ST THOMAS COLLEGE OF TEACHER EDUCATION, PALA

POLICY FRAMEWORK

St. Thomas College of Teacher Education

Pala, Kottayam (Dist.), 686575

ST THOMAS COLLEGE OF TEACHER EDUCATION PALA
EDUCATIONAL TRUST UNDER DIOCESE OF PALAI

POLICY FRAMEWORK

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Part I – Perspectives

1.1 Preamble

The diocese of Palai offers higher education to affirm the harmony of faith and reason in addition to the dignity of each person, which are central to the Catholic tradition. The diocese is committed to equip young people to become honest citizens who are rooted in their culture, open to other cultures, and capable of interpreting social processes, so as to take responsibility for bringing about transformation in society. We are committed to foster the evangelical spirit of becoming 'Good News to the Poor'. The Diocese will focus on the socio-cultural and spiritual development of all students and staff and fulfil our special responsibility to the Christian youth by offering them genuine education in leading a meaningful life. We uphold 'service to the poor and the marginalized'.

1.2 Motto

Lead Kindly Light

1.3 Vision

Educating all for intellectual, spiritual and ethical development

1.4 Mission

- We spread the joy of searching for, discovering and communicating truth in every field of knowledge.
- We offer the young, education, formation and vocational choice in the context of their family and community.
- We form the whole person enabling the integration of the physical, emotional, social, moral and spiritual dimension of individuals.
- We examine and evaluate the predominant values and norms of modern society and culture in a Christian perspective.
- We profess, practice and propagate the Good News.

1.5 Aims and Objectives

- To develop teachers, students, parents, leaders, institutions and society and evolving ethical standards based on the value of universal love
- To offer the young students God experience to make their life more meaningful
- To offer value based education to young people so that they make right choices in life and lead a meaningful and authentic life
- To educate the young based on a well prepared holistic plan and to develop a balanced personality
- To empower and equip the young people through various training and skill programmes and to develop global competencies

- To enable the students and teachers to be responsible towards our nation, society and the environment
- To offer career guidance, training and placement services for students
- To care for the challenged and marginalised and giving them shelter, education and a new direction to life
- To enable everyone to think clearly, feel nobly and act rightly and become the channels of truth

1.6 Catholic Perspectives on Higher Education

Institutions of Catholic Higher Education maintains free and open discussion of the major ideas and issues of what is our common, though divided, world. It has to provide a pedagogy which will open up for a new generation of young people the depth of these issues and raise the possibility of a commitment to transcendent goods. If it is faithful to its mission, it can then offer a wider range of considerations, opportunities, and exemplary experiences compared to state-run institutions, precisely because it has the freedom to include the religious dimension of human life in central parts of the educational process. A Catholic institution should be motivating its students, both male and female, to think about the meaning of the lives of those who practise religion. It should never succumb to the temptations of academic atheism touted in the name political correctness. Protection of pluralism does not require the marginalization of religion.

Whether a particular Catholic institution receives or not, state funding is immaterial with regard to the preservation of the above mentioned Catholic ethos. Conversely, even if fully funded by the Church, these principles shall remain, precluding all efforts at radicalization. Every Catholic institution must possess a core body of scholars who are knowledgeable about the Catholic tradition, who pursue their various disciplines in a way that puts contemporary questions to the tradition, and who turn to the tradition for light on contemporary problems. The core faculty of scholars and teachers who maintain the Catholic identity of the institution need not be Catholic themselves. The crucial criterion is intellectual interest and competence in matters that form part of the Catholic tradition.

Catholic colleges and universities must examine and evaluate the predominant values and norms of modern society and culture in a Christian perspective. Fidelity to the Christian message as it comes to us through the Church is paramount in making a discernment. Given the antireligious bent of much of the academia, they have an apologetic mission to defend the cause of public faith and absolute truth. The promotion of social justice and human rights must also be a priority. In response to the social, economic, and political issues of our time, the Church offers a body of Catholic Social Teaching (CST) that can help Catholic colleges and universities in their mission to form students, encourage research, and develop their institutional culture.

All India Catholic Education Policy (2007) speaks about the necessity of a paradigm shift in the context of India. The concluding part of the document reads thus: "We resolutely

and effectively focus our priorities—our personnel, finances and institutions—on the education of Catholics/Christians and the marginalized, especially the Dalits, Tribals and women. This leads us to rethink and reorient our admission and financial policies, and even our infrastructure and pedagogy. We also make greater efforts than hitherto to promote literacy for all, the universalisation of free and compulsory elementary education, various forms of non-formal education, and advocacy and lobbying in favour of the marginalised. And we privilege the type of education that meets today's crucial challenges and leads to social transformation".

A Catholic institution should be able to inculcate a spirit of hard work. Students should be taught to esteem physical labour, especially the kind of work involved in agriculture and sanitation. While we pursue the path of development in order to improve our standard of living, every effort must be taken to safeguard our environment for future generations. Above all, Catholic institutions must be *schools* of hope.

1.7   History and Present Status of Higher Education in the Diocese of Palai

The first forays of the Diocese of Palai into higher education is contemporaneous with the founding of St Thomas College, Palai. The college was getting ready for inauguration when the diocese of Palai was officially created on 25 July 1950. However, it was only on 7 August 1950 that the papal message to this effect was received. That day also witnessed the solemn inauguration of St Thomas College. Providence had it that the President of the college construction committee was chosen to shepherd the new diocese. It is amazing how a fledgling diocese could earmark a major portion of its resources for the development of a college. No doubt, St Thomas College scaled new heights with every passing year. More land was acquired, more blocks were built and the number of students saw a big leap. Meanwhile, in 1953 the college was raised to the status of a First Grade College. In 1959, the college began to offer post graduate courses both in science and arts streams. In 1963 girls were admitted to Post graduate courses.

In the 1950's the government of Kerala made it mandatory that all high school teachers undergo teacher training. In those days there were only two training colleges in Travancore, one in Trivandrum and another at Perunna. It was very difficult for Catholic teacher aspirants to get admission in these institutions. Thus St Thomas Training College (presently known as St. Thomas College of Teacher Education, Pala) was started in 1957 in a building constructed near St Thomas School, Pala with the prime objective of preparing efficient and committed teachers for our country, with special emphasis on their moral growth and development.

The need for a college exclusively for women was strongly felt in the 1960s. The founding of Alphonsa College on 8 July 1964 as an extension of St Thomas college was an answer to this felt need. Eventually the college acquired a building of its own. The new building was blessed by Mar Sebastian Vayalil on 30 June 1965. Without any delay, the college received affiliation from Kerala University. In 1967 with the starting of several undergraduate courses Alphonsa college became a full-fledged first grade college. Post graduate courses were started in 1982.

Apart from direct initiatives from the diocese, several prominent parishes also took the lead in establishing institutions for higher education. The parish of Kuravilangad under the leadership of Fr. Paul Alapatt was instrumental in founding Deva Matha College, Kuravilangad on 3 April 1964. A year later in 1965, St George's College, Aruvithura was founded by the eponymous parish under the leadership of Fr Thomas Manakkatt. In course of time, both these colleges became post graduate colleges.

When the government of Kerala permitted private players to start self-financing arts and science colleges, two more parishes came forward. Mar Augusthinose College, Ramapuram and Bishop Vayalil Memorial Holy Cross College, Cherpumkal were founded in 1995 by the respective parishes.

The Civil Service Institute stabled in 1997, Lumen Study center, etc were started to meet the need for higher education in the context of Indian Civil Services and other competitive examinations at national and state level

The first decade of the 21st century saw the diocese making giant leaps in the field of professional education. St Joseph's college of Engineering and Technology was founded 2002 at Choondacherry, near Bharananganam. Mar Sleeva College of Nursing, Cherpumkal was inaugurated in 2005. Later in 2008, the college was shifted to a state of the art building. Considering the great demand for professionals in the field of Hotel Management and catering services, the Technical Education Trust of the Diocese of Palai decided to establish such an institution. Accordingly, St. Joseph's Institute of Hotel Management and Catering Technology, Palai was established in 2010.

In 2011 foundation stone Mar Sleeva Super-speciality hospital. Now it is a well functioning Medicity in the locality. In the near future this hospital is expected to grow into a full-fledged medical college. There are also two Arts and Science colleges run by CMI fathers within the diocese, one at Moolamattam and another at Koothattukulam.

Three centres for Theological higher education are also coming up in the diocese. Alphonsian Academy of Religious Sciences was founded on 3 July 2014 as a regional centre of Mar Thoma Vidyanikethan, Changanacherry which is sponsored by the Theological Faculty at Paurastya Vidyapitham, Kottayam. Mount Nebo at Vagamon and Nazrani Dayara at Kanjirathanam are also envisioned to offer theological formation within the monastic tradition of the East Syrian Church. All three centres are mainly intended for the laity. The diocese also runs 2 institutes for home science and 6 nurses training schools.

Part II - Thrust areas

2.1   Values and Ethics of Higher Education Institutions – Value based Campus Culture - Prevention of Social Evils, Alcoholism, Drug Abuse, Violence against women and children, etc – Family Values - Catholic Moral Formation

Our Education is person-centred, inclusive and rooted in the Gospel values of Respect for Life, Love, Solidarity, Truth and Justice; it aims to harmonise faith and culture,

build a better society and pursue the Common Good. As a Catholic Diocese, the person and teachings of Jesus Christ, as presented in the gospels and proclaimed by the Church, are central to our vision, mission and values of the educational institutions. Founded in Christ and sustained by faith, we seek to support institutions to fulfil their mission of enabling each student to come into the fullness of their own humanity. This is a journey in hope and towards hope. With respect to the values and ethics of higher education Palai Diocese upholds the following essential characteristics.

a) Perfection of the human person and upholding 'service to the poor and the marginalized'. Enable the younger generation to consider life as a gift and a service

b) Rediscover the evangelical spirit of becoming 'Good News to the poor'

c) Quality 'education, training and research' that is illumined by faith and promotes Catholic faith formation, and genuine human values.

d) Programmes for prevention of Social Evils like, Alcoholism, Drug Abuse, Violence against women and children, cyber crimes, and exploitation of the environment, etc. Prepare and implement suitable and meaningful activities in every campus.

e) Promotion of social justice, human rights and equity in the light of the Gospel.

f) The 'culture of the institution' should be felt in the campus. Such a campus atmosphere of Christian joy and true freedom, conducive for transmitting values, is to be fostered especially through genuine relationships, common projects and the friendly presence of the faculty, staff and students.

g) Promote a spirituality of communion and respect for others

h) Strong commitment to serving the people of God which gives meaning to life

i) Uphold the family values such as; love, care, concern, responsibility, humility, altruism, forgiveness, etc.

j) A vibrant catholic campus ministry programme would be invaluable in each institution

2.2 Teaching-Learning Process and Evaluation

The institutions and faculty under the Diocese should incorporate student centred teaching-learning and evaluation procedures in the classes. The teachers/institution should concentrate more on;

a) Conducting a bridge course for orienting students towards the institution and the programme in the first week of the course.

b) Formulating a clear concept about the institution and the course as a result of the reading, researching, discussing and brainstorming in highly specific, subject-focused work.

c) Students receive both, formal lecture and opportunity to apply their knowledge in social setting or in laboratories or computer mediated settings.

d) Teaching learning process caters to the individual differences among the students. Every teacher should provide academic assistance through tutorial programme and remedial teaching as per need and demand. Give personal attention to the excellent and the educationally disadvantaged students

e) Synthesis of conventional and modern educational techniques

f) Using multi-media learning packages, instructional materials and power point presentation for taking classes by teachers. Developing and using learning package for students in every discipline

g) Revealing links between contemporary concepts and incorporating new conclusions into existing knowledge

h) Encouraging students to ask questions in the class. Create a learner friendly atmosphere in the classroom, institution and the campus

i) Consistent, continuous and comprehensive evaluation procedure to evaluate the achievements of students and their performance in different areas of study

2.3 Research, Innovations, Consultancy and Contributions – Patents

The teaching and research activities of the institution/department/faculty should focus on the following.

a) Research and development is an integral part of higher education. Therefore, we encourage impartial research and scientific temper in all disciplines.

b) The head of the institution/department should constantly motivate teachers to take up research, research projects, research guidance and consultancy in their respective fields.

c) Encourage the faculty members to attend and present papers at various international, national and state level seminars/conferences/workshops, etc.

d) Every institution/department should start journals to publish high quality original research works including case studies, experimental studies, articles, book reviews and surveys related to different areas.

e) Share the research findings and initiatives of reputed institutions/faculty under the Diocese of Palai among other institutions.

f) Every institution should publish the research projects of faculty and compile research projects of exceptional quality produced by students and share it with other institutions.

g) In every institution, establish a Research and Review Committee to review and scrutiny the research projects, seminar proposals, research papers, and to offer research-based consultancy services to faculty, research scholars and students.

h) The innovative researches should be sent for patents.

2.4 Social commitment and Involvement in public life – Extension services - Societal Expectations: Services from Institutions and Staff

The role of institutions of higher education in societal development is becoming increasing significant. Solidarity with the poor and the marginalized sections of society should form part of our institutions to work towards their increased presence and involvement in public life.

a) Consider the major documents of the Church like 1891 Rerum Novarum (Leo XIII)-*Workers*, 1931 Quadragesimo Anno (Pius XI)-*Subsidiarity*, 1961 Mater et Magistra (John XXIII)-*Socialization*, 1963 Pacem in Terris (John XXIII)-*Rights*, 1965 CHURCH/MODERN WORLD (Vat II)-*Responsibility in this world* , 1967 Populorum Progressio (Paul VI)-*Development*, 1971 Octogesima Adveniens (Paul VI)-*Political Action*

, 1971 JUSTICE IN THE WORLD (Synod II) -*Justice and Love*, 1975 Evangelii Nuntiandi (Paul VI)-*Liberation*, 1981 Laborem Exercens (John Paul II)-*Work*, 1983 CHALLENGE OF PEACE (US)-*Arms*, 1986 ECONOMIC JUSTICE (US)-*Pref Option* , 1987 Sollicitudo Rei Socialis (John Paul II), -*Solidarity*, 1991 Centesimus Annus (John Paul II)-*Market*, Reflections of Pope Emeritus Benedict XVI and Pope Francis, nstrumentum Laboris of the Congregation for Catholic Education, All India Catholic Education Policy, Blessed Cardinal Newman's "Idea" for Catholic Higher Education, Magisterium of Bishop Mar Joseph Kallarangatt, etc for preparing and implementing the social service activities.

b) The local community is benefited from the institution through the contribution of the institution through various extension activities, community outreach programmes, partnering with NGO's and GO's etc.

c) Offer resources – Human and infrastructural – to the local community and utilize the local resources and expertise of people from community

d) The entire faculty should be aware of social justice issues; and also should discuss these issues with students. Relevant domestic and international topics including the inequitable distribution of wealth and power, marginalized populations, gender and social inequality, the environment, and social services should be talked about in a safe, open-minded environment.

e) All the institutions should focus on Good news to the poor and Freedom for the oppressed in all extension service activities.

f) The institutions should uphold a Socially Sensitive Conscience against Apathy, Ignorance, Inadequacy, Materialism, etc. and enable the local community and people to Feel right, Think right and Act right. Every institution should prepare and implement a plan of action for social and community service.

g) The Head of the Institutions and HODs should ensure the involvement of staff and students in socially responsible activities at every higher education institutions under Diocese of Palai.

h) In framing social service activities, issues of global justice, environment, survival, human rights and citizenship, leadership, etc are to be considered as the most important part of the social commitment of the institutions and individuals.

i) Abolition of social evils and promotion of human values. Ensure that follow-up planning and progression of activities, tasks and subtasks throughout the year and review them at the end of the year for evaluation and reformulation are done.

2.5 Collaborations

It is necessary for Catholic higher education institutions to cultivate synergy through innovative ways of collaborating and networking among the institutions, within the Diocese, State, Country and abroad, to maximise the sharing of human and physical resources. In this, priority should be given to networking with our own alumni/ae by encouraging them to support and collaborate in our mission. If needed, all the institutions should collaborate and make use of the technical and other related support from the Engineering College or the reputed institutions of the Diocese. The institutions of the Diocese should consider the following areas of collaborations as per the need, situation, and requirements.

a) Research Collaborations
b) Joint / Dual Degree Programs Certificate Programs
c) Twinning / Transfer Programs
d) Distance Education Programs
e) Vocational Education Programs
f) Faculty Exchange Programs
g) Student Exchange Programs Partnership Programs
h) Study Abroad in India Programs
i) Collaboration Methodology
j) International Invitees

2.6 Faculty: Appointment and Promotion, Awards and Recognitions, Continuous learning, Training, Research and Publications

The quality of instruction and education depends on the quality of teachers. The Diocese of Palai is committed to ensure the quality of teachers/institutions in terms of qualification of the faculty, teacher characteristics, and the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities. After their joining in the teaching profession, they need to be inducted effectively and oriented towards research and teaching.

a) All the institutions should motivate and encourage teachers to take initiative to learn and keep abreast of the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.

b) The appointment and promotion of faculty will be based on the Government/UGC/ University rules and regulations and also based on the Minority Rights given by the Constitution of India. The Diocese will give enough consideration to the committed and qualified faculty in this regard.

c) All the head of the institutions should take necessary steps for the promotion and other benefits of the faculty in time. Faculty should fulfil the requirements suggested by the Government/UGC/University/Management.

d) Create a quality assurance framework to address the quality deficit in the higher educational institutions. Setting up of an Internal Quality Assurance Cell (IQAC) is one such mechanism to ensure quality within the institutional framework and linking it with the standards set by the quality assurance agencies.

e) Continuous learning and updating of skills and competencies of the faculty should be clearly evaluated and motivated.

f) Financial assistance to be given for professional development to the teaching and administrative staff. Awards and Recognitions should be given to the faculty at institutional and diocese level to promote the quality culture. (e.g. Best teacher award, best researcher award, best extension activist award, etc)

g) Offering training programmes for teachers in the form of Refresher/Orientation/ Faculty Improvement/ICT enabled competency development, etc are to be given periodically considering the need of the hour.

h) The major and minor researches done or supervised by faculty or undertaken by the institutions should be published without lag. Encourage the publications in terms of papers in journals, proceedings, and books, etc.

i) Training to the faculty should be given at institutional and diocese level to write research papers, articles, books, reviews, etc related to different disciplines.

2.7 Admission, Financial Aid, Scholarships, Counselling, Training, Leadership and Competency development of Students, Vocational and Career guidance

a) The admissions to various courses should be based on the rank list prepared, giving weightage to marks in the qualifying examination, additional qualifications, caste, community, income, locality, management considerations, etc.

b) Capitation fees, accepting money for appointments, and commercialisation of education are strongly condemned.

c) With increasing unemployment among the educated, the need for giving due attention to employable skills in secondary and higher education is being felt increasingly. As skilled workforce is considered the most important human capital required for the development of a country, both vocational education and skill development are known to increase productivity of individuals, profitability of employers and national growth. Vocational education aims to develop skilled manpower and human resources for the society. Vocational and Career guidance services are to be provided. Start NET, Bank Test, UPSC, PSC, and other needed coaching programmes in every department/institution.

d) A Best Student award can be instituted by the college for the best outgoing student of each year.

e) Give awareness to all students regarding the scholarships by Government, NGOs, Management, etc. A teacher in-charge should be there in every institution concerned with the scholarships and financial aid to the students.

f) Institutions should encourage the faculty and well-wishers to give financial aid to students considering their merit, economic backwardness and other relevant criteria.

g) A Needy Student Fund (NSF) is to be made available to the deserving students.

h) A Counselling service should be there in every educational institutions, considering the girls students, marginalised, differently abled and the needy. If needed, the expertise of the Diocese Counselling Centre can be utilised.

i) Programmes for Competency development of Students including coaching classes, personality development training, communication skills, IT skills, soft skills, etc should be given. A teacher in-charge of the Competency Development of Students is to specially considered.

2.8 Environmental Sustainability – Eco-Friendly Activities – Agrarian Movements

All the higher education institutions under Diocese of Palai propose 'A Green Campus', where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus. Every institution under the Diocese will work with students, faculty and support staff to foster a culture of self-sustainability and make the entire campus environmental friendly and will enable the institutions to develop their campuses as a living laboratory for innovation.

a) Every institution has to design an Environment Management Plan (EMP) to mitigate the possible adverse effect of various activities on existing environmental factors,

during construction as well as in operational stages, to avoid their deterioration, if any. As a social and moral obligation on the part of every body it becomes our bounden duty to leave our environment at least in a state what we inherited from our ancestors for the next generation.

b) Every institution should achieve a Green Campus status by making significant progress in cross campus community collaboration under one or a number of the following themes: Energy, Water, Travel and Transport, Biodiversity, Waste, etc.

c) Establish and monitor a Green-Campus committee incorporating student and staff representatives, undertaking an environmental review, implementing an action plan, monitoring and evaluating actions carried out, linking the programme to curriculum work, informing and involving the campus and wider community, and developing a green charter.

d) Every institution should undertake any relevant eco-friendly activity considering thrust on agricultural initiative, agrarian concept or environmental sustainability. The projects like; Save River, Clean River, Green Campus, Clean Campus, Plastic Free Campus, Smoke Free Campus, Carbon Free Campus, Eco-Adoption, Water My Life, etc or any other relevant projects can be under taken by every institutions/departments.

e) The head of the institution has to develop a plan to save energy at the institute level with time bound plan to install Solar Power Station mandatorily either at the top of college building or in open field.

f) Energy audit will be made mandatory for every institute. Save Energy will be the motto of every day's working in each institution. Every institute should purchase only energy star compliant computers and equipment's. If energy star is unavailable, purchase the most energy-efficient model available in the market.

g) Every institution has to work in the direction of waste water management schemes/rain water harvesting.

h) All the institutions under Diocese of Palai should provide environmental education through its curricular design, research and collaborative efforts with NGO's working in those areas. They can provide trained manpower and knowledgeable expertise to solve critical environmental problems.

2.9 Code of Ethics for Teachers and Staff – Relationship with Management, Society, Parents and Students

Teaching is the noblest of all professions. In order to maintain the professional status, teachers have to own certain responsibilities both as individual and as members of a respectable profession. As a part of their social duty, teachers have also been asked to strengthen the community's moral and intellectual life, take part in activities conducive to the progress of society, participate in community activities and shoulder responsibilities. The teaching and the non-teaching staff under the diocese of Palai are to be accountable to the Management, Students, Parents, Society, Government, etc. This accountability is the very base of the code of ethics.

a) Teacher in Relation to Students, shall, always be punctual in attending to duties in the institution; always teach the curriculum after making thorough preparation for the lessons to be taught; treat all students with love and affection and be just and impartial to all irrespective of caste, creed, sex, status, religion, language and place of birth; guide the students in their social, intellectual, emotional, moral and spiritual development; set a standard of dress, speech and behaviour worthy of example to the students; and respect basic human dignity of students while maintaining discipline in the institution.

b) Teacher in Relation to Parents/Guardians, shall, seek to establish cordial relations with parents/guardians; provide information regularly to parents regarding the attainments and shortfalls of the wards; and Refrain from doing any thing which may undermine students confidence in their parents or guardians.

c) Teacher in Relation to the Management, Society and the Nation, shall, strive to develop the educational institution as a community and human resource development centre providing knowledge and information and developing skills and attitudes needed for such development; strive to understand the social problems and take part in such activities as would be conductive to meet the challenges passed by the problems; work actively to strengthen national integration and spirit to togetherness and oneness; respect and be loyal to the institution, management, community, state and nation; recognize the management as the prime source of his/her sustainable development; and develop mutual respect and trust through his professional activities and outputs.

d) Teacher in relation to Colleagues and Profession, shall, treat other members of the profession in the same manner as he/she himself/herself wishes to be treated; refrain from lodging unsubstantiated allegations against colleagues or higher authorities; participate in programmes of professional growth like in-service education and training, seminars, symposia workshops, conferences, self study etc; cooperate with the head of the institution, management and colleagues in and outside the institution in both curricular and co-curricular activities; and accept as a professional the individual responsibility of reporting to the concerned authorities/management in an appropriate manner all matters that are considered to be prejudicial to the interests of the students and the development of the institution.

2.10 Usage of ICTs in Higher Education

The Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer, and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing, online courses and distance learning. ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrolment, etc. Diocese of Palai positively supports the judicious use of ICTs in higher education institutions considering its impact

and importance. At the same time the institutions should check and control the misuse of technology.

a) The institutions should use the ICT devices and services in terms of students for Increased access, Flexibility of content and delivery, Combination of work and education, Learner-centred approach, Higher-quality of education and new-ways of interaction, etc.

b) The institutions should ensure the use of the devices and services for the faculty for High quality, cost effective professional development in the workplace, Upgrading of employee skills, increased productivity, Developing of a new learning culture, Sharing of costs and of training time with the employees, Increased portability of training, etc.

c) Promote students and faculty using the internet for academic purposes, through which they learn much more and their ability to access, analyze, retain and share information improve dramatically.

d) Teachers and students in our institutions are to be encouraged to prepare PPTs, multi-media learning packages, short learning objects, e-contents, etc.

e) Students are to be trained for doing Massive Online Open Courses conducted by various universities in India and abroad. The SWAYAM suggested by UGC, NPTEL, NME-ICT, MOODLE, etc are to be introduced and trained among teachers and students.

f) The head of the institutions should make sure that the teachers trained to become *e-excellent teachers* - a teacher having knowledge and capacities to use technologies for quality of education, mastering over on-line and off-line education.

g) Institutions should consider the technology enhanced "any time anywhere" teaching learning mode providing connectivity, along with provision for access devices, to institutions and learners; and Content generation.

h) Wi-Fi facility, and computers in the library, E library access, E-books, Digital library, e-contents, SLOs, etc are to made available to the students and faculty.

i) The institutions not having IT training as part of the curriculum should evolve a curriculum for the students which includes Basic Concepts of Information Technology, File Management, Word Processing (Microsoft Word), Spread Sheet (Microsoft Excel), Presentation (PowerPoint), Blogging, web designing, Information and Communication (Internet and e-mail), Social Networking for education, training for using Interactive white boards, LCD and LED Projectors, Digital Library, Preparation and uploading of instructional materials in websites, online courses, etc.

2.11 Equity, social justice and gender sensitivity in Higher Education

An inclusive approach with a clear option for Catholics, the poor and the marginalized, strong commitment to serving the people of God in their pilgrimage of faith to the transcendent goal which gives meaning to life, and Promotion of social justice in the light of the Gospel, etc are the cardinal components of our social concern in education along with the teachings of the Church. Neither market forces nor developments in science and technology should be allowed to make us deviate from these non-negotiable elements of our

mission. Our prime objective is to rediscover the evangelical spirit of becoming 'Good News to the Poor'.

a) The Diocese will show an unequivocal preference and respect for the poor and the marginalized, translate such an option into institutional programmes, and ensure that higher education is accessible and affordable to them.

b) Capitation fees and commercialisation of education are strongly condemned in the diocese. Financial aid, scholarships for poor and eligible students to be given under every institutional frame.

c) Spiritual and Moral rejuvenation programme is to be arranged every year for all the students considering the Catholic values, values of the society, national sprit, etc.

d) Enough infrastructural and institutional services and provision should be given for girls students, differently abled, socially and culturally disadvantaged and marginalised.

e) The institutions should inform the students the matters related to the government scholarships and grants for SC/ST, Minorities, Single Girl Child, Physically handicapped, blind, financially backward, etc. wherever applicable.

f) Welfare programmes and initiatives such as scholarships and endowments, financial support to poor needy students, annual medical inspection, canteen, refreshment facilities, computer and free internet access, various laboratories, guidance and counselling centre, women counseling centre, grievance redressal cell, anti-ragging and harassment cell, meditation and spiritual rejuvenation classes, etc. are to be made available in every institutions.

g) The classes and programmes should be arranged for conscientising the students on gender roles, gender responsibility, gender sensitivity, and reflective gender morality.

2.12 Health and Physical Education – Mental Health

Within Catholic doctrine and tradition, there is deep respect expressed for the human body, the temple of the Holy Spirit. Thus, it is natural that a Catholic school would engage and educate students in physical education. Physical education is a part of the formation of the human person. This development includes attention to the physical body in a healthy way that acknowledges the necessity of both correct knowledge and appropriate activities in order to promote genuine human well being. The objective of the physical education programme is to develop the knowledge, skills, and values related to motor skills and movement principles, health-related fitness, sportsmanship and personal responsibility, lifetime sports and leisure activities. The Catechism of the Catholic Church supported health care for those without access to it: "Concern for the health of its citizens requires that society help in the attainment of living-conditions that allow them to grow and reach maturity: food and clothing, housing, health care, basic education, employment, and social assistance". Every institution should take up a mission to "Energize and Educate Students for Healthy Lifestyles" as part of the curricular or curricular activities.

a) The institutions should prepare and implement a Institutional Health Policy covering the health of the staff and students, time for exercise, concept of comprehensive health-physical, emotional, moral, social, spiritual , etc.

b) Institutional efforts to conscientize on health hazards, communicable diseases, life style diseases, addictions, etc. among the students people around.

c) Every institution should test and grade of Health related Physical Fitness in all in the institution. Periodical health checking is to be done in institutions.

d) The staff and students should use the available facilities and resources in the institutions in the maximum to increase the physical fitness.

e) The institutions should share the infrastructure, faculty and facilities between other institutions and if possible with community members.

f) Regular Physical activities in all the institutions to be ensured. Provisions should be given in this regard in the time table before or after the regular class time.

g) Training for physical fitness, Physical exercise habit, Emotional and mental health training programmes and activities, Awareness on first-aid, etc are to be designed and implemented in the institutions.

h) A positive step on healthy youth and healthy woman for improving the health status of a community to be materialised.

i) Ensure the functioning of a health club in every colleges under the leadership of the and organizes blood donation camps, meditation, medical checkups, classes on various health related topics, discussions, sports and games, etc.

2.13 Library and Learning Resources

a) Ensure the maximum use of library as a learning resource centre, which is effective and user friendly, where all students staff are registered as members and users.

b) Make sure that the institution has a mechanism to systematically review the various library resources for adequate access, relevance etc. like, the Library Advisory Committee.

c) The institutions should give priority to select and order new Books, Non Book Materials, Journals and Magazines, e-books, etc.

d) Institutions should frame and modify the general rules and regulations for the proper functioning of the library and should evaluate the proper maintenance of the library.

e) Ensure that the library time table is convenient to the faculty and students. Library should be open at least one hour before and after the class.

f) Ensure computerized library with standard software having facility of bar coding and biometric attendance system, Digital Library of dissertations/theses, question papers, e-books, e-journals and old precious and useful books.

2.14 Infrastructure

The institution is committed to provide better infrastructure facilities to the beneficiaries. The diocese will play an important role in view of society's growing need for skilled manpower which can be met only by strengthening the infrastructure and quality of higher education system; to have an edge in knowledge generation in a global economy; to achieve a developed socio-economic structure / for societal transformation; and to ensure

access, equity and excellence. The diocese will strengthen the infrastructural resources. The diocesean institutions give much emphasis on;

a) Construction and maintenance of all infrastructural facilities suited for the institution

b) Clean, Green and Eco-friendly campus with excellent infrastructural facilities

c) Usage of bio-degradable materials in the campus and Plastic free campus.

d) Campus with modern and homely hostels or alternative services

e) Classrooms, laboratory, library, learning resource centres with maximum possible facilities

f) Conference and discussion rooms with multimedia facilities

g) Modern classrooms with all possible infrastructural backup.

h) Canteen, waiting rooms and other students support services

i) Sports and games facilities

Part III – Implementation

3.1   Academic Audit by the Management – Quality Assessment

The Diocese will constitute an Academic Audit and Quality Assessment Council for all the higher education institutions of the eparchy under the Higher Education Council of Palai Diocese (HECP). Academic Audit is intended to emphasize on self-reflection and self-improvement rather than compliance with predetermined standards. The purpose of an academic audit is to encourage departments or programs to evaluate their education quality processes to produce, assure, and regularly improve the quality of teaching and learning. An audit asks how faculty approach educational decision making and how they organize their work, using the resources available to them and working collegially to provide a quality education in the best interests of the discipline and student learning.

The purpose of the Academic Audit is to evaluate the performance of the institutions, departments, and the faculty and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, administration, extension, and curricular and extra-curricular activities. The after visiting the departments, schools and centers, and interacting with the HODs/Directors/Coordinators, teaching and non-teaching faculties, students, alumni and parents and validating the data the committee would give valuable suggestions. The Patron will constitute the council time to time. The appointment of the council will be for five years. The structure/members of the Academic Audit and Quality Assessment council includes; the Chairman, Convenor, 3 Peer Team members, 3 Principal/HOD/Faculty from different areas of higher education, Secretary, etc. The council will set the standards for assessment and grading time to time as per the requirements of the changes and challenges of the educational scenario.

3.2 Preparation and submission future plans/programmes and evaluation by Higher Education Council of Palai Diocese (HECP)

Future plans and programmes best describe the part of the process of improvement of every institution under the Diocese that considers the broad picture of an institution and identifies main strategies that will provide institutional strength and focus. This will include consideration of the internal and external factors inhibiting and encouraging success, change and growth. It will take into account institutional mission, aims and objectives, the communication needs of various constituents and map a pathway to enable planning to take place effectively. This planning is the part of the process that moves broad strategies into detailed objectives and action plans. It identifies what has to happen when and by whom. It considers options to realize identified goals and selects those most appropriate. Planning is also concerned with refining outcomes, so accountability and evaluation of the plan are possible. The details of planning may lead to analyse the Strengths, Weaknesses, Opportunities and Challenges of the institution. The head of the institution is responsible for submitting the 3-5 year future plan of the institution concerned. The Higher Education Council of Palai Diocese will evaluate the future plans and give timely feedback and suggestions. The patron will constitute the council time to time. The appointment of the council will be for five years. The structure/members of the Higher Education Council of Palai Diocese includes; the Chairman (Patron), Convenor (Auxiliary Bishop/Manager), 5 Ex-officio members, 5 Academicians/Educationists/Specialists, 5 Principal/HOD/Faculty representatives from different areas of higher education, Treasurer, Secretary, etc.

The major objectives of the council are; to develop each higher education institution under the diocese into a world-class centre of education with distinct identity and character; to monitor the higher education scenario of the diocese render advice to the Government, Universities and other institutions of higher education in the State and the nation; to coordinate the roles of the different institutions in higher education within the diocese; to evolve new concepts and programmes in higher education; to provide common facilities in higher education considering the quality and improvement of the institution; to undertake human resources development planning for the diocese and plan the growth and development of higher education in accordance with such planning; to promote extension activities in colleges and institutions and encourage their integration into the curriculum so that the students and teachers become sensitive to social issues; and to perform such other functions for the realisation of excellence in higher education with a catholic spirit.

3.3 Institutional Networking and Sharing of Resources – Teacher and Student Exchange Programme

The mission of the network of the institutions of the diocese is to promote academic excellence, integration and co-operation among its institution throughout the diocese. Social and economic development the region requires advances in science, technology and education. To accomplish this goal, the diocese has taken the decision of connecting the institutions, to share information to promote and enhance knowledge, and

build up collaboration and synergic links among all the higher education institutions/faculty in order to manage knowledge efficiently.

Networks meant by the diocese are spaces of a great opportunity because they favour learning and generation of self-organisation processes to share visions and commitments about different areas. They allow the establishment of links of different kinds among their members and from there, social relationships and consolidation of projects are constructed. The student exchange programmes with different institutions can be encouraged. The faculty can be invited for exchange of professional knowledge and dissemination of expertise. The infrastructural resources and facilities can be shared among and between the departments and institutions. The guidelines and instructions for student exchange, teacher exchange and resource sharing should be prepared by the heads of institutions in consultation with the Higher Education Council of Pala Diocese. The diocese consider academic, research and extension networks are options to promote collaborative work among higher education institutions.

3.4 Establishment of the Quality Council in every institution

A Quality Council in every higher education institution under the diocese should be oraganised. This council should concentrate on Teaching-Learning Process, Research/Projects, Research Papers/Articles, Masters/Doctoral level research, Research guidance and consultancy, Student support, etc.; Scholarships, Awards, Internet & computer facility, Conselling programmes, Career guidance, Coaching programmes, placement services, clubs, health services, etc., and Preparation and publication of the books, Articles, Seminar proceedings, Students' work, Projects, Documents, etc. Separate wing for Teaching-Learning Process, Research, Development, Consultancy and Collaboration, Dissemination and Publication, Student Support Services, Infrastructure and Learning Resources, Extension, or any relevant wing according to the need and style of the institution, etc can be constituted. Every wing should have a convenor, secretary and two or three members. These wings should submit the report to the head of the institution every year. The reports from all the intuitions will be discussed in the Higher Education Council. The Quality Council consists of; the Principal (Chairman), Convenor, all HODs, 2 or 3 faculty members, 2 members from non-teaching faculty, secretary, etc. The chairman of the Quality Council should submit the report of the activities of all the wings to the Higher Education Council of Palai Diocese.