy. He must know the student centric management system. He must know work ethics or interpersonal relationship. He must primary know that interdependence is essential. Without interdependence one could not be independence. Following are few Index parameters to judge the academic performance of Principal.

INDEX PARAMETERS OF PRINCIPAL

Academic performance of principal can be judged on the basis of following parameters:

- ♦ He must be a man of commitments and onus to the work entrusted to him. It is the basic and foremost Index of the principal that whether he takes responsibility of the duties assigned to him or simply say that it is not my sector it relates to management or Govt.
- ♦ Next Index of academic performance of the principal is this that under his leadership institution has earned some qualitative development or not? It is not sufficient to say that the predecessors have given the rough environment to him what he can do? He must understand that those who were there, gone away what he have to do to improve qualitative progress of college.
- ♦ Principal must be a man of authority. Principal has to earn moral authority, decision making authority and formal authority. Principal has to earn authority in all respect.
- ♦ Principal must be a systematizer. He must lay down some good system. As it is accepted

fact that more than 60% of students comes to college to use past time activities. What he as done to divert them in academic activity.

- ♦ Principal is a tutorial Head. His academic performance can be judged that how he has developed the work culture in the fellow members?
- ♦ He must develop flawless enduring system in college. His administration must be responsive, properly systematical and fully efficient.
- ♦ Being the academic head his performance is valued on this ground that he has given supremacy to Research work or not? He must be innovative and see the objective assessment.
- ♦ Principal performance can be Judged that whether he has worked as academic auditor or not? He is not supposed to be accounting auditor that is the post mortem of dead body. He should be a managerial auditor. Primarily and finally he should an academic auditor. It is foremost indicator of his performance.
- ♦ How the principal of college has done to remove the tussles & rustles the in among the intellectuals. Now a days staff room became a platform of tussle and rustle i.e. to fight without using any weapons and making noise. Members are pulling and pushing every one rather to hitting someone. Staff room became very dry, Principal has to make it green-green and clean-clean just like the Mughal Garden.
- ♦ Developing flawless enduring system is the major index of academic performance of Principal.
- ♦ Last but not the least principal is an academic head and he must possess all ingredients of an effective institutional head.

Key Areas in Higher Educational Institutions

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HIGHER EDUCATION IN INDIA

Education is the true alchemy that can bring India to its next golden age. Good education is a stepping stone to a high flying career. Education in India is seen as one of the ways to upward social mobility. India's higher education system is the third largest in the world, after United States and China. Higher education should be developed so as to

- ⊙ Increase productivity
- ⊙ Achieve social and national integration
- ⊙ Accelerate the process of modernization
- ⊙ Cultivate social, moral and spiritual values.

The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by the autonomous institutions established by the University Grants Commission.

TEACHING PERFORMANCE

High quality teaching is essential for improving student outcomes and reducing gaps in student achievement. Four definitions of quality that can help us to understand what Quality Teaching might be.

- ⊙ First, quality as “excellence”- the traditional conception of quality- is the dominant one in many old elite higher education institutions.
- ⊙ Second, quality can be defined as “value for money”- a quality institution in this view is one that satisfies the demands of public accountability.
- ⊙ Third, quality may be seen as “fitness for

purpose”- the purpose being that of the institution, for instance getting students to learn sciences efficiently.

- ⊙ The last definition is that of quality as “transforming”. According to this definition, Quality Teaching is teaching that transforms students' perceptions and the way they go about applying their knowledge to real world problems.

Many services offered by the Colleges considerably improve the quality of teaching. With adequate support to staff and students, teachers teach better and students learn better. These services include

- ⊙ Student financial support
- ⊙ Financial scholarships for underrepresented / disadvantaged groups of students
- ⊙ Student educational/academic support
- ⊙ Student social support, transition programs
- ⊙ Support specifically for minority students
- ⊙ Guidance/ counseling services
- ⊙ Staff development programs
- ⊙ The provision of advice and support for the interpretation of feedback/evaluation data

IMPORTANCE OF RESEARCH

Teaching and research are central to the delivery of higher education. Teaching should not be separated from research. Research could help professors to be better teachers. Although the link between teaching and research is generally seen as stronger at the postgraduate level, many professors also insist on the value of bringing research to undergraduates. Teaching can help professors to become better researchers. Research can help teachers to understand what works and why, what

the short and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth. When teachers become teacher-researchers, the traditional descriptions of both teachers and researchers change. Teacher-researchers raise questions about what they think and observe about their teaching and their students' learning.

The national research funding agencies promote, support and distribute funds for research in their respective fields. UGC, CSIR, DST, DBT, MoES, MoEF and AICTE are among the few. Despite the knowledge, drive, potential and motivation, the Indian youth miserably fail in research activities, because of inadequate funding. Our country is losing young, energetic and research-oriented students, since they migrate to foreign countries where the universities are supported by well equipped research laboratories.

CAPACITY BUILDING IN HIGHER EDUCATION

For an individual,

- ⊙ “Capacity” refers to the skills and capacities.
- ⊙ “Capacity building” refers to the activities that improve a person’s ability to define and realize his/her goals to do his/her job more effectively.

For an institution,

- ⊙ “Capacity” refers to the institution’s ability to achieve its mission effectively and to sustain itself over the long term.
- ⊙ “Capacity building” refers to the activities that improve institution’s ability to achieve its mission.

Capacity building for Higher Education in Developing Countries is a complex area. It is an on-going process that must be based on a national priority and a holistic historical analysis of the national system of higher education and its contribution to social, economic and political development. Although ‘capacity building’ is an

over-inclusive concept, it is nevertheless a central pillar of any programme for the transformation of higher education.

GOVERNANCE IN COLLEGES

The College is a social institution with three effective components 1) Student community 2) Teaching community 3) Administration. The most active part is played by the teaching community headed by the Principal, the kingpin that links and integrates all components together. College principals, formally known as education administrators, according to the U.S. Bureau of Labor Statistics (BLS), provide leadership and manage or oversee the activities of a college. Principal must be a success-type person with self-image that projects success. He/She must have a sense of self-direction with “Atlasian spirit” along with the “Promethean spirit”.

The role of the Principal is to develop a vision and strategy which keeps the College at the forefront of educational innovation and outstanding achievement and which maintains its position within its local community. He/She must provide leadership, direction and co-ordination within the college. The Principal’s main focus should be to develop and maintain effective educational programmes and to promote the improvement of teaching and learning within his/her college. The Principal should strive to create an institution which fosters student and teacher growth.

ACADEMIC PERFORMANCE INDEX FOR PRINCIPALS

- ➔ http://gndu.ac.in/adv04_2011.pdf GURU NANAK DEV UNIVERSITY, AMRITSAR has given the following as the qualifications required for the post of Principal in its member colleges.
 - i. A Master’s Degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University.
 - ii. A Ph.D. Degree in concerned/allied/relevant discipline(s) in the institution

concerned with evidence of published work and research guidance.

iii. Associate Professor/Professor with a total experience of fifteen years of teaching/research/administration in Universities, Colleges and other institutions of higher education.

iv. **A minimum score of 400 points** in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS), as set out in **UGC Regulation**

➔ <http://www.unishivaji.ac.in/bcud/Qualif For Principal260911.pdf>

SHIVAJI UNIVERSITY, KOLHAPUR has given the following advertisement. Minimum Qualification for the post of Principal in Arts, Commerce and Science Colleges

The UNIVERSITY GRANTS COMMISSION, New Delhi-110002, Notification dated 30th June, 2010 envisages minimum qualifications for the post of Principal in arts, commerce and science colleges as under:-

The minimum qualifications required for the post of Principals, will be those as prescribed by the UGC Regulations.

i) A Master's Degree with at least 55% marks (or an equivalent grade in a point scale; wherever grading system is followed) by a recognized University.

ii) A Ph.D. Degree in concerned/allied/relevant discipline(s) in the institution concerned with evidence of published work and research guidance.

iii) Associate Professor/Professor with a total experience of fifteen years of teaching/research/administration in Universities, Colleges and other institutions of higher education.

iv.) **A minimum score** as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS), as set out in the **UGC Regulation in Appendix III for direct recruitment of Professor** in Colleges.

➔ <http://www.wbcsc.ac.in/pdfdocs/APPRaisal%20System%20-%20Principal%20Selection.pdf> WEST BENGAL COLLEGE SERVICE COMMISSION has given exactly the format of the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS), as set out in the **UGC Regulation** and the scores to be calculated for the post of the Principal. The candidate who gets the maximum will be selected as the Principal.

Therefore all the Universities and colleges depend on the API based PBAS as per UGC Regulation which is a right move in a right direction, instead of just a senior person occupying the post. The institution will get a right person who can develop the college in all areas listed by NAAC.

*Attract people by your width of substance,
depth of Knowledge, strength of moral values and fibre and vast wisdom,
rather than by making shadow gestures that people can see through easily.*

E-mails from America

Prin. Shirish Chindhade

What is great about going abroad these days if one has a good cashflow, with travel companies helping to plan the itinerary and with ample time on hand. Most countries have liberalized their visa policies to boost tourism so, flying abroad is pretty easy. Luckily I had all these at my disposal, plus a long-standing invitation by my daughter to visit her in America. My wife and I grabbed the opportunity and spent a very happy time of three months there, visiting places, touring, enjoying good food and films, meeting people, reading profusely and such diversions. Here are a few select observations for our readers.

I wanted to read a few books on higher education especially to know what American educationists think of higher education these days. A great deal of conscious thinking, discussion and analysis goes on in this area and it is very enlightening for us as we are now in the grip of global demands of quality in our higher education. I was looking for certain particular titles which interested me. However, they being a rather specialised works the local library did not keep them. So I put a request for them. In less than six days I got the message that the title/book is available from different libraries around. The people there told me that they have loaned them from the libraries of a local colleges and and universities, I could keep them for 15 days but cannot extend further. Good enough for me. I finished reading them in the stipulated time! By the way the books I was looking for—and finally got—are, *Excellence in Assessment* by Alexander Astin, *Not for Profit* and *Cultivating Humanity* by Martha Nussbaum. *Our Underachieving Colleges* by Derek Bok, *Disrupting Class* by Christensen and *Excellence*

without a Soul by Harry Lewis. It is difficult to write about all of them here in a short article. So I would like to highlight only one of them as it has strongly appealed to the “arts” side in my education.

I wish to convey my high sense of appreciation at Martha Nussbaum’s book *Cultivating Humanity* which I have just put down after finishing it from end to end. The book makes a cogent case for the reinstatement of liberal education in our colleges and universities. Nussbaum begins with a detailed review of how the ancient cultures of Greece and Rome respected and insisted on liberal education for the young who were the leaders of the future. She explains in great detail the Socratic approach of raising small and big questions about a proposition, turn it upside down, churn it and then accept or reject it. This, he believed, fostered the habit of critical thinking and reasoning in the young, thus making them judicious decision makers of the future. The aim of all good education, it is argued, is to prepare good citizens of the world which is progressively becoming interdependent and cannot afford conflicts. These questions used to be often irritating, disturbing, and at times generating anger in the listener. Socrates called himself the gadfly on the body of the slothful democracy. Obviously he created more enemies than friends in the ruling class and was finally punished with death by drinking the deadly poison called hemlock. Nussbaum points out in great detail that “The most important ingredient of a Socratic classroom is obviously the instructor. No curricular formula will take the place of provocative and perceptive teaching that arouses the mind. And a dedicated instructor can enliven the thinking of students in almost any curricular

setting...and strives to develop each individual's capacity to reason. (41) Nussbaum attempts detailed and deep-going case studies of several great American universities like Harvard, Notre Dame, Brigham Young (BYU) and others. Both her compliments for good work and her scathing criticism for the neglect of it are very outspoken but constructive. She complains that because American higher education has neglected or sidelined liberal education, it "...has not done very well in producing the sort of citizen who can interact well with distant cultures. ..Its economic and political strength make it easy to feel that one does not need to know about any other nation. The pre-eminence of English as the first language of economics, science, and the world business makes it easy to believe that little would be gained from knowledge of another language. In consequence, Americans are insular and ignorant to a degree unparalleled in Europe, where a plurality of Western cultures, at least, is a fact of everyday life. Both, Americans and Europeans, however, are alike in knowing little about religions such as Islam, Hinduism, and Buddhism, which govern the daily lives of millions of the world's people. We know far too little about other nations' ideas of work, of business dealings, of family, of morality. This ignorance has led to moral and political error, to failures in human sensitivity and in sheer common sense...To correct this situation which jeopardizes our future, we need to rely on our colleges and universities. They must press forward with curricular broadening, but they must do so in a way that adequately meets the needs of today's citizens." (116-7)

Nussbaum concludes, "We do not fully respect the humanity of our fellow citizens—or cultivate our own—if we do not wish to learn about them, to understand their history, to appreciate the differences between their lives and ours. We must, therefore, construct a liberal education... emphasizing critical thought and respectful argument, but also pluralistic, imparting an understanding of the histories and contributions of groups with whom we interact, both within our nation and in the

increasingly international sphere of business and politics. If we cannot teach our students everything they will need to know to be good citizens, we may at least teach them what they do not know, and how they may inquire." (295) She adds ironically, "People who have never learned to use reason and imagination to enter a broader world of cultures, groups, and ideas, are impoverished personally and politically, however successful their vocational preparation." (297) The concluding sentences of the book take it to stunning heights. "Soon we shall breathe our last," wrote Seneca at the end of his treatise on the destructive effects of anger and hatred. "Meanwhile, while we live, while we are among human beings, let us cultivate our humanity." (301) Nussbaum's book takes its title from this source. I think it inappropriate to add any comment.

I also read some fiction, poetry and non-fiction like Ernest Hemingway's *A Moveable Feast*, Isaac Asimov's *One Thousand Jokes*, Nicholas Baker's novel *The Anthologist*, David Lodge's novel *Changing Places* (which I could not locate in Pune, and which is a campus novel like his *A Small World*), a biography of Steve Jobs, poems by Wallace Stevens, William Carlos Williams, Rita Dove, Walcott, Nash, Carl Sandburg, Langston Hughes, a few essays of James Thurber, Dickens' *American Notes* and *Christmas Carol*, and a few other titles. I wrote both prose and poetry in English! I am tempted to quote a short poem by Langston Hughes called "Advice":

*Folks, I'm telling you,
Birthing is hard
And dying is mean—
So get yourself
A little loving
In between.*

I also enjoyed reading the memoirs of Ernest Hemingway's days in Paris. Here is what the book is about in brief. Hemingway's *The Moveable Feast* (the spelling of "moveable" is as Hemingway insisted on having it, and I translate it as *Nirantar Mejwani*) which is full of incidents, scenes, moods, people, places "recollected in tranquility" while

Hemingway and his first wife,—he married four times—Hadley were in Paris between 1921 and '26. These are memoirs, very spicy, very eventful and sometimes very repetitive too. The exuberant mood of Paris in those days is captured with quite unbridled creativity and unquenchable enthusiasm. Hemingway suggests, wherever you go, Paris goes with you! Paris for Hemingway, young, energetic, adventurous and newly married as he was then, was “an inspiring and vital place of beauty and light, and history and art.” The young couple used to frequent the art studio of American poet and art collector, Gertrude Stein, at *27 rue de Fleurus*. There is a photographic word portrait of the lady, “Miss Stein was very big but not tall and was heavily built like a peasant woman. She had beautiful eyes and a strong German-Jewish face...her clothes, her mobile face and her lovely, thick, alive immigrant hair which she wore put up in the same way she had probably worn it in college. She talked all the time...”

That gives an idea of the writer’s minute descriptive fervour. There are equally interesting portraits of later literary luminaries like James Joyce, Belloc, Ford Madox Ford, Scott Fitzgerald, T. S. Eliot, Ezra Pound, all groping their way to glory. Hemingway had a good opinion about Ford but eventually they fell out over a dispute of money and Ford’s lying habits. Hemingway fell out with Gertrude also. It was she who gave the phrase, *Generation Perdue*,—the Lost Generation. She also described Pound as a “measuring worm.” Hemingway taught Pound sparring. As for Scott Fitzgerald, one concludes, life with wife Zelda was a sad failure as it was based on mutual exploitation. He was also a hypochondriac. Ezra Pound was generous and always ready to help people. He started an association called *Bel Esprit* to help literary aspirants and especially T. S. Eliot (Hemingway called him Major Eliot.) It was a plan to help Eliot quit his Bank job for a full-time literary career by raising funds. Hemingway raised money but squandered it on races and for going to Spain! A woman called Sylvia Beach ran a book depot and rental library. She generously allowed

Hemingway to buy and borrow books without insisting on payment.

Well, I know that talking about an absorbing book is not the same as reading it. One is likely to reduce its beauty! Hemingway repeatedly calls the book “fiction,” and also adds that “No one can write true fact in reminiscences.” It is an admixture of memoirs, autobiography, reportage, travel-writing and such other things. This is one advantage that travelogues offer. They take you to places which you cannot visit in flesh and blood. Reading this book is like going to Paris with Hemingway’s finger held in one’s hand! The concluding part is rather touching as Hemingway expresses his deep remorse intensely at divorcing his wife Hedley. Sometimes I felt bored by the repetitive style and long sentences although, ironically, Hemingway’s style is described as “brusque.” Minute detail and irrelevant trivia abound, such as barrels of various hard and soft drinks downed, endless number of cigarettes smoked and exotic dishes devoured. This rhythm and repetition is an art learned from Gertrude and Joyce. But all said and done, Hemingway can spin a yarn fantastically! And that keeps us riveted to it.

However, there is something different that I want to say now.

Ever since I stepped in America I was curious about one thing,—the kinds of birds (the feathered variety, not the human one!!) I would get to see here. For some time, however, I was a little despaired (for, as in a poem by Keats, it was a “No birds sing” scene.). As I settled at Arlington Heights, Chicago, the scene began to change slowly. The feet of the Fall season minutely started dancing on the maple leaves making them rust-colour and my despair grew as I feared that with the advent of winter nature would be bereft of all its multi-coloured splendour and life would be unbearably monotonous. But usually unnoticed, within winter there is a little Spring also hidden!

—It began with the familiar sparrows, flitting and twitting about. Then came a familiar crow winging across the trees. The geese kept

company with their chorus of cackle as they crossed the roads and the lawns or flew single file in the air. The American Robin became a common sight. And one day there was the little thing sitting in the grass, the Cardinal bird, all red with a dapper tuft. Then while sitting in the patio, reading Hemingway's *The Moveable Feast* I saw a stately Hawk arrogantly roosting on a strong branch of a tree close by. I could —rather he allowed me to—watch its spots, long wings, powerful feet and the sharp claws, a hooked strong lethal beak that can break bones, and the watchful eyes! It looked like a complacent tyrant, inevitably reminding me of a beautiful poem by Ted Hughes, "Hawk Roosting" where the bird declares—

I kill where I please because it is all mine.

There is no sophistry in my body:

My manners are tearing off heads—

And as if this was not all, and as if nature was pleased with my curiosity, yesterday—imagine—I saw a Ring-necked Pheasant basking in the early morning sun by the side of a car parked a distance down our bedroom window! What an

impressive bird it is, Sirs, with its huge size, a lovely combination of red-white-black colours, long neck and a tail stature (in the male variety. By the way, all male species are impressive; although poets think the females are attractive...forgive my inappropriate romantic sense of!). What a feathered glory of the skies the bird seemed!—I said to myself and the whole day was occupied by the memory and talk of the bird as I kept describing to my wife (who had actually spotted it first and shown it to me! But that's what beauty does to us. You feel like living with it forever and sharing your joy with other like-minded friends. I must say, life here with so many other diversions, devised by my daughter to pamper me, is getting to be interesting.

To conclude, this is what is great about going abroad! You are exposed to an unfamiliar, exotic world full of surprises and sensations if you can bring with you a mind full of curiosity. If you are in the habit of planning your work and time, you can reap a rich harvest and feel satisfied about it. That is how I would like to sum up my American experience.

*What matters at the end of the day is –
Did you live with dignity and self-respect ?
Did you stay true to your own principles ? If
yes, don't worry about others Liking or disliking you.
Your own self-esteem will be so high that
it will attract the highest regard from all.*

Enhancing Quality of Teaching and Performance

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Before we focus on enhancing quality of teaching let us try to see why do we need to think of quality at all.

Some of the reasons are:

- (i) **Competition:** We are entering a new regime, where competition among educational institutions for students will be highly significant. In order to survive in such a situation educational institutions need to worry about their quality with globalization and the GATS (Global Agreement on Trade in Services) more competition is likely to be there.
- (ii) **Customer satisfaction-** Particularly now a days students, parents as customers of the educational institutions are highly conscious of their rights or getting value for their money and time spent. They demand now good quality teaching alongwith employable skill sets and thus we should worry about the relevance of our causes and programmes to the needs of the market.
- (iii) **Maintaining standards-** In order to maintain the standard, we should consciously make efforts to improve quality of the educational transactions as well as educational provisions and facilities.
- (iv) **Accountability-** Each institution is accountable to its stakeholders in terms of the funds used on it.
- (v) **Morale and Motivation-** Our concern for quality as an institution improve the morale and motivation of staff in performing their duties and responsibilities. If a quality system is on place, it can make every department

complementing each others service domain and help in developing internal customer satisfaction leading to high morale.

- (vi) **Image and Visibility-** Quality institutions have the capacity to attract better stakeholder support like getting meritorious students from far and near, increased donations/grants from philanthropists and employer interest for easy placement of graduates.

It is imperative to note that quality assurance is must in the institutions of higher learning. The point which I wish to focus on will but enhance quality of teaching and learning both. I think that at undergraduate level, students acquire only limited knowledge and research should become the integral part of the curriculum. Actually attention of the students remains limited to attending lectures in the class room, practicals in laboratory and reference work in libraries. Hence students are not exposed to real life situations. Hence, the adoption of scientific techniques for acquiring knowledge becomes essential for students. The adoption of participatory approach in learning, whereby the students involve themselves in identifying a problem, analyzing the causes and finding the solution objectively will have a positive impact on the students and will make the learning process more meaningful and interesting. It is imperative to promote the spirit of inquiry among young graduates since higher education is a synergy between teaching and research. Hence, initiatives can be taken to include research project as a compulsory component in the curriculum for all students at the Under Graduate (UG) level.

Provision for research project at UG level

will enable the students to adopt a scientific approach to the study of any problem and develop analytical skills for data collection/ experimentation and analysis of data and also learn how to prepare a scientific report and develop an aptitude for research.

(a) Preliminary Preparatory work - At the first step, the faculty members can be given training in research methodology. Two core groups can be formed one for Humanities and the other for Sciences consisting of faculty members drawn from each department with a Co-ordinator for each group. The core group will frame the syllabus for the foundation course in Research Methodology in consultation with the subject experts.

(b) Preparatory course for Independent/ Group Project - All under-graduate students undertake a foundation course on research methodology called Preparatory course for Independent/ Group Project/ (PIP) during Semester V. Some of the topics dealt in this course are: Qualities of a researcher, Selecting a research problem, Research Design, Hypothesis, Methods of Research, Collection and Presentation of data, Analysis and interpretation and Preparing a Research Report. Reading materials for this course are prepared in the form of handouts by the team of faculty who handle the course. Formal evaluation procedure such as tests, assignment and end semester examination is used to assess the students' achievement of instructional objectives of the PIP course.

(c) Project Work

(i) Allotment of Teacher Guide : For every project (Independent/ Group), a faculty will be allotted as a teacher-guide based on the area of specialization/interest of faculty. The students will constantly interact with the teacher guide at every stage of the project work. Normally a teacher will be given five to ten students for project guidance. Students are permitted to do group project with a maximum number of four

in a group. Each member in a group will be concentrating on one particular aspect of the chosen problem.

(ii) Choice of a Research Problem and Presentation of Project Proposal: The preparatory course enables the students to choose a problem for the project work and submit a proposal after the careful review of available literature. The Project Proposal is approved/ modified by taking into consideration of the availability of resources, time constraints, financial implications and the complexity of the project.

(iii) Collection of Data/ Experimentation and Analysis of Data: After the project proposal being finalized, the students pursue their project by collecting required information from primary and secondary sources. Science students use various experimental techniques for their project work. Some Science students, who aspire to do high level projects, sometimes approach the nearby research institutes to use sophisticated instruments. An interim project presentation is done by the students using OHP or power point, for which the faculty of the department and the whole class will be present. The presentation will be followed by discussion. The questions raised by the faculty and students enable the students to become more focused in their project work. The data collected by the student will be tabulated, analysed and interpreted logically using various research tools/ techniques and supporting evidence from the literature.

(iv) Submission of Project Report and conduct of Viva-voce: Finally scientific report of the project work will be submitted by the students as a partial fulfillment of the requirement for the undergraduate degree. Continuous internal assessment is done by the faculty guide at every stage of the project work by giving due weightage to sources consulted/ literature review, methodology, data collection, technical accuracy, content of the report and

bibliography. In addition, the external evaluates the project report and conducts viva-voice.

There can be initial fear among students to take up a project work at UG level. The students are able to overcome their fear when they get enlightened on the advantages in taking up a project work. Language difficulty, lack of analytical thinking and financial problems may be identified as problems for some students and they can be addressed properly.

Junior faculty who have limited exposure in research face problems in project guidance. At the beginning of every academic year, the junior faculty

are given an intense orientation to develop competency to guide research projects through various sessions handled by the eminent resource persons. During this programme, Science, Humanities and language teachers are given separate training on guiding student project by specialized experts.

The Project work undertaken by the students develops self-confidence for independent project work and motivates them to take up further research projects such as Mini project under Choice Based Credit System, Summer research project sponsored by reputed research institutes at PG level.

पादम् आचार्यमादत्तम्, पादम् शिष्या मेध्या ।
पादम् सहबह्वभ्याहे, पादम् काल क्रमेण च ॥

*The Shishya learns 1/4 from the teacher,
1/4 on his own, 1/4 from his peers and
1/4 from the school of life.*

(Teachers need not take the entire credit for what the Shishyas achieve)

Nurturing globally conducive learning environment in Higher Education Institutions

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The Indian educational system has continued to progress, expand and broaden its reach and coverage since civilization. Every nation develops its system of education to promote and express its unique socio-cultural identity and to meet the challenges of the times. The role of higher education in national development is well established and we are capable of meeting most of the human resource needs. However we need to reconsider the quality and relevance of our higher education institutions in promoting competent students of global level.

We need to provide the pluralist societies with leaders who possess vision, adaptability and understanding and a balance between fervor and outlook. In other words it demands an ability to look at reality with a wider perspective, developing a vision for the future and zealous commitment to values and purposes. These attributes need to be fulfilled with a sense of responsibility and ability to listen, communicate and inspire commitment and action in others.

What is Competency? According to HRD theorists and practitioners the term competency is defined as a cluster of Knowledge, skills and attitudes, that 1) affects a major part one's work; 2) that correlates with performance on the work 3) that can be measured against well-accepted standards; 4) and that can be improved through training and development.

In the increasingly interdependent world, the concept of global citizenship with global competency, need to be tackled by providing

education with a global perspective. It must foster increase in their ability to succeed in a world marked by instant digital communication, cultural diversity and rapid change. Global education is a process that encompasses the knowledge and understanding of culture, language, geography and global perspective through the ongoing development of core global competencies. Most importantly, a global education is one that enables students to understand their roles in a global community and teaches them how their actions can affect citizens throughout the world.

HEI's must ensure competency based education with core competencies like global perspective, effective communication, performance skills, multiculturalism, effective citizenship, Environmental Consciousness, Information Technology. These competencies should enable the transfer of knowledge from classroom practice to real-life problems.

Indispensable Global Competencies:

Global Perspective: Global understanding is the respect for and appreciation of the interconnectedness among systems on the planet. Global understanding includes the ability to: respect different perspectives and ways of knowing that are based on cultural, ethnic, religious, and geographical differences. The students should comprehend the role of technology in bridging the gap between nations and value the interconnectedness of the local and global communities. Our actions must ensure love and concern for the biotic and abiotic aspects of the environment.

Effective Communication: Communication is the process of creating and sharing meaning through human interaction. A competent communicator will be able to speak, read, write and listen effectively; Understand and communicate to diverse audiences and their contexts; Use appropriate language, nonverbal and visual symbols; Organize strategically ideas and information; Design, revise and produce work tailored to diverse audiences.

Performance Skills: As discussed in Daniel Goleman's book 'Emotional Intelligence' learner must be equipped with soft-skills such as communication, team building, creativity and innovation among others as vital elements for the organization's success. This is essential in our present thrust on global competency. The soft skills could also include various aspects of one's personality and attributes such as flexibility, respect, and self-reflection necessary for adapting to changing and diverse communities and for building authentic relationships with diverse peoples. The hard skills could include the technical know how and competencies in executing the technical dexterity. Synchronization and proper blending of the soft and hard skills are essential for effective performances.

Critical thinking and Problem-Solving: Critical thinking is the ability to think clearly and critically, using reason and experience to form well thought-out judgments. The learner must be able to unify factual, creative, rational, and value-sensitive modes of thought. Strategic problem solving is the ability to form an effective plan to address a defined problem. A student who excels in this competency will be able to find ways to solve problems.

Morals, Values and ethics: Valuing is the capability to articulate, support and revisits one's own values through self-knowledge and reflective practice. Valuing includes the ability to: understand how actions are shaped by values. Learner must recognize the moral dimensions of decisions and accept responsibility for the consequences. Understand and appreciate that there are multiple

value systems and analyze the underlying beliefs that inform them.

Multiculturalism: Articulate one's cultural heritage and how it affects one's global view, values, and assumptions, as well as exhibit a willingness to examine one's personal values, world view, assumptions, and biases

Effective Citizenship: Effective citizenship means the development of an informed understanding of communities and the roles. Citizenship is the way of living. Effective citizens will: develop the ability to examine contemporary issues and their historical contexts. Recognize the value of multiple perspectives in civic life. Make informed choices regarding personal community involvement, social justice issues and leadership roles. Make an effort to be informed and educated on issues affecting their communities.

Information Technology In the information technology competency students will understand, know how to use, and make choices regarding new and existing information and information technology. Because the use of information, computer, and Internet is throughout professional and civic life, competence in information technology and literacy is essential to success.

Environment Consciousness: we must develop students' understanding of the concept of sustainability and the challenges we face in responding to environmental variables and resolving environmental problems. Students will examine how societies and the natural environment are intimately related. A thorough understanding of ecosystems and the ways in which different groups interact with their environment is the foundation of an environmentally literate individual.

The HEI's must cater towards fostering effectiveness in the performance skills and abilities of the students keeping in view the global need. The four fold requirements are

- Institutional commitment to global education.
- Empowering the teachers to infuse competency based approach.

- Providing diversified learning experiences to the learners.
- Thinking beyond and across disciplinary lines.

Approaches to Competency Based Education:

- ◆ **Problem based approach:** Here a problem is the central drive for learning. The problem could be based on a real life situation or a contrived situation. To integrate new skills into their customary ways of thinking, students must be actively engaged in practising thinking skills and applying them to open-ended problems. Such type of environment can enable the students to distinguish among facts, opinions and inferences, analyze and summarize arguments, synthesize ideas from multiple sources, Find connections among diverse ideas, facts and experiences.
- ◆ **Collaborative/ Cooperative learning approach:** This is a group learning approach wherein students are encouraged to share, discuss, and help each other to acquire the requisite knowledge. This approach will enable the learner to imbibe the social skills and values and develop cognitive abilities.
- ◆ **Skill based approach:** Skills as defined in contemporary work settings apply to a learner's ability to produce an outcome that meets or exceeds accepted standards. The dexterity in performance can be brought in using methodology like project method, Discussion method, Activity method and self learning methods. Oral and written communication can be developed along with organizational and leadership qualities.
- ◆ **Simulated approach:** A simulated condition is an artificial set up that enables to reproduce the appearances, character and/ or constitution of the actual. It is very useful in bringing in a sense of multiculturalism. In the process, participants gain awareness of how cultures are created and maintained, and recognize possible biases and misperceptions about culture. The simulation promotes dialogue and stimulates rich reflection designed to deepen the intercultural

awareness and competence that is needed in today's global society. It is a comprehensive approach for infusing diversity and global awareness into curricular and co-curricular activities. nature

- ◆ **Environmental approach:** Mahatma Gandhi said "the Earth provides enough to satisfy every man's need but not for any man's greed" This statement reflects vital aspects like equity, judicious use of resource and sustainable life style. The teaching must infuse this concern through all subjects and thus create environmental consciousness in the learners. The environmental concern will automatically infuse morals, values and ethics in the individuals.

Learning outcome: The learner will be able to,

- ◆ assess his strengths and weaknesses and set personal, professional and educational goals.
- ◆ learn collaboratively and examine the skills, knowledge, and values that contribute to learning
- ◆ reflect on the learning process and methods used in an experiential project.
- ◆ ask questions and use methods of formal inquiry to answer questions and solve problems.
- ◆ Describe and explain connections among diverse aspects of nature.
- ◆ Analyze issues and problems from a global perspective.
- ◆ Use one's ideas and those of others to draw meaning from experience.
- ◆ design learning strategies to attain personal and professional goals
- ◆ Use current information technology for integrated solutions to problems.
- ◆ design and produce a significant artifact or document that gives evidence of advanced competence

In conclusion global competencies related to the knowledge, attitudes and skills equip students to live and to work in a globally interdependent

world and exercise the rights and responsibilities of global citizenship. Global competencies means: recognizing that you are a full member of a global community; understanding how your actions impact others and how others' actions impact you; having an attitude that is respectful of the diversity of human experience; being aware of the value and limitations of specific identities and being unafraid to go beyond them; possessing the ability to imagine and/or experience yourself in another time and space; and recognizing the interconnectedness of economic, social, political and environmental systems.

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*“If we work on marsle, it will perish.
If we work upon brass, time will effect it.
If we rear temples,
they will crumble into dust,
but if we work upon immetal minds,
and instill into them great principles,
we are then angraving upon that
tablet that which no time will ettace,
but will brighten and srightem to all eltrnity.”*

– Danied webster

Are We Waiting For A Catastrophe? Capacity Building in Higher Education Enhancing Quality Teaching and Performance

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The present paper is based on a detailed analysis of the deliberations by the working group for higher education in the 12th Five Year Plan, constituted by the University Grants Commission. The report is entitled, 'Inclusive and Qualitative Expansion of Higher Education' and was published in November 2011. This report discusses the principal objectives, goals and strategies of the 12th FYP. The present paper focuses on studying the key issues related to enhancing quality teaching and performance in higher education institutions, especially Colleges situated in rural, tribal, remote regions of India. It is self evident that Indian society is not a monolithic, homogenous entity but a combination on the caste, class, language, region, religion ethnic and many other parameters. It is also a society which has transitioned from a dominated nation to a free and independent country just sixty five years ago. Its links with ancient history and culture and the consequent self image is strong but is punctuated by the colonial interlude which has caused a permanent distortion of the image and a disorientation of sorts. So even though we boast of an illustrious past and a brilliant teaching learning tradition we find that in the present, our presence on the global higher education scenario is dismal and poor. Our present generation of teachers and students are caught in the tangle of an exemplary past, a disillusioning present and an unpromising future. The paper aims at discussing the reasons for this poor performance in the light of the

challenges we face on the three levels viz. Access, Equity and Quality, **especially Quality**.

It is necessary to note that access and expansion, equity and inclusion directly impact quality and excellence and are inversely proportionate to each other. The UGC report explains the symbiotic relationship between educational and national development and underlines the importance of development of human resources through higher education. The world's economy is changing and there is an emerging argument that **post-industrialization thinking** is compelling universities to **replace their socio-cultural mission with a corporate mission** based on managerial excellence. Knowledge is considered a major resource for present and future wealth and will supplant physical capital. Hence the capital of knowledge generated through higher education institutions and its availability to the wider economy is becoming increasingly critical to national competitiveness. In the Indian context we find that this **paradigm shift from academia to the knowledge industry** has led to confusion and mistrust regarding the responsibilities of universities and academic staff. Driven for centuries by the philosophy of 'vidya dan', 'vidya arjan' we now need to convince ourselves that 'vidya is only dhanam', and hence a major capital resource. The shift from **an industrial to a service oriented economy** has compelled all of us to consider education as a service industry. We have indulged

in long winding inconsequential debates about students being products or consumers and the teaching learning process akin to a conveyor belt which certifies the students as finished goods and sends the product to the job market. But **is the quality assurance mechanism in place** is the question.

The World Bank 2000 report highlighted the urgent need to step up action to expand the quantity and improve the quality of higher education in developing countries. Hence the efforts for capacity building for higher education received an impetus in our country too. So while the 11 FYP focused on a major thrust for expansion of higher education and promotion of greater regional and social equity the quality factor got diluted. The UGC report clearly admits that exceptions apart, majority of our higher education institutions perform poorly in the area of quality on a relative global scale. The recent PISA-Program for International Student Test has placed the Indian performance at rank 71 out of 73 nations covered under the study. One reason for this failure to meet the international standards as pointed out by the Director of International Curriculum Development, at Wasatch Academy, Utah, US is that while the whole world is struggling towards **teaching skills**, our system is involved in **teaching ‘content’**.

Quality enhancing measures indicated in the UGC Report are as follows :

Reform agenda in the arena of academic administration, curricula, pedagogy, programme offerings, research etc. so as to ensure excellence in

1. teaching and learning
2. discovery and innovation
3. engagement with social concerns

In the academic reforms, the study suggests providing incentives through finding for academic reforms like

1. introduction to semester system
2. grading

3. choice based credit system
4. examination reforms
5. accreditation

It is quite surprising that in none of the eight major objectives listed here do we find a mention of our system being reoriented towards development of skills. Capacity building in human resource should aim at developing skills.

An analysis of the following instances shall help elaborate this point.

My College is located in the remote, tribal belt of Thane district, Maharashtra, connected with the world through railway and patches of tar roads. The campus is spread on about seven acres of land facing the Arabian Sea. There are five schools, English, Marathi, Gujrathi medium, one Junior College, one UG and PG College affiliated to the University of Mumbai and one Polytechnic College. So while Bordi village has about 10,000 residents we have 7000 students on the campus everyday. And there are four water wells too. We decided to cover these water wells for safety purposes and so a local engineer was given the responsibility. In order to make these covers tamper proof he came up with a novel design of erecting a cement pillar at the centre of the well and spreading the gauze like an umbrella. He required two assistants both of whom were adivasis and had never attended school. One day one of them was absent and was replaced by another boy from the same community and work continued. The engineer was directing this boy but he failed to comprehend his directions. The other adivasi boy got upset and commented that this boy would not be able to do anything because he had taken ‘iqcDI’. meaning to say that since he had been to school and had the mid day meals offered by the school his brain was addled and had left him incapable of doing anything. School therefore meant only mid day meals and confused brains and loss of skills. How do we counter this distrust towards formal education?

In another incident, after I completed my lecture on a certain novel and convinced that I had

done an exemplary job I asked the class whether they had any questions to ask. I was confident that they would not ask anything because they were all dumbfounded. To my dismay I heard a small voice from the corner of the hall. The student stood up and said 'Madam, I have understood every word of what you said about this novel and am sure I can answer any question based on this novel. But the question is how do I read and understand other novels which you will never teach?'

The moral of the story is we have been teaching content and not skill, here the skill of interpreting, analyzing and appreciating a novel.

So when we speak about promotion of quality in higher education we must address the **issue of capacity building through development of skills** in teachers and students.

Reinhart observes that, 'Teaching approaches and pedagogy used in Higher Education Institutions are changing from traditional Oxbridge model of master teacher, teacher centred approach to learner centred approach of teaching where the learner controls his or her learning.' One of the measures implemented to follow this model is the integration of information and computer technology ICT in higher education for imparting easily accessible, affordable and quality education. There are numerous advantages enlisted in the use of ICT in education. It has the potential of transforming authoritative learning into more transparent learning with the teacher becoming a facilitator rather than remaining on a high pedestal as an expert. The library will evolve from a mere physical reading room with books stacked in locked cupboards to an online virtual location where learners can access different data bases in different formats such as multimedia. Rapid advances in ICT promises to reshape our education system by providing new learning environment as well as new ways of learning which are interactive, collaborative, constructivist in approach and learner centred. Much more can be said in favour of ICT and its tremendous capacity to revolutionize the existing education

system. But in actual working our experience is quite different. The major road blocks to the extensive integration of ICT are :

1. Lack of funding to support the purchase of technology
2. Lack of training among established training practitioners
3. Lack of motivation and need among teachers
4. Lack of confidence among teachers
5. Resistance to change and negative attitudes
6. Lack of time to prepare technology based material

Furthermore a study conducted to assess the impact of ICT on learning and teaching is reported in Australian Journal of Business and Management Research, July 2012. It states that,

There is little evidence from various researches that ICT integration can help students to learn and teaching staff to teach more effectively. . . . Clearly ICT has not revolutionized teaching methods so far

This clearly suggests that we need to make use of technology such as computers, internet, digital cameras, mobile phones in a more imaginative and creative manner. Today ICT activities focus on consuming rather than producing for communication rather than dialogue. We seem to be constantly on the receiving end which gives rise to our low performance level and frustrating results on the quality parameters.

The UGC 12th plan report mentions in a faculty wise student enrollment table 2009-10 that the **enrolment for Arts was 61,43,959 i.e. 42.01%, for Science 28,22,623 i.e. 19.30% and for Commerce, 26,07,638 i.e. 17.83%**. The number of students who enrolled for Agriculture was a **mere .55%** while Veterinary Science had a student strength of **.14%**. And yet India is a land of agriculture! If almost 50% of our future work

force is trained in Arts do we have the jobs suited for them? Even UGC sponsored projects for Arts are very few. We are neglecting the interests of half the student population to our own peril.

But as H. G. Wells in **The Outline of History** said, 'Human history becomes more and more a race between education and catastrophe.' Are we waiting for a catastrophe to be educated?

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“People who have never learned to use reason and imagination to enter a broader work of cultures, groups and ideas, are impoverished personally and politically, however successful their vocational preparation.”

– Martha Nussbaam

Enhancing Quality of Teaching and Performance

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In the classroom of a good teacher, students are visible, engaged, attentive and participating... in good teaching, students are responsible for their learning; they are accountable for their understanding... Good teaching is passionate, and it induces an emotional response in students... Good teaching starts with inducing habits of mind, but doesn't stop there. Good teaching engages practical thinking and problem-solving skills that can be applied in a variety of settings. And good teaching affects student's values, commitments, and identities.

– **Shulman,**

*President of the Carnegie Foundation for
the Advancement of teaching*

Quality enhancement of teaching and performance is the need of the hour. Etymologically, enhancing quality of teaching and performance means working of a teacher should be of heightened excellence/ increased accomplishment. Since each of us is firstly a teacher, a volley of questions stare us: When a teacher is selected on the basis of qualification, what is this quality? How can performance be related to the teacher while his/her job is to teach? Why should a teacher be accountable for the performance of academically weak students while many get through as well? Also, performance is subjective, depending upon students' seriousness, receptivity, retention, hard work, I.Q and so on and so forth.

However, when we ponder over our education system, it is painful to reiterate that there is very little to show and boast of it barring a few institutes of Technology, Management, elite law schools. On the national level, we see the mushrooming of educational institutions, degree colleges, professional colleges like Dental Colleges, Engineering Colleges, B.Ed. Colleges and many other such education shops which produce valueless degree holders, I would like to quote words of Padambhushan U.R. Rao's speech, delivered on

10th September 2004, at the Sixth Convocation of Tejpur, "Most of our universities which ought to be 'a place of light, of liberty and learning' have sadly degenerated into poor manufacturing outfits for injecting second hand capsuled knowledge and its poor reproduction on an archaic examination system." Since we are producing degree/diploma holders quantitatively, not qualitatively, vigorous emphasis is laid on healthy practices/value education/quality programmes by educational bodies of the National Council of Education Research and Training (NCERT), the National Open School, Universities, the university Grants Commission (UGC), NAAC. Frequent workshops/conference/Seminars are organized to initiate discussions on characteristics of teaching, its quality and quality ambience.

After looking critically at quality assurance in higher education, it is widely acknowledged that an educational institution is a rendezvous for teachers, parents, staff, would-be employers, funding agencies and society in general. They all are the stakeholders, responsible for the present educational system sans values. Teacher's role is paramount when teaching is not quality oriented. The most effective pathway to improved student

learning outcomes is the quality of teaching. Teachers, definitely require addition to academic quality which is only eligibility but not quality. Humayun Kabir aptly stated, "With good teachers even the defects of a system can be largely overcome." Good's Dictionary of education defines teacher education as "All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational professional or to discharge his/her responsibility most effectively." Teacher must understand that only achieved marks of students do not determine the performance of students but it is the holistic growth that matters.

Some golden rules for Enhancement of teaching and performance are:

A teacher must know his/her role: A teacher must be aware of his role as a teacher. Traditionally, he is a mentor, philosopher, guide, evaluator, who is sufficiently knowledgeable in his subject and proficient in pedagogy. In the modern context, however, a teacher is also a learner, researcher, content-creator, learning facilitator, trainer, coach. He should enter the class with a feeling that he is there not merely to dispense knowledge but also to learn from his students. His eagerness to learn will be naturally imbibed by his learners and this would definitely enhance his teaching quality and performance. Swami Vivekanand beautifully states:-

The true teacher is he/she who can immediately come down to the level of the students, transfer his/her soul to the student's soul and see through and understand his/her mind. Such a teacher can really teach and none else.

Individualized method of teaching: Individualized method of teaching caters to the interest of all students. As in a family, all children are not alike; similarly, in a classroom, students vary as their IQs are concerned. Some are slow learners. Others are average learners whereas a few are exceptional ones in intelligence. A teacher must keep this factor in his/her mind and try to

deliver her/his lecture as per the requirement of the students, otherwise, students lose interest. In an English class, a teacher must switch over to the vernacular language off and so that the slow/average learners may understand the chapter properly. At the same time, a teacher may provide the list of books/journals/encyclopedia to the bright students. Also, examples from day-to-day life and from some popular TV serials make the class room teaching engaging and interesting. It would automatically enhance quality of teaching and performance.

Innovative Methods of teaching brighten performance of teachers and the learners. Teaching is the simulation, guidance, direction and encouragement of learning. While the relevance of the traditional methods of delivering lectures and reading from text-books cannot be ignored, teachers who invent simple, innovative methods of teaching are more successful in retaining the interest of their learners. Oxford defines learning strategies as "specification taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more efficient, and more transferable to new situations". As a teacher of English, I sometimes divide a class of undergraduate students into two groups and make them spell a few tricky words like twelfth, Vacuum, beginning, cigarette, etiquette, bachelor, etc. it helps in breaking the monotony of routine teaching. Short quiz, field trips, project works, presentation of short documentaries and group discussions always add to the quality of teaching and performance.

Learn the use of ICT Tools and practical training: In the modern era, it is very important for a teacher to be well-versed in the use of ICT tools and to integrate them in her teaching. Teacher-training programmes are very important because these broaden the mental horizons of teachers. A whole new world of exciting possibilities is made available to the teachers through these ICT tools. These tools enhance the pedagogical skills in teaching. Some technological applications are web-based whereas different softwares, especially in vocational subjects like

multimedia (animation, video footage, graphics, still images, screen printing), functional languages, fashion technology facilitate teaching strategies. A teacher of English can use them for improving her students communication skills, or for presenting a play by Shakespeare. Biology students can study the complex animal systems without the need of dissecting any animal. The integration of virtual learning and e-learning not only arouses the interest among the students but also makes classroom teaching engaging, motivating and quality oriented.

Teacher should have a positive, humane approach: In this era of globalization, mechanization, industrialization, commercialization, even human behaviour is fast becoming mechanical. Imagine the plight of the students when a teacher enters the class with a stern face, takes attendance, opens his/her laptop, delivers the lecture, and walks out without a personal touch or eye contact with the students. Our young learners do not want **robots** in the garb of teachers. They want teachers who encourage student participation in the classes, satisfy queries, and are willing to find solutions to the various problems encountered in learning. A **sensitive, psychological handling** by the teacher can turn even the most indifferent student into a life-long learner. The foremost quality of being humane itself adds to performance. A teacher can motivate the students like Tennyson's Ulysses, "To follow knowledge like a sinking star". Use of derogatory words like "duffer", "cannot pass", "from which family you have come" should be strictly forbidden in a teacher's vocabulary.

Teacher should be a motivator: A teacher should not restrict himself merely to the mechanical completion of the prescribed syllabus. A successful teacher will motivate his students to read good books along with the prescribed textbooks, to visit the library, read newspapers and journals, to listen to news, and watch informative programmes on the T.V. and internet. I remember my own college days, when my English teacher would bring interesting clippings from newspapers and magazines and circulate it among the students,

making them curious and eager to go to the library and read more. To quote Tennyson once again, our enlightened teacher successfully taught us,

*Yet all experience is an arch where through
Gleams that untraveled world
whose margin fades
Forever and forever when I move.*

A quality conscious teacher knows how to train his/her students' minds, help them develop positive attitude, explore their aptitudes, and chisel their personality. The well chiselled, nurtured and groomed personalities of students reflect teacher's performance.

Teacher should be an anchor for the promotion of healthy practices: Modern education teaches us to think about everything, but not the thinking process itself. In the modern curricula, there is a scope for learning about an putting into practice everything ranging from space shuttles to micro-chip processors, from genetic engineering to heart transplant but not simple human values as truth, honesty, love and respect for others. The paradox of our time is that we have multiplied our possessions, but reduced our values. We talk too much, love too seldom, and hate too often. We have learned how to make a living, but not a life; we have added years to life, not life to years.

There is no need to give definition of values because values are a set of principles or standards of behaviour, that are regarded as desirable, important and held in high esteem by each of us. Teachers are the nation builders who should inculcate values which should seamlessly be integrated with the subject. Let us quote a few examples:

Maths:

+ - = -

What we ought to do and we do not do it- result negative

- + = -

What we ought not to do and we do it- negative

+ + = +

What we ought to do & we do it = positive

History

Purpose: Not just to learn History but also to learn through History. History repeats itself as after night, there is a day.

Geography

We teach our children the location of gold, silver etc. Do teach them the location of values.

Chemistry

Discuss Green Chemistry to sensitize the students to air, earth and water pollution in simple ways.

Psychology

Teaching of psychology takes into cognizance not only the Freudian/Jungian Principles but also aims at the application of psycho-therapeutic techniques to resolve emotional conflicts and manage the various stresses of life. The students can be made to understand better the interpersonal relationships.

Language

Language should be sweet, positive and motivational. Quotable quotes be used, sometimes, poetic expressions, too impress and motivate the students. The teacher should do his best to break the monotony and create a healthy environment to make teaching quality and performance oriented. A few expressions are:

Do not allow anything to be an obstacle, see everything as a stepping stone to victory

Winning does not always mean being first, winning you are doing better than you have done before- Bozzie Bellia

Role of Principal to enhance quality through staff induction and quality of training. Principal plays a significant role to create virtual learning quality ambience. Principal should be visionary and her/his mission be academic oriented, community oriented and student focused. As discussed, the greatest resource to any institution is its staff. Staff in many institutions feel

overstretched, stretched, devalued due to indifferent, autocratic attitude of principals. As eye-contact between the teacher and the taught is a must; similarly, a healthy relationship between the principal and teaching and the non-teaching staff is required. Principals acts like a bridge between the management and teaching staff. For quality education, conducive environment be created:

- ◆ Frequent staff meetings be organized. Principal must work with open mind and not with prejudiced one. Healthy suggestions for teaching faculty be always encouraged.
- ◆ Academic chart be prepared before the commencement of the session. It should be incorporated in college prospectus. There should be proper execution of plans.
- ◆ Spiritual discourses be encouraged in assemblies or during religious festivals.
- ◆ Students be assigned community projects.
- ◆ Extension activities be promoted.
- ◆ Transparency, good governance, humane attitude, cordial but disciplined behaviour is expected so that, firstly, principal should manage his own stress, maintain morale and cope with turbulent times. He is like the captain of the team and with the spirit of teamship, Principal, along with teachers would contribute tremendously to enhance quality of teaching and performance.

Role of Management too plays a vital role to enhance quality education. It is very important to have selections on merit basis, may be Principal or teachers. Adequate welfare measures are equally important for staff and students so that they may get work satisfaction and security. The primary focus of quality ambience followed in case of organization and management should be on the creation of an environment for learning which can in turn facilitate the overall development of students in the cognitive, physical and ethical

dimensions. Quality ambience creates quality students.

The main anchors of quality teaching are management, principals and teachers. However, once again, my focus is on the teachers who are actually the main anchors of quality education. Today when we are all bemoaning the loss of values, it has become even more important for the teachers today to become the **Role Models** for their students. Even small little virtues like punctuality, patience, secular outlook, commandship, truthfulness and cordial behaviour, righteous conduct, emotional balance and positive thinking can go a long way in motivating the young learners to become good human beings. Through teacher's behaviour, students will automatically learn value of time, dignity of labour and work ethics. Our President, A.P.J. Abdul Kalam said in Ludhiana that it is the mother and the teacher who can save society from this present mental and moral decay i.e. from breakdown of traditional values and discipline. The teachers who are practically the role models, earn the respect and good attendance is discerned in their classes.

Quality education requires four I and D model as advocated by Prof. V.S. Parshad, Director, NAAC, i.e. identification of best practices, implementation of best practices, internalization of best practices and dissemination of best practices. If we, the teachers sincerely want education to become a powerful and pervasive agent for revolutionary social transformation and a key that

unlocks the door of all round progress of the nation, we must empower ourselves with the virtuous traits of real teachers whose job is to 'give' and to 'forgive'.

Teaching indeed is the most rewarding of all careers, provided we learn to make it engaging, motivating and quality and performance oriented. I would conclude it quoting these beautiful lines:-

Sow a thought, reap an action
Sow an action, reap a habit
Sow a habit, reap a character
Sow a character, reap a destiny.

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Education without ethics is empty

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Our education system has failed to sensitize the youth on the issues affecting society. How does one explain the apathetic attitude of the people who didn't volunteer to help the Delhi brutal gang rape victim and her friend bleeding and lying naked on the road? These were the same people lighting the candles in protest. Take another brutal incident at the Newtown USA, where a 20 years old boy shot dead his mother and butchered mercilessly the innocent school children and the teachers. America is a violent society and its life style is the most unsustainable in the world. And yet we are trying to fashion our education system after America where the guns people possess are more than the population and where the gun culture poses threat to life and liberty. America's murder rate is four times higher than that of Britain and six times that of Germany. In Britain, young women take to prostitution to raise money to support their university education. And one in four students works in sex industry to fund the studies.

What is the relevance of education when the youth adopt unethical and immoral life style? Commercialization of education has corrupted the youth. What we need is value based education. It is not the 'moral education' or the 'moral policing' in class rooms. In the Indian context, the value based education should take the following aspects into consideration.

First, the education system should be able to produce good and upright citizens. It is important to restructure the high school and the college curriculum in such a way that our children grow up imbibing the values of truth and righteous conduct, equality, freedom and human dignity and justice. The rise in crimes and violence in society

demonstrates that the moral principles have gone for a toss. Though the social environment and the upbringing of children account for the decline in morals, the education system is equally responsible for failing to arrest the moral decline. Our children do not have roots in our history and civilization. They are ignorant about the Indian civilization and the rich cultural heritage. The classical works like *The Discovery of India*- a treatise on Indian civilization and history – should be made an integral part of the curriculum at collegiate level so as to instill in the youth – the future of the nation - a sense of pride about their heritage.

Second, the education system is simply getting market oriented. The purpose of education is defeated. The modern industrial society is making people acquisitive, greedy and corrupt. The corruption in public life is a serious threat to social and political stability. India is growing, but so also the graft and the greed. It is a fashion to complain about corruption, but unwilling to stand up against the corrupt system. Take for instance our own fraternity- the teaching community. Teachers and Principals who represent us in university academic bodies toe the line with the corrupt officials to promote their own vested interest. They do not take up issues on merit and fight for justice. Their general refrain is not to upset the apple cart and avoid confronting the authorities. Consequently, the political appointees and the corrupt and incompetent people have come to administer the universities and decide our education system. People who are corrupt talk about eradicating corruption. This is down right hypocrisy. As Gandhiji said 'the means must justify the ends.' What moral right do we have to complain about the corruption when we

mortgage our integrity? All our public systems – administration, justice, education and politics – are closed systems and designed to promote mediocrity and keep knowledgeable, intelligent and upright people out. This must change. The curriculum at the college level should emphasize on integrity as the most important virtue of human beings. And personal integrity must be the single most important quality for appointment to any public office. Our children must grow learning to believe in hard work and adopting just and fair means to achieve success in life.

Third, it is important that our children learn to accept equality as an abiding value. The violence against women is a reflection of larger malice afflicting our patriarchal society. If the boys grow up brutish with animal instincts, the blame squarely lies with the parents and the family. The family as a social institution has failed to bring up children with the right values and attitudes. Most of the families do not subscribe to gender equality and discriminate girls in many ways. Boys are not taught to accept girls as equals and treat them with respect. Our school curriculum should sensitize the children on gender equality. The constitution of India guarantees the right to equality to all citizens. It remains only on the statute. Equality means absence of discrimination based on caste, race religion and sex. Our children should be taught to believe in the ideal that all human beings are born equal. They must learn to respect the diversity of a plural society.

Fourth, the impact of social media on our children is devastating. The adolescents' addiction to internet and social networking is making them isolated and insecure. There is a danger of our kids turning into isolated adults. Increasing number of school children are hooked to social networking sites for emotional support. When loneliness persists for long time, the isolation is complete, manifesting itself in acts of violence. One out of five teenagers believes life is not worth living. And the social media is only making them to mask isolation and depression. A recent survey by ASSOCHAM has

revealed that about 75 % of urban kids play violent video games on computers and that excessive gaming desensitizing teenagers and blunting their emotional quotient resulting in aggressive and violent behavior. Can't our school and college curriculum do something to address this menace? In cities like Pune and Bangalore, the young people, finding difficult to socialize and unable to trust their peers, are in search of 'genuine friends,' in whom they could confide. According to the National Crime Records Bureau, India's silicon city Bangalore is a suicide capital of India. It is a city where failure is not an option. As per the survey conducted in IIT Mumbai, 75 per cent students prefer chasing hobbies to studies. The passion for science and technology is not what is driving the school students to take the IIT-JEE tests, but the parental pressure and the herd instinct are the deciding factors.

Fifth, the present generation is very contemptuous of political class and political system. It is a fashion to bash politicians and political system for every evil in society. That is the best of way of shirking our share of responsibility. In a democracy, we get the government that we deserve. If the quality of governance is poor, the people are responsible. The political alienation of the youth is not a good sign of an open and free society. Our education system has failed to promote a healthy attitude towards politics and public life. Hatred of politics could lead to fascism and dictatorship of one kind or another. As Plato said: "one of the penalties for refusing to participate in politics is that you end up being governed by your inferiors." After all, the politics is the only medium through which the socio-economic transformation is brought about. It is the politics that produced Gandhi, Nehru and Lincoln and the like who enriched our lives and whose legacy we are proud of. It is imperative that a comprehensive study of fundamental rights and the fundamental duties, enshrined in the Indian constitution, and our political system should form a part of curriculum at the first degree in all disciplines, so as to make the youth conscious of their rights and duties and of the constraints of our political system, if we have to arrest their political alienation

and preserve our secular and liberal democracy.

And finally, education without ethics is empty. And knowledge without character is dangerous. As Bernard Shaw said: “power does not corrupt men, fools, however, if they get into a position of power, corrupt power.” The corrupt people in the position of power and authority are indeed ‘fools’ who have no self esteem or else

they wouldn’t be abusing their positions for personal aggrandizement. Our education system has failed to produce honest and incorrupt people of high moral standards. The root of honesty and virtue lies in good education.

This is a tall order for educationists and education policy makers.

Enhancing Quality of Teaching and Performance

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What Ails our Higher Education: Is TQM the Answer?

This paper analyses the system of higher education in our country, identifies the problems and suggests remedies. It must be noted that the paper maintains focus on higher education, though it cannot be denied that even the school education in India needs improvement.

Education is the process by which an individual develops the powers of reasoning, acquires knowledge and develops the ability to learn further, so that he or she becomes a valuable asset to society. This implies that education is a life-long process. It also means that education also has an ethical aspect. A person must become a valuable member of society and this is not possible without developing a strong ethical base. So institutions must also attempt to develop a sense of ethics among students.

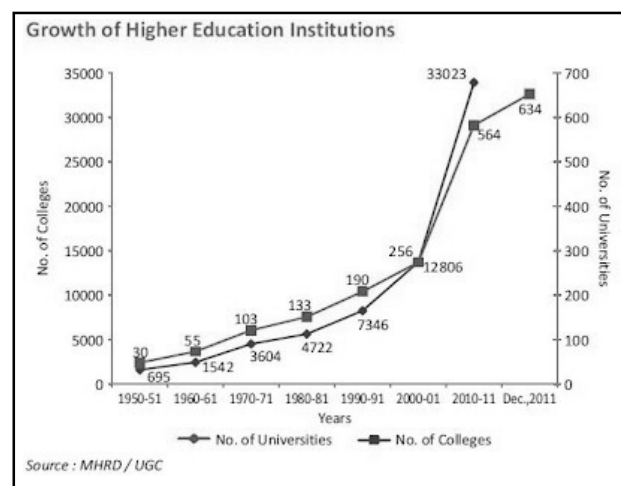
This study is divided into four parts with section. I being the **introduction**. Section. II Attempts to **analyze the problems** facing the Higher education system. The section also suggests some improvements. Section III discusses the **concept of TQM** and how it may be applied to the higher education system and Section IV **suggests** some solutions while the last section presents the conclusions.

Introduction

The Education and Skill Development Services Sector broadly comprises of School Education, Higher Education and Industrial / Technical Training including Vocational Training. It should be noted that while in general, 'skill development'

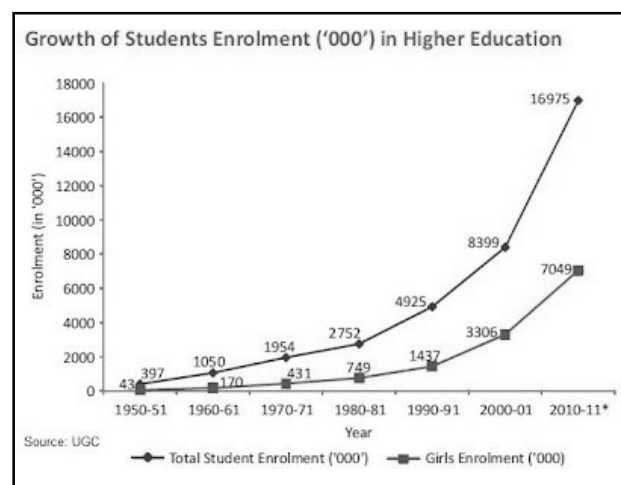
The higher education system in our country

comprises of Colleges, Universities and other institutions providing education, which leads up to graduate degrees or beyond.



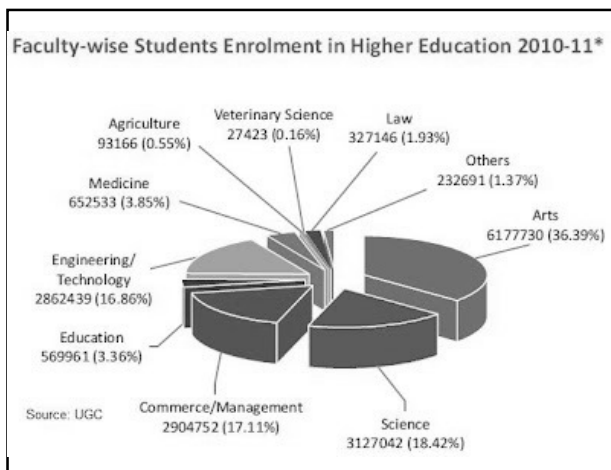
1. Massive Expansion in No. Of colleges:

India added nearly 20,000 colleges in a decade from 2000-01 to 2010-11. In 2000-01 12806 colleges were there and in 2010-11 these gone up to 33,023. Also the No. Of universities have increased from 256 to 564 in the same period.



2. Lesser growth in students enrollment:

Although number of students enrolled in higher education doubled from 8.4 million to 17 million in the decade 2000-01 to 2010-11, it grew a slower than the number of colleges



From the above figure it is clear that, maximum students have enrolled for traditional courses that is 71.92% of the total enrolment for the Higher Education.

In order to promote economics and industrial development in a country, the essential requirement is the capacity to develop skilled man power of good quality in adequate number. According to population projections based on the 2001 Census figures, in 2011 nearly 144 million of India's Population will be between the age group 18 to 23 – the target age group for Higher Education. At the beginning of India's Independence there were 20 universities and 591 colleges while the students enrollment was 0.2 million. After Independence the growth rate has increased like anything. Now India has possesses highly developed higher education system. India's Higher Education System is the third highest system in the world. First No. is of China and at the second No. is of United States in the terms of enrollment. However in terms of number of institutions, India is the largest Higher Education System in the world with 33,023. institutions including 564 universities. But in spite of this fact we are not in a position to provide quality education for the following reasons.

II. Drawbacks of the Current Higher Education System in India and Suggested Improvements

The entire system is beset by a variety of problems. The problems given below, are the ones which directly or indirectly affect quality of teaching in higher education.

- 1. Exclusivity:** Even today, the gross enrolment ratio for higher education is very low indicating that higher education is not as inclusive as it could be.
- 2. Wrong Attitude:** The education system looks at students as products rather than clients. Due to this, the approach is based on quantifiable targets, like number of students graduating every year, rather than quality based parameters. Dr. D. S. Kothari Commission on Education had recommended in the year 1964 that the Government should spend at least 6% of Gross Domestic Product on education but till today in 2012-13 also we could not reach to this target.
- 3. Lack of Accountability:** The Government agencies, institutions of higher education as well as the teachers are not required to show results.
- 4. Lack of Infrastructure and Equipment:** Many institutions do not have adequate teaching infrastructure. For technical courses in engineering and medicine this makes meaningful teaching impossible.
- 5. Reality Disconnect:** Most of the syllabi and teaching methods are either outdated or at least, not grounded in the needs of the job market. So the graduates and post-graduates are not equipped with the knowledge and skills required by industry. Industry-Academia linkages are not well developed.
- 6. Lack of Quality Research:** There is very little quality research in our educational institutions. Due to this very few Indian papers are cited in other research work. There is also considerable plagiarism.
- 7. High Student-Teacher ratio:** Due to this, students do not get the personalized attention they require. It leads to a higher drop-out rate

for students from disadvantaged backgrounds.

- 8. Cosmetic Changes:** Often, changes in the syllabi, pattern of grading and the system as a whole, are superficial, merely to prove that the system is dynamic. They may be described as, “sound and fury signifying nothing.”

The authorities must encourage research among teachers and students. The Student-teacher ratio must be reduced to 30:1. If this is done, teachers can be asked to co-author research papers with students, even at the under-graduate level. With such experience at the under-graduate level, the quality of research work produced by post-graduate and doctoral students will definitely improve.

There must be accountability at every level and even senior teachers must be regularly asked to upgrade knowledge. Refresher courses must be compulsory after every five years, not just thrice in the entire career. The syllabi must be framed in consultation with industry and syllabi must not be allowed to get outdated. Any change in syllabi must be substantive. Often such changes are merely a juggling of topics between different years, which only benefits the text-book publishers. Members of Committees who suggest pointless changes, must be removed from such Committees. If changes instituted by the UGC or University authorities can be shown to be cosmetic, the authorities must be held accountable.

III. Total Quality Management and Higher Education

The concept of Total Quality Management (TQM) was developed by Dr. W. Edwards Deming and others. It aims at achieving consumer satisfaction and thus ensuring long term success and improvement in quality. In this sense one must look at long term requirement of customers (students), which is not to merely pass with good marks, but the further requirement that the education provided enables them to get appropriate employment. If a student has to work in a menial job after graduation or even post-graduation, it is not appropriate employment; since it does not compensate the student for the time and money spent on education.

Dr. W. Edwards Deming developed 14 principles of TQM.

They are discussed below with respect to higher education providers in India.

- 1. Constancy of Purpose:** There must be a well-defined mission statement with long-term goals. This statement goals must become a part the thinking of every employee.
- 2. A Student Oriented New Philosophy:** A student oriented philosophy is needed. Every employee, teacher or non-teaching staff member, must actively attempt to provide better services to the students. This includes education as well as administrative services. For example, before the recent additional examinations in our College, we opened four cash counters to accept student fees and accepted fees till 5:30 p.m. in the evening. Similarly our College now announces the dates of class tests and even dates of result declaration since the last two years for the convenience of students.
- 3. Cease Dependence on Mass Inspection:** In education, the focus must be on teaching rather than testing. With excellent teaching, the quality of students will obviously improve. Students must be tested to understand how much they know, rather than what they do not know.
- 4. End Lowest Tender Contracts:** If you pay peanuts you get monkeys. In self-financing programmes, the College may pay higher salary to an exceptional teacher, an approach which our Institution has adopted.
- 5. Improve Every Process:** There must be improvements in all processes over time. Every employee must learn to think of improvements in the process of providing higher education. In our College the examiners now discuss the answer-papers to find common mistakes of students. This enables superior teaching to the next batch of students so that they may not make those mistakes.
- 6. Institute Training on the Job:** It is common knowledge that new teachers can be trained better if senior teachers observe their lectures

and point out areas for improvement. However, new teachers should also be allowed to observe lectures of senior lecturers so that they get pointers and sometimes they may also suggest improvements. No false sense of seniority must be allowed to stand in the way.

- 7. Institute Leadership:** It is not only the leadership skills of the principal and departmental heads that are important, but leadership skills of everyone down to the junior most peons. The relationship with clients in education (students) is unlike that in other businesses. Students must become partners in the functioning of the Institution. This year we initiated an inter-college festival, which was handled completely by students who developed managerial and leadership skills.
- 8. Drive Out Fear:** Innovative teaching methods must be encouraged. Even if they prove unsuccessful the initiator must not be penalised, otherwise there will be no innovation. Students must also be encouraged to look upon the College administration as a group of individuals, rather than a monolithic entity or “the establishment.”
- 9. Break Down Barriers:** Barriers between different categories of employees must be broken by get-togethers so that there may be better communication and less of formal procedure.
- 10. Eliminate Exhortations:** Rather than exhorting employees about the mission statement and goals, they must be encouraged to treat the goals as their own. Only then will they try to develop innovations to further those goals.
- 11. Eliminate Arbitrary Numerical Targets:** Merely setting targets will not help. Very often data is fudged to meet targets. The processes must be improved so that the targets can be achieved.
- 12. Permit Pride of Workmanship:** Every component of the education process; management, principal, teachers, non-teaching staff and even students must be encouraged to take pride in their work. This may be achieved

by giving greater operational independence as well as fulsome praise for achievements.

- 13. Encourage Education:** The entire staff and students must be educated regarding the concept of TQM. If this is done they will better understand the importance of their tasks to the Mission of the Institution and may actively suggest improvements.

- 14. Top Management Commitment and Action:** The top management must be committed to the TQM philosophy and it must take action to ensure TQM within the Institution. A pro-active approaches needed otherwise the whole exercise may be reduced to a farce.

The Higher Education System ensures the quality of the education process with the help of accreditation agencies established for the purpose. The main agency which accredits universities and colleges in general education is the National Assessment and Accreditation Council [NAAC] established by the UGC in 1994. In case of Technical Education similar function is done by The National Board of Accreditation [NBA] set up by AICTE in 1994 and for Agricultural Education by the Accreditation Board [AB] set up by ICAR in 1996.

IV. Conclusions

In conclusion, one may say that systemic changes by the authorities can bring about much needed changes. However, expecting systemic changes for the better may be a forlorn hope.

This does not imply that nothing can be done. Each College can begin to carry out improvements by adopting minor incremental changes. Individually, none of the changes will create much difference, but collectively the changes can bring about great improvement in quality of higher education in India. In this respect, the concept of TQM can yield high dividends. The paper has shown that the process works through actual examples of improvements initiated by our College.

It is also necessary for Colleges to interact with each other so that positive changes in any one

institution are gradually adopted by the entire system. If all this is done the system of higher education in India will definitely improve for the better.

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Changing Scenario to Enhancing Quality of Teaching and performance of Commerce & Management Studies in India

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Introduction

Commerce & Management education is business education. Commerce education is that area of education which develops the required knowledge, skills and attitudes for the handling of *Trade, Commerce and Industry*. The recent commerce & Management education has emerged in the form of Chartered Accountant, Cost and works accountant, Company secretary and Business administrator. Commerce education is a totally different from other disciplines. Hence, it must charter new routes to service the aspirations of the nation. To meet the growing needs of the business society, there is greater demand for sound development of commerce & management education. The relevance of commerce & management education has become more imperative, this means a marked change in the way commerce and management education is perceived in India. Through teaching, research, and service, the College of Commerce is dedicated to developing tomorrow's leaders, managers, and professionals.

As a branch of knowledge, Commerce imparts experience of business world at large in all its manifestations. It prepares its learners for personally fruitful and socially desirable careers in the field of business. *Chesseman* defined Commerce Education As - "**Commerce & management education is that form of instruction which both directly and indirectly prepare the business man for his calling.**" *Fredrik G. Nichols* defined as - "**Commerce & management education is a type of training which, while playing its part in the achievement of the general aims of education of any given level, has for its primary objective the**

preparation of people to enter upon a business career, or having entered upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels." During the post independence era, commerce & management education has emerged as one of the most potential pursuits in the wake of industrialization. Most of the Education Commissions constituted in post independence India to explore higher education have undoubtedly held that the commerce education is primarily meant for providing the students in-depth knowledge of different functional areas of business so as to prepare people required by the community for the purposes of trade, commerce and industry.

Importance of Commerce and Management Education

Commerce education in our country has been developed to support the growing manpower needs of business enterprises. The education imparted to the students of commerce intended to equip them with the specialized skills useful in different functional areas of trade, commerce and industry. Continuous supply of quality manpower is essential for the growth of the industry sector. This necessitated the skilled manpower to manage the process of industrial reconstruction and the rapidly growing trade and commerce. However, over the years, there has been a fundamental shift in the very approach of commerce education; from a professional to a theoretical education. With a quantum jump in business scenario, there is a need to redefine the commerce education in the changing scenario and strengthen it further.

The Commerce education plays an essential role in today's dynamic business environment. The

rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As a result the importance of Commerce education has been increased many folds. Business executives need to update their skills due to sudden changes in the external environment. Due to the increasingly complex nature of organizations and businesses, there is a need that the business schools impart relevant, current, and cutting edge knowledge to the students. The School of commerce should play pivotal role in equipping our future dynamic managers with the emerging trends of Commerce skills to face the challenges of dynamic business world.

Relevance of the study:

The Indian government is making sincere and progressive efforts at primary education. But there is an emerging need for such efforts at higher education also. Because higher education is necessary for one to achieve excellence in the line one is best. Hence one should be selected for higher education on the basis of merit only. Commerce and management education is an educational strategy and relates to real organizational problems. Commerce & management education in India is not very old; it has taken its practical shape during early sixties with establishment of Indian Institute of Management to train the people with management concepts. After that many institutions, universities have also come forward to provide commerce & management education to cater the increasing demand of good managers. At the time of independence, Indian economy was developing and hence we required bureaucratic management skills. However about 65 years after independence, the Indian economy has become more mature and hence we require entrepreneurial management skills. It is experienced that our management schools may have failed to meet this challenge. Therefore there is a need to revamp our commerce & management education. In the era of global competitiveness, we have to exercise utmost care to safeguard, India's interest to see that India does not loose in international

arena. In the era of these fast emerging changes, there is a need for future global managers with qualities and competencies in global perspective. Quality is the only currency, which is accepted universally and it is also true in the case when product is education. Every customer is now quality conscious. In commerce & management education, quality has become a necessity and circumstances require total quality management. To make India an intellectual capital of the world, we have to rethink about the commerce & management education and effort should be made to create a dynamic environment, which can quality technical education colleges. The Indian B-Schools might have to take many initiatives to stand up to the challenge. The solution seems to be,' While the affiliated colleges are needed to be more autonomy-both financial and academic, the autonomous institutions have to strengthen their curriculum'. As more and more well-educated and well-equipped talent emerges, the task of talent selection becomes even more complex. Companies find it increasingly difficult to identify and zero in on the right candidate for the right job. The onerous task of hiring the best will become more and more difficult; the situation will be exacerbated by the requirement of greater numbers of people 'on-the-job'. The emergence of such a new dimension has already begun. Companies are feeling the need for global standards to benchmark human resources and academics are encouraging the use of merit-based candidate selection systems. India's position as a lead contributor to the global IT human resources pool will need to be supported by the adoption of global standards for talent selection. Therefore main objective of the current paper is to study present scenario of commerce & management education in India as well as opportunities and challenges in commerce & management education system.

Present Scenario

Commerce & management education in India started with the establishment of 4 Indian Institutes of Management at Calcutta (1961), Ahmedabad (1962), Bangalore (1973), Lucknow (1984), the setting up of XLRI, Jamshedpur and

the offering of full time/part time MBA programmes by some leading universities in the country. Recently and particularly during the last some, years the country has witnessed a tremendous growth in the founding of management institutions, most of them in private sector offering management programs in different functional areas of management. Majority of the commerce & management education intuitions are accredited by NAAC A or B or some C grade. In this context it becomes essential to re-examine the entire structure, content, purpose and pattern of commerce & management education.

First of all let us glance a few situations that have arisen in India post liberalization.

1. Shifting of Agriculture worker to industry sector
2. Urbanization –People are shifting from rural to urban areas.
3. Opening up of trade market –export import boom.
4. Big open saturated market for products
5. A growing market for high quality and low price product
6. Gradual increase of organized retail chain.
7. Growing number of Merger and Acquisitions.
8. Lucid license policies for overseas Multinational Corporation.
9. High growth rate is showing economic prosperity in India.

But there are certain negative impacts occurred aftermath the globalization impact in India, which are as follows –

1. Unequal distribution of wealth disparity in income.
2. Rapid privatization, government driven public sector units are on sale
3. Uneven growth in respect of different sectors.
4. Extreme mechanization is reducing demand for manual labors.

5. Both employee and consumer exploitation are on rise by private sector.

By integration above two aspects, some of the common feature of most of the management/ business education courses, in which quality important is regard, can be summed up, as under.

- Poor coverage of Indian business and socio- economic environment with less global perspective.
- More emphasis on theoretical aspects.
- Use of out-dated case-material.
- Least institute-industry linkage.
- Lack of research base.
- Poor admission procedure.
- Inadequacy of resources and infrastructure.
- Old pedagogy.
- Traditional evaluation system.

Overall educational index and public education investment in India:

Overall educational index (OEI) of India

<i>Countries</i>	<i>Rank</i>	<i>OEI</i>
Sweden	1	0.99
Thailand	70	0.84
China	96	0.62
India	141	0.57

Source: University News, September 14-20, 2009

The OEI of India has remained very low, having rank of 141 among the comity of nations, while Sweden has the highest rank in terms of OEI in the world.

The public education investment is generally very low in the developing countries. Countries like USA, Sweden, France and many advanced countries invest 10 times more on higher education. North America has nine times more teachers, Europe has five times and Latin America has 3 times more teachers than India and Thailand. There is persistent lack of commitment of the public sector in India particularly in the education sector. The

expenditure on higher education in India is only 13 per cent of total public expenditure as compared to 27 per cent that of Sweden. More over, there are huge disparities in fund disbursements to the universities by the UGC. The share of development grants to only 15 central universities has steadily increased to 53.43 per cent of the total grant and for others it has substantially decreased. All other about 212 deemed and state universities received only 46.57 per cent of the total grant. The recommendations of the UGC on setting up of Curriculum Development Centers (CDC) still flounder for lack of any mechanism to monitor its implementation in the universities'. Thus the education policy and planning of government of India may be generated a very dismal and appalling situation for India.

Opportunities and Challenges for Commerce & Management Education:

The Ministry of Higher Education in India has undertaken a series of reformatory measures after globalization. The privatization process in education has become very strong. Private educational institutions are growing very rapidly. As direct investment in education is not very easy, Government of India is adopting many indirect measures to transfer education safely to the private sector. It has been promoting autonomous colleges and deemed universities. The following sections outline what we believe to be the most important aspects and opportunities afforded by these emerging challenges especially in commerce & management education.

Globalization: From a competitive standpoint, the greatest challenge faced by many industries over the past 20 years has been the enhanced competition provided by foreign and international firms. Trade barriers continue to fall and trade agreements continue to proliferate.

What do these trends mean for our students, how are we addressing them and how should we be addressing them? First, the next generation of business students must understand the continuing globalization of business if they hope

to be successful. Specifically, they need to understand international business trends, as virtually every sector of the economy is influenced significantly by international economic events, students must be able to make informed choices regarding the career opportunities available (and associated threats) within a given industry. Similarly, students must understand the global economy in order to fulfill their quest to remain competitive and mobile within the job market. If Indian students wish to successfully compete with their international counterparts, they must acquaint themselves with an integrated knowledge of the global business environment. Students need to be aware of these and other emerging trends before they become common practice in Indian industry.

Small businesses are becoming involved in international business like never before. From small import/export retailers to farm co-ops exporting millions of tons of grain overseas, it is precisely this small business segment that must begin to understand the evolving opportunities and threats created by the global marketplace. Large corporations have been dealing with these issues for years, but many entrepreneurs do not possess the knowledge, skills and expertise to effectively analyze and understand international situations. Therefore, to effectively prepare our students for the competitive pressures of tomorrow's business world, we must make a strong commitment to helping them understand the global economy. The key question remaining before us is not whether, but how, this topic should be addressed. Beginning in the early 1980s, most business schools nationwide slowly recognized the need for students to understand the trend toward globalization and began internationalizing their curricula. Courses in international business, trade and finance began to appear, first as special topics and seminar courses, but ultimately as component pieces of many students' coursework. Clearly, the increasing use of international cases and examples is a much-needed and welcome change. But is this the most effective way to expose students to the realities and intricacies of the global marketplace? We would

argue that we can do better.

By segmenting the curriculum to separate out the “international” applications into their courses or lectures, many students are left without a fundamental understanding of how these concepts, tools and techniques fit in with their other business coursework. We would suggest that internationalizing the curriculum should not occur by simply adding courses to cover the concepts as separate and distinct problems facing businesspeople today. Rather, it should be integrated into the existing framework of core courses. This integrated approach would allow students to more directly understand how internationalization affects each and every business discipline. This integration should prove extremely beneficial, as students will be exposed to the concepts of internationalization as an additional facet of traditional problems, while resource-constrained departments will be able to offer fewer courses.

Quality in Commerce & Management Education:

The qualitative aspect of commerce & management education is as important as its technical aspects. Commerce & management education should not just equip a student with technical skills and expertise, but also develop in him the right attitude. It should be our endeavor to produce world class technical and management personnel who would be sought globally. Total quality management should be inducted to make the commerce & management education effective. Now some colleges and universities are beginning to recognize that TQM values are more compatible with higher education than many existing management systems.

In India, All India Council of Technical Education (AICTE) is entrusted with the responsibility of regulating, controlling and ensuring the quality of commerce & management education in the country. The formation of National Board of Accreditation (NBA) and the of workshops that it had organized have contributed substantially to widespread awareness and concern for the quality

of commerce & management education, but can the AICTE in all honesty, claim that their approvals would result in quality commerce & management education of global standard.

According to Bill Gates, The chairman of Microsoft Corporation, U.S.A.,” *You need to have specialized knowledge a skill while maintaining a broad perspective...No one should assume that the expertise he has today will suffice tomorrow, so a willingness to lean is critical*”. This statement is also resulting in a need of quality improvement with the change. So a strong relationship exists between the principles of Total Quality Management and the best practices of commerce & management education i.e. there is an urgent need to reform the quality of commerce & management education for the creation of quality intellectual infrastructure in India.

Improvement in Course Curriculum:

There is a need to improvise our curriculums in the way to made it applied and realistic. Syllabi should be revised and updated regularly. But it is difficult to make it possible due to long and tedious procedure for introducing any change in the curriculum and syllabus. The whole cycle of change requires a long time, mostly more than an academic session and the proposal will be accepted as desired is not guaranteed, sufferer necessarily be a student, even if he is paying for the service. So, it is the need of today to make the arrangements for the easy process, by which student who is deprived of the latest knowledge and can get the benefit. In short it can be said that research orientation in curriculum is required. The content of the curriculum should be such that there is similarity between the rationality that is taught in the classroom and the ground reality, which a student has to actually face. Projects assigned should be more practical and students should go back to the same organizations to study various departments like HR, finance and marketing, in order to get a holistic understanding.

Development of teaching materials and case studies

It was discussed in the conference

organized at IIM, Ahmedabad that even today; too many educators rely on outdated and inefficient teaching methods, failing to provide students with the knowledge and skills necessary to compete in today's increasingly complex business environment. While the lecture/discussion framework currently employed in most of our business school classrooms provide a convenient and comfortable way to disseminate information, our ever-evolving student population demands more. Very few institutions in the country have been able to develop adequate teaching materials including case in terms of Indian ethics in management. So there is a need to venture wide-spread management research including case research and publications indigenously.

Program for Faculty Development:

Faculty members being the most crucial factor in the commerce & management education process, it is a stupendous task to meet the faculty needs of the rapidly expanding management institution system. There is an acute shortage of high quality management teachers, particularly in the functional areas like marketing, finance and also integrative subjects like strategic management. Faculty selection should be made on merit only and compromises should not be the part of selection. Full time permanent faculty should be encouraged, so that they can devote full-time for the organization. Faculty should also be involved in the administration role. This is an urgent need to plan a crash program to train management teachers at selected management institution and also to limit the expansion of the system to what is sustainable without sacrificing the faculty quality. FDPs of IIMs are doing the best in this direction. The quality of faculty is going down as more and more institutes mushroom with the aim of making money rather than enhancing the quality of education.

Institute- Industry linkages:

It has become now essential to make the changes according to changing environment to meet the challenges of liberalization, privatization and globalization. Therefore it is necessary for the management institutions to have linkages between business and industry to understand their

requirement and reorient teaching, training consultancy and research activities. Institutes should involve senior executives as faculty for exposing the students to real problems and exposures of industry. Also interaction of faculty and executives should also be made possible by organizing conferences. The present system of business interaction (six-eight weeks) is quite inadequate. It is necessary to have longer summer trainings, perhaps even extended up to one full term. Assessment should also be based on internship.

Pedagogy

The central concern in all the pedagogy is interaction between traders, student and content which is basically dynamic and triadic in nature. The 21st century has opened new hopes for re-engineering our approach to pedagogical producers at all levels of education in the new domain of information technology. Needless to observe that main focus of pedagogy still remains the art of disseminating and relating knowledge to the needs and mental equipments of the educated. Now it is the need that pedagogy should be more learner centered than trainer centered, more case input than lecture method, more remainder workshops to envelope deep thinking on the subject, more exposure to realities of industries and work environment, project method should be cased to promote discovery learning and more emphasis on simulation, role playing, socio -drama etc should be given.

Government role

A quality improvement by transparency in the commerce & management education is possible with the help of government, like selection of experts on the monitoring panel should be based on certain qualitative parameters or criteria. Taking into consideration this, their professional background should carefully draw the panel and admirable achievements. The appointment should not be on the basis of position. Government role should be more monitoring then controlling and the relationship between government and institutions should be based on trust not on distrust. More liberty should be provided to private institutions, with some

qualitative directors. University system itself needs to be revamped and restructured in the light of present dynamic environment.

Governance:

One important topic which was discussed at recently organized AIMA conference was the governance of education institutions should be transparent. There should only be one body with norms specified for accreditation or ranking of B-schools. Government bodies should not interfere with ranking and accreditation issues. The government should only lay down the norms, rules and regulations or, in case of the curriculum, lay down the broad outlines. It should be mandatory for all the institutes to comply with the criteria, but they should still have autonomy in fields like selection of students, faculty, up-gradation of courses etc. This rating creates a feeling of competition and helps other institutes to set benchmarks for them.

Values:

Future managers should know the practical aspects of work ethics, like how ethics can be developed, how they can be managed at workplace, how individual makes his/her values, what are the contents of ethics, which can be utilized to motivate human resources at work place since “organizations are not having ethics only people have.” There is some mismatch between recruiters’ expectations and Indian B-school graduates, as the recruiters look for completely dependable graduates on whom the company or the organization can rely. But no management institute can produce such students, as this is not a value, but a skill. An institute can only enhance existing values/skills, but can’t create them. So is the case with creativity. Business ethics is something that shouldn’t be compromised. Developing values that enable decision-making in grey areas characterized by inadequate information or conflicts (like profit v/s integrity) is a tricky issue.

Conclusion:

Commerce & Management should play pivotal role in equipping our future dynamic

managers with the emerging trends of Commerce skills to face the challenges of dynamic business world. Globalization and liberalization of our economy with privatization and technological revolution have posed the most unprecedented challenges before the commerce education. With trade and commerce assuming innovative dimensions in the context of growing international business, the curricula for Commerce faculty should be adapted and re-structured to meet the future challenges of the economic, manufacturing and service sectors. The syllabus of commerce education must contain knowledge component skill component of practice component. Placement is the ultimate goal of any business education. To place the students in industries, colleges can arrange campus recruitment & placement. The educational policy makers need to think about this matter seriously.

Without change, the traditional university structure of educating and training tomorrow’s business leaders is likely to be surpassed and discarded in the increasingly diverse and technological global economy. To provide our students with the talents necessary to compete in this marketplace, we must recognize and accept the challenges before us today. Internationalization of the business school curriculum is no longer a luxury. The complexities of worldwide markets must be integrated into the core undergraduate as well as post graduate commerce & management educational framework. In addition, information technology must be embraced as an opportunity to enhance educational efficiency, as well also respected as a potentially important competitor in the provision of educational services.

Hence, it can be concluded that the existence of an institution shall depend upon the quality of education and training offered. Now principle of Darwin holds well even today that fittest that would survive. The existing education in management is mainly large industry oriented to meet the domestic needs of manufacturing sector. Now it is the need to make it as per the demand for managers for international Business Information

Technology, medium and small scale industries and for service sector, because in future fittest will survive for which quality product service will be the key aspect. To ensure quality in commerce & management education, inclusion of BPR, IDR & ISO9000 and ISO1000 etc. can be utilized. If we, as academics, accept the challenges before us today, there is no reason we cannot retain our position as the preeminent provider of high-quality educational services for decades to come. So, it is an immediate requirement to shape the commerce & management education in accordance with the global changes to improve competitiveness with the total quality management.

Now, we would like to conclude in the words of Mother Teresa, a lady who believed in the power of one individual's contribution. - *"We ourselves feel that what we are doing is just a drop in an ocean. But the ocean would be less because of that missing drop."*

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Curriculum Development and Learning Outcomes

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Chairman, Board of Trustees

We often use words like curriculum, syllabus, courses, programmes when we talk of the academic activities transacted in higher education institutions. In this short paper I have tried to clarify all such concepts so that the faculty will be able to comprehend the exact meaning of such important terms, and help the universities prepare the curricula and the syllabi for various courses which will effectively cater to the needs of students.

The term curriculum is used to mean different things at different places and contexts. Ordinarily, it refers to the knowledge and skills which are planned for a certain group of students at a given level and implemented for them in an educational institution. It means “course content which is offered by an educational institution”. It contains the subjects/papers and course details along with course-specific learning outcomes.

A course is a set of well planned learning experiences/ modules to be delivered in certain number of sessions and evaluating the students to judge how far the students have understood the subject matter. It is also important to define the course specific learning outcomes for both the teachers and the students. All the expected learning experiences to be given to students in pre-identified fields are also to be clearly mentioned.

In practice, the term curriculum is used to mean the structure of a course under a specific programme. For example, under a B.A. programme, there could be various courses, such as Economics, Political Science, Marathi, and Hindi and so on. The concerned university prepares course wise curricula for its B.A. programmes giving the details of the number of optional and compulsory

papers, the methods of evaluation etc. This can be called the curriculum. Curriculum is a broad frame in which syllabi are written for various courses meant for each programme.

Curriculum development refers to the process of selection and organisation of a set of expected learning outcomes. It includes a) definition of the programme/course specific educational goals, - why a certain knowledge is to be obtained under a programme consisting of certain courses- b) details of the items to be learnt, and c) teaching learning and d) evaluation strategies- highlighting how learning is facilitated and how the students are evaluated to verify the extent to which they have achieved the desired outcomes/goals. That means curriculum development involves the following important aspects:

- setting educational goals/ outcomes,
- developing relevant curricula and,
- outlining precisely the instructional and evaluation plans to make sure that the actual learning outcomes are achieved by students.

The Approach

The task of curriculum designing depends on the end objective adopted in the process. The end objectives could be:

- **conceptual learning,**
- **experiential learning**
- **promotion of inquiry**
- **development of content based curriculum,**
- **focus on life skills**

If the aim is to promote **conceptual learning**, the purpose would be to facilitate students to

understand the chosen concepts from the concerned field and the curriculum would focus on new ideas and familiarity with them. While providing for the **experiential learning** laboratory practical sessions are to be structured keeping in view their relevance to the conceptual learning. If the approach is to **promote inquiry**, the purpose would be to teach students to form a hypothesis leading to an inquiry to promote understanding of something yet not known to students. It is done by collecting fresh data through surveys in the context of the given hypothesis. In the case of the **content based curriculum**, it will be necessary to concentrate on the acquisition of knowledge by way of collecting facts, data, and presenting them methodically in a structured form. The curriculum could be developed for inculcating **life skills** such as problem solving, decision making, creative thinking, critical thinking, self awareness, empathy, interpersonal relations, emotional intelligence, stress management, communication skills, and ethical behaviour. In the case of problem solving, students are to be trained in applying skills with reference to current social as well as subject specific problems. They may be allowed to narrate problems in the class and the class may develop/demonstrate the skills to solve them with the help of a teacher. In the case of a curriculum designed to promote critical and creative thinking, it would help if students construct new forms through activities such as model building, imagination and simulation.

Students' needs and interests occupy significant place while determining the important elements that require consideration at the stage of planning, developing, and implementing the teaching learning process. Only when curriculum is capable of motivating and sustaining students' interest, effective learning shall take place.

While writing curricula for various courses the following steps should be taken.

- Identify the needs of students and align them with the approach. Make effective use of feedback obtained from stakeholders: students- past and present, employers, faculty- regular and visiting.

- Formulate the objectives and learning outcomes.
- Structure the scope of the course, mention the number of papers under each programme, identify the core and optional subjects in relation to what the students have learnt at the preceding stage and make sure that the exercise is in tune with the learning outcomes.
- Define the learning outcomes. Make a list of the contents and its organisation, i.e. preparation for writing the syllabus.
- Identify the learning experiences.
- Create opportunities for students to get well defined learning experiences and organise them sequentially.
- Define learner centred teaching methods.
- Decide the methods to evaluate and the ways and means of doing it. Define proportion of the formative and the summative evaluation.

In this process the following two considerations become important.

Focus on content: Importance is given to imparting predetermined body of knowledge relevant to a pre defined group of students.

Focus on outcome: Importance is given to what the learners will be able to do. The programmes given to students are based on clearly defined expectations about specific lasting results in learners at the end of the completion of the programme. The relationship between the learning experiences given to students and the ultimate outcomes to which that experience is essential should be clarified.

Guidelines from NAAC Manuals

The National Assessment and Accreditation Council have included the following questions in its manual for Self Study for affiliated colleges.

1. *Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic*

programmes and Institution's goals and objectives are integrated?

2. *What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?*
3. *Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?*
4. *What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?*
 - *employable and life skills*
 - *better career options*
 - *community orientation*

Implications of the above provisions are discussed below:

Learning outcomes

In view of some of such questions included in revised manuals prescribed by the National Assessment and Accreditation Council with effect from April 2012, it becomes essential for the HIEs to focus on the concept of *Learning Outcomes*. The new guidelines expect the universities to write the learning outcomes for every course/paper taught at the undergraduate as well as the postgraduate level. At present, one finds that learning outcomes have not been properly defined/ poorly defined for numerous courses taught in colleges and universities. As a result, teachers at present are focussed on 'completing the portion' rather than using innovative techniques whereby students' learning can be achieved.

Universities and colleges, therefore, are required to make special efforts to organise workshops for training their faculty in the process of writing curricula and formulating learning outcomes for the courses/ papers prescribed by

them for improving quality of the process of teaching, learning and evaluation.

Learning outcomes are statements that specify what the learners will know or be able to do as a result of a given learning activity which are student focussed and not the teacher focussed. That means that the learning action on the part of students is more important than the teaching action on the part of teachers. Outcomes are expressed as targets of the learning processes in terms of acquisition of knowledge, skills or attitudes on the part of students. Various educational objectives, such as application of the knowledge obtained, evaluation of the situations similar to those taught in the class, synthesis of various processes involved in a certain structure while identifying solutions to specific problems emerging in that structure are to be achieved through the learning process and accordingly the learning outcomes need to be defined.

Defining learning outcome is very important in the process of evaluation of students after completion of the course. If the learning outcomes are clearly defined, evaluation can be structured scientifically to verify the extent to which students have achieved the pre-defined learning outcomes. If the learning outcomes are vague, the evaluation cannot be objectively and effectively done. Therefore, defining learning outcomes becomes an important condition for making evaluation meaningful and accurate and integrating it properly with the teaching learning process.

Some examples of learning outcomes are illustrated below to clarify the concept further.

Examples from some Universities from the country

I have gone through a few syllabi prescribed by some of the universities in the country in some subjects as available on their respective websites, and commented on the objectives/ learning outcomes as mentioned therein. The approach of the respective Boards of Studies towards defining the learning outcomes/objectives for the courses considered below is found to be very pathetic.

The following is not a comprehensive study of the learning objectives/ outcomes of all the subjects prescribed by the universities selected by me. The intention is to cite actual examples indicating possible improvement. I have great respect for the contribution made by the experts in the field of education in this behalf. Similarly, my observations are to be read in the context of the learning objectives/outcomes only, as mentioned in the respective documents available on the website. I have restricted my comments to this aspect only, and have avoided comments on the contents of the syllabi.

Let us look at the actual situation that exists in some universities.

Examples from the University of Pune:¹

Example 1

This has reference to the syllabus of the **Paper S2- (prescribed for S.Y.B.A) Macroeconomics** from the syllabi prescribed by the University of Pune. The syllabus does not define learning outcomes. The following statement has been mentioned under Preamble added in the beginning of the syllabus.

.....The Paper entitled “*Macroeconomics*” is designed to make an undergraduate student aware of the basic theoretical framework underlying the field of macroeconomics.”

Observations and comments:

Learning outcomes for this paper have not been clearly defined. The statement mentioned above is very vague. For instance see the words- “to make... student aware”, “basic theoretical framework”, “the field of macroeconomics” No details about the basic theoretical framework in relation to the expected competencies to be achieved by students have been mentioned. The field of the basic theoretical framework underlying macroeconomics is very vast. Moreover, what specific knowledge, competencies and skills the students are expected to obtain after studying this course? Unless the outcomes are clarified it will not be possible for the teachers to effectively teach and correctly evaluate students doing his course.

Example 2

This has reference to the syllabi prescribed by the University of Pune in the **paper entitled G-2 Social Thought of M. K. Gandhi.**

The course **objective** as stated in the document says “*To acquaint the student with various aspects of the social thought of M. K. Gandhi. The first two units will pertain to the social thought in general and next two to his religious thought. Units five and six will pertain to his political thought and the last two units his economic thought. :*”

Observations and comments: The objectives should not contain elements of curriculum/ topics included in the syllabus and avoid use of words like *acquaint*. Specific knowledge, competencies and skills the students are expected to obtain after studying this paper should have been included in the statement defining the learning outcome for this paper. In this case the learning objective/outcome has not at all been defined.

Example 3

Another example for the **core paper EP 301: Personality** from the Website of the University of Pune is given below:

Objectives

1. To provide the students with a comprehensive, rigorous treatment of centrally important theories of personality.
2. To allow the students to observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.
3. To acquaint them with the application of personality theories in different walks of life.

Observations and comments:

There is no action word in the above statements. What do they expect the students to learn? (specific knowledge) It says that the syllabus provides a comprehensive treatment, but what do they expect students to learn so that they can

compare or discuss or analyse various theories of personality. Under the second statement, the action verb 'interpret' is used correctly. However, the third statement as well needs improvement, because it uses the verb acquaint. Instead, they should have used the words such as- to develop the skill to apply personality theories. Further, specifying certain situations would have helped.

Example 4

Take the case of the paper **Theory of Public Administration PA-GII**. The stated objectives are:

1. To *introduce the students to the discipline of Public Administration*
2. To *acquaint them with the principles and types of Administration*

Observations and comments:

In this case the first statement mentions the title of the course and points to the (whole) discipline; whereas the second statement uses the verb 'acquaint'. Instead, it is important to mention what is expected from students to learn from the types of administration specifying whether students are expected to compare or analyse or describe the types of administration included in the syllabus.

For courses in Statistics, Mathematics, German, History taught at the S. Y. level and Philosophy, History, Philosophy(M.A. Part II) at M. A. even objectives have not been stated²

University of Mumbai

Example 1

The syllabus in **Paper I Basic Communication & Programme media** lists the following objectives:

1. *Enable students to develop self awareness and sensitivity*
2. *Appreciate the importance of methods of communication and their effective use.*

Observations and comments:

The first statement seems to be incomplete. The second statement uses the word 'appreciate'. They could have used an action verb like apply or

demonstrate or prepare or use different methods of communication.

Example 2

The syllabus for the **paper at F.Y.B.A - Introduction to rural development** the following objectives have been mentioned:

1. To make the students to *understand some basic concepts* and theoretical approaches related towards rural Social Structure
2. To *expose* the students to the critical/ analysis and evaluation of those programmes aiming to bring desired change in Indian Society
3. To make the students *aware* of changed perspective of rural Society in India
4. To *create practical approach* among the students (*Italics mine*)

Observations and comments:

If we look at the words marked in italics we find that these are not the action words normally used in defining learning outcomes. Again in the first statement there is reference to the topic from the syllabus, which could have been avoided. In the second statement, the word 'expose' has been used, and the learning outcome is not mentioned. What are the students expected to 'do' after getting this exposure? Are they supposed to assess the programmes? And predict their effects on the society? The third statement uses the word 'aware'. No outcome is defined. In the fourth statement it could have been said that students should be able to critically discuss the comparative effectiveness of specific approaches adopted to change the rural structure.

Example 3

The syllabus in **Economics at the F.Y.B.A. Paper I(Semester-I)** has not included objectives or learning outcomes specifically. However, there is only one statement which is - "The objective of the course is to familiarize the students the basic concepts of Microeconomics, Economic theories and its application" Such statements should be avoided while writing the

objectives or learning outcomes as they do not specifically point out what is expected from the student after doing the course.

No objectives/ learning outcomes are defined for the following course by the University of Mumbai³

Mathematics-, Statistics, Biotechnology , Botany, Chemistry, Forensic Science, Geology, Microbiology, Physics, Zoology, Computer Science, Geography, IT, Biochemistry, Life sciences B.Sc., German-B.A./M.A.(Five year Integrated Course), Hindi, Marathi, Pali, Sanskrit, Ancient Indian Culture, Politics, Rural Development Paper II F.Y.B.A.

Goa University⁴

Similarly the syllabi for the post graduate courses of the Goa university do not mention learning outcomes with some exceptions. The department of commerce of this university has mentioned the objectives which are quite vague. For instance, the objectives outlined for paper No. **CO101- Advanced Financial Management** at the beginning of the course contents is: *The objective of this course is to help students to understand the conceptual framework of financial management, and its applications under various environmental constraints.* The verb ‘understand’ does not make the objective action oriented. It would have been better if words like apply, demonstrate, assess, analyse would have been used because the specified action on the part of the students must be observable. The objective is expected to define the specified action by the students after completing the course. The objective defined for the course in Business statistics of the Goa University is somewhat better because it focuses on ‘application’ of quantitative techniques in solving business problems. In this case, the action expected from students (application of quantitative techniques) has been specified. Similarly the course at the postgraduate level, SOC:01 **Classical**

Sociology mentions in the introductory part of the syllabi for the course that .. “the course will invite students to engage with theory through examining its application to contemporary concerns, and issues they may be familiar with....” This is definitely an action oriented outcome that the course writers desire to achieve. It is also worth mentioning the objectives of a **course in History HSC-100-“Doing History”**: **An Introduction of Historical Method. The objective states..** “The course will focus on writing skills; the organisation of material into a clear and readable paper; the creation of a thesis statement, the development of one’s writing and the proper style for bibliography and footnotes..” This also is a good specimen of writing the learning outcome.

Conclusion

All the universities should draw the attention of the members of their boards studies to the fact that the courses prescribed by them must mention well defined outcomes for every course along with a structured plan of evaluating students based thereon. It will be necessary for the universities and colleges to organise seminars/workshops to train the faculty in the science of writing outcomes and conducting meaningful evaluation of students with reference to the course outcomes defined by them. This will be one of the important steps on the part of the educational institutions in India towards improvement of the teaching, learning and evaluation.

1. Web: University of Pune Syllabus for Macroeconomics-S2- from June 2009- 16th April 2012
2. My observations are based on the information on the University of Pune’s website as on 10th April 2012
3. Source:-Website of University of Mumbai - 10th April 2012
4. Source:- Website of Goa University- 10th April 2012

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113	LM 308	Dr. Vasant M. Patel Arts, Science & Commerce College, Chota Udepur - 391165, Dist:Vadodara,Gujarat	2008
114	LM 333	Dr. Pratik A. Dave Sahu Shriyans Prasad Jain Arts & Commerce College, Dhrangadhra - 363310, Gujarat	22-4-2010
115	LM 335	Dr. Alkesh V. Dave SCA Patel Arts College, At & Po. Sadhli, Ta: Sinor, Dist: Vadodara - 391250, Gujarat.	16-06-2010

116	LM 341	Prof. Ajay Gor Pramukh Swami Science & HD Patel Arts College, Kadi, SV Campus, Kadi, Dist- Mehsana - 382715, Gujarat.	07-04-2011
117	LM 342	Dr. Dineshkumar Popatlal Patel Plot #: 1235/2, Opp. Chaudhary School, Sector 7D, Gandhinagar 382007, Gujarat, INDIA.	16-2-2011
118	LM 343	Dr. Janakkumar Rasiklal Shukla Shri CNPF Arts & DN Science College, Dabhoi- 391110, Dist- VADODARA, Gujarat	16-2-2011
119	LM 344	Dr. Sanjay Sumantlal Shah Shri UPArts, Smt MGP Sciecn & Shri VLS Commerce College, Pilvai - 382850, Ta: Vijapur, Dist - Mehsana, North Gujarat	16-2-2011
120	LM 346	Dr. Hina M. Patel Smt. MM Shah Mahila Arts College, Kadi - 382715, Gujarat.	17-2-2011
121	LM 349	Prin. Ashwinkumar Kuberdas Maheria College of Education, Vadasma, Ta & Dist- Mehsana - 382708, Mehsana, Gujarat	14-3-2011
122	LM 350	Prin. Dr. Prafullaben Narnabhai Patel Swami Vivekanand Sarvodaya Bank Education College, Ta & Dist- Mehsana, Mehsana, Gujarat. - 384002	14-3-2011
123	LM 353	Dr. Sangeeta Ghate Umiya Arts & Commerce College for Girls, Sola, Ahmedabad-380061, Gujarat	22-03-2011
124	LM 358	Dr. Starpayal N. Iyer RH Patel Arts & Commerce College, Bh Shrinath Aprts, Nava Wadaj, Ahmedabad-380013, GUjarat	25-03-2011
125	LM 359	Dr. Sanjay M. Vakil C U Shah Arts College, Nr. Lal Darwaja, Ahmedabad-380001., Gujarat	25-03-2011
126	LM 360	Dr. Falguni C. Shastri Smt. HB Jasani Arts & Shri NK Jasani Commerce College, J Vidyanagar, Chhelbhai Dave Marg, Rajkot -360002., Gujarat	25-03-2011
127	LM 361	Patel Sureshbhai Shivabhai Smt RRH Patel Mahila Arts College, Vijapur, Ta : Vijapur, Dist: Mehsana - 382870, Gujarat	26-03-2011
128	LM 365	Dr. Sukeshprabha Premnath Sharma LNK College of Education, Patan (NG) - 384265 , Gujarat	2011
129	LM 369	Prin. B. N. Joshi Arts & Commerce College, Motapondha - 396191, Via-Vapi, Dist. Valsad (Guj)	
130	LM 371	Dr. Sushil G. Dharmani Tolani College of Arts & Science, Nr. Railway Station, Adipur, Kachchh. (Gujarat)	3-2-2012
131	LM 373	Dr. Prin. Shandarsinh Ramsinh Rana Shah C.K. Muni. Commerce College, Nr. Ambica bus stand, Kalol - 382721. Gujarat	7-2-2012
132	LM 375	Dr. K. C. Deshmukh Shri Prabhatgiri Harigiri Goswami Muni. Arts & Sci. College, Kalol (N.G.) - 382721, Dist - Gandhiangar, Gujarat.	10-2-2012
133	LM 376	Prin. Rakesh Rao B.P. Brahmhatt Arts & Commerce College, Opp. APMC Market, Unjha - 384170, North Gujarat.	
134	LM 378	Dr. Lalitkumar Shankarlal Patel Jawala mukhi's street, Nagarwada Road, Patan (NG) - 384265, Gujarat	20-02-2012
135	LM 381	Dr. Prafullaben C. Brahmhatt 40 Anurag Bunglows, Nr. Saraswati School, Science City Road, Ahmedabad-380061, Gujarat	20-02-2012
136	LM 384	Dr. Kishorsinh Natversinh Chavda 12 Palav Row House, Opp. Saint mark's School, B/h Ganeshwar Mahadev Temple, Adajan New Road, Adajan - Surat - 395009, Gujarat	20-02-2012
137	LM 385	Dr. Dineshbhai Rambhai Patel B-49, Utsav Bunglows, Sukhapra, Mehsana - 384002, North Gujarat, Gujarat	20-02-2012

138	LM 386	Dr. Abhilasha U. Agarwal Vanita Vishram Women's College of Commerce, Vanita Vishram, Athwagate, Surat - 395001, Gujarat.	20-02-2012
139	LM 387	Dr. Prabhudas M. Jalsanwala B.B. Avichal Arts & Commerce College, Mandvi. Dist- Surat - 394160, Gujarat	20-02-2012
140	LM 388	Dr. Ashwinbhai Shankerlal Patel Navyug Science College, Rander Road, Surat - 395009, Gujarat	20-02-2012
141	LM 389	Dr. Hemrajbhai R. Patel Kankrej Arts & Commerce College, Thara, Taluko - Kankrej, Dist. Banaskantha (BK), Gujarat	20-02-2012
142	LM 400	Dr. Dilipbhai Ratibhai Marthak Ku.Anya Binoybhai Gardi, Gramvidya Mahavidyalaya, Shardagram, Mangrol - 362225, Gujarat	29-8-2012
143	LM 401	Dr. Mukesh Modi J.B. Thacker Commerce College, BHUJ, Dist: Kachchh-Gujarat-370001.	3-10-2012
144	LM 404	Fr. (Dr.) Vincent Braganza St. Xavier's College, Navrangpura, Ahmedabad-380009, Gujarat	30-10-2012
145	LM 409	Dr. Jitendra A. Pandya Sheth H.J. Law College, Bhavnagar - 364002, Gujarat	31-3-2012
146	LM 412	Dr. Parul Rameshchandra Azad D2/14, Ananad Apart, Amraiwadi, Ahmedabad-380026.	07-12-2012
147	LM 414	Dr. Atul Bansal C.Z. Patel College of Business & Management, New Vallabh Vidyanagar - 388121, Anand, Gujarat	13-12-2012
148	LM 181 A	Dr. N.B. Patel C.U.Shah Commerce College, Nr. Gujarat Vidyapeeth, IncomeTax Cross Road, Ahmedabad-380014.	20-10-2004
149	LM 181 B	Prin. Patel Vrajeshkumar I. D.M. Patel & S.S. Patel Art & Comm. Colege, ODE – 388210. AT & Post: Ode, Ta & Dist: Anand (Gujarat)	2004
150	LM 418	Dr. Anilkumar G. Kachhia Smt. SI Patel Ipcowala College of Education, Petlad-388450. Dist. Anand, State- Gujarat.	23-1-2013
151	LM 419	Dr. Kalpesh H. Pathak Smt. Ullasben Gordhandas College of Education, Nr. Tel. Exchange, Vasna, Ahmedabad-380007. Gujarat.	30-1-2013
152	LM 421	Prin. H. B. Patel Grow More College of Education, Ahmedabad-Udaipur Highway, Himatnagar, Dist-S.K., Gujarat.	7-2-2013
LM 422		Dr. Babaraju K. Bhatt Naranlala School of Industrial Management & Computer Sci - MBA, Eru Char Rasta, Navsari - 396450, Gujarat.	153 7-2-2013

STATE : HARYANA

154	LM 10	Prin. V.K. Sabharwal Sri Guru Hari Singh College, Sri Jivin Nagar, Sirsa – 125075, Haryana	20-04-1998
155	LM 37	Prin. Subhash Sharma Dayanand PG College, Hisar – 125001 Haryana	15-10-1998
156	LM 68	Prin. S. Chaudhary DAV College, Pehowa, Dist- Kurukshetra, Haryana	1999
157	LM 88	Principal DAV College, At- Guhal, Dist- Kaithal Haryana	1999
158	LM 195	Prin. Dr. D. S. Dhaliwal GN Khalsa College, Kamal, Kurushetra University, Kurushetra, Haryana	11-06-2005

159	LM 241	Prin. Dr. Mrs. Mrinalini Somnath Ishwarsing Mahila Shikshan Mahavidyalay, Haryana - 136026	2005
160	LM 268	Dr. Desh Bandhu S.D. College, Ambala Cantt, Haryana.	2008
161	LM 318	Dr. Dhanknar Bala Maharaja Aggresen College for Women, Jjajjar, Haryana	26-3-2010
162	LM 331	Prin. Dr. Bedi Puneet MCM DAV College, Sector - 36, Chandigarh	26-3-2010
163	LM 357	Dr. Mrs. Bharti Bandhau Arya Kanya Mahavidyalaya Shahabad Markanda, Dist - Kurushetra, Haryana - 136135	23-03-2011
164	LM 364	Dr. (Mrs.) Sadhna Gupta Maharaja Aggresen College for Women, Jjajjar, Haryana - 134103	02-04-2011

STATE : JAMMU & KASHMIR

165	LM 84	Prin. M. B. Biradar Sharanabasaveshwar College of Science, Gulbarga - 585103.	1999
166	LM 111	Prin. Sharanabasav Ashram Sharanabasveshwat College of Sci., Gulbarga	18-10-1999
167	LM 132	Prin. Dr. Shamina Bano Govt. College of Education, Jammu. Jammu & Kashmir	07-01-2001
168	LM 166	Prin. Dr. Arun Kumar Gupta Govt. Degree College, Udampur Jammu & Kashmir	14-01-2002
169	LM 296	Syed Rabia Firdous Gandhi Memorail College, Babdem, Srinagar – J& K – 190002.	28-10-2009

STATE : JHARKHAND

170	LM 123	Prin. (Dr.) Javed Ahmed Marwari College, RANCHI-834001, Jarkhand	01-12-2000
171	LM 130	Prin. (Dr.) Ali Iman Khan P K Roy M College, Dhanbad, Jharkhand - 826004	19-12-2000
172	LM 147	Prin. Dr. Deo Kumar Mandal Katras College, Katrasgarh, Dhanbad – 14, Jharkhand	21-11-2001
173	LM 158	Prin. Dr. Deepak Kumar Verma Ramgarh College, Ramgarh, Dist. Ramgarh, Jharkhand-829122.	20-12-2001
174	LM 199	Prin. Dr. Miss Kiran Singh SSLNT College, Dhanbad, Jharkhand	2005
175	LM 223	Prin. (Dr.) Md. Shamim Ahmad AL-LQRA Teacher's Training College, Bario P.O., Sarkardih, Via-Govindpur, Dist- Dhabad-828109, Jharkhand	2005
176	LM 224	Pri. (Dr.) Ram Pervesh Doranda College, Ranchi, Jharkhand	2005
177	LM 225	Prin. (Dr.) Beena Mahto J.N. College, BDhurwa, Ranchi, Jharkhand	2005
178	LM 247	Prin. P. Shekhar Gurunanak College, Dhanbad – 826001. Jharkhand	2005
179	LM 275	Prin. S. K. Sharma R. S. More College, Govindpur, Dist: Dhanbad Jharkhand	2008
180	LM 307	Dr. A.K.Singh Baghmara College, Baghmara, Dist. Dhanbad, Jharkhand	2007
181	LM 305	Dr. S. P. Verma SSJS Namdhari College, Garhwa, Jharkhand	2007
182	LM 304	Dr. Sumedha Tripathi Bokaro Mahila College, Bokaro Still City, Dist. Bakora, Jharkhad	2007

STATE : KARNATAKA

183	LM 14	Prin .a B Hiremath K R Bellard Arts & Commerce College, Mundargil-582 118.karnataka.	27-04-1998
184	LM 18	Prin. C Channaiah Bharti College, Bharti Nagara. Maddur Taluk, Dist- Mandya. Karnataka-571 422.	14-05-1998
185	LM 22	Prin. S B Biradar Channadasa Veshwar College Of Arts &Commerce, Bhalki,Dist-bidar,Karnataka-585 328.	18-05-1998
186	LM 33	Prin V S Benchalli Byadgi Eduction Society's Arts & Commerce College,Byadgi-5871 106.karnataka.	18-09-1998
187	LM 41	Prin. H. Basavannappa Sri Kottureshwara College Kottur-583 134, Dist-Bellary,Karnataka.	09-10-1998
188	LM 59	Prin.b B Tirakaraddi J S V V Samsthes Science College.,Shivanand Nagar. Kalaspur Road.Gadag.582 103, Karnataka.	10-11-1998
189	LM 99	Prin. Basagond S. Bhoomagondappa S. R. Malage Arts College, Tamba, Bijapur, Karnataka	19-11-1999
190	LM 100	Prin. Vijay S Exambi B.ed.college,College Of Education.Baihongal. Prin-591 102.karnataka.	22-11-1999
191	LM 103	Dr.A B Kalkundrikar Institute Of Management Education & Research. P. B. No.504.'safalya'plot No. 427, Bhagyanagar Llcross. Tilakwadi.Begaum-590 006 Karnataka.	06-12-1999
192	LM 104	Prin.D R Palekar Gogte College Of Commer.Tilakwadi. Belgaum-590 006.Karnataka.	06-12-1999
193	LM 126	Prin. Dr. C S Shamalambika A R G College Of Arts And Commerce.Davangera-4, Karnataka.	13-12-2000
194	LM 129	Prin B Chandrasekharappa A V Kamallamma College For Women ,Devangere-527002. Karnataka.	29-12-2000
195	LM 138	Prin Kallanagouda I Biradar S S Khuda Basaveshwar College Of Arts &Sci. Karanataka.	08-01-2001
196	LM 141	Prin.n R Bilikai Sjmvbajss Arts& Com. College Of Womwn.church Rd, Ranebennur-581115. Dist-Haveri.karnataka.	12-04-2001
197	LM 148	Prin. D A Gobbarumpi Sri Rjvg Arts & Com College.Shigganon. Dist-Haveri.Karnataka.	21-11-2001
198	LM 244	Prin. Ranmohan Rao Govind Dasa College, Karnataka - 575014	2005
199	LM 260	Dr. R. Maregoud Vijaynagar College, HOSPET, Bellary (Dist), Karnataka – 583201.	17-05-2008
200	LM 334	Mr. M. Raveshkumar Sri Dhavala College, Moodbidri-574227, D.K. District, - Karnataka	27-4-2010
201	LM 340	Dr. B. G. Sanameshwara Principal, Sri Jayachamarajendra College of Engineering, JSS Technical Institutions Campus, Mysore-570006, Karnataka, INDIA	13-02-2011
202	LM 377	Dr. A. M. Suresh NIAM Institutions, No. 252 & 253,Kanakapura Main Road, Jayanagar 7th Block, Bangalore - 560082, Karnataka	15-02-2012
203	LM 410	Dr. K. Jayashankar Reddy CMR Centre for Median & Management Studies No. 5 , Bhvanageri, OMBR Layout, Banaswadi, Bangalore-560043, Karnataka	12-5-2012

STATE : KERALA

204	LM 6	Prin. P K Noorudeen M E S Mampad College, Dist.-malappuram. Kerala- 767 542.	22-02-1998
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205	LM 34	Prin. (Dr.) Antony Porathur St. Thomas College. Thrisur-680 001, Kerala.	16-09-1998
206	LM 46	Prin. (Dr.) Saradchandra Raj Nss Training College.Chaganacherry. Kerala -686 102.	02-11-1998
207	LM 56	Prin. G Henry Fatima Mata National College.Kollam, Kerala- 691 001.	11-11-1998
208	LM 64	Prin. (Sr.) Tessa. St. Teresa's College, Ernakulam, Kerala.	14-12-1998
209	LM 117	Prin. (Dr.) V M Manoharam Deputy Director Of Collegiate Education., Town Hall Road. Thrissur. -680 020. Calicut, Kerala	23-02-2000
210	LM 167	Prin. Dr. Sr. Sodhiamma St. Josepf Training College For Women, Kovilattom Road. Ernakulam., Cochin- 682 035. Kerala.	22-01-2002
211	LM 186	Prin. Prakash Chandra Padhi Narasinghpur College, Dist - Cuttack	29-11-2004
212	LM 352	Dr. David Peter S. School of Engineering, Cochin Univeristy. PO - Cochin - 682022, Kerala	22-03-2011

STATE : MADHYA PRADESH

213	LM 75	Dr. Jyoti Sharma Holy Cross Women's College, P.O. Ambikapur, Dist- Surguja, Madhya Pradesh.	03-03-1999
214	LM 405	Dr. Vineeta Kaur Saluja Mata Gujri Mahila Maha Vidyalaya, Civic Centre, Marhatal, Jabalpur - 482002, MP	30-11-2012

STATE : MAHARASHTRA

215	LM 1	Prin. V R Shrigurkar Quite Hour, Plot No. 17. Saudhagar Hsg. Society, Dhanakawadi, Pune-411 043 Maharashtra.	22-02-1998
216	LM 2	Prin. (Dr.) G Ramchandram 502, I Wing, Modi Park, Irani Wadi No - 3, Kandivali (West), Mumbai - 4000067, Maharashtra	22-02-1998
217	LM 4	Prin. M M Gandhi Tuljaram Chaturchand College. Baramati -413 102. Maharashtra.	22-02-1998
218	LM 5	Prin. Jeevan Desai 'Jivan Jyoti' 16 Ravindra Nagar Nr. Tilak Nagar Aurangabad-431005. Maharashtra	22-02-1998
219	LM 8	Prin. A G Jumde 9\Iii, Vivekanand Hsg. Society. Surhagad Road.Pune- 411 030, Maharashtra.	22-02-1998
220	LM 11	Prin. R N Shukla Shri Sant Gadgebaba Polytechnic,Near Z T C Bhusawal- 425 203, Jalgaon, Maharashtra.	21-04-1998
221	LM 20	Prin. M G Shirahatti Lala Lajpatrai College,Mahalaxmi, Mumbai- 400 034 Maharashtra.	16-05-1998
222	LM 21	Prin. M S Kurhade DTSS College of Commerce, Kurar, Malad (East), Mumbai - 400097	12-06-1998
223	LM 24	Prin. (Dr.)Mrs. S Kar. Ghanshyamdas Saraf Girl's College,S V Road, Malad(w), Mumbai- 400 064 Maharashtra.	16-07-1998
224	LM 25	Prin. (Dr.)S. V. Chindhade 7 Nilambari , Opp. Mehandale Garage, Arandwan, Pune - 411004. Maharashtra.	01-11-1999
225	LM 29	Prin. (Dr.) Joseph Dias St. Xaviar's College. 5,Mahapalika Marg. Mumbai-400 001 Maharashtra.	17-08-1998
226	LM 32	Prin. (Mrs.) Ancy Jose N K College Of Arts & Commerce, Malad(w).Mumbai-400 064, Maharashtra.	17-09-1998

227	LM 36	Prin.(dr.) Olive Pinto St. Vincent's College Of Commerce. 2002, St. Vincent Street, Pune-411 001, Maharashtra.	14-10-1998
228	LM 39	Prin. (Dr.) V G Jawale Bhusawal Arts, Science And P O Nahata Commrece College. Bhusawal-425 201, Maharashtra	12-10-1998
229	LM 40	Prin. Ramkrishna Rane Dr. Annasaheb G D Bendali Mahila Mahavidyalaya. Jalgaon 425 001 Maharashtra.	14-10-1998
230	LM 42	Prin. A M Siiddiqui Arts & Commerce College. Malegaon City. Nasik. Maharashtra.	26-10-1998
231	LM 43	Prin. K G Patil Pravara Rural Engineering College Loni. Tal. Shrirampur. Dist. Ahmednagar. Maharashtra.	27-10-1998
232	LM 44	Prin. (Dr.) B S Dhengle Swami Ramanand Teerth Marathawada University. Nanded.Maharashtra.	27-10-1998
233	LM 45	Prin. (Mrs.) L Mathew Arts , Commerce & Science College. Tukum. Chandrapur,Maharashtra.	20-10-1998
234	LM 47	Prin. Gavali S Shandkarao Shivajirao More Mahavidyalaya 1333/1. 'E' Torannagar.sagrmal. Kolhapur. Maharashtra.	28-10-1998
235	LM 48	Prin.(dr.) P H Waghodekar All India Shri Shivaji Memorial Society's, College Of Eng. Kennedy Road.3 Near Rto, Pune – 411 001. Maharashtra.	29-10-1998
236	LM 49	Prin. R S Shete SSGM science College Gautam, Arts, And Sanjivani Com. col., Kopargaon, Pune. Maharashtra.	01-11-1998
237	LM 50	Dr. S. R. Rayate College Of Education Gangapur Road Nasik-422002. Maharastra.	17-12-1999
238	LM 51	Principal Arts, Science & Commerce College, Shakamagar. Tal.-Biloli Dist-nanded. Maharashtra.	15-10-1998
239	LM 54	Prin. (Dr.) S N Singh D-2, 901 Lake Town H.S. Bibveywadi, Pune – 37 Maharashtra.	17-10-1998
240	LM 55	Prin. (Dr.) Rao Anil Govind Moljee Jaitha Collegee. Jalgaon, Maharashtra.	12-11-1998
241	LM 57	Prin.(dr.) C N Rawal Malini Kishor Sanghvi College Of Commerce & Economics. Behind Chandan Cinema. Vile Parle (W).Mumbai- 400 049	19-11-1998
242	LM 58	Prin. Mohanrao B Kale Vijaysinh Mohit Patil Mahavidyalaya.Natepute. Tal- Malshiras. Dist – Solapur. Maharashtra.	15-10-1998
243	LM 60	Prin (Dr.) K B Aglawe M B Patel College, Sakoli. Dist – Bhandara. Maharashtra.	16-11-1998
244	LM 61	Prin (Dr.) Kishor Pawar N D M V P Samaj's Art, Science & Commerce College. Igatpuri. Dist- Nasik- 422 403. Maharashtra.	29-10-1999
245	LM 62	Prin.(dr.) Nina S Dodd S V T College Of Home Science Sir Vithaldas Vidya. Juhu Road. Santacruz (W). Mumbai-400 049, Maharastra.	23-11-1998
246	LM 63	Prin.V S Ainchwar Sardar Patel Mahavidyalaya Chandarpur. Maharashtra.	21-11-1998
247	LM 67	Prin. S. R. Andhale Arts & Commerce College, Niphad, Dist- Nashik, Maharashtra	1998
248	LM 69	Prin. Dr. S G Palsodkar A-503-Rohan Tapovan, Nr. Mandhi Farm, Gokhle Nagar, Pune-411 016, Maharastra.	17-12-1999
249	LM 77	Prin.Gosavi Sitaranm N Rayat Shiikshan Sanstha's Bharatratnam Dr.BabaSaheb Ambedkar Col., Aundhgaon. Pune-411 007; Maharastra.	09-04-1999

250	LM 86	Prin. Babu Irappa K Mbe's College Of Engineering. Amajogai, Maharashtra.	27-10-1999
251	LM 89	Prin. (Dr.) V S Sahasrabudha Sau. Sitabhai Ramkrushna Karandikar of Commerce & Late Mahemos BB Iranin College of Arts, Vadkun, Dahanu Road, Dist - Thane- 401602	03-11-1999
252	LM 90	Prin. S R Andhale K G D More Arts & Comm. College, Niphad. Dist-Nashik. Maharashtra.	04-11-1999
253	LM 92	Prin. K M Pawar Choudhari Mala, Professor Colony, Hanumanwadi, Makhamalabad Road, Panchwati, Nasik-422003, Maharashtra.	04-11-1999
254	LM 95	Prin. A S Sonanis Arts, Science & Commerce College, Ozar, Tal. Niphad. Nashik. Maharashtra.	12-11-1999
255	LM 105	Prin. R K Thakre Shivaji Mahavidhyalay. Gadchiroli – 442605. Maharashtra..	06-12-1999
256	LM 106	Prin. (Dr.) Prabhakar K Gupta N M D Post Graduate College Of Arts & Comm. Gondia-441614, Maharashtra.	08-12-1999
257	LM 107	Prin. Manohar Ramchandra Gawande Rashtasant Tukdoji College. Chimur. Dist – Chandrapur. Maharashtra-442903.	08-12-1999
258	LM 116	Prin. A P Pillai S P College Of Law. Ganj Ward, Dist – Chandrapur. Maharashtra.	03-02-2000
259	LM 119	Capt. Mukesh Bveja Capyon Superintendent. T S Chankya. Karave. Nerul. Navi Mumbai Maharashtra.	13-11-2000
260	LM 127	Prin. A B Kasar Swapnil Apartment, C-6 Awade Mala, Ichalkaranji-416115., Maharashtra	19-12-2000
261	LM 133	Prin. Dr. S R Parekh Maharashtra Institute Of Pharmacy. Pune, Maharashtra.	21-03-2001
262	LM 134	Prin. Khandge Rameshchandra Agasti Arts, Commerce & Science College Akole, Tal. Dist. Ahmednagar Maharashtra. –422601.	08-01-2001
263	LM 136	Prin. T. N. Kanwade Adv. M.M. Deshmukh Arts & Sci. College, Dist - Ahmednagar, Maharashtra	2001
264	LM 140	Prin. Dr. Krishna Patil Siddarth College Of Commerce. Mumbai – 400 023.	13-01-2001
265	LM 142	Prin. P H Balbudhe Adarsh Arts & Commerce College., Desaiganj, Wadsa. Dist – Gadchiroli. Maharashtra.	03-10-2001
266	LM 149	Prin. K Arunachalam Row-2, Siddhivilla, Opp. Cafe House, Akurdi Railway Station, Nigdi, Pune - 411044 (MS)	06-12-2001
267	LM 155	Prin. Kanawade T. N. Adv. M. N. Deshmukh College, Rajur Tal. Akole, Dist. Ahmednagar Maharashtra	2001
268	LM 156	Prin. S. K. Chaudhari S.M.B. S.Thorat College of Arts, Sci., Commerce and Computer Sci., Sangamner – 422605 Dist: A'nagar. (Maharashtra)	2001
269	LM 170	Prin. Dr. Mrs. Meherunissa Shri Binzani City College Umber Road. Nagpur – 440 009	12-04-2002
270	LM 171	Prin. V S More Institute of Management & Reserach, Mumbai - Agra Road, Panchavati Nasik – 422003 Maharashtra	20-12-2002
271	LM 180	Prin. Dr. Rajkumar M. Kolhe Smt. Jankiibai Rma Salvi College of Arts, Commerce & Science, Menisha Nagar, Kalwa, Thane-400605	30-11-2004
272	LM 184	Prin. Santosh Pal Merchant Navy, Bom. Sci & Res. Edu. Insti., JNPT, Navghar, Taluka-Uran, Navi Mumbai	02-12-2004
273	LM 185	Prin. Choudhari Sahadev K SM BS Thorat College of Arts, Com & Sci, Sangamner, Ahmednagar, MS	19-11-2004

274	LM 188	Prin. Dr. Ba. Bha.ekshinge B.p. Sulakhe Commerce College Bashi-413 411, Dist-solapur, Maharashtra.	03-02-2005
275	LM 190	Prin. Dr. Vinod Krishnarao Gawnde Arts And Commerce College, Mouda, Dist-nagpur, Maharashtra.	28-02-2005
276	LM 198	Prin. Dr. Tukaram S. Birajdar Arts, Commerce & Sci College, Dharangaon, Jalgaon - 425105	03-10-2005
277	LM 210	Prin. Dr. S. G. More SNJB'S College of ENg. Chandwad, Dist- Nashik, Maharashtra	13-12-2005
278	LM 213	Prin.. Anjali Kulkami N.b. Mehta(valwada) Science College, Bordi, Dist-thane Mumbai	2005
279	LM 214	Principal V. Padmahan S.I.E.S. College Of Arts, Science&Commerce, Sion(e) Mumbai-400 022	2005
280	LM 215	Prin..Devashish Vakil Viva College Of Hotel&Tourism Management Stud. Rammandir Road, M.B, Estate, Virar(w). Mumbai	2005
281	LM 217	Prin.(Dr.) V.V. Parab E.b. Madhavi Senior College Of Arts,Science&Commerce, Ayre,Dombivli(e)-421 201	2005
282	LM 220	Prin.(dr.) Mrs. Snehal S. Donde Rajasthanani Sammelan's Ghanshyamdas Saraf Girls' College Of Arts, Commerce& Durgadevi Saraf Junior College, S.V. Road, Malad(w), Mumbai-400 064	2005
283	LM 222	Prin. Dr. Marie Fernandes St. Andrew's College, St. Dominic Road, Bandra (W), Mumbai-400050.	2005
284	LM 227	Prin. (Dr.) Kadam S.D. Dalit Mitra Kadam Guruji Science College, Mangalwedhe, Dist- Solapur - 413305.	2005
285	LM 230	Prin. Mohan Buke M.S. Bidwe Engg. College, Latur, Maharashtra-413531	2005
286	LM 232	Prin. Gaikwad Dada Patil Mahavidyalaya, Karjat, Maharashtra	2005
287	LM 233	Prin. Dr. Mrs. Nayak BEd College, Mumbai	2005
288	LM 236	Prin. Dr. B. N. Patil Seth MM Arts, Sci & Commerce College, Maharashtra	2005
289	LM 237	Mrs. SM Kulkarni Institute of Management & Reserach, Jalgao-425001, Maharashtra	2005
290	LM 238	Prin. Dr. P.J. Patil Jijamata Arts Science & Commerce College, Nandurbar, Mumbai -400049	2005
291	LM 239	Prin. Dr. S. S. Patil Dhanaji Nana Mahavidyalay, Faispur - 425503	2005
292	LM 245	Dr. Tushar M. Desai D.G. Ruparel College, Mumbai	2005
293	LM 290	Dr. Prof Shinde Bhavanishankar D. Gat No. 720, Near BJS College PUNE – Nagar Road, Wagholl PUNE – 412207 Maharashtra	28-08-2009
294	LM 291	Dr. Namdev P. Patil Prin. Gokhale Edu. Societys College of Education, Sangamner Dist. A,Nagar Maharashtra	27-10-2009
295	LM 292	Dr. Mhaske Dnyandeo Kundlik R.B.N.B. College Shrirampur Dist: Ahmednagar Maharashtra	28-10-2009
296	LM 293	Dr. Pangavhane Dilip Rambhanu Prin. MVP Samja's KBGT College of Engineering Dist: Nasik-422013 Maharashtra	28-10-2009
297	LM 294	Dr. B.A.Patel Flat No : S-8, Second Floor, A.G.M. Plaza, Baliram Peth, Jalgaon - 425001, Maharashtra	28-10-2009
298	LM 295	Dr. P.N. Gaikwad C.D. Jain College of Commerce Shrirampur Dist: Ahmadnagar Maharashtra	28-10-2009
299	LM 306	Dr. Lily Bhushan KES Shroff College of Arts & Commerce, Bhulabhai Desai Road, Kandivali (West), Mumbai - 400067, MS	16-2-2010

300	LM 309	Prin. Dr. Kadam Subhash Dnyanadev Dalit Mitra Kadam Guruji Science College, Mangalwedha, Dist: Solapur-413305, MS	18-2-2010
301	LM 313	Dr. Vilas Annaji Deshmukh Yeshwant Mahavidyalaya, Wardha - 442001, Maharashtra.	26-3-2010
302	LM 314	Dr. Ravikiran D. Bhagat Viva College of Arts, Commerce & Science, Virar (W), Dist: Thane, Maharashtra - 401303	26-3-2010
303	LM 329	Prin. Dr. Phartale Datta Laxman KPG Arts, Com. & Sci. College, Igatpuri, Dist. Nashik, Maharashtra	26-3-2010
304	LM 337	Dr. M. R. Meshram Principal, Arts, Commerce & Science College, Shreewardhan, Dist - Raigad -402110, Maharashtra	28-12-2010
305	LM 362	Prof. Vijay R. Thakur Sihgad Institute of Hotel Management & Catering Technology, Gat No: 309/310, Kusgaon (Bk), Off. Mumbai - Pune Expressway, Lonavala, Dist. Pune - 410401.	30-03-2011
306	LM 347	Dr. S. K. Govil (Director Incharge Campus) Matoshri Pratishtan Group of Institutions, Jijaunagar at Khopsarwadi, Nanded - Latur Highway, Nanded - 431606, Maharashtra	1-3-2011
307	LM 366	Dr. Raju Govindrao Munghate Shri Govindrao Munghate Arts, Science College, Kurkheda, At post - Ta. Kurkheda, Dist. Gadchiroli, Maharashtra - 441209.	04-01-2012
308	LM 370	Dr. Sallyh Enos MES' Pillai's College of Edu & Reserach Sector-8 Khanda Colony, New Panvel (W), 410206. Maharashtra	3-2-2012
309	LM 372	Dr. Indira Shukla Gokhale College of Education and Reserach, Gokhale Road, Parel, Mumbai - 400012, Maharashtra	7-2-2012
310	LM 374	Dr. N. J. Misquitta St. Joseph College of Arts & Commerce, Satpala Post Agashi Tal. Vasai Virar (W), Mumbai, Maharashtra	7-2-2012
311	LM 379	Prin. Narayan Keshrorao Phadke Shri Gajanan Maharaj Nagar C.H.5., F-202, Beturkah Pada , Kalyan (W), Dist. Thane - 421301, Maharashtra	20-02-2012
312	LM 380	Dr. Sunita Wadikar 18 Gulmohar, Deonar Baug, Mumbai - 400088, Maharashtra	20-02-2012
313	LM 382	Dr. Bhaskar Ravibhai Trivedi A-501, Brahma Tower, Sec - 2A, Plot No. 40, Charkop, Kandivali (West), Mumbai - 400067, Maharashtra	20-02-2012
314	LM 383	Prof. Shantilal Devshi Shah D-61, Dhake Nagar, Bharadawadi, Adaramar Swami marg, Andheri (W), Mumbai - 400058, Maharashtra	20-02-2012
315	LM 392	Dr. Murlidhar Govindrao Chandekar VMV Comm, JMT Arts & JJP Sci College, Wardhman Nagar, Maharashtra	12-06-2012
316	LM 408	Dr. Agnihotri Ganesh Manikrao Prabhakar Patil Education Society's Arts, Commerce & Science College, Veshvi, Alibagh, Dist. Raigad - 401201, Maharashtra.	13-2-2012
317	LM 411	Dr. Dilip Narayandas Sheth Sir Parashurambhau College, Tilak Road, Pune, Maharashtra - 411030	31-3-2012
318	LM 406	Dr. (Ms) Perpetua Machado College of Home Science, Nirmala Niketan, 49 New Marine Lines, Mumbai - 400020	2-5-2012
319	LM 413	Dr. Dineshsingh R. Thakur SRK/MBBI College of Commerce & Arts, Vadkun, Dahanu Road - 401602, Dist- Thane, Maharashtra.	3-12-2012
320	LM 417	Dr. A. A. Rashid Tolani College of Commerce, 150-151 Sher-e-Punjab Society, Andheri(E), Mumbai-4000093, Maharashtra.	4-1-2013

STATE : MEGHALAYA			
321	LM 65	Prin (Fr.) Stephen Mavley St. Anthony's College, Shilong – 793001 Meghalaya	17-12-1998
322	LM 78	Prin.(Bro.) E V Miranda St. Edmund's College Laitumukrah Road Meghalaya - 793003	24-05-1999
323	LM 80	Prin. S B Sohmat SNGAP Memorial College Mawkrywat – 793114 Meghalaya	27-05-1999
324	LM 81	Prin. S. Bawri Bissau College, Midland Old Jowai Road, Shillong, Meghalaya - 793003.	28-06-1999
325	LM 82	Prin. (Ms.) D Dkhar Sankardev College, Bishnpur, Shilong – 793013. Meghalaya	26-08-1999
326	LM 83	Prin (Smt) A M Marbaniang Lady Keane College Shilong – 793001. Meghalaya	24-08-1999
327	LM 152	Prin. P. Nogtdu Jaintia Eastern College, Meghalay - 793200.	2001
328	LM 246	Prin. S. S. Khongkiam SNGAP SYIEM College, Meghalay - 793114	2005
STATE : NAGALAND			
329	LM 115	Prin. S K Chabra Amity College (Arts & Comm) Residency Colony, Dimapur – 797112, Nagaland	27-09-2000
330	LM 118	Prin. (Dr.) Panger Longchar Salt Christian College East Police Colony, Dimapur – 797112 Nagaland	02-03-2000
STATE : NEW DELHI			
331	LM 229	Prin. Dr. Inderjeet College of Vocational Studies, Delhi - 110017	2005
332	LM 280	Prin. Dr. Ramesh Sharma Motilal Nehru College South Campus, Benito Juarez Marg, NEW DELHI – 110021.	19-01-2009
STATE : ORISSA			
333	LM 91	Prin. Loknath Pradhan Deogarh College Po-Purnagarh Orissa	04-11-1999
334	LM 259	Prin. (Dr.) Arun K. Behera Indravati Mahavidyalay Kalahandi Orissa	2008
335	LM 336	Dr. Radhanath Behera Principal, Jeypore School of Engg. & Technology, Rondapalli, Jeypore-764002, Odisha	24-07-2010
STATE : PUNJAB			
336	LM 13	Prin. S Kuldeep singh Gujranwala Guru Nanak Khalsa College Civil Lines, Ludhiana – 141001. Punjab	24-04-1998
337	LM 15	Prin. (Dr.) M.S. Dhillon Khalsa College, Amritsar, Punjab	24-04-1998
338	LM 17	Prin. (Mrs.) S Ahlawat BBKDAV College for Women Lawrence Road Amritsar – 143001. Punjab	11-05-1998
339	LM 38	Prin. (Dr.) R D Sharma SPN College Mukerian Dist: Hoshiarpur – 144211. Punjab	14-10-1998
340	LM 85	Prin. Bhagwandas Dass Budhiraja Kamla Lohtia SD College Subhash Nagar, Ludhiana Punjab	27-10-1999
341	LM 98	Prin. Amarjit Singh Grewal GTB National College Dakha, Ludhiana Punjab	19-11-1999
342	LM 101	Prin. Dattary J Doke PVG's College, Chandigarh Road Hoshiarpur- 146001 Punjab	22-11-1999

343	LM 102	Prin. (Mrs.) Raj Garg MMD DAV Mahila College Giddarbaha, Dist: Muktsar Punjab	30-11-1999
344	LM 112	Prin. (Dr.) R. P. Bhardwaj Sai Nilyam, 100 ChottiBaraDri Part - I, Garaha Road, Jalandhar, Punjab- 144001.	19-11-1999
345	LM 113	Prin. (Mrs.) Anup Kaur Bansal Guru Nanak Khalsa College for Women, Gujar Khan Campus, Model Town. Ludhiana, Punjab	13-11-2000
346	LM 121	Prin. B. K. Sharma JCDAV College, CHandigarh Punjab	30-11-2000
347	LM 122	Prin. Subhash Kumar DAV College Mahatma Hans Raj Road Jalandhar – 144008 Punjab	30-11-2000
348	LM 124	Prin. P S Singha Sri Guru Gobind Singh College, Chandigarh Punjab	01-12-2000
349	LM 128	Prin. P P Nanda Dav Centenary College. Faridabad-121 001, Punjab	19-12-2000
350	LM 135	Prin. Dr. Sudarshan Kohli DAV College of Education Abohar Punjab	23-01-2001
351	LM 137	Dr. Ranveer Pratap Asija Maharishi Dayanand College of Education, P.O. Box No. 14 ABOHAR-152116 Punjab.	26-02-2001
352	LM 196	Prin Inderjit Singh Guru Nanak College, Phangwara, Shukhchamana Sahib,Dist-kapurynala, Punjab.	23-08-2005
353	LM 212	Prin. Dr. Balwant Singh Pratap College of Educvation, Hambran Road, Ludhiana, Punjab	2005
354	LM 221	Prin.(Dr.) R. K. Mahajan Mohan Lal Uppal Dav College, Phangwara, Amritsar, Punjab	2005
355	LM 258	Prin. (Mrs.) J Kackria Hans Raj Mahila Maha Vidyalaya Mahatma Hans Raj Marg, Jalandhar- 144008. Punjab.	10-03-2008
356	LM 266	Prin. Jadav Singh Grewal Guru Nanak National College, Doraha, Dist-ludhiyana, Punjab.	2008
357	LM 281	Dr. (Mrs.) Neelam Kamra BBK DAV College for Women Lawrence Road, Amritsar- Punjab - 143001.	12-03-2009
358	LM 298	Shri Tapan Sahu Shivam College of Education, Khokhar Kalam, Kehra-Sunam Road, Sangrur, - 148031, Punjab	17-11-2009
359	LM 316	Dr. Prin. Sharma Satish Kumar DAV College, Amritsar, Punjab.	26-3-2010
360	LM 317	Dr. Prin. Dhiman Naresh Kumar Doaba College, Kanya Mahavidyalaya Road, Jalandhar - 144004, Punjab	26-3-2010
361	LM 319	Dr. Kaur Paramjit Khalsa College for Women, Sidhwan Khurd, Dist. Ludhiana-142024, Punjab	26-3-2010
362	LM 320	Dr. Prin. Gill Baljeet Kaur GHG Harparkash College of Education, Sidhwan Khurd, Dist. Ludhiana - 142024, Punjab	26-3-2010
363	LM 321	Prin. Dr. Kaur Gurpreet MGSM Janta College, Kartarpur, Jalandhar, Punjab	26-3-2010
364	LM 322	Prin. Dr. Sharma Karan Lajpat Rai DAV College, Jagraon - 142026, Dist:Ludhiana, Punjab	26-3-2010
365	LM 323	Prin. Dr. Tewari V.K. DAV College, Dayanand Nagar, Jalandhar, Punjab	26-3-2010
366	LM 324	Prin. Dr. Bajwa Baljinder Singh Lala Lajpat Rai College of Pharmacy, Near PS Sadar, GT Road, Moga - 142001, Punjab	26-3-2010
367	LM 325	Prin. Dr. Sangha S.S. Dashmesh Girls College of Education, Village Baadal-152113, Tehsil Malout Via Lambi, Dist. Muktsar, Punjab	26-3-2010
368	LM 326	Prin. Dr. Kumar Khushwinder BGM College of Education, Sector 32 A, Chandigarh Road, Ludhiana - 141010, Punjab	26-3-2010

369	LM 327	Prin. Dr. Kaur Kirpal Sant Baba Dalip Singh Khaklsa College, Domeli, Kapurthala, Punjab	26-3-2010
370	LM 328	Prin. Dr. Sood Harish Kumar KRM DAV College, Nakodar -144040, Dist. Jalandhar, Punjab	26-3-2010
371	LM 330	Prin. Dr. Singh Jarnail Public College, Samana - 147101, Dist. Patiala, Punjab	26-3-2010
372	LM 332	Dr. Harjinder Singh Brar GHG , Khalsa College of Education, Gurusar Sadhar, Ludhiana, Punjab-141104.	20-4-2010
373	LM 338	Dr. Kailashnath Kaul DAV College of Boys, Katra Sher Singh, Amritsar - 143001, Punjab.	28-12-2010
374	LM 339	Dr. (Mrs.) Ajay Sareen R. R. Bawa DAV College for Girls, Smadh Road, Batala - 143505, Punjab.	28-12-2010
375	LM 351	Dr. Dharmendra Prasad Angel's College of Education, Hamun, Pathankot, Dist- Guraspur, Punjab-145001	22-03-2011
376	LM 367	Dr. Neena Seth Pajni Gobindgarh Public College, Alour, Khanna (Ludhiana), Punjab - 141401	10-01-2012
377	LM 368	Mrs. Kiran Arora Prem Chand Markanda, SD College for Women, Nehru Garden Road, Jalandhar- 144001, Punjab	11-01-2012
378	LM 393	Dr. Kiran Walia Kamla Nehru College for Women, Phagwara(Kpt) - 144402, Punjab	21-07-2012
379	LM 395	Dr. Harvinder Kaur Kamla Nehrua College of Education for Women, Chab-Ha, Phagwara - 144402, Punjab	21-07-2012
380	LM 416	Dr. Rajesh K. Mahajan DAV College, Dasuya - 144205, Punjab.	4-1-2013

STATE : PUDUCHERRY

381	LM 355	Dr. Sasi Kanta Dash Arignar Anna Govt. Arts College, Karaikal - 609605, Puducherry	23-03-2011
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STATE : RAJASTHAN

382	LM 74	Principal Dayanad College, AJMER Rajasthan	04-03-1999
383	LM 125	Dr. Man Chand Khandela Subodh Inst. of Management & Career Studies JAIPUR, Rajasthan	12-12-2000
384	LM 187	Prin. Manchand Khandale Subodh Inst. of Mngt. & Carrer Studies, Rambagh Circle, Jaipur, Rajasthan	24-12-2004
385	LM 407	Prof. Laxmi Narayan Khatri M.N. Institute of Management Studies, Po. Ridmalsar, Via-Udasar, Bikaner, Rajasthan	2-5-2012

STATE : TAMILNADU

386	LM 35	Prin. (Dr.) V Sengodan SNR Sons College SNR College Rd,Ganapathy Post Coimbatore- 641006 TAMILNADU	09-10-1998
387	LM 52	Prin. (Dr.) D Muthuraj Sri Krishna Arts & Sci. College, Kuniyamuthur (PO) Coimbatore- 641008 Tamilnadu	12-11-1998
388	LM 96	Prin. A. Baladhandapni Sengunthar Arts & Sci College, Tiruchengode, Dist: Namakkal - 638183, Tamilnadu	12-11-1999
389	LM 97	Prin. (Dr.) R. Asokan SSM College of ENgineering, Komarapalayan, Dist: Namakal, Tamilnadu-638183	12-11-1999
390	LM 144	Prin. K L Senthil Kumar Padmavathi College of Pharmacy Dhanapur i - 635205 Tamilnadu	19-11-2001
391	LM 150	Prin. Dr. P. Jeyaram Rathnavel Subramaniam College of Arts & Sci., KVK Thottam, Trichy Road, Sulhar, Coimbatore - 641402. Tamilnadu	20-12-2001

392	LM 151	Prin.Dr.M.Chinnusamy Dr.n G P Arts &Science College, Kalappatti Road, Coimbatore-641035, Tamilnadu.	20-12-2001
393	LM 160	Prin. K.K. Senthil Kumar Padmavathi College of Pharmacy, Dhamapuri -635205, Tamilnadu	19-11-2001
394	LM 161	Prin.dr.d Balakrishnan Bharathidasan College Of Arts & Science. , Ellispettai. Pallapalayam. Eroad-638116 Tamilnadu.	03-01-2002
395	LM 162	Prin. Dr. R. Murugesan Coimbatore Institute of Eng & IT Narasipuram Post Thondamuthur (Via) Coimbatore – 641109 Tamilnadu	03-01-2002
396	LM 163	Prin.dr. Sivam Varadarajan Coimbatore Insttute Of Engg. & Information Technology. Narsipuram Post.thondamuthur (Via),Coimbatore-641 109 Tamilnadu.	03-01-2002
397	LM 164	Prin. V. Sivananadam Kovai Kalaimagal College of Arts & Sci. Vellimalapattinam Narasipuram Post Coimbatore – 641109 Tamilnadu	03-01-2002
398	LM 174	Dr. K. T. Varkety CMS College of Science & Commerce, Chimmavedampatti, Coimbatore, Tamilnadu - 641006.	02-07-2003
399	LM 197	Prin. Dr. K. Sunderaraman Sri Krishna Arts & Sci College, Kuniamuthur, Coimbatore-641008, Tamilnadu	11-08-2005
400	LM 267	Ms. R. Ida Malakselvi Vivekananda College of Arts & Science for women, Sirkali – 609110.Tamilnadu.	16-02-2008
401	LM 270	Dr. C. Swaminathan Kongu Arts & Science College Nanjunapuram, Kathirampatti (P.O.) ERODE – 638107 Tamilnadu.	16-01-2008
402	LM 272	Dr. (Sr) Sarguna Mary Holy Cross College (Autonomous) Tiruchirapalli – 620002 Tamilnadu	16-01-2008
403	LM 273	Dr. R. Rajarathinam S. J. St. Joseph's College (Autonomous) Tiruchiorappalli – 620002. Tamilnadu	16-01-2008
404	LM 274	S. Shilaja Sudheer Maharani College of Education, Nanjigampalayam, Dharapuram – 638657 Erode – Dist. Tamilnadu.	16-01-2008
405	LM 165	Prin. Mohamad Sagir Kadri MES Ponnani College, Ponani South, - 679586	10-01-2002
406	LM 276	Prin. Sr. Pauline Mary Nirmala College for women Kamaraj Road, Red file, Coimbatore- 641018	09-01-2008
407	LM 277	Prin. G. Pushparaj S. J. Arul Anandar College, Karumathur-625514, Madurai District, Madras	09-01-2008
408	LM 278	Dr. Y. Yesu Thangam Jayaraj Annapalkiam College for Women, Periyakulam, Theni Distrcit- 625601.	02-02-2008
409	LM 363	Dr. A. Ponnusamy Dr. G. R. Damodaran College of Science, Civil Aerodrome Post. Avanasni Road, Coimbatore - 641014, Tamilnadu	02-04-2011
410	LM 348	Dr. Arul Kanagu Sri Vidya Mandir Arts & Science College, Katteri (Po) - 636902, Umangarai, Krishnagiri, Tamilnadu	1-3-2011
411	LM 390	Dr. A. A. Sivakumar Principal, Pioneer College of Arts & Science, Jothipuram, P.O. Coimbatore. Tamilnadu - 641047.	22-4-2011
412	LM 396	Dr. S. Subramanian Sri Jayendra Saraswathy Maha Vidyalaya College of Arts & Science, SIHS Colony Road, Singanallur, Coimbatore - 641005, Tamilnadu	23-03-2011

413	LM 397	Dr. Subramonian Dr. R. V. Arts & Science College, Mettupalayam Main Road, Karamadai - 641104, Tamilnadu	06-04-2011
414	LM 398	Dr. P. Murugbsan Rathinam College of Arts & Science, Eachanavi, Pollachi Main Road, Coimbatore - 641021, Tamilnadu	17-03-2011
415	LM 415	Dr. S. Seethalakshmi Sankara College of Science & Commerce, Saravanmpatti, Coimbatore- 641035, Tamilnadu	4-1-2013

STATE : UTTAR PRADESH

416	LM 9	Prin.(dr.) Mukhtar Singh Agra College Agra-282002, Uttar Pradesh.	31-03-1998
417	LM 145	Principial. Sacred Heatr Degree College., Naipalapur, Sitapyr-261001.Uttar Pradesh.	19-11-2001
418	LM 420	Dr. Vakul Bansal SM (PG) College, Chandausi - 202412, Dist. Sambhal, UttarPradesh.	7-2-2013

STATE : WEST BENGAL

419	LM 143	Prin.d Debnath Bengal Fine Arts College Chandparabazar.uttar Chabbish Pargna. West Bengal	19-11-2001
420	LM 192	Prin. Dr. Mukul Nath Sukante Mahavidyalaya, College Road, PO-Dhupguri, West bengal	2005
421	LM 209	Prin. Dr. P. K. Dutta Nopany Institute of Management Stud.2D,Nando Multick Lane,Kolkata-70006.	13-12-2005
422	LM 354	Dr. Subimalendu Bikas Sinha The Indian College of Arts & Draftsmanship, 476 Dumdum Cossipore Road, Kolkata - 700074, WB	23-03-2011
423	LM 234	Prin.Dr. K. T. Chandy St. Xavier College,	2005

ASSOCIATION OF INDIAN COLLEGE PRINCIPALS
 STATUS :- REGISTERED TRUST; REG NO-F-21101(MUMBAI)
 ADDRESS :-C/O KES COLLEGE OF ARTS & COMMERCE
 BHULABHAI DESAI ROAD; KANDIVLI (WEST)
 MUMBAI-400 067

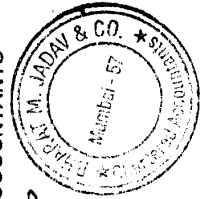
BALANCE SHEET AS ON 31ST MARCH,2011.

31.03.2010	LIABILITIES	31.03.2011	31.03.2010	ASSETS	31.03.2011
5,60,700	TRUST FUND & CORPUS:-	6,65,700	5,61,086	INVESTMENTS:-	9,00,000
16,400	Life Membership Fees	16,400	94,534	Fixed Deposit with Banks:-	26,510
9,51,080	Entrance Fees	10,66,985	2,38,047	Canara Bank-Mumbai	1,50,000
	Reserve Fund & Surplus	NIL		Interest Accrued on Fixed Deposit	9,000
	CURRENT LIABILITIES:-			Saraswat Bank-Pune	
6,000	Outstanding Expenses:-	8,400	50,000	Interest Accrued on Fixed Deposit	
1,000	Audit Fees	1,000		ADVANCES:-	NIL
NIL	Professional Fees	33,250		Advances to AICP-Bhandadara	
	Conference Registration Fees			CASH & BANK BALANCES	
				Canara Bank-Mumbai-Mumbai	1,00,288
				Canara Bank-Mumbai-Mumbai	3,707
				Saraswat Co-op Bank Ltd-Pune	3,79,565
				Indian Overseas Bank-Ahmedabad	2,22,160
				Cash in Hand	505
15,35,180		17,91,735	15,35,180		17,91,735

As per consolidation of accounts of Ahmedabad,
 Pune and Mumbai.

FOR ASSOCIATION OF INDIAN COLLEGE PRINCIPALS

FOR BHARAT M JADAV & CO
 CHARTERED ACCOUNTANTS



B. Jadav
 4/1/2013
 PROPRIETOR
 F.NO-101230W

Dr.Sangodan
 PRESIDENT

[Signature]
 Prin.Subhash Brahmabhath Prin.V.R.
 SECRETARY
 Shrigurkar
 CHAIRMAN
 BOARD OF
 TRUSTEES

22 JAN 2013

ASSOCIATION OF INDIAN COLLEGE PRINCIPALS
 STATUS :- REGISTERED TRUST; REG NO-F-21101(MUMBAI)
 ADDRESS :-C/O KES COLLEGE OF ARTS & COMMERCE
 BHULABHAI DESAI ROAD, KANDIVLI (WEST)
 MUMBAI-400 067

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH,2011.

EXPENDITURE		Previous	Current	Previous	Current	INCOME	Current
Previous							
	" Honorarium	NIL	52,800			By INTEREST:-	47,320
	" Accommodation & Food Exp	NIL	65,023	78,706		On Bank Fixed Deposits	18,751
	" Travelling & Conveyance	2,000	6,220	12,428		On Saving Bank Account	
	" Printing & Stationery	59,452	27,273			MEMBERSHIP SUBSCRIPTIONS	
	" Postage & Couriers	26,800	11,206			Ordinary Membership Fees	1,500
	" Website Expenses	10,000	11,750	2,500		Registration and Conference-	
	" Advertisement Charge	NIL	12,040	(8,000)		Participation Fees (Refunded)	3,36,460
	" Meeting Expenses	NIL	10,000	3,600		College News Subscription	4,800
	" Miscellaneous Expenses	NIL	2,540	5,381		Miscellaneous Income	NIL
	" Professional Fees	1,000	NIL				
	" Audit Fees	1,500	10,900				
	" Bank Charges	624	128				
	" Surplus/ (Deficit) for the year	(6,761)	1,98,951				
		94,615	4,08,831	94,615	4,08,831		4,08,831

As per consolidation of accounts of Ahmedabad,
 Pune and Mumbai.

FOR BHARAT M JADAV & CO
 CHARTERED ACCOUNTANTS



Bharat M. Jadav
 PROPRIETOR
 F.NO-101230W

FOR ASSOCIATION OF INDIAN COLLEGE PRINCIPALS

Dr.Sangodan
 PRESIDENT

Prin. Subhash Brahmbhatt
 SECRETARY

Prin.V.R.
 Shirgurkar
 CHAIRMAN
 BOARD OF
 TRUSTEES

22 JAN 2013

ASSOCIATION OF INDIAN COLLEGE PRINCIPALS
 STATUS :- REGISTERED TRUST; REG NO-F-21101(MUMBAI)
 ADDRESS :-C/O KES COLLEGE OF ARTS & COMMERCE
 BHULABHAI DESAI ROAD; KANDIVLI (WEST)
 MUMBAI-400 067

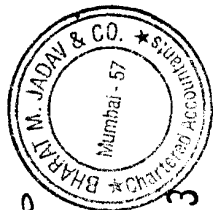
BALANCE SHEET AS ON 31ST MARCH,2012.

31.03.2011	LIABILITIES	31.03.2012	31.03.2011	ASSETS	31.03.2012
6,65,700	TRUST FUND & CORPUS:-	7,49,700		INVESTMENTS:-	9,26,510
16,400	Life Membership Fees	16,500	9,00,000	Fixed Deposit with Banks:-	62,502
10,66,985	Entrance Fees	11,30,932	26,510	Canara Bank-Mumbai	1,50,000
	Reserve Fund & Surplus		1,50,000	Interest Accrued on Fixed Deposit	18,000
	CURRENT LIABILITIES		9,000	Saraswat Bank-Pune	
8,400	Outstanding Expenses:-			Interest Accrued on Fixed Deposit	
1,000	Audit Fees	7,685		CASH & BANK BALANCES	97,621
33,250	Professional Fees	1,000	1,00,288	Canara Bank-Mumbai-Mumbai	3,852
	Conference Registration Fees	NIL	3,707	Canara Bank-Mumbai-Mumbai	3,95,545
			3,79,565	Saraswat Co-op Bank Ltd-Pune	1,07,679
			2,22,160	Indian Overseas Bank-Ahmedabad	1,35,249
			NIL	Bank of Baroda-Surat	8,859
			505	Cash in Hand	
17,91,735		19,05,817	17,91,735		19,05,817

As per consolidation of accounts of Ahmedabad,
 Pune, Surat and Mumbai.

FOR ASSOCIATION OF INDIAN COLLEGE PRINCIPALS

FOR BHARAT M JADAV & CO
 CHARTERED ACCOUNTANTS



Bharat M. Jadav
 4/1767
 PROPRIETOR
 F.NO-101230W

Dr.Sangodan
 PRESIDENT

Prin.Subhash Brahmabhatt

Prin.V.R.
 Shirgurkar
 CHAIRMAN
 BOARD OF
 TRUSTEES

Prin.Subhash Brahmabhatt
 SECRETARY

22 JAN 2013

ASSOCIATION OF INDIAN COLLEGE PRINCIPALS
 STATUS :- REGISTERED TRUST; REG NO-F-21101(MUMBAI)
 ADDRESS :-C/O KES COLLEGE OF ARTS & COMMERCE
 BHULABHAI DESAI ROAD; KANDIVLI (WEST)
 MUMBAI-400 067

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH,2012.

EXPENDITURE		Previous	Current	Previous	INCOME	Current
52,800	" Honorarium and Remuneration		94,200	47,320	By INTEREST:-	71,502
71,243	" Accommodation, Food, Travelling		3,46,714	18,751	On Bank Fixed Deposits	27,596
27,273	" and Conveyance Expenses		1,97,920		On Saving Bank Account	
11,206	" Printing & Stationery		48,087		MEMBERSHIP SUBSCRIPTIONS	
NIL	" Postage & Couriers		1,95,203	1,500	Ordinary Membership Fees	6,000
11,750	" Seminar Expenses at Surat		20,918		Registration and Conference-	
12,040	" Website Expenses		NIL	3,36,460	Participation Fees Collected	6,32,350
10,000	" Advertisement Charge		2,747	4,800	College News Subscription	1,500
2,540	" Meeting & Conference Exp.		7,664	NIL	Advertisement Income	1,75,000
10,900	" Miscellaneous Expenses		7,185	NIL	Donation Received	71,000
128	" Audit Fees		363			
1,98,951	" Bank Charges		63,947			
	" Surplus during the year					
4,08,831			9,84,948	4,08,831		9,84,948

As per consolidation of accounts of Ahmedabad,

Pune, Surat and Mumbai.

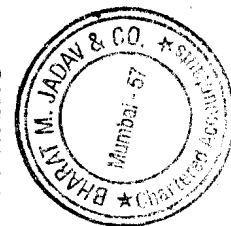
FOR BHARAT M JADAV & CO

CHARTERED ACCOUNTANTS

Bharat M. Jaday

PROPRIETOR

F.NO-101230W



22 JAN 2013

FOR ASSOCIATION OF INDIAN COLLEGE PRINCIPALS

Dr. Sangodan
PRESIDENT

Prin. Subhash Brahmabhatt
Prin. Subhash Brahmabhatt
SECRETARY

Prin. V.R.
Shirgurkar
CHAIRMAN
BOARD OF
TRUSTEES

ASSOCIATION OF INDIAN COLLEGE PRINCIPALS [AICP]

(Registered under Societies Regn. Act 1860 & Public Trust Act, 1950)

Address: Shri H. K. Arts College, Opp. Handloom House, Ashram Road, Ahmedabad-380009

Phone: (0)079-26585429, Fax:079-40069974 Email:prin_hkarts@rediffmail.com

Application for Membership

Date:

To

**The Secretary General
AICP**

C/o. Shri H. K. Arts College,
Opp. Handloom House, Ashram Road,
Ahmedabad-380009 -Gujarat

Dear Sir,

I am happy to know that an independent and registered organization of college Principals named as the ASSOCIATION OF INDIAN COLLEGE PRINCIPALS (AICP) is in existence. I wish to enroll as a member of the Association. I shall abide by the rules and regulations of the Association.

I am enclosing a crossed cheque/DD No. _____ Dt. _____ draw in favour of the "ASSOCIATION OF INDIAN COLLEGE PRINCIPALS" for Rs. _____ (in words _____) towards subscription for Life-membership/ordinary membership for the year _____.

Please acknowledge the receipt.

Yours truly

Particulars of the applicant :

1. Name of the Principal : _____
Qualifications : _____
Tel.No.(with STD code): _____ (Res) _____ (Fax) _____
Mobile _____ Email : _____
2. No. of years of Experience as Principal : _____
3. Date of Birth : _____
4. Year of Retirement : _____
5. Name of the college & Address: _____
(with pin code and state) _____
6. Year of establishment of the college : _____
7. Name of the university to which affiliated : _____

Signature

Note: As per the constitution of the Association only the life members are eligible to contest any post of an office bearer or for membership of the Executive Committee.

Ordinary Membership : Rs.500/- per annum

Life Membership : Rs.3000/-Subscription for the AICP Journal

COLLEGE NEWS : Rs.300/- per annum



The 14th National Conference of AICP

Host

*Forum of Principals and Representatives of
Managements of aided Colleges in Goa
in Association with the Directorate of
Higher Education Govt. of Goa.*

GOA

Dt. 21-22-23 Feb. 2013

*The main theme of the conference is
“Capacity Building in Higher Education”*

Sub themes

1. Academic performance index for Principals.
2. Enhancing quality of teaching and performance.
3. Transparency in Higher Education.
4. Research and other quality enhancement grants from different funding agencies in Higher Education
5. Manpower training strategies in Higher Education.