

Best Practice Series - 6

CURRICULAR ASPECTS

Case Presentations



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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FOREWORD

Curriculum is the essential ingredient of any education system regardless of the education level. All other aspects whether teaching, learning and evaluation or research and development, infrastructure and learning resources, student activities and support system revolve around it. Therefore, curricular aspects and the best practices connected to curriculum design and development play a very significant dimension of the quality of higher education since the curriculum has a decisive role in steering the other elements of quality.

Reviewing and updating of the curriculum is the essential ingredient of any vibrant academic system. There ought to be a dynamic curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated curriculum and also providing their inputs to take care of fast paced development in the knowledge of the subject concerned. Designing of the curriculum to suit the clientele is important. Revising the curriculum should be a continuous process to provide an updated education to the students at large.

Leaving a few, there have been many universities where this exercise has not been done for years together and it is not uncommon to find universities maintaining, practicing and teaching still on the curriculum as old as few years or even more than a decade. In order to overcome these lacunae NAAC has made efforts to compile the best practices in each of the criterion of quality and disseminate the same through publications, seminars, workshops and conferences across the country.

The best practices have been compiled to introduce innovative concepts, to provide a multi-disciplinary profile and to allow a flexible cafeteria approach including initiating new papers to cater to frontier development in the concerned subject. Attempt has been made to capture the best in the current context with the need to observe high standards to provide knowledge in the frontier areas of each discipline.

While goals and trends of global knowledge has been given importance, the pride in the Indian heritage, values and India's unique contribution in this respect has been incorporated in the design of curriculum development. Today, all knowledge is interdisciplinary which has been given consideration in selecting the best practices. Flexible and interactive models have been presented for the universities to extend further as they would like. Each institution may have to work out certain uniform structure for courses at the same level so that effective interaction lecturers, students and faculty is possible. The tendency across the country is now to move from the annual to the semester system, and from award of marks to award of credits. There is perceptible growing interest in modular framing as well.

The purpose of this publication is to provide a broad common framework for exchange, mobility and free dialogues across the entire academic community to generate a spirit of openness and continuous improvement in order to enhance the quality and standards of education imparted by the higher education institutions in the country. I would like to place on record the efforts taken by my colleagues **Prof. Mariamma A Varghese**, Senior Education Consultant, NAAC and **Mr. B. S. Ponmudiraj**, Assistant Adviser, NAAC for bringing out this publication "Best Practice Series: Curricular Aspects - Case Presentations". I would like to thank the expert panel who has reviewed these practices and given their feedback. I believe that this effort to promote the best practices among the Higher Education Institutions will improve the quality in Curricular Aspects.



(V. S. Prasad)

Director

1. INTRODUCTION

Higher education contributes to the promotion of the development of abilities and skills cognitive, affective and psychomotor domain. It contributes to the promotion of civic behavior, nation building and social cohesion through the transmission of democratic values and cultural norms. This supports the formation and strengthening of social capital, generally understood as the benefits of membership in a social network that can provide access to resources, guarantee accountability and serve as a safety net in terms of crisis. The institutions, relationships and norms that emerge from higher education are instrumental in influencing the quality of society's interactions, which underpin economic, political and social development.

Higher education has many purposes :

1. Acquisition of concrete knowledge and skills.
2. Developing the ability to reason systematically about critical questions and issues.
3. To place facts in a broader context.
4. To consider the moral implications of actions and choices.
5. To communicate knowledge and questions effectively.
6. To nurture habits that promote lifelong learning behaviors outside the formal settings.
7. Developing the skills of analysis synthesis and argumentation.

In a changing context, the needs and aspirations of the students have to be met through the curriculum and curriculum transactions. The educationists and academicians need to take stock of the present scenario and introspect to transform the educational institutions to meet the present day challenges. The institutions of higher education need to have a clear understanding of what they are seeking to achieve through their curricular offerings, research and extension programmes.

There is a increasing pressure in the higher education system to equip students with not only the expertise derived from traditional academic programmes but also to give students sufficient range of transferable skills to enable them to play effective role the employment sectors. Many different types of educations are evolving with diverse programmes. The thrust of education is shifting to employability based on the changing philosophy from idealism to pragmatism. From a specialized approach, there is a shift to multidisciplinary programme with modular approach on a life long learning basis. Moreover, higher education should have access from the diverse section of the community to be able to make the necessary socio-economic development of the country.

The institutions of higher education need to have a clear understanding of what they are seeking to achieve through their curricular offerings research and extension programmes.

Considering the analysis of the assessment reports by NAAC, Curricular Development and Transactions are important considerations, which we need to focus our attention in reforming the higher education.

The important initiatives we need to dwell on are:

1. Development of need based and socially relevant programmes.
2. Relevant curriculum in a fast changing world.
3. Emerging areas in innovative and inter disciplinary areas have to be evolved.
4. Periodic restructuring and updating of courses to match international standards.
5. Extensive and intensive academic exercise for the restructuring of the courses.
6. Additional emphasis on ICT component in upgrading content and transaction of curriculum at different levels.
7. Cafeteria approach for diversification to enhance employability of graduates.

8. Multi skill development with stress on communication skills.
9. Promotion of science education.
10. Promotion of vocational education.
11. Enrich academic skills with computer use.
12. Grant of autonomy to select number of colleges based on their performance record to facilitate innovations and flexibility in the curriculum.

Considering all these factors one needs to plan the educational process of the coming generation with much more far sight and vision. Knowledge is our most powerful engine of progress. The crucial role of education is the process of modernization, building up of a democratic and pluralistic society and development of both the socio-economic resources and human resource to achieve social justice and equity. Hence the role of higher education in contributing to the development of the economy and in changing the social structure was given a prime place duly recognizing the fact that human resource development would lead to the country's progress in its various spheres.

Infact within the Best Practices on Curricular Aspects compiled one could see the University of Madras, Ayya Nadar Janaki Ammal College capitalizing on the Choice Based Credit System (CBCS) i.e, the cafeteria approach in their course offerings. Ravenshaw College and St. Xavier's Institute of Education focuses on the ICT and integrated pedagogical models to enable the students for adequate learning opportunities as well as other soft skills. Research an integral part of the curriculum by Lady Doak College has given an impetus to the student community for a scientific approach to the study of any problem. The Training Need Analysis(TNA) of the Osmania University College for Women in the field of family and marriage counseling is one of its kind for dissemination to a wider circle. Curriculum for different learning abilities and innovative curriculum of Fatima and Christ College gives teachers to cater to slow and advanced learners, and lot of options for add on programmes respectively.

Catering to the diverse needs has been inbuilt in the curriculum through a professional process of the continuous improvement in the Boards of Studies and Academic Council this has been a boon to St. Xavier's College. This new approach is a part of an inclusive education may be implemented by other autonomous colleges perhaps working in the same environment.

The best practice of experiential learning inbuilt in the curriculum of the College of Social Work which requires a lot of commitment from the members of the faculty and cooperation from the local communities and establishment of network with the government organizations and non-government organizations is a unique feature. Similarly Chamarajendra Academy of Visual Arts and the Vivekananda College, gurukula practice that calls for a high level work related curriculum. Actually it facilitates the student placements soon after their graduation. With due credit to the curriculum the students are well placed in various fields of Arts. Curriculum Restructuring for Enhanced Career Opportunities and towards Holistic Education practiced by the M.O.P. Vaishnav College for Women and Ch.S.D.St.Theresa's College for Women gives students lot of scope for better job prospects and overall development.

2. THE PRACTICES

2.1 CHOICE BASED CREDIT SYSTEM (CBCS) - UNIVERSITY

The Context

In today's complex and competitive academic environment in higher education, professional approaches and best practices alone can act as catalysts for quality improvements in the system as a whole. The quality of curriculum and the human infrastructure would make a quantum difference in the quality of graduates, which is the outcome of such inputs. It will exert significant influence on the international reputation of the Indian higher education system in general and the University of Madras in particular.

Realizing that the present system offers a very rigid pattern, which is inadequate to satisfy the interests and aspirations of the students, it was necessary for the university to move with the times and offer programmes to cater to the diverse needs of the students according to their learning ability and pace of learning. Optimization of resource use to achieve the best realization and nurture of talents among the large student community prompted the university to initiate this curricular reform.

The Objectives

- To develop the curriculum with student focus
- To promote academic excellence in the areas of student choice
- To provide adequate flexibility in the choice of subjects to the students
- To make the system more self-reliant by introducing at least partially the internal assessment process

The Practice

- Made statutory provision for changing the composition of the Board of Studies of the University Departments by having 30% of external experts in the system.
- Consulted all stakeholders in developing the curriculum in different specializations, like students, alumni, parents, industry, social organizations and other relevant experts.
- Established Academic linkages with different national (11) and international (25) Universities and had discussions with them about the scope and methodology for introducing choice-based curriculum in different degree programmes.

- ❑ Introduced new courses of global demand in areas like Bio-Informatics, Bio-medical Sciences, Neurosciences, Molecular Biology, Corporate sociology, Intellectual Property Rights, Cyber crimes and Information Security.
- ❑ Many more courses were developed through Post graduate diploma Programs which have enhanced the scope for employment
- ❑ Developed the core courses for each specialization and other possible optional courses including the soft skills so that adequate number of courses are available to the students to choose from.
- ❑ Some e-learning modules were developed to support the CBCS.
- ❑ Introduced student feedback mechanism for the course and the transactional methodologies to improve the quality of curriculum and curriculum transaction.
- ❑ A school Committee consisting of teachers from all departments was formed
 - ❑ To optimize the resources and talents
 - ❑ To prepare the curriculum content, and model question papers for each course
 - ❑ To determine the assessment procedure
 - ❑ To determine the eligibility criteria for admission to CBCS.
 - ❑ To coordinate the programme effectively
 - ❑ To prepare the common time table
- ❑ Departmental committees were formed which will be in charge of Admissions, verification of records and distribution of credits semester-wise and also specify the number of credits for lectures, tutorials, practicals, seminars etc.
- ❑ Courses approved by the Departmental committees shall be forwarded to the BOS for approval.
- ❑ A Student Advisor is designated who coordinates the program and counsel the students.

Obstacles faced / Problems encountered	Individual counseling and guiding takes time and there was resistance from the faculty. Since it was a completely new system, the faculty, the students and the parents had apprehensions about the feasibility of the change. Therefore awareness programmes and training had to be organized for these stakeholders. There was difficulty in equalization of semester duration and work load because of the holiday timings around religious festivals.
Evidence of Success	The curriculum became meaningful to the students because of its relevance to their interests and aspirations. Emerging areas of global demand have been introduced in the system, which became attractive to students from within and outside. Student participation and experiential learning has been enhanced to a great extent. The Assessment system has become more transparent and overall improvement in Academic effectiveness is visible.
Resources Required	□ Teaching staff who are committed and knowledgeable about the process. □ Separate budget allocation for each of the department offering the CBCS programme. □ Additional learning resources. □ Administrative and academic reforms to facilitate change. □ Modular type curricula along with teaching-learning tools for modern methods like audio-visual preparations, group discussions, Student seminars and internships. □ Sensitization programmes for faculty.
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2. CBCS – A TOOL FOR ENHANCED CAREER PROSPECTS

The Context

The Ayya Nadar Janaki Ammal College have a generous vision of making quality higher education accessible to all learners including the under-privileged. True to the vision, the institution made steady progress by way of being pioneers in many aspects - starting from becoming Autonomous in the year 1987 to undertaking the Accreditation exercise. When the UGC strongly suggested 'Choice Based Credit System (CBCS)' for autonomous institutions in its ninth plan, the institution designed the same and implemented it successfully.

The Objectives

- ❑ To promote overall personality development of learners addressing all the educational domains through the curriculum.
- ❑ To inculcate scientific temper, democratic, moral, social and spiritual values in the minds of learners.
- ❑ To orient learners towards self-learning and develop skills in communication.
- ❑ To make quality education accessible to all including the under-privileged with a thrust on holistic development of learners, irrespective of caste and creed.
- ❑ To diversify the programme contents and to establish greater relevance to local socio-economic problems.
- ❑ To introduce greater flexibility in the curriculum by giving more freedom of choice to learners to design their own combination of studies.
- ❑ Developing self-confidence and self-reliance to face various competitive and other professional examinations and thereby to provide greater opportunities for employment.
- ❑ Assisting learners to undertake research in different disciplines including inter-disciplinary researches, so that they may support the process of development and modernization of the nation with research work.

The Practice

Under the design of 'Choice Based Credit System (CBCS)' the curriculum has been moulded into a three-tier structure.

- Hard Core Papers - These are papers that the parent department decides as compulsory components for the learners aspiring for a degree in that discipline.
- Soft Core Papers - These are papers allied to the learners. They are inter-disciplinary and application oriented. Learners are given options to choose from a list of Soft Core papers provided by both parent as well as other departments.
- Optional Papers - These are papers the learners opt to choose according to their own preference from the main discipline as well as from other departments.

Courses like Value Education, Women Studies, and Personality Development are incorporated in the curriculum for the holistic development of all the learners. In addition to these, there is a unique feature "Prospective Course" available for the Under Graduate learners. They have the choice of opting for one paper from a total of 27 self-employment oriented courses offered during the sixth semester.

The Post Graduate Level: The total number of credits to be earned by a post graduate learner to qualify for the award of degree is determined by the parent department, which varies from 72 to 80. Out of these, the learner has to earn 12 credits (Four papers of 3 credits each from a total of 66 papers offered) through Soft Core papers and 9 credits (Three papers of 3 credits each from a total of 46 papers offered) through Optional papers. Learners are permitted to take up any Soft Core and Optional paper offered during a semester irrespective of their year of study, leading to both vertical as well as horizontal movement. However, they are expected to have taken at least one Soft Core and one Optional paper that are offered by a department other than their parent department. Since M.C.A is a three-year Master Degree course, the total credit requirement is 135. Further learners are required to earn 15 credits in Soft Core papers and another 15 credits in Optional papers. The students of M.Sc. (CS & IT), M.Sc. (IT & M), M.Sc. (Biotech), M.Sc. (Micro Biology), and M.Sc. (Bio-Informatics) are required to earn 9 credits in Soft Core papers and 9 credits in Optional papers. Apart from these there is a Mandatory Extra Credit Paper on 'Spoken English', which carries 1 credit and an Optional Extra Credit Paper on 'Personality Development', which carries 3 credits. All the Post Graduate learners are required to earn their credits in these two Extra Credit Papers for the award of the Degree.

The Under Graduate Level: The total number of credits to be earned by an under graduate learner to qualify for the award of degree varies from 115 to 120. Out of this, the learner has to earn 15 credits (Five papers of 3 credits each from a total of 80 papers offered) through Soft Core papers and 18 credits (Six papers of 3 credits each from a total of 104 papers offered) through Optional papers. Credit load for Parts I, II and III papers depend on the number of contact hours allotted to the paper. Learners are permitted to take up Soft Core and Optional papers offered during the semester of their year of study, leading to horizontal movement. However, they are expected to have taken at least two Soft Core papers and two Optional papers that are offered by a department other than their parent department. They can also earn extra credits by taking 'Advanced Paper' and 'Project and Viva Voce' offered by their parent department.

**Obstacles
faced /
Problems
encountered**

Sometimes some courses become very popular and others are chosen by a few. And there are always problems encountered in timetable framing and assigning the workload. The conduct of continuous assessment and end-semester terminal examinations also pose some problems.

**Evidence of
Success**

Choice Based Credit System was proved to be effective for student's overall progression. Firstly, the learners are contented that they are able to receive a multi-disciplinary learning experience as seen from their feedback reports. The same is also true for the faculty members since they get varied experience of addressing learners from various disciplines. The learners who have studies under this system have reported superior performance in the various competitive examinations they have appeared. This multi faceted learning experience of the Choice Based Credit System, which has led to the holistic learning of the learners, has facilitated their scope for employment as seen from the recruitment records of organisations and the campus placement activities. There are many learners who have become first generation entrepreneurs after successful completion of their Degree Programme. The Extra Credit Papers provided under the Choice Based Credit System have also helped the learners who pursue higher education. They have experienced the edge over their fellow learners in their performance.

**Resources
Required**

As the Choice Based Credit System facilitate freedom for the learners to decide on papers they wish to learn, there is a need to provide for extra class rooms and faculty members, which result in extra financial resources. Since ours is an autonomous institution and our College Management is philanthropic we are able to implement the Choice Based

Credit System successfully. Faculty orientation and workshops should be held regularly. Separate budgetary allocation is also necessary.

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2.3 CURRICULUM FOR EXPERIENTIAL LEARNING

The Context

Training in the social work profession has relevance only when it relates to the social realities. Field practicum is an important training ground where, they receive firsthand experience in dealing with the client system. The initial thrust in the field was service orientation than developmental. There was an emerging challenge to create space for professional social work to address itself to developmental challenge using professional strategies.

The Objectives

- Demonstrate new models of intervention facilitating critical thinking and analysis by responding to the emerging needs and changing social realities.
- Facilitate the process of experience based teaching-learning by practicing and enhancing trainers' professional skills.
- Test new approaches of social service delivery and strategies of intervention.
- Contribute to generating new knowledge for teaching in classrooms and allow testing of theories in field practice.
- Establish a strong linkage between public and private sectors, thus playing a significant role in the formation of responsible civic society groups in the locality.
- Facilitate the development of indigenous data based literature for training and documentation.
- Act as tools to develop models of collaborative, community or field-based curriculum to enable students to experience the learning.

The Practice

- Some contemporary problem areas have been identified such as that of street children, workers in the unorganized sector, working with slum and pavement dwellers, women victims of sexual harassment etc.
- Areas of work dealing with the weaker sections of the society were selected where the contribution of professional social work has not been significant. Projects were chosen on the basis of priority needs. Government's requests for intervention in an area of social concern affecting the weaker section were also considered on priority basis. Projects were implemented with the basic philosophy of people's participation. In promoting social change, research and documentation were integral part of the projects.

**Obstacles
faced /
Problems
encountered**

- Inadequacy of funds.
- Lack of community resources and support systems to strengthen local involvement.

**Evidence of
Success**

- Demonstrated New Interventions Strategies with Client System: The field action projects address a wide range of issues with a broad goal of a more equal and just society, through capacity building and empowering people to exercise more informed choice
- Responded effectively to emerging needs and realities: The field action projects have resulted in developing meaningful strategies of work responding to problem situations.
- Creation of an experiential based learning environment for students: This new initiative has enabled students to understand the nature and the extent of problems and the possibility of intervention and the change that could be envisaged.
- Peer learning is facilitated: Students have an exposure to work in groups, which facilitated peer learning.
- Furtherance of administrative capacity of the students and faculty: Exposure to these projects has developed the capacity of students in policy making, planning programme development, public relations and mobilization of skills.
- Effective public relation strategies: The field action projects have established credibility with effective public relations. Wider network of services have been established at the local, state, national and international level.
- Formation of Curriculum / Academic course work and research around field experience: It has acted as vital tools to promote field based curriculum / community based learning. Based on emerging needs, the curriculum is also modified. The introduction of a course on peace education at bachelor's degree and the disaster management short-term course is an outcome of field action initiatives. This experimentation towards new education model stimulates the teaching learning processes creating relevance to actual situation.
- Developing indigenous literature: It has widened the skills by developing indigenous data based literature, which includes training modules, mimeograph, documentaries, audio-visual materials and related publicity information.

**Resources
Required**

- Establishment of Network with the government: Many of the projects are initiated with the collaborative ventures of the government. The Municipal School Project, ICDS training initiatives, HIV-AIDS projects are collaborative ventures of the government. Good governance, working towards policy reformations and legal issues were facilitated in this process.. Partnerships are established between the labour departments. Civil society organisations, Human Rights Network, Women Commission, Mumbai Municipal Corporation, Health Department and Other Government Machineries.
- Requirement of well-experienced and senior professionals in the respective field.
- Budgetary provision for continuous orientation programmes for faculty.
- Support from the community and local bodies for successful implementation.

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2.4 CURRICULUM TO CATER TO DIVERSE NEEDS

The Context

The aim of St. Xavier's college is to mould young men and women as leaders in all walks of life, to help them acquire the qualities of discipline, communicative ability and competitive spirit and to equip them with global competencies so that they could face the changing scenario successfully. In response to the current realities and emerging trends, the college introduced the seven-tier cafeteria model Choice Based Credit System(CBCS) in 2002. The College had its focus on ICT enabled teaching- learning process and so it initiated steps for introducing an appropriate curriculum to satisfy the present needs of the society.

The Objectives

- ❑ To bring horizontal mobility into practice
- ❑ To introduce job-oriented and skill-based courses
- ❑ To provide many program options
- ❑ To establish academic flexibility

The Practice

The seven-tier structure of the new curriculum under CBCS introduced for UG students in June 2002 is given below:



The diversified curriculum, based on the cafeteria model, offers a number of job-oriented and skill-based courses. This system provides the learner with an opportunity to match his aptitude and interest with the subject of his choice and enables him to learn at his own pace.

Languages, Foundation Courses, and Environmental Studies

- 1) General English: In order to make the entrants to the degree level feel confident with the medium of instruction (English), an intensive teaching of English is envisaged in the restructured system. The proposed methodology is skill-based with special emphasis on communicative skills. St. Xavier's College has an excellent mechanism for assessing the speaking skill of the students. In the first and second semesters, a practical component has been introduced in order to test the communicative skill of the students. With the help of external experts, the teachers of the English Department perform this task through viva voce examination for the benefit of all the first year UG students.
- 2) General Tamil: With the twin objectives of developing the language skills and teaching the values of culture and tradition, General Tamil is offered in the first and second years of the UG Course.
- 3) Foundation Courses: The courses offered by the Department of Foundation Courses are the following:

I Semester	:	Religion and Ethics-I
II Semester	:	Religion and Ethics-II
III Semester	:	Social Analysis and Human Rights
IV Semester	:	Personality Development
- 4) Environmental Studies: The course material has been prepared by the teachers belonging to the Departments of Life Sciences.

Outreach Program and Service Organizations

STAND, an outreach program developed by the college to take the fruits of education to villages, is a compulsory program introduced in the UG and PG courses, which enable the students to serve the society and contribute to national development. Students earn extra credits through these activities.

Extra Departmental Courses(EDC)

These courses are inter-disciplinary courses designed to facilitate horizontal movement. The cafeteria system enables the students to choose any number of Extra Departmental Courses and Extra Credit Courses outside the class hours and earn more credits, e.g., A Commerce student can study the EDCs offered by the Department of Advanced Zoology and Biotechnology such as Broiler Farming, Sericulture, Commercial Fish culture, Prawn Culture, Dairy Farming, Environmental Toxicology and Sales Promotion of Pharmaceutical Zoology; an English Literature student can study the EDCs offered by the Department of Mathematics such as Essential Computer Mathematics, Numerical Ability, Computer Graphics, Test of Reasoning and Popular Astronomy.

Core Supportive Courses

These are the traditional ancillary courses. Under the present system each student will have to take one compulsory course for four semesters and another for two semesters.

Core Courses

These courses deal with the fundamental concepts of each subject and lead the students towards taking up the Core Special and Core Applied Courses in the final year. The unique feature is that every department has introduced at least one computer paper as a Core Course.

Core Special Courses

The Core Special Courses consist of the key papers without which the respective degree course will be incomplete.

Core Applied Courses

These courses are purely application-oriented and skill-based. They are offered in the final two semesters.

Evaluation

The course teachers do Continuous Internal Assessment. It has two tests out of three and any two modes of assessment like seminar, assignment, group discussion, snap test, quiz, viva, problem solving, case study and fieldwork.

**Obstacles
faced /
Problems
encountered**

- Sustaining interests among the members of the faculty.
- Need for more financial resources.
- Lack of awareness among the teachers regarding diverse needs

**Evidence of
Success**

The introduction of the seven-tier cafeteria model choice based credit system has promoted the following aspects:

- Learning has become interesting for students. Meaningful learning is initiated through guided teaching and guided library assignments, group discussion, seminars, debates, quiz, viva.
- Inquiry-based learning is provided through community survey, opinion polls, case study and fieldwork.
- Co-operative learning is facilitated through project work, on-the-spot study etc.
- Social learning is provided through STAND, Campus Diversity initiative, N.S.S., N.C.C., and other service organizations.
- (Vocational) courses have obligatory internship in the curriculum.
- Specific measures have been taken by the institution in the field of curricular designs, instructional methodologies (more use of ICT tools) and evaluation methods. Language teaching is made skill based with special emphasis on communicative abilities. Foundation Courses aim at character building, inculcation of moral values and specific codes of conduct. Every department has introduced at least one paper for computer literacy. Learning of environmental science has been made compulsory to all students. Core, Core Supportive and Core Applied Courses have been introduced. In general, the teaching-learning process has become learner-centered, skill based and holistic.
- The courses have been diversified with new combinations of subjects. The performance assessment and feedback from students have become regular features.
- Introduction of CBCS has facilitated flexibility in the choice of subjects and promoted horizontal mobility. Maximum learning is promoted in the form of knowledge and understanding, application and problem solving, creative thinking practical and productive skills, attitudes and values.

**Resources
Required**

- A well-equipped hi-tech library
- A Language Laboratory
- An Internet Centre
- Advanced equipments in research departments.

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2.5 WORK BASED MODULAR CURRICULUM

The Context

In any field of education continuous involvement of the student and teacher with a harmonious relation that enhances the hidden talent of the student is a must to boost knowledge horizon. In the visual art field this concept is more relevant and taught some to develop creative talent hidden in the student. In Chamarajendra Academy of Visual Arts(CAVA) students are assessed weekly on the basis of their works. This is an exemplary practice since the teacher keeps a thorough watch on the performance of the student and corrects him/her in every step, which provides conducive atmosphere for the improvement and development of the skill, ultimately leading to perfection.

The Objectives

- ❑ To enable student to enhance their practical skills.
- ❑ To facilitate awareness of the current trend and movement in the field of Visual Arts.
- ❑ To provide inter-disciplinary approach in Visual Arts(Drawing and Painting, Sculpture, Graphics, Applied Art, Photography etc.).
- ❑ To nurture skills through continuous assessment and motivate them for further achievements.
- ❑ To cultivate good communication skills and appreciation of work.
- ❑ To develop leadership competency qualities among follow beings.

The Practice

The master plan of the institute envisages the progressive implementation of the academic program by providing talented youngsters opportunities for absorption in contemporary society. Planned academic programmes and weekly assessment of students through lectures, seminars and workshop by experts has facilitated in the achievement of specific goals.

Regular weekly assessment has helped to keep pace with the present trends and demands of the profession in the academic curriculum. This also helps in monitoring the learning skill of the student. The syllabus and infrastructure of the institute is a model for other similar institutions in the country.

Obstacles faced / Problems encountered	□ Lack of cooperation among the student community. □ Difficulties in placement of the graduate students. □ Expected level of motivation, interests and efforts from the teaching community.
Evidence of Success	Regular assessment of the students based on the weekly assignment has motivated the students to reach the desired goal. It facilitated the student placements after their graduation. Our students are working in various fields as Art Directors, Creative Directors in advertisement agencies, Textile Designers, Animators, Curators in Museum, Teaching faculty in Art institutions, Free lance Artists, Sculptors, Artists, Interior Decorators, Exhibition Designers, Creative Photographers, Illustrators in Press, T.V. Computer graphic artists, Product designers, Art historians, Art directors in film industry and Cinematographers.
Resources Required	□ Well-trained teaching faculty with high level of exposure in the field of Visual Arts. □ Workshops for continuous faculty upgradation and improvement. □ A separate financial head for the training programmes. □ Mobilizing professional help for placement of students.
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2.6 RESEARCH - INTEGRAL PART OF CURRICULUM

The Context

At under-graduate level, students generally acquire only limited knowledge through lectures in class rooms, practicals in laboratories and reference work in libraries. This does not expose students 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 were taken under autonomy to include research project as a compulsory component in the curriculum for all students at the Under Graduate(UG) level.

The Objectives

Provision for research project at UG level will enable the students to

- Adopt a scientific approach to the study of any problem.
- Develop analytical skills for data collection / experimentation and analysis of data
- Learn how to prepare a scientific report and
- Develop an aptitude for research

The Practice

(a) Preliminary Preparatory work

As the first step, the faculty members were given training in research methodology. Two core groups were 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 framed 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 student 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.

**Obstacles
faced /
Problems
encountered**

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 examiner evaluates the project report and conducts viva-voice.

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

**Evidence of
Success**

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.

The feedback collected from the students on their opinion about project work shows that project work at UG level has helped to develop scientific approach and has enhanced their understanding of the subject. It is gratifying to note that even an average or poor caliber student is able to do well and get a sense of achievement through the project work.

**Resources
Required**

There was lack of research facilities initially, but over the years this problem is solved by augmenting infrastructure facility such as increasing the Internet speed to more than one MB, housing sophisticated instruments in common science instrumentation centre and establishing E-library.

**Contact
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2.7 TRAINING NEED ANALYSIS FOR CURRICULUM DEVELOPMENT

The Context

In the process of obtaining feedback from counselors in the field of Family and marriage counseling and the experience from summer placements of the students, it was observed that the magnitude and direction of training and development of students in the said course is inadequate and incomplete with reference to a) Legal aspects of family and marriage of various socio-cultural groups and b) psychographics of women. In order to fill these gaps, and evolve a course structure incorporating the above aspects, the college has initiated and executed a program called Training Need Analysis (TNA) which ultimately lead to the development of a comprehensive, complete and enriched academic program in the field of family and marriage counseling.

The Objectives

- To ensure the required, sufficient and enriched information to our students, who will be future consultants and counselors in this field.
- To ensure a dynamic character to the curriculum, in order to align the curriculum with the ever-changing needs of the society with reference to selected courses.
- To make the educational institution socially and culturally relevant.

The Practice

Step-I : Identification of the target group (institutions and individuals to whom our counselors and consultants' services are required).

Step-II : Initiation of survey (Project works as an integral part of our summer placement program and collect the required data through structured questionnaires / schedules.

Step-III : Analysis of the data obtained and drawing inferences about the relationships specified.

Step-IV: Translation of inferences into measurable programs, components and techniques of dissemination.

Obstacles faced / Problems encountered

- Clash of timings between the time required by the project (including supervision) and the time schedule to be adhered to.
- Excess work pressure

Evidence of Success

- Assessing the training needs of consultants and counselors of family & marriage has given good results. Ever since the initiation of the course (1999-2000), a perceptible change is observed in the orientation of the teaching of this course, i.e. a transition from theory to practice to theory. A virtual circle of learning is constructed.
- The success rate of our products (counselors & consultants) in solving the social problems, especially in the areas of family disputes and conflicting values and cultures between life partners.
- There is an increasing demand for employment for the students. The scope of demand have widened, which include women protection cells, industrial houses, jails, schools, house wives, employees from both government and civic society.
- Strategies and technologies of teaching of this course, has changed to incorporate appropriate soft skills and communication techniques.
- The students feel proud to become the designers and architects of social re-engineering.

Resources Required

- Additional fund allocation and more time and effort from faculty.
- A good Management Information System(MIS).
- Well-experienced senior counselors and consultants.

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2.8 CURRICULUM FOR LEARNERS WITH DIFFERENT LEARNING ABILITIES

The Context

The institution generally caters to the first generation students who hail mostly from lower middle class. About 30% of the students are advanced learners who do not find the course challenging or motivating. It was important to cater to the demands of both these groups to make the program meaningful and challenging.

The Objectives

- To design a curriculum to cater to the slow and average learners to complete the course through systematic work and acquire employable skills that will enable them to get placement.
- To enable advanced learners to acquire composite skills including ability to undertake research projects and improve their academic profile by opting for additional qualifications.

The Practice

Divide the total number of credits required for the degree into three categories as follows:-

- College cores (Languages, Value education and Environmental education)
- Major and allied cores (papers essential for qualifying for the degree in a specific subject.)

The above two are mandatory.

- A third component (Entrepreneurial and job oriented courses with obligatory internship/projects and courses that are based on synthesis and application of knowledge gained. Some of these credits can be earned through summer sequential courses conducted in or outside the campus and through evaluated internship)

These equip them with life skills and give the confidence to become economically independent. Job oriented diploma and UG courses with obligatory internship leading to placement has been successfully introduced in some departments. This practice is now extended to other departments.

This internship is scheduled for the VI semester. Selection for this course with mandatory internship is done at the end of the IV semester, on the basis of the student's academic performance (average grade above 80%)

About 10 interdisciplinary courses have been identified so far viz., Hospital Management, Hotel Management, Journalism, Fashion Designing, Front office Management, Human Resource Management, Financial Management, Financial Services, Teaching Practice, Visual Communication, and Software Engineering.

During the IV semester Teachers who are trained to handle these courses, teach the theoretical aspects. Certain courses are conducted by external faculty. During the VI semester, the students take up internship in reputed organizations. On completing internship, the organizations evaluate them on specific aptitudes and send their grades directly to the Controller of Examinations. The students earn a minimum of 6 credits for internship.

Obstacles faced / Problems encountered

- Arrange internships with different organizations after getting parental permission.
- Selection of students for the two sections.
- Getting adequately trained faculty to teach the skill based papers.
- A general lack of motivation and unwillingness among the students to take sustained interest in the opportunities provided by the college.

Evidence of Success

The opportunity to get hands-on experience leading to employment was welcomed by the students. The success of their seniors was a strong motivational factor for the juniors. As the eligibility conditions for selection for these courses are made known to them in the I semester itself, the students make conscious efforts to raise their academic performance.

During the VI semester, the selected students take special efforts to improve their communication skills in English, which enhances their performance in internship. It is required to learn ICT relevant to the field they choose to specialize. ICT requirements are met by enrolling for computer courses offered in the college or completing certificate / diploma courses in a reputed computer centre.

Industry-institution linkage has been strengthened. Several of our alumnae hold Directorial posts and they have been contacted for MOUs with their organizations. As most of the students are from conservative families where parents are hesitant to send

their children for outstation jobs, exploiting locally available job opportunities has become a fruitful exercise. The local industries and other organizations are happy as they get candidates whose abilities and qualifications satisfy their specific requirements.

**Resources
Required**

- Continuous workshops to orient the faculty in modular curriculum.
- Expert counselors to counsel the parents.
- Time and commitment of the faculty.

**Contact
Details**

The Principal

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2.9 INNOVATIVE CURRICULUM PRACTICES

The Context

Christ College began functioning as an autonomous college in 2005. As an autonomous college it continued to offer undergraduate education in the triple main system. All the departments have put in tremendous effort to update and create a curriculum that will benefit the students in whatever field they would choose to enter - higher education within the country and abroad. However in pursuit of its vision, 'Excellence and Service' it sought to provide all the students the opportunity to inculcate extra inputs by way of additional courses within the domain of their choice of core papers or from any stream according to their interest. This implied that there were subject oriented courses or even skill development courses for all students to choose from. It was in this context, through intensive dialogue between faculty, Special Centres and the Management; it was decided to offer the students the option of pursuing Certificate Courses that were designed specially to fit into each semester.

The Objectives

The objective in introducing Certificate Courses was to provide all students an opportunity to move across streams and take up courses of their interest or specialized courses in their chosen core subjects. Specifically, it aims to develop:

- More in depth knowledge of their subject
- Skills and a broader overview in other areas of their interest
- Help them to grow (w)holistically.

The Certificate courses were a means to provide Christites an opportunity to gain that extra edge in pursuit of their future goals and aspirations.

The Practice

All departments and centres have introduced Certificate Courses. Each Certificate course is of 45 hours duration and courses offering practical sessions are for 30:30 hours. Each course carries 2 credits and this is included in the Marks Cards of the students thereby giving them a greater advantage in their Cumulative Grade Point Average (CGPA). Students are permitted to do one course per semester. All the courses are optional. The courses range from Foundations of Mathematics, Semiotics and Travel and Tourism Management to courses such as Photography, Bakery and Confectionary, Corporate Governance, Vermitechnology, Astronomy and Astrophysics, Theatre (Offered by the Theatre in Education department) and Sports Science (offered by the Physical Education department). A total of 60 courses have been designed for the students to choose from.

In addition to these, there are about 10 other Certificate Courses of longer duration that are open to Christ College students and the general public.

Several foreign languages such as French, Japanese, Korean and German are also on offer. Indian languages such as Sanskrit and Kannada are also offered as Certificate Courses in addition to being taught as part of the curriculum. All the courses are conceived and developed by the faculty members of the college and are passed through the Board of Studies, Academic Council and the Governing Body of the College. Students while submitting the forms for the course are expected to mark three preferences amongst the courses. The coordinator for Certificate Courses assigns the courses based on the critical number fixed for each course. Each course coordinator decides assessment patterns.

In addition to these courses, several other UGC certified courses that are offered at three levels starting as a Certificate Course and on completing the third level being upgraded to a diploma are also available. These courses range from Life skills to Travel, Tourism and Hospitality and from Computer Hardware assembling and maintenance to Pollution abatement Technology.

In order to ensure that classes do not clash with regular working hours, these courses are conducted in the mornings prior to the commencement of regular classes, or in the evenings after class, on weekends and holidays. All courses are expected to culminate alongside each semester.

**Obstacles
faced /
Problems
encountered**

In the introduction of Certificate courses, it was observed that 'time' from both the students' point of view and the staff was the major obstacle in the smooth functioning of the Certificate course in the first year. As classes are mostly held in the early morning or in the evening students are under pressure to either reach on time or stay back after class. Sustaining student interest in completing the course was the biggest challenge especially as all courses are completed at the end of the semester. Students are under tremendous pressure to cope with the requirements of the semester (50 per cent internal assessment comprising of assignments, a mid semester test and an end semester examination).

**Evidence of
Success**

Despite time being a major constraint, during the last academic year (consisting of two semesters) around 700 students (311 students from the Social Sciences, 196 from Sciences and 173 from Commerce and Management) completed the certificate course of their

choice successfully. During the current academic year, i.e. in the ongoing semester (June -September) around 600 students have commenced the course.

In the annual random survey of Christ College conducted by the Department of Statistics, 73% of the respondents said that they had opted for certificate courses out of self-interest. Thirty-three percent of the respondents chose the course based on relevance to the main course they are pursuing. Fifty-six percent of those who responded felt that they benefited tremendously by the course, and thirty-eight percent felt it benefited them to a considerable extent.

This has motivated the departments to increase the courses from around 20 last academic year to the current 60 courses.

Resources Required

All students opting for these courses are charged a minimum fee based on the nature of the course. This is utilized to remunerate the teacher and for any expenses incurred in running the course.

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2.10 CURRICULUM QUALITY - UPDATE

The Context

Ravenshaw College is the oldest institution of higher learning in the state of Orissa since 1868. It has produced a galaxy of scholars, scientists, civil servants and many other person who have distinguished themselves in various fields. Monitoring the quality of the curriculum is a practice, which required continuous activity to serve the interests of the students especially the advanced learners. Therefore, it has maintained itself as a higher education of good repute.

The Objectives

- To check the quality of curriculum and curricular transactions in all faculties.
- To provide adequate learning opportunities for advanced learners.
- To facilitate students and teachers abreast of advanced knowledge in their respective fields as well as other soft skills and ICT components.

The Practice

- The Boards of studies in different subjects meet every year for updating the curriculum to suit the changing needs of the society as well as to cope with the knowledge expansion.
- Views of the students are incorporated while updating the syllabi. Periodic evaluation of the courses and teachers performance by the students attending 90% of classes are done. This feedback analysis is intimated to the teachers for appropriate action.
- The alumni association is encouraged to provide continuous and effective interaction between the students and alumni. The members of the Alumni Association are associated with all programmes of the college.
- The Quality Assurance Cell reviews all reports of the Academic committees and suggests necessary action. It facilitates academic audit and accountability of all stakeholders.
- Students are encouraged to pursue computer course along with the main degree/ PG courses in the college.
- Environmental studies have been made compulsory for the students of all the faculties.
- Auxiliary courses cover interdisciplinary subjects.

**Obstacles
faced /
Problems
encountered**

- Students are given wide options to choose from and they are permitted to make changes in their optional subjects within one month from the date of commencement of the classes.

The only obstacle faced in implementing the practice is the shortage of manpower. Since the college is functioning under the administrative control of the State Government, the college does not have the power to make appointments either the teaching or non-teaching staff. However, attempts have been made to appoint some contractual staff to achieve the goal.

**Evidence of
Success**

- College has been able to introduce 12 career-oriented courses which enhanced the employability of the students. The college has been recognized by the UGC as a College with Potential for Excellence. Due to continuous monitoring and surveillance of the academic programmes, the quality of the curriculum and the curricular transaction has improved. The institution is confident that the programme fosters employability and the students are able to meet global changes.
- Periodic assessment of the faculties by the students has made teaching more learner-centric. In multi-disciplinary subjects competent teachers from relevant disciplines have been trained at advanced centers of teaching. In the process of restructuring curriculum, teachers have attended seminars, conference, workshops, and refresher courses.
- Study materials are supplied to the students well in advance which helped in promoting interactive learning.
- Remedial courses are planned to enable the weaker students to make up their deficiencies and cope up with the progress of the course.
- In the quest for knowledge creation a number of research projects have been undertaken by the faculty.
- The syllabi have been restructured twice during the last 5 years incorporating the UGC model syllabi. The syllabi of undergraduates course have been made interdisciplinary.
- Graduates of Arts, Science and Commerce have been able to find employment in the country and abroad. Many of them are being recruited from the campus by reputed companies. MCA & M.Sc. Computer Science, B.Sc. and Diploma in Computer

	Applications find employment in software and IT companies, MSc Biotechnology in Pharmaceutical companies, Baking Industries and Food processing industries, PG diploma in Plastic processing Management Technology in Plastic and Polymer industries, PG diploma in Advertisement and Public Relations in Advertising Companies and Corporate offices, PG Diploma in Customer Contact Service Management in Call Centers, B.Sc. Information technology and Management in IT companies, B.Sc. Information and Telecommunication in Telecom industries and IT Companies, BBA in Junior Management cadre of industrial and commercial undertakings.
Resources Required	□ Keeping in view the changes that had taken place with the knowledge explosion, continuous improvement of the curriculum has been made. New programmes inspired by the social agenda have also been introduced. There is a value consideration, ethical meaning and social citizenry in every academic endeavor of the college.
	□ Two P-4 computer sets with necessary software for maintenance of academic data with two trained computer assistance. □ Financial assistance for study tour and in-house training of teachers.
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2.11 CURRICULUM RESTRUCTURING FOR ENHANCED CAREER OPPORTUNITIES

The Context

An educational endeavor to be purposeful must lead to the ultimate goals and aspirations of the graduates. This is most relevant in the Indian scenario where millions of students graduate without adequate competence to meet the demands of the present socio-economic and technological environment. Industry finds more than 40% of the graduates unemployable. From a survey of the stakeholders and prospective employers, it was realized that graduates are not found suitable for the opportunities the various organizations are seeking for. The feedback from the stakeholders clearly indicated the need to enhance the employability of graduates. They enter the higher education institutions with lots of aspirations for building a career for themselves to be financially independent and professionally competent. The field of education is currently undergoing a paradigm shift with the onus now being on the learner, which means students have to be motivated for taking initiative with the stimulated environment created by the curriculum and the way it is transacted and the academic ambience provided to them. The employers expect from the graduates to make value addition to the organization in terms of knowledge, skills and competencies for problem solving. Improving the quality in all respects to increase the productivity of the organization is significant for any organization. The quality of the graduate has to be important in this context to achieve the end result. This can only happen with reforms in the curriculum to make it socially, economically and technologically relevant.

The Objectives

The college has a uniquely conceived mission to provide a unique learning experience which will enable the students to realize their innate potential and mould their overall personality ably supported by 4 mission goals:

- ❑ Promoting academic excellence
- ❑ Developing self reliant individuals
- ❑ Providing career opportunities and
- ❑ Creating socially responsible citizen

Specifically the college has initiated a best practice in restructuring curriculum contents and improving the curricular transactions to enable students for enhanced employability.

The Practice

- To maintain an active interface with the counterpart from education and industries and other organizations providing employment, the college collected and analysed all the feedback from the stakeholders to identify the lacunae in the system as well as the demands from the environment for the graduates. After such a process of need analysis, the Board of studies in the respective departments made further consultations with experts to update and restructure the curriculum to make the curriculum relevant for the students and the society.
- The priority need was to introduce Computer Sciences & Communication Technology part of every programme since the application of it is important in all spheres of an organization's activity. Similarly, personality development was another dimension, which was included in the curriculum for the purpose of achieving overall development of the students. Adequate emphasis on experiential learning is provided in the curriculum through projects, internships and practice schools. Entrepreneurship development is another integral part included in the curriculum to enhance the scope for self-employment.
- Assignment and class seminars and projects are specially planned to nurture reading, writing and presentation skills, application strategies and critical thinking. Every department of the college is involved in the publication of a journal/magazine, which is an outlet for innovative ideas of the students. These journals generally relate to a 'theme of current relevance' and include research and survey based articles. Students are encouraged to involve fully in the productions:- writing the articles, selecting, editing, designing and publishing the journals.
- Curriculum is restructured to provide intensive training in communication skills, personality related skills, presentation skill, general management skills and career management skill.
- Software testing with reference to insurance, banking, nutrition and multimedia, tally according to logic building, e-commerce, networking, software engineering, project management, C, C++, MS Office, Database administration, Visual basic, Web Designing, Computer Graphic design, Photography, Audio video production, Film appreciation, Culinary arts, Food preservation, Retail marketing, Social entrepreneurship, Clinical nutrition are integral part of courses.

Obstacles faced / Problems encountered	The faculty felt over loaded with the work involved and had some resistance. Creating enough financial support for enhancing the facilities was another roadblock. The autonomous status and the special grants received from UGC and Industries have facilitated the change process.
Evidence of Success	The career progression of students have improved significantly. Many organization have given placements to the students and later absorbed them with high salaries. Students have developed multi skills through the field experiences. They are able to apply theoretical knowledge in practical situations through their problem solving competencies and analytical skills. Entrepreneurship Development Cell created many jobs, which are suitable to them. All students have become computer proficient.
Resources Required	□ Separate financial support. □ More industry institution interaction. □ Regular workshops to reorient the faculty members.
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2.12 CURRICULAR RESTRUCTURING TOWARDS HOLISTIC EDUCATION

The Context

In the context of unprecedented challenges presented by the forces of globalization, there is need for a massive and sustained re-imagining of our commitment to higher education. We need to revision our priorities and mission in order to reduce the gap between the fast changing technology, and the incompatibility of our education system. Institutions of higher learning hold the greater responsibility of improving quality of education through the application of innovative and transformative tools and learner-oriented activities. Autonomous Institutions enjoy the privilege of modifying and redesigning the curriculum at the end of each academic year. There is fierce quest for excellence among these institutions and a constant striving to break ones own record and establish new performance milestones.

Excellent education offers a curriculum, which shapes a person holistically with all the intellectual, spiritual and social dimensions. A curriculum that is need-based and relevant cannot be static, but it should be subject to frequent evaluation and restructuring to suit the situation, circumstances, environment and the stakeholders. The curriculum that can address the present need of the students is one which does not just reproduce what a teacher has learned, but which can add value and substance. The curriculum should be made flexible, student friendly and application oriented. Nowadays, students invest huge amount of money in education, and they naturally expect a return worth the cost. They look for placement opportunities as soon as they complete their studies. Skill-based and research oriented curriculum can fulfill such needs of the target group to a great extent.

The Objectives

- ❑ To promote a holistic approach that focus on quality and accountability in higher education.
- ❑ To provide need-based value-oriented education.

The Practice

Conferment of Autonomous status to the College, paved the way for the introduction of a host of innovative activities embarking on a paradigm shift from the teacher-centred routine lecture method to learner-centric, practical oriented one. Regular Boards of Studies and the Academic Council meetings, participated by subject experts, knowledgeable persons from different fields, stakeholders of the educational process and the senior faculty, help to frame syllabi and modify curriculum with a sense of vision and mission. The members of the Board are provided with certain basic criteria to ensure objectivity and relevance. Development of skills to suit the job market,

empowerment of women, value development, student participation in the Teaching-Learning process etc, are few areas of focus, during the Boards of Studies meetings.

Significant efforts have been made to modify the syllabi of social sciences to make them job-oriented and relevant. Introduction of Basic Mathematics and Computer training for students of B.A. Courses, Commerce with Computer Science, for B.Com. students are positive steps taken in this direction. Computer Application has also been inserted in to the curriculum of Biological Sciences.

For the benefit of students who seek higher education after their graduation, training in competitive examinations such as AUCET, ICET etc. is made part of the curriculum. The traditional papers in B.Sc. Home Science is replaced with courses in Fashion Designing, Interior Decoration, Culinary Art and the like.

Value Orientation in curriculum: Curricula are also designed to teach values of life. Personality Development being one of the thrust areas of the institution, training in Leadership, soft skills, crisis management etc. have been made part of the syllabi. Value Education is placed into a separate module and is being offered to the P.G. and U.G. students once a week. The Ward Teacher offers this course through a range of exercises such as group discussions, role plays, songs and other activities. A special set of exercises to be undertaken along with interesting themes and topics have been incorporated into the Value Education textbook designed internally.

Community Oriented curriculum: The primary goal of education is not only to make the students competent in diverse branches of knowledge, theoretical and practical, but also to make them persons of positive outlook inspired by the spirit of service, creatively contributing to nation-building. Reiterating this point, each department devises innovative methods of addressing particular issues that are subject-specific. For example the Department of Social Work has included study of Functioning of Local Self-Help Groups and Welfare Organizations, in the curriculum. Departments of English and Hindi have adopted study of life histories of local people who have excelled in social service activities, or participated in freedom struggle. Such practice ignites the minds of students to emulate noble ideas and help them to grow up as responsible citizens and become effective nation-builders.

Empowerment of Women: Education, being a powerful weapon for empowerment, inclusion of issues pertaining to women would create awareness on the present status of

	women, their rights, duties, and problems. Discussions on these lines would ignite the minds of young persons on the urgency to conscientise every woman about the inherent power that remain dormant within them and the need to activate such power that would liberate them from oppressive and unjust treatment. Topics such as gender discrimination, role conflict among working women, problem of dowry, etc., are given to students for interactive seminars and debates. Departments of Commerce and Economics have taken up special studies on the socio-economic life of local women and have formed self-help groups, providing them the needed training in small savings, entrepreneurship etc.
Obstacles faced / Problems encountered	□ Paradigm shift in the focus of the Boards of Studies and Academic Council was encountered. □ Balancing the traditional papers and core papers was a difficult task.
Evidence of Success	The practice of evaluating and restructuring the syllabi every year has evidenced positive results over the past 20 years. The faculty experienced greater joy and fulfillment in carrying out their teaching profession. Creativity, innovation, and novelty in the teaching-learning process has helped both staff and students to enjoy their given tasks. The students are exposed to more of practical work that equipped them with confidence and competence. The campus has become more lively and vibrant with enthusiastic and exuberant youth, ready to prove their worth. Every day, there is something new to look forward to, during the morning assembly. Many of the alumnae have reported about their success at the interviews and the placement they were able to secure because of the opportunities and training provided at the college.
Resources Required	Dedicated, focused and mission-oriented faculty who are perpetual learners. They need to be enthusiastic, open-minded and should possess love for creativity and innovation. They should consider teaching as an apostolate.
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2.13 INTEGRATED PEDAGOGICAL MODEL

The Context

The purpose of Education is to develop men and women with sound knowledge and awareness, strong foundation of values and skills to live a wholesome and meaningful life. St. Xavier's Institute of Education (SXIE) reflects this purpose in its Vision and Mission statements that are "Joyous and Creative Teacher Education" and "To provide Quality education, for Empowerment and Enlightenment, to create a just and humane society, with Faith, Freedom and Fellowship, for God's Greater Glory" respectively. In an endeavour to provide valued-based education to the future teachers, the staff of St. Xavier's Institute of Education did an intensive study of the Ignatian Pedagogical Paradigm as given by the founder, St Ignatius of Loyola. This intensive and exhaustive research that paved way for life trials and struggles ultimately led to the development of the Integrated Pedagogical Model.

The Objectives

The Ignatian Pedagogical Paradigm encourages student activity in learning, fosters growth in human excellence and promotes formation of faith and values along with the transmission of knowledge and skill as integral dimensions of the learning process. This was essential to meet the local and global value challenges facing individuals today. The Main Objectives of the Practice are:

- To facilitate full growth based on sound understanding and enlivened by contemplation.
- To form men and women of competence, conscience and compassionate commitment.
- To pursue the all round development of students to the full measure of their talents.
- To urge students to inculcate the culture of self-discipline, and integrity.
- To develop focused and in-depth thinking.
- To develop commitment to excellence through continuous reflection.
- To enable students explore reality with open hearts and minds.

The Practice

The Integrated Pedagogical Model followed the pattern of a Typical Model. The Model is based on the assumptions: 1) Every individual's learning depends on his/her context, 2) An individual can be made to contemplate and reflect on experiences, 3) Reflecting on Experiences lead to more responsible action, 4) Evaluation of the process and product of learning leads to further refinement of the teaching-learning process.

Phase 1 Context : In this phase, the teacher analyzes the context of the learner as well as the subject. With respect to the context of the learner the teacher does a through study of the following: a) Predispositions and mindset, b) Readiness levels, c) Entry Behaviour, d) World of the learner (family, socio-economics, psychological school of environment), e) Learning Styles, f) Natural talents. With respect to the subject the analysis includes the following: i) Advance Organizers and Unit Analysis, ii) Instructions Objectives and Specifications, iii) Behavioural Objectives and Specifications, iv) Methodology to be used for the Lesson, v) Methodology to be used for the Evaluation, vi) Teaching Aids to be used, vii) Resources and References.

Phase 2 Experience : The term Experience is used to describe an activity in which, in addition to a cognitive grasp of the matter being considered, some sensation of an affective nature is registered by the student. In this phase, the teacher provides learning experiences based on the analysis on Context. It means "testing knowledge internally". Here, concepts, relationships and generalizations are dealt with, through the use of imagination and feelings. Through questioning, imagining, investigating and analyzing, students construct and organize data into a whole. Experiences provided may be either direct or vicarious. During this phase, learning is made challenging and experiential

Phase 3 Reflection : At this level, the memory, the understanding, the imagination and the feeling are used to capture the meaning and the essential value of what is being captured. The essential value of what is being studied, to discover relationship with other aspects of knowledge and human activity, and to appreciate its implications in the ongoing search for truth and freedom. This is a formative and liberating process. It forms the conscience of learners (their beliefs, values, attitudes and their entire way of thinking) in such a manner that they are led to move beyond knowing, to undertaking action. This is done through inquiry and not indoctrination.

Phase 4 Action : In this phase, the learner considers the experience from a personal human point of view and makes choice that are internalised and then manifested externally. Based on the learning that has happened, the students are stimulated to action that proceeds from global to local.

Phase 5 Evaluation : In this phase, the degree of knowledge mastery, the competence level and the behavioural changes are assessed. Thus, this stage measures the cognitive,

	affective and psychomotor development of the students. This is done through discussion, situational exercises, mentoring, review of student journals, student self-evaluation, etc. The practice integrates the following in the process of learning: 1) Experience, Reflection and Action, 2) The Cognitive, Affective and Psychomotor domains.
Obstacles faced / Problems encountered	It took months of research and practice to understand the Ignatian Pedagogical Paradigm and then to develop a model that would serve to integrate the three domains of personality, namely the cognitive, affective and the psychomotor. The intricacies of the model were not easy to understand and practice. Incorporating values and effecting was a daunting task, since the phases of the model are seldom practiced in normal teaching-learning procedures. Moreover, the applicability of this model to all the subjects in the school curriculum and at all levels seemed too difficult. These difficulties and constraints were tackled using the following measures : ❑ Staff development Programme on Ignatian Pedagogy, the resource persons being experts in the Paradigm. ❑ Series of meetings to develop the Integrated Pedagogical model. ❑ Practices sessions among the staff for the implementation of the model. ❑ Research done to test the applicability of the Model.
Evidence of Success	❑ Successful implementation of the model by the students and the staff in the practice lessons. ❑ Lectures styled using the Model. ❑ Influence on every activity of the B.Ed. Course, viz., Community, SUPW, Internship, Projects, Theme based Morning Assemblies. ❑ Effective incorporation of the Core Components as outlined by the National Curricular Framework of 1988.

**Resources
Required**

- Structure and Non-Structured teaching material
- Reference books on the Ignatian Pedagogy and the Integrated Pedagogical Model
- Expertise
- Reference Material (Print, Mass-Media, Internet)

**Contact
Details**

The Principal

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2.14 GURUKULAM PRACTICES IN MODERN CURRICULUM

The Context

It is important to promote harmonious development of Hand, Heart and Head, which enriches the personality of students. Our nation is in dire need of disciplined citizens of integrity and capability. The deterioration and degradation in the society can be set right only by students who are physically, emotionally and intellectually well trained. The three faceted curriculum the college has introduced therefore consists of: "Core subject oriented, Skill based academic components and value inculcating". This fulfills the expectation. Our Extended Curriculum uplifts the downtrodden children of the nearby villages culturally, spiritually and academically.

The Objectives

- To create awareness about the rich heritage to the new graduates.
- To inculcate the right values among the graduates.

The Practice

Life training and Character building education are offered through several activities throughout the day inculcating several values. Right from the inception of the institution, discipline has been part of the institutional culture. Even before the college was conferred autonomy, value-based education formed an essential part of the curriculum. The same character building and physical education orientation and value inculcation assumed authentic academic dimensions after the conferment of autonomy. Academic freedom under the umbrella of autonomy allowed our curriculum to become three dimensional: conventional, job-oriented and value-based, enabling the students to face problems and solve problems not only for the benefit of themselves but for the profit of posterity and fellow-beings. It is a culture-cultivating curriculum of discipline that permeates the activities of the students round the clock. That which intertwines and remains a binding force between the conventional and job-oriented aspects of curriculum is the value-inculcating education. The consummation of these three curricular aspects targets the holistic advancement in the academic career of a Gurukula student. This is the mission of the curriculum in this institution, which aims at perfecting all activities pertaining to curricular construction.

Physical Culture - Hand: The students do Physical Jerks and Surya Namaskaram in the morning and Yogasanas and Pranayama in the evening. They are trained in our traditional martial art Silambam and also in Karate and Gymnastic activities. They are taught and evaluated by the Acharyas.

Emotional Culture - Heart: All our students and Acharyas assemble at the Prayer Hall during dawn, noon and dusk in solemn quiet and meditate on the Almighty. The value of Universalism is inculcated by the presence of the paintings of the Gods of all religions in the Prayer Hall. Congregational worship and Spiritual discourses elevate the Soul-culture of our students. This activity comes under Citizenship Training and Spiritual Education which are Part IV Compulsory Courses.

Intellectual Culture - Head: An ideal curriculum has three components a) Knowledge b) Know-how c) Character. Worth of the curriculum is gauged by the application of some academic tools like a) Utility b) Relevance c) Neighbourhood-friendly d) Impact. Knowledge oriented subjects - Flexibility in curriculum - Horizontal and vertical mobility - Inter disciplinary and modular curriculum - original and innovative thinking curriculum. Extended curriculum - neighborhood children and women are benefited. Harsh realities in the poverty stricken villages bring about a sea-change in the mental makeup of students. Science Exhibition to the Rural Masses, Mobile Library and Mobile Laboratory sessions to the nearby rural school children. Skill imparting modules - Immediate employability - tendency to create jobs and not cry for jobs make the students self-reliant. Spiritual and ethical horizons are enlarged by Part IV Compulsory courses like a) Spiritual Education; b) Value education - They make man a better human being.

**Obstacles
faced /
Problems
encountered**

- ❑ Students have difficulties in doing physical jerks, asanas, etc.
- ❑ Acharyas for this system have to be specially recruited. They are expected to stay in the quarters of the College campus.

Evidence of Success	□ Reputation of graduates' proficiency for recruitment in companies for their disciplines and integrity. □ Tamil Nadu Police Service recruits large number of graduates from the college. □ Revival of the concept of Gurukul in modern education System. □ Recognized center for conducting refresher course in value education and center for spoken Sanskrit.
Resources Required	□ Well-trained teaching staff in gurukulum practice. □ Additional relevant text books on cultural heritage and yoga. □ Infrastructure facilities for group exercises.
Contact Details	The Principal Vivekananda College(Autonomous) Tirurvedakam West - 625 217 Tamil Nadu Tel.: 04543-258234 E-mail: ilangolevin@yahoo.com

3. CONCLUSION

NAAC has a mandate for not only assessing and accrediting higher education institutions, but also enabling institutions to understand their quality gaps and to help in enhancing their quality status. In the process, it has identified best practices of some institutions, which has made an impact on the quality of education they impart. NAAC has been advocating best practices to be internalized by institutions through seminars, conferences and workshops and also through the establishment of Internal Quality Assurance Cell(IQAC).

This publication is a compilation of the Best Practices - Case Presentations on Curricular Aspects is sixth in the series of NAAC Best Practices publication. It is almost a year old project of open invitation of accredited Universities and accredited Autonomous Colleges with higher grade. Most of the Universities and Autonomous Colleges have reviewed, revised and updated their syllabi as per their requirements. This book deals with various best practices in the area of curricular aspects initiated by these Universities and Colleges. NAAC has framed a format (a copy of which is enclosed in Appendix-1) for submitting the best practices, an institution has innovated and implemented for quality enhancement. The institutional responses were not very encouraging. The responses received by NAAC have been reviewed by a panel of experts(Appendix-2) before incorporating in this publication. This volume is only a beginning of the exploration of best practices in Curricular Aspects. It will sensitize other institutions to adapt/adopt these and similar practices to make an impact in the Curricular Aspects and Transactions.

Most of these compiled best practices in Curricular Aspects calls for a separate budgetary allocation. In addition to that committed and well-trained teaching faculty with high level of exposure in the respective fields. The teaching faculty should be continuously upgrading themselves by attending regular workshops.

There is increasing pressure from the students of the higher education system to equip students with soft skills and job-oriented curricula with innovation. Hope this book comprising a set of best practices in Curricular Aspects, which stood the test of time, will help the higher education institutions in working towards excellence.

Annexure - I

Format to Compile Best Practices in Curricular Aspects

Title of the Practice :	Describes the title of the best practice in nutshell (About 10 words)
The Context :	Describe the Context that required initiation of the practice (About 150)
The Objectives of the Practice :	Goals and objectives aimed at to achieves by implementing the practice may be mentioned
The Practice :	Methodology of the practice with steps involved in implementing the practice (About 400 words)
Obstacles faced / Problems encountered :	Narrate the obstacles faced if any and strategies adopted to overcome while initiating and implementing the practice (About 100 words)
Impact of Practice / Evidence of Success :	Benefit or outcome of the Practice may be recorded (About 100 words)
Resources required :	Please mention the resources like manpower, materials and money required (About 50 words)
For further details/contact person :	Name Designation Name of the College / University Address City-Pin code Telephone Fax E-mail Website

Annexure - II

Participants in the Meeting of Best Practices in Curricular Aspects (13th July 2007).

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