



Maharaja Agrasen College University of Delhi

Celebrating 25 years of Excellence in Higher Education

National Conference Higher Education Institutes Knowledge Organisations

Wednesday, 24 April 2019

Organised by

Internal Quality Assurance Cell

Maharaja Agrasen College

Vasundhara Enclave, Delhi - 110096



Maharaja Agrasen College
University of Delhi
Celebrating 25 years of Excellence in Higher Education



National Conference
Higher Education Institutes: Knowledge Organisations
Wednesday, 24 April 2019

<i>Inauguration</i>			9:45 AM
Prof M M Chaturvedi	Keynote Speaker	Education 4.0 – Challenges for Higher Education	10:00 AM
Alok Puranik	Commerce	पाठ्यक्रम और बदलते माहौल के बीच की खाई	10:45 AM
Arun Julka & Soma Garg	MAC eLearning Team	Blended Learning at MAC - A New Beginning	11:00 AM
Maneesha, Praveen Kant Pandey & Sachin Kumar	Embedded Systems & Robotics Centre	Intelligent Energy Information and Management System: Promoting Energy Efficiency in Higher Education Institutes	11:15 AM
Sangeeta Mittal	English	Role of Educational Leadership in Graduate Level Knowledge Organisations	11:30 AM
<i>High Tea</i>			11:45 AM
Purnendu Tripathi, Siran Mukerji & Anjana	IGNOU	Assessment and Accreditation of ODL Institutions in India: Framework and Perspectives	12:00 PM
Prem Kumari Srivastava & Umang Srivastava Bhatnagar	English	Jugaad and Knowledge Organisations: The Untold Story of Dayalbagh Educational Institute	12:15 PM
Parthasarathi	Physics	Successful Pedagogies for Effective Teaching-Learning Process: A Brief Overview	12:30 PM
Saumya Shukla & S N Rao	Economics	Issues Relating to New Approach towards Tribal Sub-Plan in Andhra Pradesh	12:45 PM
Charu Arya	English	Relevance of Dr Ambedkar's Ideology in HEI	1:00 PM
Mukesh Agarwal	Physical Education	Physical Education and Sports: A Pillar to Higher Education System	1:15 PM
<i>Lunch</i>			1:30 PM
Kalpana Nigam	Computer Science	Gender Sensitisation in Higher Education Spaces: A Reality Check!	2:00 PM
Shekhar Kumar, Jitendra K Bhagat	Hindi	उच्च शिक्षा में हिंदी	2:15 PM
Sudhir K Rinten	Journalism	उच्च शैक्षणिक संस्थान व कौशल विकास	2:30 PM
Sultan Singh	Business Economics	Changing Prospect of Indian Higher Education in 21st Century	2:45 PM
Raghvendra Kumar	Political Science	Assuring Quality in Higher Educational Institutions of India: Fixing Responsibilities	3:00 PM
Pramod Khoba	Political Science	Gender Inequality in Higher Education of India	3:15 PM



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IQAC Events & Activities

2018 - 19





Message by Principal

The completion of twenty-five years is indeed a major milestone in the life of an educational institution. Maharaja Agrasen College, since its foundation in 1994, has earned considerable appreciation for providing value-based education and for imparting the ideals of academic excellence, professional success, sense of discipline and high moral and ethical values, leading to the development of an integrated personality. The motto of the college 'Action Defines the Person' is reflected in its faith that education is a process of awakening individual potential for creative knowledge, inculcating in them the desire to excel in various spheres of activity. It is also extremely important that the college considers it to be its duty to nurture its students as sensitive people with strong values, who will leverage their individual achievements to strengthen the fabric of the community, the nation and the planet. Maharaja Agrasen College is known to have been discharging its duties in ample measure.

The Silver Jubilee Year gives an opportunity to the college to celebrate its achievements and excellence and also to showcase its students' creative talents and skills. It is rightly said that the twenty-first century is the century of knowledge and we are witnessing now a revolution in information and communications technology. It is clear that we are going through a fast transition into a global society and economy and there should be opportunities in it for everyone. Being a country of 1.3 billion, with a median age of about 28, puts India at the centre of any discussion about global development.

As per various researches and surveys India is one of the very few countries who have the potential to provide talents required for the emerging global economy. On the one hand it provides us with a golden opportunity to reap the demographic dividend, on the other it also puts our higher education institutions in a position of great responsibility, the



responsibility to meet the demands of not only of our country, but also of the global economy. With the rapid growth of internet, computer, distance education and on-line education, learning too is at the threshold of a revolution and we must all strive together to make higher education the most vibrant and dynamic force to respond to the changing and challenging times and needs.

The conference on 'Higher Education Institutes: Knowledge Organisations' aims at discussing the contribution of Maharaja Agrasen College towards promoting excellence in higher education. My best wishes and warm greetings to all the participants in the conference, and I wish you all success and a great future ahead.

Dr Sunil Sondhi
Principal



Message by Conference Convenors

Internal Quality Assurance Cell (IQAC), Maharaja Agrasen College was formed with the aim to develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the College. The mandate of MAC IQAC is to develop an all-inclusive quality culture in the college by channelling and synergizing the efforts of all constituent stake holders of the college and work towards academic excellence and progress.

The organization of the National Conference titled Higher Education Institutes: Knowledge Organizations is a part of a series of programs organised by MAC IQAC in its commitment towards enhancing the academic and research environment of the college. The organization of this conference, when Maharaja Agrasen College is celebrating 25 years of excellence in higher education assumes special significance as throughout these past 25 years, the college has been continuously evolving and changing by challenging existing boundaries of knowledge amidst a culture of innovation and creativity. The conference offers a creative platform for faculty members to share their teaching and learning experience and contribute to the knowledge building exercise.

We take this opportunity to thank all paper presenters for their valuable contribution to the success of the conference. We are also grateful to our reviewers for their efforts in reviewing papers and guiding contributors. The constant support and guidance of our Patron, Dr. Sunil Sondhi requires a special mention without which the organization of the conference would not have been possible. We also wish to express our gratitude to the organizing committee involved in the organization of the conference, for immaculate planning and execution of the event. We hope this conference is as meaningful and enriching for you as it has been for us.

Maneesha & Gitanjali

Convenors, Conference



**Maharaja Agrasen College
Internal Quality Assurance Cell**

A National Conference

on

**HIGHER EDUCATION INSTITUTES
KNOWLEDGE ORGANISATIONS**

Wednesday, 24 April 2019

Concept Note

The dawn of the 21st century has heralded the development of India as an economic powerhouse powered by a revolution in the knowledge sector. However, the knowledge economy is not just a synonym for information economy or information society. In the past, cheap labour and low technology manufacturing skills powered several developing countries to prosperity. But the coming age would patently belong to those countries who are able to reap the benefits of creative knowledge organisations that exist within the country.

Despite having one of the largest higher education systems in the world, only a few institutions of learning in India have so far been able to make a mark on the global stage. The contribution of the Indian Institutes of Technology (IITs), the Indian Institute of Science and the Indian Institutes of Managements (IIMs) have been widely recognised all over the world.

In the present age, knowledge organisations address how information and ideas are created, used, circulated and adapted at an accelerating speed in “knowledge-based communities,” i.e. networks of individuals



striving to produce and circulate new knowledge. In knowledge organisations, these capacities are not just the property of individuals, but also of organizations, which have the capacity to share, create and apply new knowledge continuously over time, in cultures of mutual learning and continuous innovation.

Innovations in such knowledge organisations carry spin-off benefits and yields social dividends for the broader civil society – through reductions in poverty, improved health, greater education, empowerment of women and decline in levels of criminality. Such organisations are places where ideas germinate, where applications grow out of ideas and where innovation flourishes in an atmosphere of intellectual challenge and freedom.

Institutions where the faculty and students constantly challenge existing boundaries of knowledge amidst a prevailing culture of creativity are ideally positioned to be the powerhouse of the knowledge economy. With such institutions India is positioned to adopt a leadership role in the global knowledge organisations of the future.

All organisations of Knowledge Creation are continuously evolving and changing with the dynamics of the environment around them. Pedagogy today is no longer a top down approach but is all-inclusive wherein the teacher and learner are conjoined in a participatory dialogue, where innovation and technology become a dynamic interface, which benefits both.

Maharaja Agrasen College is celebrating 25 years of excellence in higher education. It is a moment not just of celebration but reflection and contemplation as well. This conference offers a creative platform for all faculty in departments to share their teaching learning experience and contribute to the knowledge building exercise.



Conference Threads

1. Innovation & Pedagogy
2. HEI & Skill Enhancement: Employability of Graduates
3. Evolving Areas of Research in Higher Education
4. Changing Pedagogical Strategies
5. Inclusive Teaching - Learning Process
6. Relevance of External Assessment & Accreditation
7. Relevance of Internal Academic Audit
8. Bridging the Gap Between Institution & Industries
9. Gap Between Syllabi and The Changing Environment
10. Examinations & Learning Outcomes
11. Integration of Green Practices in Curricula
12. Gender sensitization in HEI
13. Significance of Community Building and Social Outreach
14. Quality Assurance in HEI



Abstracts

पाठ्यक्रम और बदलते माहौल के बीच की खाई

आलोक पुराणिक

कामर्स एवं वाणिज्य की दुनिया आज पूरे तौर पर बदल चुकी है। पर वो बदलाव हमें वाणिज्य के कोर्सों में दिखायी नहीं पड़ते। वाणिज्य के कई क्षेत्र जैसे बैंकिंग, प्लास्टिक मनी, आनलाइन कारोबार-आनलाइन भुगतान व्यवस्थाएं (जैसे पेटीएम), विज्ञापन, आफ लाइन रिटेल, स्टार्ट अप, वैचर केपिटल, ब्रांडिंग की तकनीकें, मार्केटिंग विज्ञापन में सोशल मीडिया की भूमिका, कंपनी कानून, वित्तीय नियोजन आदि में महत्वपूर्ण बदलाव हो चुके हैं।

इस दिशा में कुछ ठोस करणीय बिंदु जैसे स्मार्ट क्लास, कामर्स के रीफ्रेशर कोर्स एवं पाठ्यक्रम में तेज और सतत बदलाव बहुत प्रभावशाली हो सकते हैं। कामर्स जैसे जीवंत विषय में इंटरनेट से जुड़ी स्मार्टक्लास होने से पाठ्यक्रम और बदली हुई स्थितियों के बीच की खाई को न्यूनतम किया जा सकता है। जिस तेज गति से कामर्स में बदलाव आ रहे हैं, उसे देखते हुए कामर्स के अध्यापकों के रीफ्रेशर कोर्सों में नये नये विषयों का समावेश किया जाना चाहिए। खास तौर पर उन विषयों का, जिनका जिक्र ऊपर किया गया है। मोटे तौर पर इस समय मुल्क में करीब 57 करोड़ लोग हिंदी बोल-समझ रहे हैं। इसका मतलब यह हुआ है कि यानी लगभग दो अमेरिका से थोड़ी कम आबादी हिंदी बोल समझ रही है। हिंदी का मुद्दा बहुत गहरे तौर पर एक कारोबारी कामर्स का मुद्दा भी है। अगर हमें अप्रासंगिक होने के खतरे से बचना है, तो हमें अपने पाठ्यक्रमों में तेज और सतत बदलाव करने होंगे। यह कैसे संभव होगा, इस पर विचार जरूरी है।

Key Words: कामर्स, वाणिज्य, बिजनेस हिंदी, स्मार्ट क्लास, रीफ्रेशर कोर्स, सतत बदलाव



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Blended Learning at MAC - A New Beginning

Arun Julka & Soma Garg

In the current scenario of an internet era, digital technologies are an integral part of the university student's life. This paper describes the use of blended learning model, which combines online educational material with traditional place-based, chalk and talk classroom teaching methods. The objective of this paper is to determine whether blended learning approach which combines classroom teaching with one or more of e-Text, Video Lectures, Online Quizzes, Online FAQs and Online Practice Papers increases the learning of the students and hence is beneficial for the students or not.

A new beginning was made by the teachers of Maharaja Agrasen College, Delhi University to impart knowledge through blended learning. With the help of College authorities LMS was set up to complement classroom teaching. A workshop was conducted to make teachers tech savvy so that knowledge can be imparted in blended learning mode. Online course contents were developed which were designed to supplement some of the important and most difficult topics in Corporate Accounting and Business Mathematics. Then students were taught in this blended learning mode for over 2 months.

A set of questionnaires was given to evaluate the student's attitude and



learning perception. The result shows that students demonstrate positive perceptions, enhancement in students' engagement, they perceived of a better understanding of the topics taught in blended learning mode. From the findings a positive conclusion can be drawn in favour of blended learning to support teaching and learning.

Key Words: Blended Learning, Digital Technology, Online Pedagogy

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Relevance of Dr Ambedkar's Ideology in Higher Education

Charu Arya

Why do we have to read and teach Ambedkar? A question whenever raised was answered by going through the ideologies of Dr B R Ambedkar. A progressive scholar, he studied various subjects like Economics, Philosophy, Governance and various Religions. He acquired enough knowledge to provide his own concepts to the society. Dr Ambedkar believed in reality, more than theories. As a teacher he always used illustrations from reality more than theories. It is pertinent to understand and study the ideologies of a 'progressive radical' man like Dr Ambedkar in today's world. His faith in equality before law led to his stronger faith in equality of consideration, equality of respect and equality of dignity. These are the concepts which need to be taught today to stabilize 'economic democracy' because he believed that not only caste



but also the class division should be completely annihilated.

Dr Ambedkar, despite of his higher education in the days when no education was given to Dalits believed that caste discrimination will not allow democracy to survive. His readings and teachings on various constitutions across the world must be used as application in present education system where mayhem of what to do today can be answered. The present paper will see Dr Ambedkar's ideologies with concern to caste, class, religion, economics, state and governance. How he tried to establish his understanding in connection with various struggles needs to be read again. When he proposed that Nationalism itself will de-stabilise the concept of equality in religion after partition, he could actually visualise democratic future in India. What he believed about annihilation of caste and untouchability also works as the base to understand caste and class system in present social environment.

Key Words: Caste, Democracy, Ideologies, Education, Religion

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Gender Sensitisation in Higher Education Spaces: A Reality Check!

Kalpna Shankar

Since the days of witch hunts of the middle ages, the lynching and stigmatization of the 1900s to the acknowledgement, acceptance and



legitimization of the LGBT community by the end of the 20th century, we as a society have come a long way. Gender sensitization is a critical issue, fundamental for our social and cultural development, ushering us into a new age of freedom and equality. Gender Sensitisation involves creating awareness about gender issues. It is about creating an environment of gender justice where persons of all genders can work together with a sense of personal security and dignity. In higher education we need to ensure that our educators are well aware and well trained on the issue which may further be inculcated to our young students. Students in the formative years easily nurture values and virtues taught to them. This will enable them to disseminate the desirable attitude based on mutual respect and trust among all genders.

In most parts of India, societies are patriarchal. In this paper we will discuss all types of gender sensitivities which have been present in our families, workplaces and in society in general for generations. We will look into the society's insensitivity towards LGBT community and the series of atrocities all genders face at the hands of patriarchy. As a responsible being we must evaluate our efforts on training ourselves and making our students aware about the issues of gender sensitivity and gender inequality. By using survey research methods, this paper extrapolates from sample data about the amount and quality of training that higher education instructors obtain, and a further understanding of the training that higher education faculty receive in gender sensitivity.

The research results conclude the need to take positive action towards the requirement to spread awareness about gender sensitivity in university spaces. Some possible steps are suggested which might help in developing an environment for positive change.

Key Words: Gender Sensitisation, Higher Education, Patriarchy, Development

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Intelligent Energy Information and Management System: Promoting Energy Efficiency in Higher Education Institutes

Maneesha, Praveen Kant Pandey & Sachin Kumar

Requirement of energy for human sustenance and growth has increased exponentially during the last century. The rate of rise in demand of energy has reached unprecedented levels leading to widening of gap between demand and supply of electric energy due to the scarcity of resources. The harmful effect of excessive usage of energy on the environment pose a great danger to sustainability of our ecosystem. In this scenario, it becomes pertinent to design a strategy for increased efficiency of electricity utilization with an aim to minimize air pollution and carbon footprint. Hence energy management systems are the need of the hour to identify the potential for improvements in energy efficiency. However, implementation of Energy Information and Management System (EIMS) in Higher Education Institutes is extremely limited due to lack of awareness and relevant green policies. The current work presents a blueprint of Energy Information and Management System for Higher Education Institutes leading to multi-measure energy efficiency through multiple strategies including equipment operational improvements and upgrades, and occupant behavioural changes. The focus of the proposed EIMS is on optimum control thereby better management of energy utilisation. The design of Intelligent EIMS enables energy savings relative to a baseline model which predicts energy consumption from key parameters such as occupancy levels



mapped with time table and operational schedule. The need for policies to be adopted by educational institutes for optimum utilization of electrical energy have been discussed and presented in the paper. In the present work, the different sub-domains / facilities of the college were primarily divided into two basic categories on the basis of scheduled usage and ad-hoc usage of these facilities. Based on these categorisations, policies for energy usage were framed for these facilities and prototype EIMS was designed and implemented at Maharaja Agrasen College, University of Delhi. The energy data was collected by CCM-603P tri-vector board connected to network implemented using I-7561 module. The control section was implemented using I-7065 relay module which was integrated on the same network.

Key Words: Energy Information and Management System, EIMS, Energy Management, Energy Efficiency, Baseline Modelling, Benchmarking, Green Policy for Academic Institutes

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Physical Education and Sports: A Pillar to Higher Education System

Mukesh Agarwal

This paper focuses on the importance of inclusion of Physical Education as part of the education system. It traces its trajectory as an integral part of the holistic development of individuals and societies. Physical Education helps students not only in developing a good healthy body, but it also allows students to function well academically in classrooms. Apart from academic excellence, it also helps in building good self-esteem among the students. Most of the physical education activities are comprehensive in nature. It allows students to interact together, to strive towards a common goal, and to win and excel physically. Sports competition represents the classical test of physical, psychological and mental fitness on performance output. An individual's performance depends upon the combined result of all fitness components and individual zeal to materialize the opportunities.

In today's world, competition is very high in all spheres of life. Most of the educationists agree that physical toughness, skills and training are extremely important in every specialized field along with good mental and psychological preparation for competition for achieving success. The policy makers of higher education system in the country also realize the increasing health degradation among youth. The educationists are worried about the increased dependency of youth on mobiles and internet. This intervention of technology in daily life threatens the physical, mental and social development of the youth. The new education policy of the government insists on the inculcation of physical education period on mandatory basis up to senior secondary level in schools. This paper focuses on the recommendations of the policy to increase physical activities in the youth for improvement of body, mind and soul. The knowledge of physical education should be extended to each and every student so as to learn the benefits of physical, mental and



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social components associated with human kind.

Key Words: Physical Education, Holistic Development, Government Policy, Fitness

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Successful Pedagogies for Effective Teaching-Learning Process: A Brief Overview

Parthasarathi & Nilesb Kumar Pathak

There is a strong consensus that high performance in education systems is dependent on the quality of teaching. It is rather argued that the quality of an education system cannot exceed the quality of its teachers. A report submitted to McKinsey concluded that 'The best school systems are those that have the best teachers.' Recent research by Machin & Murphy, 2011 concluded that 'having a very effective, rather than an average teacher raises each pupil's attainment by a third of its examination grade.' Schwartz concludes that 'the most important school-related factor in student learning... is teaching.' However, there is much less attention in the overall literature on what constitutes effective teaching, or on the behaviours and actions of good teachers: what it is that good teachers do to promote good learning. At its worst, this produces a circular argument: good teachers are those who produce good outcomes, so that those pupils with good outcomes must have been taught by good teachers. In this article, a brief review is carried out



on the research literatures used to advance strong claims about the characteristics of highly successful pedagogies.

Key Words: Pedagogy, Teaching- Learning Process, Quality, Effective teaching

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Jugaad and Knowledge Organizations: The Untold Story of Dayalbagh Educational Institute - A Case Study

Prem Kumari Srivastava & Umang Srivastava Bhatnagar

This paper is a work-in-progress research which stems from some of the conscious, frugal and useful innovations brought about at Dayalbagh Educational Institute (DEI), Deemed University, situated at Dayalbagh at the outskirts of Agra. Why untold? Because in the present times only what is quantifiable is recordable and is considered legitimate. At Dayalbagh and at DEI, there are many low-cost innovations, real jugaad which do not find a place in the various heads of national rankings and ratings, but they are nevertheless innovations of the first kind. What makes DEI a knowledge organisation? The DEI mission objective is to transform Homo sapiens into Homo spiritualis: a complete man endowed with balanced development of body, mind and spirit. DEI is presently running a dual system model resting on the fulcrum of higher order thinking and Entrepreneurship-Skill which will take it towards the fulfilment of its goals set in its 'Vision 2031'. With novel initiatives such as - Bio inspired systems; agile manufacturing; quantum field theories,



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computation, cognition and higher consciousness; and creation of centres of excellence – this paper attempts to show that DEI is truly posited as a knowledge organization building “knowledge-based communities,” and yielding rich social dividends for the broader civil society.

Key Words: Knowledge Organisations, Innovation, Spiritual, Higher Order Thinking, Community

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Gender Inequality in Higher Education of India

Pramod Khoba

Education determines the future and basic nature of human development of any society. We cannot think of inclusive development without the proper participation of women in education, which is a great hurdle for egalitarian society. Even the great Greek Philosopher Plato emphasized on importance of women education to tackle the problem of city-states. It seems that education is substantially important for both men and women in ancient political philosophy.



All India Survey of Higher Education 2013-14 revealed the gender Inequality in Indian education system. Accordingly, the total number of females enrolled in PhD was 9638 out of 23870, even in teaching position, the number of females were only 39% whereas males were 61%, total enrolment in higher education of women were 14.8% million and only 6.67% institution were headed by women. Moreover, women have higher percentage of drop out in education after graduation. Hence, their percentage in professional courses is around 39% which of course is very low in comparison to males. This resulted into insufficient representation of women in work force. Now the question arises that why women are still under represented in higher education despite the efforts and various policies of the government to increase their representation. However, this paper tries to find out the basic obstacles that compel women to leave their education after graduation and what are the responsible factors for gender in higher education of India. Finally, the paper tries to disclose that it is really the patriarchal structure that doesn't allow them to grow. The methodology will be descriptive and analytical, incorporating the data available from primary and secondary sources.

Key Words: Gender, Inequality, Higher Education, Patriarchy

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Assessment and Accreditation of ODL Institutions in India: Framework and Perspectives

Purnendu Tripathi, Siran Mukerji & Anjana

The landscape of the Higher Education in India is one of the largest in the world and with extreme demographic diversification. By the year 2018, 851 Universities (including 47 Central, 123 Deemed, 383 State Public Universities, three institutions under state legislation and 41012 Colleges in the country were providing access to higher education in conventional face to face mode. As against 851 Universities and over 41 thousand colleges, alternative access to face to face conventional higher education was provided by the 114 open and distance learning (ODL) institutions (including Central and State Universities). As against the enrolment of 326.107 lakhs students in the conventional higher education system, 40.32 lakhs students were enrolled in ODL mode of education.

It is quite evident that ODL mode of education is growing with faster pace but quality assurance and accreditation of the ODL institutions is a challenge. With the implementation of UGC ODL Regulations 2017 and UGC Online (Courses or Programme) Regulations 2018, it has become mandatory for the ODL institutions to be accredited by the National Assessment and Accreditation Council (NAAC) with minimum score of 3.26 on a 4-point scale. However, the above provisions shall not be applicable to government Open University till National Assessment and Accreditation Council (NAAC) or similar accreditation system and National Institutional Ranking Framework (NIRF) are made available for such Open University. In the meantime, the NAAC has already prepared the Institutional accreditation Manual (Self Study Report) for Open Universities, which is in public domain for the feedback of the stakeholders.

In the light of the above deliberations and the canvas of higher education system in India, the present paper attempts to showcase the



developments and progress made so far for quality assurance and accreditation of ODL institutions and analyzes its implementation perspectives and framework.

Key Words: Accreditation, Regulation, NAAC, ODL, UGC, Higher Education, Assessment, Quality Assurance, University

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Assuring Quality in Higher Educational Institutions of India: Fixing Responsibilities

Raghvendra Kumar

Higher education in India has emerged as the backbone of the country in post-independence period. However, the system has many concerns about the strategic management on access and equity of various stakeholders, primarily quality teachers and students which make any institution great in its own terms. Therefore, access, equity, accountability and quality should form the four guiding principles while planning for higher education development in India in the 21st century. Today universities must perform multiple roles, like creating new knowledge, acquiring new capabilities and producing an intelligent



human resource pool, through challenging teaching, research and extension activities, to balance both the need and the demand of the society at large. The role of universities in expanding knowledge continues while at the same time the focus on skill development in areas linked directly to the market economy should be vital for the growth of the sector. There is need for values, ethics, innovation, relevance, communication, skills and creativity among students, faculty, educational institutes and industry to foster growth and development of the society and transform the educational space. Therefore, if we foresee a 21st century India to be a knowledge-based informed society than these concerns need to be addressed at the earliest.

In this backdrop, the research paper seeks to examine how the governance and management of Indian higher education has evolved and aims to understand the strategic management of faculty and students at the institutional levels in assuring quality. The paper also examines the concerns of access, equity, accountability and transparency in selection process as a pre-requisite to quality. The issues of digital disruption, skill upgradation and innovation are some of the concerns which the paper would investigate. Finally, the paper will analyse the key findings to come up with proposed suggestion.

Key Words: Higher Education, Quality, Access, Equity, Knowledge, Faculty, Students

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Role of Educational Leadership in Graduate Level Knowledge Organisations

Sangeeta Mittal

The study attempts to investigate the impact of understanding and applying principles and practice of educational leadership on institutional outcomes, specially referencing the needs of (post)graduation colleges of the University of Delhi. Educational leadership is the process of awakening, nurturing and channeling the talents and vocations of teachers, students, and parents toward achieving common educational aims. The concept of institutional or educational leadership has replaced the concept of institutional or educational administration and management worldwide. While the latter connote status quo or stability through control and supervision, educational leadership invokes dynamism and pro-activism. The goal of educational leadership is predominantly accomplished through process, material, training and collaborative improvements in institutions. Educational leadership strives to create a vision of institutional and individual excellence, a healthy and receptive learning environment, inclusive and collective responsibility and accountability, a growth trajectory towards contemporary opportunities and an organisational culture based on modern management theories, tools and techniques. Theories of educational leadership focus on the type or style of leader based on characteristics, concepts, and practices of educational leaders. Characteristics are a mix of Instructional leadership, Transformational leadership, Moral leadership, Participative leadership, Managerial leadership, and Contingency leadership. Concepts include management vs. leadership, consent vs. coercion, and power vs. motivation. Practices revolve around coaching, mentoring, convincing and leading. Quality, development and distinction of knowledge organisations is commensurate with sound educational leadership has been proved extensively and globally since late 20th century when the term came into being and continues to be reiterated in the context of the 21st century.



This Paper attempts to explore whether appreciating educational leadership as a formal discipline, identifying current and future leadership situations, and self-reflexive internalisation of 'good' leadership leads to individual, inter-personal, organisational and infrastructural capacity building' in educational organisations.

Key Words: Educational Leadership, Knowledge Organisations, Capacity Building, Institutional Excellence, Delhi University

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Issues Relating to New Approach towards Tribal Sub-Plan in Andhra Pradesh

Saumya Shukla & S N Rao

During Tenth and Eleventh Plans, the proportion of TSP allocation to State Plan outlay was in the range of 5.85 percent to 7.47 percent and expenditure of TSP to State Plan expenditure consists from 5.78 to 7.89 percent. Similarly, during Eleventh Plan the proportion of TSP allocation to State Plan outlay moved between 5.34 to 8.05 whereas the expenditure moved between 5.12 to 8.77 percent. Further, in respect of those departments which are not in a position to incur expenditure in proportion to the allocation, the Nodal agency has been given the power to re-appropriate the amounts to other needy departments which have schemes benefiting STs. During Twelfth Plan, towards promoting education the Plan taken in to account various issues.



To resolve most of the above cited persistent problems, the State achieved a historic milestone with enactment of “Andhra Pradesh Scheduled Castes Sub-Plan and Tribal Sub-Plan (Planning, Allocation and Utilization of Financial Resources) Act No. 1 of 2013. Andhra Pradesh is the pioneer state in the country that has initiated such legislative intervention. The Act is to ensure, accelerated development of Scheduled Castes (SCs) and Scheduled Tribes (STs) with emphasis on achieving equality focusing on economic, educational and human development in proportion to the population of Scheduled Castes and Scheduled Tribes in the State, of the total plan outlay of the State of Andhra Pradesh as the outlay of the Scheduled Castes Sub-Plan (SCSP)/Tribal Sub-Plan (TSP) of the State. The Act envisages that schemes included in SCSP/TSP should secure direct and quantifiable benefits to Scheduled Tribe individuals or Scheduled Tribe households or Scheduled Tribe habitations and should bridge the gaps in development indicators between SCs/STs, when compared to state averages. The Act also ensures effective institutional mechanisms for the implementation of the Scheduled Castes Sub-Plan (SCSP)/Tribal Sub-Plan (TSP).

The New Approach given to the Tribal Sub-Plan strategy along with Micro Finance activities of the SHGs, MNREGA and all the other continuing development programmes of the ITDAs are going to bring forth a positive change in the socio-economic and living conditions of the poor tribals in the interior parts of the tribal economy of Andhra Pradesh.

Key Words: Tribals, State Plans, Development Programmes, Socio - Economic Change

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उच्च शिक्षा में हिंदी

शेखर कुमार एवं जितेंद्र कुमार भगत

शिक्षा किसी देश की संस्कृति, आर्थिक-सामाजिक संरचना तथा वैज्ञानिक प्रतिभा को निखारने का आधार है। शिक्षा ग्रहण करने के लिए एक माध्यम भाषा की आवश्यकता होती है। आजादी के बाद हिंदी को संवैधानिक दर्जा हासिल हुआ लेकिन व्यवहार में अंग्रेजी ने अपनी जगह बनाये रखी। हिंदी के प्रचार-प्रसार के लिए प्रशासनिक गतिविधियां एवं प्रयास तीव्र हुए और निसंदेह इसमें कुछ सफलता भी हासिल हुई। 20वीं सदी के समाप्त के बाद और इंटरनेट एवं सोशल मीडिया के आगमन के पश्चात् हिंदी ने गति पकड़ी। अब हिंदी भाषा माध्यम एवं विषय के रूप में स्थापित होने की दिशा में अग्रसर है। पत्रकारिता, अनुवाद, भाषा शिक्षण, प्रयोजनमूलक हिंदी, कंप्यूटर आदि विषयों को उच्च शिक्षा में अधिकाधिक महत्व प्रदान करने के लिए विशेष पाठ्यक्रम की आवश्यकता है। कंप्यूटर में यूनिकोड के आने से पहले कई तरह के फॉन्ट का आविष्कार किया गया जो यह बताता है कि हिंदी समुदाय में इसके लेखन और तदनुपरांत इसके संचयन को लेकर कितनी बेचैनी थी।

भारत में हिंदी भाषा को उच्च शिक्षा के लिए एक विषय के रूप में चयनित करने की बात सामान्य हो चली है लेकिन दुर्भाग्य की बात यह है कि इस विषय के अंतर्गत कोई मौलिक शोध या उल्लेखनीय कार्य बहुत कम हो रहे हैं। वाणिज्य, विज्ञान आदि ज्ञान के अन्य क्षेत्रों में उच्च शिक्षण के लिए हिंदी भाषा को माध्यम के रूप में अपनाने से विद्यार्थी कतराते हैं, लेकिन जैसे-जैसे हिंदी माध्यम के संदर्भ ग्रंथ और सहायक पुस्तकों की सूची बढ़ेगी, वैसे-वैसे हिंदी भाषा को माध्यम के रूप में अपनाने वाले विद्यार्थियों की संख्या बढ़ेगी। जो त्रिभाषा फॉर्मूला बनाया गया उसके अंतर्गत अनेक राज्यों में हिंदी को द्वितीय तथा तृतीय भाषा के रूप में पढ़ाया जा रहा है। हिंदी का एक अन्तर्राष्ट्रीय रूप भी है। भारत के बाहर अंतर्राष्ट्रीय विश्वविद्यालयों में हिंदी को एक विषय के रूप में पढ़ाया जा रहा है। हालांकि यूरोप आदि देशों में हिंदी में शोध कार्य की संभावना अभी तक नहीं बनी है, मगर मौरिशस, फीजी आदि देशों में हिंदी में काफी शोध कार्य किए जा रहे हैं और उच्च शिक्षण के लिए इसे बेहिक अपनाया जा रहा है। अंग्रेजी भाषा छोटी जमात से लेकर ऊंची बिसात तक अपनी पैठ बनाकर बैठी हुई है। उच्च शिक्षा में अपनी मजबूत उपस्थिति दर्ज कराने के लिए हिंदी को कड़ा संघर्ष करना पड़ेगा, मौलिकता को हासिल करने के लिए अपनी एक नई दृष्टि विकसित करनी पड़ेगी, शोधार्थी को इस आत्मविश्वास के साथ आगे बढ़ना होगा कि भाषा तो महज एक माध्यम है, आप क्या अभिव्यक्त करते हैं वह महत्वपूर्ण है।

Key Words: हिंदी भाषा, उच्च शिक्षा, त्रिभाषा फॉर्मूला, यूनिकोड, अंतर्राष्ट्रीय विश्वविद्यालयों में हिंदी

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उच्च शैक्षणिक संस्थान व कौशल विकास

सुधीर के. रिन्टन

किसी भी देश की दशा और दिशा उस देश की शिक्षा व्यवस्था से निर्धारित होती है। उच्च शिक्षा संस्थानों से सिर्फ ज्ञान के प्रचार-प्रसार की उम्मीद ही नहीं होती वरन शिक्षित स्नातकों से उस देश की आर्थिक, सामाजिक और राजनैतिक व्यवस्था के सकारात्मक नवाचारों की बेहतरी अपेक्षित रहती है। इन नवाचारों के लिए वातावरण उपलब्ध कराने का उत्तरदायित्व शैक्षणिक संस्थानों पर होता है। इसीलिए कोई भी समाज अपने शैक्षणिक संस्थानों के सकारात्मक प्रयासों के बगैर निर्मित नहीं किया जा सकता। विश्वविद्यालयों का प्रमुख कार्य शिक्षा के प्रचार-प्रसार के साथ-साथ ज्ञान के नए आयामों का सृजन तथा वर्तमान एवं भविष्य के बौद्धिक वर्ग को संस्कारित करने का होता है। दुर्भाग्य से भारतीय शिक्षा व्यवस्था में एक बड़ी खामी ये रह गई कि उच्च शिक्षा संस्थान से निकलने वाले छात्र धर्मसिद्धांत में भले ही दक्ष हों, लेकिन हुनर व कार्य क्षमता के मापदंडों पर खड़े नहीं उतरते। इसकी वजह से स्नातक बेरोजगारों की एक बड़ी फौज तैयार हो गई है, वहीं दूसरी तरफ जॉब मार्केट में दक्ष व कुशल मानवसंसाधन का अभाव दिखता रहता है। इस तरह के वातावरण में अहम है कि उच्च शिक्षा संस्थान अपने पठन-पाठन व पाठ्यचर्या में कौशल एवं दक्षता को



अहम स्थान दे. इसके लिए सरकार द्वारा किये गए प्रयासों में नेशनल स्किल क्वालिफिकेशन फ्रेमवर्क (NSQF) एक प्रमुख हथियार है. इसके अनुसार एक छात्र अपनी रुचि और क्षमता के अनुसार दक्षता प्राप्त कर 'जॉब मार्केट' में जा कर अपना योगदान दे सकता है और आवश्यकतानुरूप अपनी दक्षता और क्षमता को परिमार्जित करने के लिए दोबारा शैक्षणिक संस्थानों की ओर वापस आकर अपना सम्पूर्ण विकास कर सकता है. प्रस्तुत शोधपत्र नेशनल स्किल क्वालिफिकेशन फ्रेमवर्क के लागू करने के तरिके एवं चुनौतियों की समीक्षा करता है तथा यह सुझाव देता है कि भविष्य में उच्च शिक्षा का प्रबंधन इस तरीके से की जाए ताकि स्किल गैप कम हो सके. इससे न सिर्फ बेरोजगारी कम होगी बल्कि देश-समाज का समस्त विकास होगा.

Key Words: उच्च शिक्षा, स्नातक बेरोजगार, कौशल एवं दक्षता, नेशनल स्किल क्वालिफिकेशन फ्रेमवर्क, स्किल गैप

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Changing Prospect of Indian Higher Education in the 21st Century & Role of MOOCs

Sultan Singh Godara

Since independence the higher education system in India has grown



significantly and, in the post liberalisation period it has become one of the largest organisations of its kind in the world. In the 21st century India is fast emerging as a knowledge-based information society through the powerful tool of higher education. There has been remarkable improvement in the 'Higher Education' scenario in both quantitative and qualitative terms. The present paper is an attempt, to present changing scenario of higher education in India, to identify and discuss a number of critical issues pertaining to public and private investment in higher education and emergence of online learning particularly use of MOOCs.

Key Words: Indian Higher Education, MOOCs, Public investment in Education, Online learning, Human capital formation, cost and benefit analysis

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Internal Quality Assurance Cell (IQAC)

Annual Report 2018-19

The Internal Quality Assurance Cell (IQAC) was set up in Maharaja Agrasen College, University of Delhi on October 3, 2015 in response to the latest set of guidelines laid down by NAAC for the setting up of the Internal Quality Assurance Cell in higher institutions. The MAC-IQAC is committed towards enhancing the academic and research environment of the college. The IQAC comprising of Principal, Dr Sunil Sondhi as Chairperson and Dr Maneesha as the Coordinator along with teachers-in-charge and administrative officials work in tandem to prepare the academic calendar prior to the commencement of the session. Following is a brief report of its initiatives and activities in the academic year 2018-19.

- During the academic session 2018-19, the vision and mission statements of the college were revised.
- Various mechanisms and procedures were deliberated and adopted to further improve the quality of Academic Programmes
 - Formation of year wise student faculty committees: The committees should meet twice in a semester, records of minutes to be maintained, discussion to focus on syllabus coverage, internal assessment and any other matter.
 - Paper wise result analysis to be submitted by departments along with follow up remedial measures which are then discussed in the IQAC.
 - Department calendars for the entire academic year to be prepared in the first month along with budgets of activities and purchases.
 - Departments to work towards augmenting institute-



- industry interface.
 - Departments to keep duly signed minutes of all department meetings
 - Promote skill development short term courses, students and faculty research projects.
- Acknowledging and taking responsibility for the environmental impact of operations and behaviors of MAC fraternity on the natural environment, MAC-IQAC formulated the Environmental Policy of the college. With an aim to increase awareness of environmental responsibility amongst its fellows, students and staff and to maintain all buildings and grounds in an environmentally conscious manner for the benefit of all present and future college members and visitors, the environmental policy outlines the policies and practices to further improve the environmental performance. The Green Committee was formed based on the recommendations of IQAC.
- The Extra-Curricular Activities Policy and Sports Policy for Maharaja Agrasen College were discussed and adopted.
- Various parameters for detailed result analysis were discussed and finalized with an aim to track student progression; to identify slow and advanced learners; to analyse the result on the basis of social groups and gender. With such detailed analysis of result, appropriate assistance like remedial classes and zero labs shall be provided to students with decline in result. Similarly, extra opportunities shall be provided to advanced learners to prepare them for higher education and career.
- First Parent-Teacher interaction 'Samvaad' was envisaged and organized in October 2018 in order to provide a platform through which the parents can interact and share their concerns with the faculty members directly. This interaction helped the faculty members to understand the students better and provided

valuable feedback to enhance the teaching learning process in the college.

- Realizing the importance of emotional well-being in students' lives, IQAC recommended to engage psychological counseling professionals to impart awareness and training regarding the same. It was recommended that such counseling sessions should not be a onetime exercise, but it should be a continuous process for the entire year so as to spread awareness on the issues which generate stress, anxiety and sadness which in turn impacts the academic performance and productivity of students.
- The Mentoring and Counselling committee was set up in the college on the basis of recommendations of IQAC.
 - An IQAC initiative, the Mentoring & Counselling Committee in collaboration with Zyego: Student Counselling Services organized several workshops in the academic session 2018-19 to help students deal with myriad issues such as stress management, low self-esteem, anger management and career choices. Workshops for students of various courses were organized on 30 October and 15 November 2018. Workshops were also organized for faculty to augment mentor sensitization on 30 January 2019 and to augment soft skills in the administrative staff on 4 February 2019. There was a special session for hostellers on adjustment issues, lack of motivation and confusion regarding career choices on 6 February 2019. A workshop titled, 'What am I worth? Am I good enough?' was organized for students of BA Programme on 20 February 2019. These workshops were much appreciated by students, Faculty and Administrative staff. Not only has the feedback been very positive but students have expressed their need for many more such workshops

Conference Committee

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उच्च-शिक्षा

- The mark of higher education isn't the knowledge you accumulate in your head. It's the skills you gain about how to learn.
- - Professor Adam Grant
- प्रोफेसर ग्रांट का आशय यह है कि उच्च शिक्षा वह ज्ञान नहीं है, जो हम अपनी खोपड़ी में भरते हैं। उच्च शिक्षा का ताल्लुक तो उस कौशल से है, जो हमें सीखना सिखाता है। सीखना, लगातार सीखना, यही उच्च शिक्षा का एक आयाम है।

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Dr Maneesha

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