

MA AP

2016

MARIAN
ANNUAL
ACADEMIC
PLANNING



MARIAN COLLEGE
KUTTIKANAM
(AUTONOMOUS)
MAKING COMPLETE

Marian Annual Academic Planning (Preparation for Autonomy)

Day 1 (26 April 2016)

Conference Hall 10.00 am



Day 1

9.40 Prayer by Fr James

9.45 Welcome Speech by Rev Dr Roy

9.50 Managers Address

10.00 Formal session I, by Dr Jayasankar

11.15 Coffee

11. 30 Formal session II
1245 Lunch
1.45 Formal session III
3.00 Coffee & Snacks
3.15 Formal session IV
4.30 Evening Break/ Games
6.00 Discussions/ Suggestions/ Deliberations etc of the day's session (Formal Session V)
7. 30 GALA Dinner

DAY TWO

6.30 Holy Qurbana
730 Break Fast
9.00 Formal Session VI Presentations & Discussions
10.15 Coffee Break
10.30 Formal Session VII Presentation & Discussions
12. 45 Lunch
1.45 Formal Session VIII Examinations
3.00 Tea & Snacks
3.15 – 4.30 Formal Session IX – General Discussions/ Carrying

Duties

General Coordination	Dr Binu Thomas
Accommodation	Mr Mathew Abraham Mathew
Food	Win Mathew, Ms Chrisna Joy, Nebu Cherian, Eric Thomas
Technical Committee	Mr Sibi Jacob, Mr Jacob Bose, & Lab people

1,Introduced DrJayashankaran N, (former VC of Kanchi University) as a Management expert, and administrator and apt person for guiding us through Autonomy.

2.Welcomed Fr Ruban J Thannical and Dr James Jose also, and others.

Manager's Address

- Twenty years growth of Marian, thanked Mar Arackal and Marian family.
- Applauded the co-operation of faculty and their quality.
- Thanked all previous principals and managers.
- Thanked all Fathers and Fr Mathew Naripara.
- Thanked Dr Jose James.
- New additions in HR policy [especially the faculty from self-financing]
 - ❖ Increment in basic pay ,TA,DA
 - ❖ Will introduce new Welfare measures (group insurance, PF etc.)
 - ❖ NET, publication, PhD, MPhil etc. reward accordingly
 - ❖ Identify output of students and reward teachers accordingly
- Remained as “autonomy is for excellence in all level”
 - ❖ Enhance quality – faculty evaluation (360 degree) and remuneration accordingly
 - ❖ Faculty expense in Admission process, phone calls, other academic expenses etc to be reimbursed.
- Emphasized importance of Marian Value system
 - ❖ Called for deliberate measures to ensure it and a rewarding system needs to be identified.
 - ❖ Emphasized the importance of sincerity, openness, decentralization, hard work, empowering etc
- We need to decentralized
 - ❖ Generation of finance/income within each department. Mentioned the example of Harvard University employing people for generating income.

Dr Jayashankaran N

- Established relation to 10 yrs. back.
- Applauded vibrancy in Marian.
- Autonomy is absolute freedom in designing pedagogy, syllabus, GA etc
- He explained **the purpose of university / college**
 - ❖ Think about the nine discourses of Cardinal John Newman born in 1801 studied in Oxford.
 - ❖ Select students and teachers based on merit
 - ❖ Once we create a rule all stakeholders are bound to rules and regulations
 - ❖ Special focus on slow learners, the purpose is ‘to cultivate and illuminate the intellect of the students ‘
 - Extra classes for week students
 - Excellent teachers takes classes

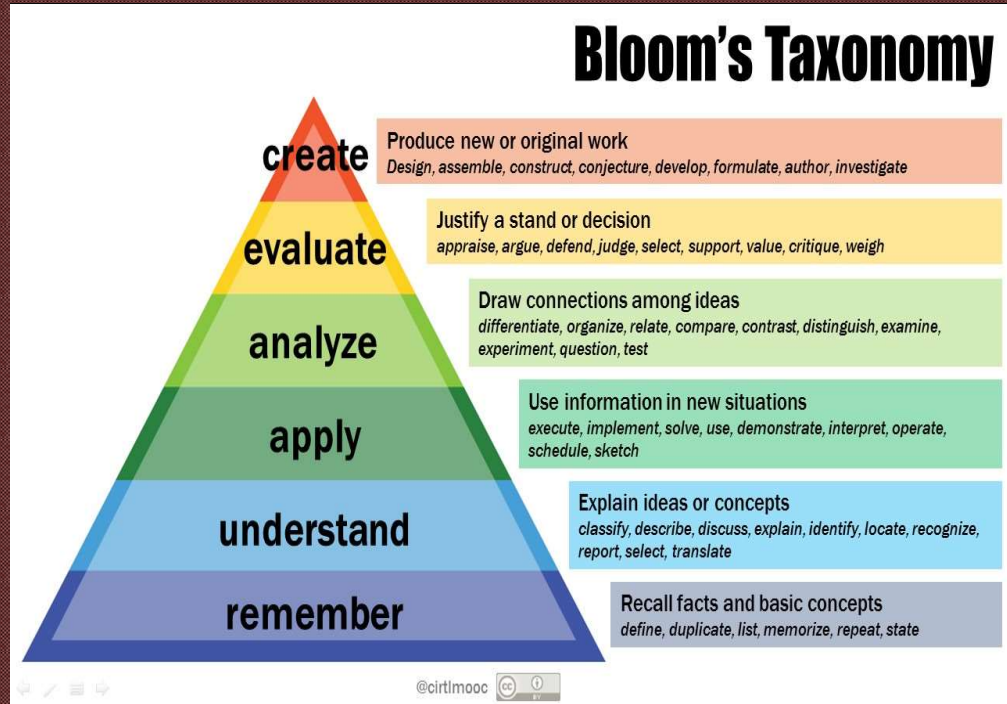
- Inspire and motivate the students for further study
- ❖ Education is not for transforming information but transmitting education
- **Vision and mission**
 - ❖ Mission is fixed and vision comes next- vision should be short and recalled by all staff and students.
 - ❖ Vision to be revisited/redesigned every five years
 - ❖ Vision contents three components and short
 - Why do we exist
 - Not information
 - Student emotion
 -
 - ❖ Dr S Radhakrishnan
 - Any university should be a place where the students emotions will -- sanctuary of intellectuals of a nation and Pursuit of knowledge is the very soul of the university.
 - Vision must have a stretch goal and create a niche and have a time frame. When thought is planted the mental chemistry will work together to make it fruition. At takeoff give full throttle.
 - Start with full vigour to make the autonomy status a different one when compared to other colleges. The thought process has to be strong.
 - ❖ Three components
 1. Must be stretch fix a good
 2. Be a mesh
 3. Time frame
 - ❖ Eg: john F Kennedy even without consulting scientists at NASA declared the Moon Mission. “ I will put a man on moon, bring him back alive and do it in ten years”
 - ❖ Marian has potential to become a deemed model university in the country.
 - ❖ Common goal and a shared vision should be there for every one of us.
 - ❖ Four courses in the first discourse
 1. Not necessarily Utilitarian courses,
 - Job, placements but that gives a wide and broad knowledge base e.g. philosophy.
 - Look on all kind of courses- wide variety of courses –not based on job oriented
 2. Never fragment knowledge.

- Autonomy is always goes to accountability
 - Though 40 yrs behind TN, Kerala also goes for autonomy.
 - Justify the burden of freedom, no more blaming the university.
 - Faculty appraisal can be both motivating and de-motivating.
 - Suggest a three day workshop on faculty appraisal- Teachers are knowledge workers.
3. secularism – free exchange of ideas
 4. Don't expect everything to be rationalized (Dr hackler – use of right side brain)
 - Integrated critical thinking
 - Learn through rationalism
 - Learn through intrusion

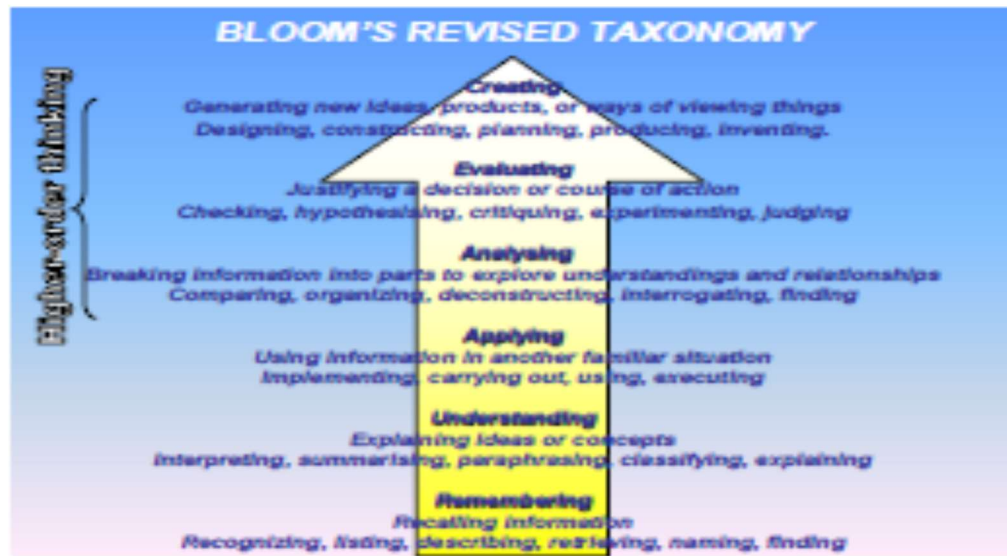
➤ **designing new curriculum –**

- ❖ Develop a program overall architecture for the course/curriculum for the kind of students that is our intake.
 - The program architecture should be based on:
 - What we can give to students?
 - What are their requirements?
 - By studying this what they will achieve?
 - What makes our program different from others?
 - Should be students centric, and one that opens up more opportunity in/for the higher education
 - Analogy of Chef-
- ❖ Program outcome also in mind in the beginning (what will be their profession).
 - What will be core course and what will be electives.
- ❖ When we design a program is based on quality enhancement and quality enrichment in mind
 - Collect the row materials ie courses
 - Process it ie delivery mechanism [provide thinking space and free space for students]

- Give information, without overloading and give a lot of curiosity and room for thought
 - Design the learning objectives
 - Input always look for output
- ❖ Based on blooms taxonomy



- Entire focus comes to students
- The eight types of graduate student
- The learning objective are based on blooms taxonomy and also based on the strength of the class
- Learning objective are based on revised the blooms taxonomy



Retrieved from: <http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm>

➤ the eight types of graduate student:

1. **The Wannabe Undergraduate** :-They had such fun as undergraduates that they cannot bear it to end. They prop up the bar, talking to undergrads about their thesis, rather than actually writing it. They judge success by notches on the bedpost and hangovers accrued instead of marks, grades and the intellectual respect of their peers.
2. **The Student Who Tried Employment** :-Some postgraduates have been out into the real world and had a real job, with a desk and a computer and a pay cheque and a lunch break and a pension and appraisals and meetings and everything. And, for whatever reason, they have found it wanting.
3. **The Couldn't-Survive-Anywhere-but-at-University** The group most likely to be cultivating eccentricities - keeping a mouse in their pocket or wearing socks with Marxist slogans sewn into them - while still too young to shave.
4. **The CV-Filler** Their primary focus is not what they study, but what it will look like on their CV. They believe this qualification will give them "that extra edge". Most likely to end up as accountants or lawyers, never employing the knowledge gained.
5. **The Prestigious Scholarship Recipient** Rather than worrying about what the subject they study will look like on their CV, their primary focus is who is paying for it. In a reversal of the usual relationship between funding and studying, in which the former is a means to the latter, the funding is regarded as an end in itself and the studying something that has to be endured to be able to call themselves a [insert name of dead white man] scholar for the rest of their lives.
6. **The One Who Just Needs Answers:** They really are motivated purely by the desire to find answers about their specific area of interest.

7. **The Eternal Student:** They are not bothered whether their academic career shows linear progress, they're just collecting qualifications and trying to get every letter of the alphabet after their name.
8. **The Polymath :**These geniuses could have studied anything, anywhere. They will probably go on to great things across several disciplines, and already understand your thesis better than you do. An unfortunate subset are also charming, witty and good-looking, and therefore hated by everyone.

- (aadhishankarachariya) Any student who has thirst for knowledge,
 - ❖ ability to receive/ grasp
 - ❖ ability assimilate,
 - ❖ ability to retain ,
 - ❖ ability to retrieve

- To develop/enhance memory - Concentration, meditation and memorization/reflection.
- Have classes and activities to memorize passages. Instruments that is used for teaching needs to be sharpened. Practice multitasking.
- Experiential learning – has to be incorporated.
 - Learning objective at various levels, which level will you like to take up

- Levels of knowledge –
 - ❖ factual knowledge ,
 - ❖ conceptual knowledge,
 - ❖ procedural knowledge,
 - ❖ Metacognitive knowledge.

Afternoon Session

- Self introduction of new four faculty:
 - Mr Joy Joseph: Formerly SD College Kanjirapally(English)
 - Ms Raisa Elsa Joseph (Economics)
 - Mr Abin(Social Work)
 - Ms Sunu Rose Joseph(English)

DrJayashankaran N's session

- Introduced the two books

- ❖ Taxonomy of Educational Objectives: The Classification of Educational Goals, by Benjamin Samuel Bloom
 - ❖ A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives by Lorin W. Anderson, David R. Krathwohl, Benjamin Samuel Bloom
 - ❖ Experimental learning
 - ❖ Mastering the teaching technology
 - ❖ When University design a curriculum, they are not looking for exact no of teachers. They just want minimal giving of lessons. We have to find out the link between the subjects and the course for improving the lethargy of both teachers and students towards the latter half of a semester.
 - ❖ Models of Teaching (9th Edition) 9th Edition by Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun (Author)
- Meaning of credits :Semester system 3 credits means – 15 or 18 weeks X 3 hours
 - Flexibility value added, job opportunity for all students – open courses
 - Incorporating workshops in curriculum noncredit but compulsory attendance, also assessment is done, but no credit.
 - There can be preparation, paper presentation etc as preparations for workshop, a case when a course cannot be designed in new knowledge area but students should not be deprived of that topic.
 - Give weightage for internal components. For class participation, surprise quiz, assignment can be group or individual, projects and presentations and comprehensive viva voce. (refer Dr JN's weightage internal components)
 - Audit find out what we missed and how can mistakes be corrected
 - BoS create the syllabus but teachers had the freedom to choose the case study and lecture sequence
 - Assurance of learning – ensure presence and participation in the class activity
 - Keeping a log of students performance and identify and address if there is a dip in performance
 - Find out the USP[unique sell point } and branding for each course
 - Branding is based on Venn-diagram with three components
 - a. Self perception
 - b. External perception
 - c. Described external perception
 - The 3 venn diagram – self perception and external perception should overlap, if there is a disjoint, reduce the gap
 - Teachers should be in the class 5 minutes before bell. No acceptance of meritocracy.
 - The rules for the game should be made clear to the students well in advance.

- Teacher should involve in continuous, lifelong learning and sharing it with current students.
- There are four types Teacher
 - a. Upadhyaya – lowest level of a teacher – who teaches only for salary
 - b. Vidwan or panditha – a person who has acquired knowledge he understands the difficulty of learning, who finds no joy in disseminating knowledge
 - c. Acharya – one who exhibits or practices what he preaches
 - d. Guru – Enlightened person, who shows empathy,
- The teacher should not only be teaching but be inspiring, keep our flames alive to light others.
- Every individual / stakeholder should work at full efficiency at full throttle for the effective use of Autonomy status of Marian.
- Three types of Knowledge transfer:
 - a. Sparsha Deeskha(Hen)
 - b. Nayana(Fish)
 - c. Smarana(Turtle)

Session 3[6-8]

- Mr Joji Sir BBA syllabus preparation presentation as a model for other depts.
- (Dr Rajimol intervened to say that before it was open course and now it is called generic course
- Dr JN – more than one open course up to even one per semester is possible, needs to be offered
- All UG course have a open course and is open to all students
- Sr Flower – BACE will be offering 4 open course)
- Dr KVT raised question on common names for each course elective, core, open etc
- Dr Rajimol replied that everything is defined in MGU syllabus.
- DR KVT suggested UGC has a model syllabus given to be used by colleges and universities. Question was whether we should be following UGC terms
- Dr Jayashankaran – UGC gives only minimum standard, need not strictly follow. Cater for local needs. He also suggested that Marian Academic council will provide the terminology and definition
- Dr Roy: common nomenclature will be decided upon and then later informed.
- Mr Ajesh : clarity regarding core course percentage and number of electives

- Dr JN only total number of credits and workload should more or less match. But there should be flexibility and need not look for other uniformity.
- Dr Roy: We have decided to offer at least two open courses from each dept.
- Dr Cherian P Kurien : The workload calculation
- Dr JN : calculation of 16 hrs will be 1 hr according to ugc is pg = 1.5 hrs, Mphil = 2hrs of UG
- Sr Flower: can we have interdisciplinary courses running across all depts.?
- Dr JN: Yes. NAAC and UGC encourages it
- Sr flower: Can we allot credit to extension activities?
- Dr JN : no , academic credits cannot be given but make it compulsory or mandatory. If credit is allotted then evaluation assessment etc is necessary. Bring it as a part of the system like overall best student award etc.
- DR JN: possible for blended learning ie one part for online course and other with regular teaching
- Continued by Mr Jojy with presentation
- Dr Roy please note that non credit courses are added.
- Knowledge skill and aptitude are different. 14 skills --- gaps between b-school teaching and corporate requirements.
- Concentrate on one particular skill development in one year.
- Certificate programme can run parallel, charges can be levied, if discontinued in between the relevant exit certificate can be given
- Dr Ajimon – what is better- no of hours or no of days for internship?
- Dr JN – focus on quality of labour or experience or learning gained
- Dr Roy: giving too many internship is not good. Lack of industries around, time available etc. if at all then restrict it to odd semester.

- Dr Roy: Credit and number of hours should be given as there can be differences.
- Extension and extra-curricular activities are not added as part of syllabus no credits is needed. But we can make it mandatory
- We need to provide a platform for
 - Intellectual
 - Physical
 - Social
 - Emotional
 - Spiritual
 - soft skill
- All the research program will be under the university
- Students need the following abilities
 - Communication

- Creative problem solving
- Leadership
- Strategic c problem solving
- Decision making
- Leadership
- Possible for add value added courses in syllabus
- Internship can be in number of hours or number of days but the most important is the quality of work
- It is advise for not to have too many internships
- For all the courses we need to add credits and hours in syllabus format
- Vote of thanks by Dr Cherian P Kurien

DAY 2 - 27 April2016

Prayer 9.00am



- Group Discussion initiated. Handout given, contents explained. Points to be noted
- Open courses in 5 and 6 th semester
- Outline given and explained.
- Guidelines to be referred. For the appointment of chairman and other members.

- By May 10th the syllabus preparation should be complete in all respect in view of approval from UGC by mid-May.
- Applauded the Marian family and emphasized that other Autonomous colleges look up to Marian as one of the best in state.
- Mr Siju PT raised the point that in the sixth sem we cannot conduct open course.
- Dr Ajimon : the Onam and Christmas vacations should be avoided to conduct projects, OJT etc due to NSS,NCC etc.
- Mr Ajesh BSW issue is with field work clashing with open course timing.
- Fr Roy: Not to include too many internship, to restrict it to one if possible and to give more project. If creatively it can be conducted then please go ahead.

Afternoon Department Presentation:

All departments presented.

BCA Department

- Only one open course
- All lab exam are internals
- Course on MOOC or any platform made compulsory
- Include zero credit, projects etc
- Dr Jose James made suggestion to include offering certificate course, diploma, advanced certificate and weightage. Also we can charge for them.

MCA Department

- Specify four major specialization and also the relevance
- Include one credit option in either paper presentation, live project and international certification

MSW

- Each semester viva voice with one credit
- Each semester field practicum with 4 credit
- Diploma program in each semester

BSW

- Each unit how many hrs are specified
- Workshops are included but how we handle if a student is not present?
- Reference was given with page number

Economics

- Certificate course in Semester I and II and are charged
- diploma course in Semester III and IV
- English course need total 14 credit if a student wants do MA English

BACE

- They can include workshop, certificate or projects as one credit course

MCOM

- Current affairs as one credit in all semester
- Research mythology based on SPSS
- Tie-ups for placement, additional certifications ,internships etc
- Projects in 2nd semester
- Internship in 4th semester

Dr Ajimon :

Emphasized that code, and guideline be adhered to.

In a nutshell:

1. Internal assessment 40:60. At the end it should be more than 50.
 2. Nominee of the vc , 6 experts need not be phd holders.
 3. Industry / corporate expert one
 4. Ethics to be included wherever possible in line with value education vision and mission
 5. BOS chairman should sign look into the first page and the following pages that has to be forwarded.
 6. Once constituted all minutes, signature etc has to be maintained.
BOS@mariancollege.org has to be communicated to academic council. Then to the governing council and then to the university
- Naming /coding of the programme raised by Mr Ajesh, Dr ajimon said that will be finalized later now suggestions can be made.
 - Dr Roy asked to acknowledge industry experts, alumni, other scholars and experts who helped in formation of syllabus.
 - Reviews, workshops ,number of meetings, visit made in different areas
 - Dr James Jose said that BOS only to be mentioned.
 - Keep a track of documentation work date wise to show over process and progress.

MrBiju: Examination Policy is under construction (Tentative suggestion_

Modes of assessment

- at least three Continuous Assessment Examinations (CAE)
- one Semester End Examination (SEE)
- practical course at least one CAE and the SEE shall be conducted.

Pass mark for examination

- a pass in CA is 30%
- SEE also a minimum of 30%
- for a pass in the course, a total of 40%

Components of CA:

SI No	Component	Marks	
1	Continuous Assessment Examination (CAE)	First term examination	5 Marks
		Mid Term Examination	7.5 Marks
		End Term Examination	7.5 Marks
2	Case Studies/ Project work/News analysis etc. ¹ (CARS) ²	7.5 Marks	
3	Assignment/ Quizzes/Seminars/viva etc. ³ (CADL) ⁴	7.5 Marks	
4	Attendance	05 Marks	
Total		40 Marks	

¹At least one project/case study/ news analysis shall be given to each student/team of students in each course. Primary objective of this component shall be to facilitate strengthening of research capabilities among students.

² CARS stands for Continuous Assessment for Research Skills.

³The common feature of this component of CAE is to '*deepen the learning*' of the students with student centered teaching learning methodologies.

⁴CADL stands for Continuous Assessment for Deepening Learning.

➤ Attendance

Minimum eligibility condition for a candidate to attend the ESE shall be 75% of the total attendance of that semester. However marks for attendance are calculated only for the excess percentage above 80% of attendance in a subject.

Percentage of attendance	Marks
96 and above	5
92 to 95	4
88 to 91	3
84 to 87	2
80 to 83	1
75 to 79	0

- Ajesh: should we adopt diff attendance grading for PG and UG. There should be rubrics regarding grading and marks conversion.
- Mr Biju: Norms being worked out but should be prior planned and made known to the relevant bodies and the students as well.
- Mr Biju: 30% each in SEE and CAE. But total should be above 40%. Indirect grading

Continuous Assessment Examinations (CAEs)

- . The examinations are;
 - First-term Continuous Assessment examination (FCA); after 25 working days, and
 - Mid-term Continuous Assessment examination (MCA); after 25 working days, and
 - End-term Continuous Assessment examination (ECA) -After 25 working days after the MCA.

SAY (Save A Year) Examination

- Provided after every semester exam

Supplementary Examination

- Two chances will be provided
 - We go for indirect grading
 - Leave application of student
 - Need to collect leave form by class adviser on the next day he/she present
 - If a student sent to outside for a work it is known as duty leave
 - Class advisor forward list to vice principal and will assign by the vice principal
 - If student sent for work inside the college it is known as on duty leave
 - The teacher are advised to give attendance only for the students who are present inside the class
 - Sick room frequent visit students are reported to vice principal
 - Question paper contains 3 type of questions
 - Part A one marks 10 questions
 - Part B three marks 5 questions
 - Part C seven marks 5 questions
 - Questions are from application level or based on case study or second level of knowledge
 - Internal marks
 - During staff meeting (course wise) method of assessment will present and need to approve
 - Marks are uploaded as and when the assessment is finished and can view by the students
 - No change is allowed later on
 - Question Bank data entry – will be added to the bank after it is wetted by the external experts.
 - Answer key will set along with the Question paper
 - To ensure the privacy falls number will provide for the answer sheet
 - Evaluation by external examiner
 - First phase in college by faculty
 - Second phase external examiner (10-20%)
 - Third phase revaluation
- ❖ Fr Dr Roy Abraham P took a session on Code of Conduct to be followed by the faculties, students and administrative staff.

Dr. Roy reminded the audience that a teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teacher should be calm, patient and communicative by temperament and amiable in disposition.



Dr Binu thanked Mr Mathew for taking up the charge of hospitality and refreshment during the Autonomy team visit. Fr manager presented a memento for his meritorious service rendered to marian.

Fr Roy: Proposed vote of thanks.

Promised support to faculty to purchase tab etc. and thanked the whole team.