LONDON SCHOOL
OF MANAGEMENT EDUCATION

# Report on the Proceedings of the International Conference on 'Quality Management in Education'

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LONDON SCHOOL
OF MANAGEMENT EDUCATION

# Report on the Proceedings of the International Conference on 'Quality Management in Education'

Held on the 8th & 9th of January 2015

At the Grange City Hotel

8-14 Cooper's Row, London EC3N 2BQ, UK

First Edition, 2015

EDITORIAL BOARD

Dr Ravi Kumar, Convener

Dr Sarita Parhi

Dr Dolly Jackson-Sillah

Professor Stephen McKinney

Dr Peter Gray

Professor Suresh Sharma

Mr Sree Vallipuram – Consultant Editor

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## Introduction

The papers contained in these proceedings are those presented at the International Conference on 'Quality Management in Education' held in London, UK, from 8th to 9th January, 2015. The Conference was organised by the London School of Management Education (LSME), UK, with some collaboration with the International Forum of Researchers in Education (IFORE).

A total of forty (40) participants from fifteen (15) countries attended the conference. Seventy five (75) research papers were submitted for review and twenty five (25) of these were selected by the Conference Committee Members for consideration by the Conference Delegates.

Moreover, the Conference benefited immensely from two Key Note Addresses and two Guest Lectures.

## About The Conference

Quality management in education which should be comprehensive and applied to all aspects of the operations of an institution is a dynamic process that evolves over the years and has a decisive influence on individuals, institutions, nations and international bodies. An investment in human resource capacity in quality education is therefore linked to the achievement of overall quality by creating mechanisms for fulfilling expectations of educational institutions and their stakeholders. This conference deliberated on common indicators of good quality education such as the quality of management strategies in ensuring:

- *The recruitment and development of motivated and highly skilled personnel;*
- *Appropriate funding for the institutions' programmes;*
- *The appointment of motivated and skilled heads of institutions who set and manage academic standards;*
- *Availability of appropriate learning resources for face-to-face and distance learning programmes.*

The conference also focused on factors affecting compulsory and post-compulsory education (including Management, Teacher Training, Health and Technical Education) such as:

- *availability of contingency arrangements for mitigating factors such as civil unrest and industrial actions in order to promote continuity of education;*
- *commitment to Education at the national, institutional and individual (parental in the case of schools) levels.*

## About London School Of Management Education (LSME)

LSME is an innovative training organisation with a global vision: “to play a leading role in the delivery of global educational services in partnership through radical Lifelong Learning training, equipping managers, health and social care professionals, tutors, teachers and trainers, with modern and transformational standards”.

The institution’s philosophy is enshrined in its slogan: “transforming people with skills as we aim to facilitate in our students, the innovative skills required for their careers in business, education or health and social care”. LSME currently delivers Further Education and Higher Education courses from basic to postgraduate level. All qualifications are awarded by UK national awarding bodies such as Pearson Edexcel, Oxford Cambridge Royal Society of Arts (OCR) and NCFE. The College is regulated by the Quality Assurance Agency for Higher Education (QAA). The institution has the Home Office Tier 4 Highly Trusted Sponsor (HTS) status and works in partnership with the Department for Business, Innovation and Skills (BIS) and Student Finance England (SFE) to secure government funding for UK & EU students.

## Conference Committee Members

**Dr. Ravi Kumar, Director, LSME, UK (Convener)**

**Prof. Sunil Behari Mohanty, AIAER, India**

**Dr. Sarita Parhi, Principal, LSME, UK**

**Dr. Dolly Jackson-Sillah, LSME, UK**

**Prof. Suresh Kumar Sharma, Panjab University, India**

**Prof. Stephen McKinney, University of Glasgow, UK**

**Prof. Leif Moos, Denmark**

**Prof. Peter Jarvis, University of Surrey, UK**

**Prof. Michael Singh, Australia**

**Prof. Zhang Quan, China**

**Prof. Beatrice Avalos-Bevan, Chile**

**Prof. Lazarus Ndiku Makewa, Kenya**

**Prof. Sandra Poirier, USA**

## List Of Participants

| | | |
|---|---|---|
| **Chief Guest** | | |
| Dr Rajan Welukar | Vice Chancellor, University of Mumbai, Maharashtra | INDIA |
| **Guest of Honour** | | |
| Prof. Shamit Saggar | Director, Understanding Society Policy Unit & Professor of Public Policy, University of Essex.<br>Chairman, Universities Partnership Programme Group Holdings. (Former Senior Advisor, Prime Minister's Strategy Unit, Cabinet Office, HM Government). | UK |
| **Keynote Speakers** | | |
| Prof. Peter Jarvis | University of Surrey | UK |
| Prof. Stephen McKinney | University of Glasgow | UK |
| **Guest Lecturers** | | |
| Prof. Margaret Solomon | La Sierra University, California | USA |
| Mr. Alan Bradshaw | Educational Consultant | UK |
| **Chairpersons of Sessions** | | |
| Prof. Stephen McKinney | University of Glasgow | UK |
| Prof. T P Madhu Nair | University of Mumbai | INDIA |
| Prof. S K Sharma | Panjab University, Chandigarh | INDIA |
| Dr V V Dalvie | Mithibai College, Navi Mumbai, Mumbai | INDIA |
| Dr Peter Gray | Norwegian University of Science & Technology | NORWAY |
| Dr Anslim Narinesingh | Senior Quality Assurer | UK |
| Mr. Paul Loranger | Educational Consultant | CANADA |
| Ms. Trish Kreft | Quality Assurer | UK |
| **Rapporteurs** | | |
| Dr Poonam Kakkad | Nirmala Memorial Foundation, Mumbai | INDIA |
| Dr Anjali Puri | Govt. College of Education, Chandigarh | INDIA |
| Dr Pooja Pankaj Veer | University of Mumbai | INDIA |
| Dr Rupa Das Borbora | Cotton College, Guwahati, Assam | INDIA |
| Dr Sangeeta Singh Kohli | S.K. Somaiya College of Arts Science & Commerce | INDIA |
| Dr Tomomi Miyajima | The World Bank, Washington D.C. | USA |

## Presenters

| | | |
|---|---|---|
| **Anjali P Patkar**<br>**H. U. Shingadia**<br>**V. V. Dalvie** | Two Decades of Existence of National Assessment and Accreditation Council of India - A Status Paper. | INDIA |
| **Anjali Puri**<br>**Rajeev Puri** | Attitude Towards Educational Innovations as Related to Academic Climate of Higher Education Institutions | INDIA |
| **Ayomi Indika Irugalbandara** | Perceptions of Senior Secondary Students on Reproductive Health Education in Sri Lanka. | SRI LANKA |
| **D. M. Bakrania** | Academic Achievement and Proficiency in English Language of Medical Students of Gujarat | INDIA |
| **S. B. Dharap** | Indian Education System – Challenges of Quality Enhancement in University and Higher Education | INDIA |
| **Dhatri Dubey** | How to Create a Job Creator | INDIA |
| **J. H. Gajjar**<br>**D. M. Bakrania** | Effectiveness of Teaching Method. | INDIA |
| **Hue Ming-Tak** | From Policy to Practice: Challenges of Promoting Cultural Responsive Classroom and Teachers' Multicultural Competency in Hong Kong Schools. | HONG KONG |
| **Intekhabalam K. Ansari** | Improvement of the Quality and Management of Teacher Education Programmes: An Exploration. | |
| **Jayantikumar M. Naik** | Problems Faced by the College Principals and their Solutions in the Context of Qualitative Management of Higher Education. | INDIA |
| **Ma Yongxia**<br>**Qi Guo**<br>**Han Xue** | An Empirical Study on Employability Structure of Science and Engineering Students. | CHINA |
| **Madhu Nair T.P.**<br>**Poonam Kakkad** | A Study on the Factors Influencing Students' Decision to Study Abroad | INDIA |
| **Margaret Solomon** | An Exploratory Study on the Education of the Poor Urban Children in India Highlighting the Challenges in the Implementation of Right to Education. | USA |

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|---|---|---|
| **Margaret Solomon** | Cross-Cultural Experiences of Immigrant Students: Mainland Chinese in Hong Kong and Mexicans in the United States. | USA |
| **Hue Ming-Tak** | | HONG KONG |
| **Milosh Raykov** | Mixed Methods Approach to Evaluation and Quality Management of Community Service-Learning. | MALTA |
| **Alison Taylor** | | CANADA |
| **Prasanna K. Mohapatra** | Quality Management in Higher Education. | INDIA |
| **Paul Loranger** | Can Schools Teach Wisdom in What Students Learn on their Own? – Teaching Beyond the Tests. | CANADA |
| **Pooja Pankaj Veer** | Study of the Adequacy of the Existing One Year Bachelor of Education Course. | INDIA |
| **Pankaj D. Veer** | | |
| **N. N. Prabhu** | Inclusion of NCC, the World's Largest Uniformed Voluntary Youth Organisation in Curriculum of the University of Mumbai – A Case Study. | INDIA |
| **V. V. Dalvie** | | |
| **Rupa Das Borbora** | Learning Quality of the Primary School Learners An Assessment through the Performance of the Learners in English and Mathematics. | INDIA |
| **Sangeeta Singh Kohli** | Exploring the Role of Public Private Partnership in Promoting Quality Higher Education for Inclusive Growth in India. | INDIA |
| **Ranjan Bandhopadhyay** | | |
| **Kamalesh Kohli** | | |
| **Suresh K Sharma** | Importance of Statistical Tools in Improving Quality Education and Management Decision Making | INDIA |
| **Sarita Parhi** | | UK |
| **Ravi Kumar** | | UK |
| **Tomomi Miyajima** | Challenges and Opportunities: Effectiveness and Impact of Demand-Side Interventions in Promoting Girls Education in Rural Yemen. | USA |
| **Tapati Mukherjee** | Teacher's Education | INDIA |

*The contact details of the participants are listed in Appendix 2 and an email address is also listed against those delegates who have agreed to share this information.*

## Message to Conference

from the Governor of Maharashtra, India.

**Ch. Vidyasagar Rao**
GOVERNOR OF MAHARASHTRA

RAJ BHAVAN
Malabar Hill
Mumbai 400 035
Tel. : 022-2363 2660
Fax.: 022-2368 0505

19 December 2014

**MESSAGE**

I am pleased to know that the London School of Management Education (LSME) is organising an International Conference on 'Quality Management in Education' in collaboration with International Forum of Researchers in Education (IFORE) on 8th & 9th January 2015.

It is gratifying to note that researchers from Maharashtra have submitted extracts for presentation and that a few of them will be asked to present their papers at the Conference.

I congratulate the organisers for their efforts in organising the Conference and wish the participants fruitful deliberations.

*(Ch. Vidyasagar Rao)*

## Message to Conference

from the Vice Chancellor, University of Mumbai

**Dr. Rajan Welukar**
VICE-CHANCELLOR

UNIVERSITY OF MUMBAI
FORT, MUMBAI - 400 032.

Reaccredited by NAAC with 'A' Grade
"University With Potential For Excellence"

### MESSAGE

*I am very pleased to know that the London School of Management Education (LSME), in association with the International Forum of Researchers in Education (IFORE), is organising an international conference on 'Quality Management in Education' in London on the 8th & 9th of January 2015. This conference will in no doubt serve as the stepping stone in the achievement of the aspirations of the institution to strengthen international alliance and excellence in research, an initiative which is generally non-existent in the private educational sector.*

*LSME has developed immensely since its inception in 2007 and has made tremendous gains both locally and internationally in the field of education through its commitment to excellence and creativity, capacity building through sharing of expertise, professional relationships based on mutual respect and openness and equality and diversity in education.*

*This conference is considered as an essential aspect of the LSME's academic excellence and would also provide an opportunity for sharing of knowledge and engagement in constructive dialogue between heads of educational institutions, researchers, educational practitioners and representatives of the academic community. Focusing on the niche areas of recruitment, development of motivated and highly skilled personnel and resource availability, this conference would stimulate interesting debate and would be a unique opportunity for introduction of research and development in the institution.*

*As many academics have expressed their interest in participating in this conference, I am hopeful that this event would be repeated in the near future to allow researchers to discuss the progress they have made over time and facilitate the institution of a joint international research agenda.*

*I wish you a very successful conference.*

*(Dr. Rajan Welukar)*

Telephones : +91-22-2270 8700 / 2265 0403 (Personal) e-mail : vc@fort.mu.ac.in Fax : +91-22-2267 3579

## Conference Programme

The inaugural International Conference On Quality Management In Education was organised over two days, on 8th and 9th January 2015, at the Grange City Hotel, 8-14 Cooper's Row, London EC3N 28Q, UK.

### Day One of the Conference

The first day of the conference began with the registration of all participants and the registration desk was kept open till mid-day to enable those who were arriving from overseas destinations to enrol.

The Opening Ceremony commenced when Professor Stephen McKinney called the conference to order and introduced Dr Ravi Kumar who was the Conference Convener. Dr Kumar who is also the Director of LSME delivered the Welcome Address.

Dr Kumar briefly introduced LSME to the delegates stating that he envisioned the dream of establishing a quality educational institution that would mould and guide future generations. This vision would not be complete without the introduction of the educational research department and networking with renowned academics. He also pointed out that the motivation behind facilitating and funding this conference was to provide a platform to enable researchers in Education to access experienced peers who could collaborate, nurture, review and disseminate quality research findings, and in the process increase the research capacity of the international fraternity of researchers in Education. He outlined the aim of the conference which was to create a positive environment for academics in LSME and local and international researchers in education to come together to collaborate, exchange ideas and propose changes to quality assurance and innovations in Education.

Professor McKinney then introduced the Chief Guest, Dr Rajan Welukar, Vice Chancellor of the University of Mumbai, India. Dr Welukar joined the conference by means of a live video link and he addressed the participants with a very well received speech. He reiterated the very compelling reasons given earlier by Dr Kumar, for the need of the conference, and he praised the organisers for the opportunity provided to emerging researchers to showcase their work.

The Chief Guest's speech was followed by some announcements made by Dr Dolly Jackson-Sillah on procedural and house-keeping protocols with respect to the events being organised over the two days. She also conveyed the conference's structure explaining that on Day One, the presentation of the research papers would take place over two parallel sessions in adjoining conference rooms, whereas on Day Two, the research papers would be presented at plenary sessions. This arrangement would enable all the shortlisted research papers to be presented within the two days set aside for the conference. Plenary sessions were also arranged for the Keynote Addresses and the Special Guest Lectures in the main conference room.

The Chairperson then introduced Dr Sarita Parhi, the Principal of LSME, who gave the Vote of Thanks.

The Opening Ceremony concluded after the Vote of Thanks, and the Conference adjourned to the "Roman Wall" in the compound of the hotel for a group photography session and delegates then returned to the Main Conference Hall for the start of the Second Plenary Session.

The Chairperson of the 2nd Plenary Session was Dr Peter Gray and he invited Professor Peter Jarvis from the University of Surrey, UK, to present his Keynote Address.

After the Keynote Address by Professor Peter Jarvis, the Chairperson invited questions from delegates. After a short question and answer session, the 2nd Plenary Session concluded with the Chairperson giving Professor Jarvis a Vote of Thanks. This was followed by a short tea break.

Conference broke up for the parallel sessions. The presentation of the research papers was held in two parallel sessions in adjoining smaller conference rooms, to enable all the papers to be presented within the two days set aside for the conference.

The Chairpersons of the first day's morning parallel sessions were Ms Trish Kreft and Professor S.K. Sharma. The session chaired by Ms Kreft facilitated five research delegates to present their papers. The parallel session chaired by Professor Sharma enabled four research delegates to present their papers. At the end of each presentation, there was a short question and answer session to allow conference delegates the opportunity to seek clarifications.

The Conference adjourned for lunch when all the morning presentations concluded.

The afternoon session began with the 3rd Plenary Session and this session was also chaired by Dr Peter Gray, who introduced the conference's second Keynote Speaker, Professor Stephen McKinney from the University of Glasgow. The 3rd Plenary Session ended at the conclusion of Professor McKinney's address and this was followed by a short tea break.

The Conference then broke up for the afternoon parallel sessions to enable shortlisted delegates to present their research papers. The afternoon parallel sessions were chaired by V.V. Dalvie and Professor T.P. Madhu Nair and each parallel session had three presenters. There was a short question and answer session after each presentation. The afternoon parallel sessions concluded the first day's conference.

An overview of the first day's conference programme is shown in a schematic form below:

| **Day One - 8th January 2015**<br>**Main Conference Hall** | |
|---|---|
| ***1st Plenary Session - Opening Ceremony***<br>***Chairman: Prof. Stephen McKinney*** | |
| Welcome Address | Dr Ravi Kumar |
| Inaugural Address by Chief Guest | Dr Rajan Welukar, Vice Chancellor |
| | Mumbai University - Live Video Link |
| Announcements | Dr Dolly Jackson-Sillah |
| Vote of Thanks | Dr Sarita Parhi |
| **Group Photographs** | |
| ***2nd Plenary Session - Keynote Address***<br>***Chairman: Dr. Peter Gray*** | |
| 1st Keynote Address: | Prof. Peter Jarvis |
| Morning Tea Break | |

| 1st Parallel Session: Paper Presentations by Delegates | |
|---|---|
| **Conference Room 1** | **Conference Room 2** |
| **Parallel Session 1** | **Parallel Session 2** |
| **Chairman**: Ms Trish Kreft | **Chairman**: Prof. S Sharma |
| **Rapporteur**: Dr Poonam Kakkad | **Rapporteur**: Dr Anjali Puri |
| Ayomi Indika Irugalbandara (A4): Perceptions of Senior Secondary Students on Reproductive Health Education in Sri Lanka | Anjali P Patkar, H. U. Shingadia, V. V. Dalvie (A2): Two Decades of Existence of National Assessment and Accreditation Council of India - A Status Paper |
| Hue Ming-Tak (H2): From Policy to Practice: Challenges of Promoting Cultural Responsive Classroom and Teachers' Multicultural Competency in Hong Kong Schools | Anjali Puri & Rajeev Puri (A3): Attitude Towards Educational Innovations as Related to Academic Climate of Higher Education Institutions |
| Margaret Solomon (M4): An Exploratory Study on the Education of the Poor Urban Children in India Highlighting the Challenges in the Implementation of Right to Education | Dharap S.B. (D2): Indian Education System – Challenges of Quality Enhancement in University and Higher Education |
| Rupa Das Borbora (R2): Learning Quality of the Primary School Learners – An Assessment through the Performance of the Learners in English and Mathematics | Milosh Raykov & Alison Taylor (M6): Mixed Methods Approach to Evaluation and Quality Management of Community Service-Learning |
| Intekhabalam K. Ansari (I2): Improvement of the Quality and Management of Teacher Education Programmes: An Exploration | |
| Mid-Day Lunch - Grange Hotel Banqueting Hall | |
| ***3rd Plenary Session - Keynote Address*** ***Chairman: Dr. Peter Gray*** | |
| 2nd Keynote Address: | Prof. Stephen McKinney |
| Afternoon Tea Break | |
| 2nd Parallel Session: Paper Presentations by Delegates | |
| Conference Room 1 | Conference Room 2 |
| Parallel Session 3 | Parallel Session 4 |
| Chairman: V.V. Dalvie | Chairman: Prof. T.P. Madhu Nair |
| Rapporteur: Dr Pooja Pankaj Veer | Rapporteur: Dr Rupa Das Borbora |
| Margaret M Solomon & Hue Ming-Tak (M5): Cross-Cultural Experiences of Immigrant Students: Mainland Chinese in Hong Kong and Mexicans in the United States | Prasanna K. Mohapatra (M7): Quality Management in Higher Education |

| | |
|---|---|
| Paul Loranger (P2): Can Schools Teach Wisdom in What Students Learn on their Own? – Teaching Beyond the Tests | Sangeeta Singh Kohli (S1): Exploring the Role of Public Private Partnership in Promoting Quality Higher Education for Inclusive Growth in India |
| Pooja Pankaj Veer (P3): Study of the Adequacy of the Existing One Year Bachelor of Education Course | Tapati Mukherjee (T2): Teacher's Education |

The 1st Plenary Session of Day One began with the Welcome Address by Dr Ravi Kumar and was followed by the Inaugural Address by Professor Rajan Welukar. Their full speeches are provided below.

# Day One – 1st Plenary Session

## Welcome Address by Dr Ravi Kumar

Our Distinguished Guests, Ladies and Gentlemen,

It's a great pleasure and privilege for me to welcome all of you to the first international conference on Quality Management in Education organised by the London School of Management Education in association with the International Forum of Researchers in Education. How did this idea of organising a conference begin?

**Dr Ravi Kumar**

I guess, I can only tell you in a few minutes by first of all giving you a brief introduction of the institutions involved. The London School of Management Education (LSME) is a fast growing private Further Education provider in UK. Established in 2007, the College is approved to deliver a wide range of Management, Health and Social Care, Teacher Training in the Lifelong Learning Sector and English Language Skills for Life courses, offered at various levels up to QCF Level 7. The College is a Home Office Tier 4 Highly Trusted Sponsor to sponsor international students, its educational standards are monitored and reviewed by the Quality Assurance Agency for Higher Education in UK (QAA) and is approved by the UK Government Department of Business Innovations and Skills and the Student Loans Company for the provision of Student Finance for UK/EU learners on designated courses. Our teaching system is in my opinion, competitive and comparable with the European standards and our academic members of staff have scored notable academic success. Many of them have affiliations with different universities all over the world. The College is currently working towards increasing its international contacts with the East European region.

LSME envisioned the dream of establishing a quality educational institution that would mould and guide future generations. This vision would not be complete without the introduction of the educational research department and networking with renowned academics. This event is aimed to create a positive environment for academics in LSME and local and international researchers in education to come together to inspire the desire to collaborate, exchange ideas and propose changes to quality assurance and innovations in Education. As far as I'm concerned I can identify with one of the most important purposes of our organisation which calls for enhancing the role of education in promoting teacher training institutions, economic development, and common moral and social values.

A conference organising committee comprising members from renowned Universities all over the world, was set-up and a call for abstracts was published. We received a very good response as 75 abstracts from various countries such as United Kingdom, USA, Canada, Italy, China, India, UAE, Sri Lanka,

Malta, Gambia, Algeria, Nigeria and Mongolia were submitted and of these we selected a total of 45 for presentation.

*This international conference focuses on the following intended outcomes:*

1. To identify the current situation of various aspects of educational research findings as portrayed by researchers from different international institutions.
2. To use further discussions to identify potential areas that require further research development.
3. Establish a research Department within LSME through a collaborative arrangement with key academics identified during the conference.
4. Set up a research board to discuss on future research work and publication of a quality research journal.

This morning marks the opening and commencement ceremony of our conference and we hope it is the beginning of greater things to come in the near future. We are privileged to have in our presence, Dr Rajan Welukar, Vice Chancellor of University of Mumbai; Professor Shamit Saggar, Director, Understanding Society Policy Unit & Professor of Public Policy, University of Essex & Chairman, Universities Partnership Programme Group Holdings Ltd and Former Senior Advisor, Prime Minister's Strategy Unit, Cabinet Office, HM Government; Professor Stephen McKinney from the University of Glasgow; Professor Peter Jarvis from the University of Surrey; Dr Peter Gray, European Projects Adviser, Programme for Teacher Education Norwegian University of Science & Technology; Professor Margaret Solomon from the La Sierra University, USA; Professor Ma from the Beijing Institute of Technology; Professor Hue Ming Tak from the Hong Kong Institute of Education; Professor Suresh Sharma from Panjab University and all others. May I take this opportunity to extend a warm welcome to everyone here this morning. Your presence is very much appreciated.

Ladies and Gentlemen! As we begin our proceedings for the day, let's take strength from each other! Let's change our experiences in education and move forward for the betterment of our future generation. I wish you a most successful event.

Thank you for your attention.

**Dr Ravi Kumar**

*Director, LSME*
*& Conference Convener*

## Inaugural Address - Dr Rajan Welukar, Chief Guest,

### Honourable Vice Chancellor, University of Mumbai, India

Distinguished delegates, ladies and gentlemen!

It is a great honour to be invited to this very important event to deliver the opening ceremony speech as the Chief Guest for the occasion. In the first instance, I would need you all, to kindly accept my sincere apology for not being able to grace the occasion with my physical presence, due to the National Science Congress which is being organised by my University, and share in the interesting dialogues and debates that would ensue from this event. I will however do my very best to deliver this address through a virtual platform which has now become a widely acceptable means of communication.

Permit me to commence my address by giving my opinion about the main organising institution.

The London School of Management Education (LSME) is a well thought out venture to meet the felt needs of students. Since 2007, it has developed immensely and made tremendous gains both locally and internationally in the field of education through its commitment to excellence and creativity, capacity building through sharing of expertise, professional relationships based on mutual respect and openness and equality and diversity in education. The institution has continuously strived to move forward and build an academic profile similar to that of any renowned university or tertiary institution for international competitiveness. I have personally had a series of discussions with the founder and director of the institution about his vision for the introduction of an academic research department in the institution. A vision I completely share with him!! As it will in no doubt improve the quality of the institution's academic provision and influence the ability of the institution to contribute to the development of educational policies both locally and internationally.

Education, as we all know is the key to unlocking individual potential and creating life-enhancing opportunities for social cohesion in the next generation and yet it is faced with many challenges including widening gaps between the developed and developing world and within different social groups at the national level. Global education is faced with systematic lack of funding and scholarship, shortage of trained personnel, committed leadership and governance for institutions. The London School of Management Education has minimised some of these hurdles for existing and prospective students by creating collaborative partnerships with UK government departments and other renowned awarding organisations and by offering qualifications with high demand in the local and national communities.

This inaugural conference is a stepping stone and is considered an essential aspect of the LSME's academic excellence and commitment to an endearing cooperation with the International Forum for Researchers in Education (IFORE). It would provide an enormous opportunity for sharing of knowledge and engagement in constructive dialogue between heads of governing educational institutions, researchers, educational practitioners and representatives of the academic community. Focusing on the niche areas of recruitment and development of motivated and highly skilled personnel and resource and funding availability, this conference would stimulate interesting debate and would be a unique opportunity for the identification of future research areas.

Ladies and gentlemen!

During the deliberations for the next two days, the organising committee should focus on the intended outcomes of this conference which are outlined as follows:

To identity the current situation of various aspects of educational research findings as portrayed by researchers from different international institutions

To use further discussions to identify potential areas that require further research development

Establish a research department within LSME through a collaborative arrangement with key academics identified during the conference.

Set up an editorial board to discuss the publication of presented manuscripts for this conference and future research work.

I am hopeful that this event would be repeated in the near future to allow researchers to discuss the progress they have made over time and facilitate the institution of a joint international research agenda.

Ladies and gentlemen!

On behalf of the Organising Committee, I declare that the first LSME International Conference on Quality Management in Education open.

Thank you for your attention.

**Dr Rajan Welukar**

*Vice Chancellor, University of Mumbai (India)*

# Day One – 2nd Plenary Session

There was a short interval for group photographs before the 2nd Plenary Session began. The session was chaired by Dr Peter Gray and he introduced Professor Peter Jarvis who gave the first Keynote Address.

## Summary of First Keynote Address - Professor Peter Jarvis

Professor Peter Jarvis delivered the first Key Note Address of the Conference and his topic was "Creating Quality Learning Materials".

He explained that human learning is a very complex process and in order to better develop and design teaching material that is relevant to the learning process, he espoused seven teaching points: i.e., taken-for-grantedness, disjuncture, experience, reflection/thought, emotion, action, and integration into the biography. He vividly described how each of these elements should be incorporated in the design of teaching and learning opportunities. He made a compelling case to encourage learners to utilise these points to focus upon in their learning, through the way that we design their learning. He introduced the concept of conscious and unconscious learning which commit to memory all learning experience.

Professor Jarvis went on to relate the term "implicit learning" to conscious learning and noted that this in fact is more widely known as Tacit Knowledge. He also made the point that our total experience - conscious and unconscious - is always broader than our conscious awareness of it, and it is from this that lies beyond the conscious that we learn implicitly.

Professor Jarvis concluded that quality education cannot occur without training. He articulated that an in-depth knowledge of theories of learning can be employed to construct quality teaching programmes but cautioned that knowledge of the theory in itself does not automatically lead to quality teaching - that comes from quality training and practice.

The end of Professor Jarvis' Address was followed by the morning parallel sessions to enable the research papers to be presented by their authors. The summaries of the morning parallel sessions are outlined below.

# Day One – Morning Parallel Sessions - Summaries of Research Papers

## Morning Parallel Session - 1

The first parallel session of the morning featured presentations from Ayomi Indika Irugalbandara, of the Open University of Sri Lanka, Dr. Hue Ming Tak of the Hong Kong institute of Education, Professor

Margaret Solomon, a Fulbright-Nehru Scholar from the La Sierra University in USA, Dr Rupa Das Borbora of the Cotton College in India and Dr I.K. Ansari of the College of Education, Gujarat, India

This session kicked off with Ayomi Indika Irugalbandara's insightful presentation on the "Perceptions of senior secondary school students on reproductive health education in Sri Lanka", highlighting the inadequate awareness of reproductive health and abortion among adolescent secondary school students. Her constructive suggestions included the need to include reproductive health education in the academic curriculum, raise public awareness, and train teachers to provide them with the requisite skills required for delivery of lessons on reproductive health and most importantly, she advocated for the involvement of parents in the dissemination of information on reproductive health.

Dr. Hue Ming Tak provided a clear and comprehensive overview of the "Challenges of promoting cultural responsive classroom and teacher's multicultural competence with specific reference to Hong Kong schools". He focused on the different dimensions of ethnic minority education and what should be done to actively promote multicultural knowledge in mainstream school teachers. He suggested that success will likely require a combination of approaches including policy driven dissemination of equal opportunity to all categories of students and making it mandatory for schools to make reasonable adjustment to accommodate the needs of ethnic minority learners, followed by promoting multicultural competency of teachers in terms of teaching strategies as well as classroom management, managing language diversity, effective communication and emotional management. He also expounded the fact that teachers should have a better understanding and knowledge of how cultural factors affect the features of student diversity and their learning in the classroom and beyond.

Professor Margaret Solomon presented "An exploratory study on the education of poor urban children in India, highlighting the challenges in the implementation of Right to Education Reform (RTE)". The main objective was to assess the impact of the RTE in closing the gap in educational achievement of poor/low-caste and rich/high caste children in India. Her important research identified the following factors in poor urban schools: ineffective teaching practice; inadequately trained teachers; lack of transformational teaching and learning; poor classroom environment lacking basic furniture and supplies; high student teacher ratio; abusive discipline and teacher centered monologue. Her important recommendations included developing a proactive approach towards educational equity, collaboration between Teacher Education and local schools, improvement in teacher education to train teachers with skills and commitment and introduction of ongoing professional development and improvement in school leadership.

In her paper on "Learning Quality of the Primary School Learners", Dr Rupa Das Borbora gave a highly engaging overview of the quality of Mathematics and English learning, revealing a low level quality of learning in English and Mathematics. Important suggestions included an emphasis on implementation of plans and programmes and effective monitoring at grass root level. Special importance she said must be given to teaching-learning of grammar in the case of language and numbers and tables in the case of mathematics for improvement of quality learning in learners.

Dr I.K. Ansari ended this session by underscoring the importance of quality and management of teacher training programmes based on his paper titled "Improvement of the Quality & Management of Teacher Education Programmes: An Exploration". He highlighted the important role that teachers play in quality education and in shaping the lives of students and hence the need for an improvement in teacher education. In his paper, the current duration of training is found to be inadequate and the quality of teacher education is poor.  He proposed drastic changes in the curriculum for teacher education.

## Morning Parallel Session – 2

The morning's other parallel session consisted of four presentations and these were by Dr Anjali Patkar, Associate Professor, SVKM's Mighibhai College, Mumbai, India; Dr Anjali Puri, Assistant Professor, Govt College of Education, Chandigarh, India; Dr S. B. Dharap, Principal of Pen Education Society, Maharashtra, India; and Dr Milosh Raykov of University of Malta. Prof Suresh Kumar Sharma, Professor, Department of Statistics, Panjab University, Chandigarh, was the Chairperson.

The opening paper was presented by Dr Anjali Patkar. The title of the paper was "Two Decades of Existence of National Assessment and Accredited Council of India." The presenter outlined that the Government of India in 1986 declared NPE and its programme of action and on 16th September, 1994, NAAC, an autonomous body was established by the Ministry of Human Resource Management. The purpose of NAAC was to make quality the defining element in education and assessment as well as accreditation of institutions of higher education. The paper focused on reviewing the performance of NAAC in the last twenty years over the consistency in awarding grades. In the last decades, there was a lack of consistency in a number of Universities and Colleges accredited by NAAC. There were also differences between the grading of Colleges across zones and lack of uniformity in grading of number of Universities across zones. Variations also existed in a number of Colleges grades across zones. The presenter further stated that even after two decades, no College and University has gone for the fourth cycle of assessment and accreditation.

The second paper entitled "Attitude to towards Educational Innovations as related to Academic Climate of Higher Education Institutions" was presented by Dr Anjali Puri. The study was conducted on two hundred educators of Institutions of Higher Education in the Chandigarh region. Triangulation was done wherein both quantitative and qualitative methods were used. Coefficient correlation was calculated using the quantitative method between attitude towards Educational Innovations and Academic Climate which was positive and significant. Focus group interview was used for generating data using qualitative means and responses of educators were subjectively analysed. Both the techniques generated similar results that institutions with educators having a high level of positive attitude towards Educational Innovations will tend to have better academic climate. The presenter highlighted that the study holds importance for educators and administrators. They can work on developing a positive attitude towards Educational Innovations for a better academic climate in their institutions which in turn can act as a catalyst for improving the overall learning experience of the students.

The third paper presentation of the session was titled "Indian Education System - Challenges of Quality Enhancement in University and Higher Education" by Dr S. B. Dharap. The presenter started off by describing the current state of the Indian Education System and pointed out that students from different areas and disciplines have to carry the burden of the flaws of the system. Every section of Indian society was eager to enter into Higher Education which resulted in diminishing the quality of Higher Education. The system of Education started by Lord Macaulay in 1835 was still being followed but it was time to covert some of the challenges into opportunities. The key challenges being faced by the Indian Education System are Infrastructure, Academic Curriculum, Teaching Learning Process, Examination System, Funding and Policy Decision Making. Dr Dharap concluded by reiterating that the Education System in India needs a total overhaul and it was fortunate that work has started in this direction and people in academia have began focusing on quality and accountability.

The fourth and last paper was presented by Dr Milosh Raykov and the title of the paper was "Mixed Methods Approach to Evaluation and Quality Management of Community Service Learning". The

presenter elucidated that community service learning was a rapidly growing research domain but there was evidence of research gaps on uneven representation of research in this area. CSL is a socially engaged form of learning providing a degree of success and fulfillment that students don't find in their regular classes. The paper aimed to fill the gaps in knowledge in the domain of CSL through formative evaluation framework and mixed method study of short and long term study of CSL. The participants were three thousand students enrolled in CSL courses during 2005-14. The study was subject to quantitative and qualitative analysis. The outcomes of the research were that the students with CSL were much more satisfied, thinking critically and analytically, exhibiting collaboration with others and having enriched education experiences and greater student faculty interaction. The short term outcomes of CSL were increased enrolment in CSL programmes.

The conference adjourned for lunch when the morning parallel sessions concluded.

# Day One – 3rd Plenary Session

*After the lunch break, delegates assembled for the 3rd Plenary Session of the Conference.*

## Summary of Second Keynote Address - Professor Stephen McKinney

Professor Stephen McKinney delivered the Second Keynote Address at the 3rd Plenary Session and his topic was "Quality Management and Leadership in Education: Addressing Change and Social Justice". He started his address by examining some key features of Quality Management and Leadership and introduced the idea of Management and Leadership for Change and Social Justice. Key to his address was to ensure that delegates understood the distinctions between Management and Leadership as well as Transformational and Transactional Leadership.

He went on to make the point that Leadership for Social Justice involved Democratic Leadership and that this type of leader seeks to promote and implement social justice, equity and inclusion. This leader seeks improvement in student attainment – especially for disadvantaged students, and seeks to create new meanings and knowledge around diversity and inequity. It also involves encouraging staff to engage in stronger relationships with students thus learning more about them. Professor Jarvis emphasised the importance of open and frank discussions that challenged and dealt with difficult issues including race, ethnicity and social class. Good leaders viewed parents as partners not as clients or consumers, and reached out to families and communities and placed strong emphasis on distributed responsibility and leadership. He provided validation for the need for authentic engagement with Bicultural Parents and Communities and warned of the dangers of devaluing Migrant Culture and Language. There was evidence that bilingual/bicultural families sought 'positive affirmation of their culture and language' in schools. To further strengthen the links with these families, he offered suggestions, for example to engage bilingual personnel, curriculum that adopts outreach approach and the acknowledgement of diversity of school population.

Professor McKinney wrapped up his lecture by providing illustrative examples of supporting School Leavers in Areas of Poverty and Deprivation, as well as on Portfolio of Integration, i.e., seeking ways of

integrating migrant children into mainstream schooling.

The conference adjourned for a short tea break after the conclusion of the Second Keynote Address.

# Day One – Afternoon Parallel Sessions – Summaries of Research Papers

After the tea break, the conference broke into parallel sessions and delegates joined their respective sessions to listen to their preferred selection of research paper presentations.

## Afternoon Parallel Session – 1

The session covered a range of research by presenters, Paul Loranger, Educational Consultant from Edmonton, Alberta, Canada; Drs Margaret Solomon & Hue Ming Tak; and Dr Pooja Pankaj Veer from the University of Mumbai, India. This session was chaired by V.V. Dalvie from Mithibai College in Mumbai.

The session opened with an interesting presentation by Mr Paul Loranger on a paper entitled "Can Schools Teach Wisdom in What Students learn on their own? Teaching beyond the Tests". His elaborate explanation in pictorial form described how knowledge from wisdom can be inculcated in students to develop both their emotional and cognitive intelligence. He addressed the concept of the role of a teacher as a facilitator on the environment and the importance of group projects, video conferencing, self-assessment and practical knowledge development which surpasses the acquisition of instructions for graduate degrees. The presentation focused on data from children from Grade I to Graduate school and their level of learning at each stage to design the teaching and learning experiences for teachers. His forecast for education in 2020 outlined various guidelines for teachers such as developing active research, developing digital inquiries, fostering global discussions, being open for flexible education so as to transform students into masters of their own destiny for a sustainable future.

A joint presentation by Drs Margaret Solomon and Hue Ming-Tak on "Cross-cultural experiences of migrant students", used a narrative-qualitative design to examine the cross cultural experiences of 12 mainland Chinese students in Hong Kong and 12 Mexican students in USA. Case studies from 4 of these learners confirmed the difficulties they had in adjusting to the new cultures. For some, the main problems were: the language barrier of English or Cantonese; the absence of social support from co-linguists; the challenge of adapting their social capital from their own culture or developing new cultural capital; searching for a new identity; feeling disconnected in the community; bullying; difficulty in understanding school rules and procedures as well as facing negative attitude from teachers. Various suggestions included adequate protection of migrant students, the need to recognise and support their cultural capital, foster anti-discriminatory practices, and proactively promote social justice and equity while equipping classroom teachers with the necessary multicultural skills.

This session ended with a presentation by Dr Pooja Pankaj Veer on the "Adequacy of the one year Bachelor of Education (B.Ed) Programme". This research project was in response to new regulations for a change of the B.Ed programme in India from one year to two years based on recommendations from

the Justice Varma Commission, to seek the opinion of teacher educators from private and public teacher education institutions affiliated to the University of Mumbai in India. About 60% of respondents were of the opinion that the one year duration is inadequate due to delayed admission process and 80% faced difficulties in implementing the programme within one year; institutions faced difficulties due to less cooperation with practice teaching schools and reduced interest in B.Ed due to diminishing employability. The speaker concluded by stating that increasing the duration of B.Ed courses will face some problems during its inception but it will definitely provide good quality teachers in upcoming years. Some of the proposed suggestions included revising standards to enhance and maintain the entire quality of school and higher education in India from next academic year 2015-16 and ccurbing the menace of extreme commercialisation in teacher education by immediate implementation of the two year programme.

## Afternoon Parallel Session – 2

This was an equally vibrant, enriching and informative session, Chaired by Prof. T. P. Madhu Nair. There were three highly motivating presentations by the participants. In his paper titled “Quality Management in Higher Education”, Prasanna K Mohapatra highlighted a deeper understanding on the meaning of quality and its impact on education. He emphasised the fact that it was essential to constantly update knowledge as per social needs, in order to maintain and enhance the quality of education. His presentation encapsulated various suggestions for quality management in terms of classrooms, administrative aspects, resource development, research work, curriculum development, curricular and co-curricular activities. He also stated that educational institutions must be able to recognise their SWOC - Strengths, Weakness, Opportunities and Challenges, which assists by customising the needs of education and maintaining its quality.

The paper presented by Dr Sangeeta Singh Kohli was titled “Exploring the Role of Public Private Partnership in Promoting Quality Higher Education for Inclusive Growth in India”. A very pertinent subject in the current Indian Education scenario, the paper appropriately highlighted the fact that education is definitely evolving globally but is yet to address certain fundamental problems such as unemployment and lack of appropriate skills. In Kohli’s view, the major roadblocks in this area are lack of infrastructure, obsolete facilities and modes of delivery, as well as paucity of funds, amongst others. The best possible resolution of these issues could be achieved through Public Private Partnership (PPP). The industry-academia collaboration would be advantageous for the education scenario in India. It also outlined solutions that enabled integrating real time research into curriculum, job oriented curriculum, hands-on training alongside education, skill development as per industry requirements and developing a cost effective mode of human capital development. He cited some international PPP models such as – Malaysia Knowledge Transfer Programme; Cambridge MIT Knowledge Integration Community, Japanese Government Initiatives and Chinese Government efforts. In the Indian context, he focused on TCS Academia Interface Programme, ICICI Udaan Initiatives and other models by Industry leaders such as Infosys, Aditya Birla Group and Tata Motors. While highlighting some obstacles in the success of the PPP model, the Paper also highlighted some measures that contributed towards its success – concerted efforts by the Government, Emphasis on Skills Development, Allocation of Adequate Funds, Transparency and Accountability, Support from Academic Leaders, Trained Liaison Advisors, Incubation Centres, Infrastructure Development, processes to measure the outcomes and adequate training of faculties.

The third and the final paper of this session was presented by Tapati Mukherjee on “Teachers Education”. It provided a very interesting perspective on the question of teaching being an in-born gift or being

inculcated. Based on Conceptual Research juxtaposed with Questionnaire Sampling and her extensive personal experiences, her Paper gave a comprehensive understanding of the important aspects of Teachers' Education. She stated that though mandatory rules in Teachers Education such as B.Ed, M.Ed, D.Ed etc. are followed, adequate emphasis is not given to the need of training or workshops. The quality of teaching is overlooked in most Educational Institutions. Lack of funds and facilities make the problems worse. She suggested steps towards a uniform procedure by implementing a massive appraisal system for teachers, which could be similar to students earning credits for their courses. The concluding statement of her Paper summarised the fact that a small percentage of the total teacher population have an inborn quality to Teach, the rest need 100 percent conversion. This underlines the core emphasis on Teachers' Education as a prerequisite in maintaining quality education.

## Day Two of the Conference

Day two of the conference comprised of four plenary sessions, bringing the total number of plenary sessions over the two day conference to seven. Plenary sessions 4 and 5 were held in the morning and plenary sessions 6 and 7 were held in the afternoon. The 4th Plenary Session comprised the presentation of papers by five research delegates and was chaired by Dr Peter Gray. This was followed by a short tea break.

The conference's 5th Plenary Session treated all delegates to Special Guest Lectures by Professor Margaret Solomon of La Sierra University in California, USA, and Mr Alan Bradshaw, who is a Consultant in Education. This session was chaired by Professor Stephen McKinney.

At the conclusion of the morning sessions of day two of the conference, delegates adjourned to the hotel's banquet hall for lunch and networking.

The afternoon's first session was the 6th Plenary Session of the conference and it was chaired by Mr Paul Loranger. The session facilitated the presentation of papers by another five research delegates. This session concluded all presentations of research papers at the conference. There was a short tea break at the conclusion of the 6th Plenary Session.

The conference's 7th and Final Plenary Session was the Valedictory Session and Guest of Honour, Professor Shamit Saggar from the University of Essex, UK, was the highlight of this session. Professor Saggar was a former Senior Advisor in the Prime Minister's Strategy Unit of the Cabinet Office in Her Majesty's Government in the UK. Professor Saggar was introduced to the delegates by the Chairperson of the session, Dr Anslim Narinesingh.

Professor Saggar delivered his Valedictory Speech emphasizing the need for Government Commitment to Higher Education, Management Challenges, Fusing Research & Innovation and addressing Socio-Cultural Challenges. He stressed on the positive impact of Public-Private Partnerships as reflected in some of the research presented at conference as well as the initiative taken by LSME to sponsor this conference. His full speech appears in this report below.

Following his Valedictory Speech, Professor Saggar presented Certificates to delegates who contributed to the conference.

The final day of the conference concluded with a Vote of Thanks by Dr Dolly Jackson-Sillah and after that all delegates attended a networking session over evening tea.

An overview of the second day's conference programme is shown in a schematic form below:

| Day Two - 9th January 2015<br>Main Conference Hall | |
|---|---|
| **4th Plenary Session - Paper Presentations<br>Chairman: Dr Peter Gray** | |
| Rapporteur: Dr Sangeeta Singh Kohli | |
| Suresh K Sharma (S4): Importance of Statistical Tools in Improving Quality Education and Management Decision Making | |
| Madhu Nair T.P. & Poonam Kakkad (M2): A Study on the Factors Influencing Students' Decision to Study Abroad | |
| Tomomi Miyajima (T1): Challenges and Opportunities: Effectiveness and Impact of Demand-Side Interventions in Promoting Girls Education in Rural Yemen | |
| Dhatri Dubey (D4): How to Create a Job Creator | |
| Morning Tea Break | |
| **5th Plenary Session -Guest Lecture<br>Chairman: Prof. Stephen McKinney** | |
| 1st Guest Lecture: | Prof. Margaret Solomon |
| 2nd Guest Lecture: | Alan Bradshaw |
| Mid-Day Lunch -Grange Hotel Banqueting Hall | |
| 6th Plenary Session - Paper Presentations | |
| Chairman: Paul Loranger | |
| Rapporteur: Dr Tomomi Miyajima | |
| Bakrania, D.M. (B1): Academic Achievement and Proficiency in English Language of Medical Students of Gujarat | |
| Ma Yongxia & Han Xue (M1): An Empirical Study on Employability Structure of Science and Engineering Students | |
| Anita Jadhav, G.K. Amte and V V Dalvie (A1): Reviewing NAAC-India for Global Compatibility | |
| Prabhu N.S. & Dalvie V. V (P4): Inclusion of NCC, the World's Largest Uniformed Voluntary Youth Organisation in Curriculum of the University of Mumbai – A Case Study | |
| Gajjar JH & Bakrania, DM (G1): Effectiveness of Teaching Method | |
| Jayantikumar M. Naik (J1): Problems Faced by the College Principals and their Solutions in the Context of Qualitative Management of Higher Education | |
| Afternoon Tea Break | |
| **7th Plenary Session - Valedictory Session<br>Chairman: Dr Anslim Narinesingh** | |
| Valedictory Speech by Guest of Honour | Prof. Shamit Saggar |
| Presentation of Certificates by Guest of Honour | |
| Vote of Thanks | Dr Dolly Jackson-Sillah |
| Conference Ends | |

# Day Two – 4th Plenary Session – Summaries of Research Papers

The session covered a range of research by presenters, Professor Suresh Sharma, Panjab University, Chandigarh, India; Prof. T. P. Madhu Nair, Dean, Faculty of Commerce, University of Mumbai, India; Dr Tomomi Miyajima, Education Specialist, World Bank; Dr V.V Dalvie & Dr Amte from BNN College, Maharashtra, India and Dhatri Dubey, Senior Teacher, Millenium School, Lucknow, India. The session was chaired by Dr Peter Gray, European Projects Adviser, Norwegian University of Science and Technology.

The opening presentation was by Professor Suresh Sharma (co-authors: Dr Sarita Parhi and Dr Ravi Kumar) on the "Importance of Statistical Tools in Improving Education Quality and Management Decision Making". The presentation covered various fundamental and theoretical aspects of research including: study design, cross sectional, longitudinal, cohort, and their uses for different sizes of data and research questions; sample size and techniques and various data collection methods were explained including the measurement scales needed for different situations. Graphical tools for depicting different kinds of data were presented putting forward their applicability. Further, the use of different graphs to present different kinds of data related to educational institutes for effective analyses was explained. Cause and effect relationship analysis in education using different statistical tools was discussed. Quality Management analysis in organisations for assessing different functional aspects with the help of control charts was also presented. This session was packed with relevant information for all academic researchers and could be enhanced in future by organising a workshop on statistical tools in a separate session. Researchers will continue to collaborate with professor Sharma who has kindly agreed to offer ongoing advice in statistics.

Prof. T. P. Madhu Nair presented the next paper titled "A Study on the Factors Influencing Students' Decision to Study Abroad (SA)". This interesting study covered motives influencing students' decision to SA – the analysis that there exists no disparity in gender towards the choice to SA and parents' decision is most important. The majority of students sent abroad to study come from families with IRs50,000 to IRs100,000 income per month. The decision to SA is viewed positively if there are relatives and friends studying abroad. The reasons for choice to SA ranked Quality Global Qualification as the highest with new experience of a global university ranking second and foreign study experience as third. The factors that influenced the choices were found to be language compatibility, period of study and cost involved. Benefits of SA were outlined as the quality of higher education abroad and development of critical thinking. The obstacles put forward were the student eligibility requirements and lack of foreign language knowledge. The presenter made some recommendations to recruiting institutions including the need for Universities to brand themselves effectively, make the study duration reasonable and cost effective, and provide training for prospective learners on eligibility.

Dr Tomomi Miyajima presented an inspiring project on "The Challenges and Opportunities: Effectiveness and Impact of Demand-Side Intervention in Promoting Girls' Education in Rural Yemen". This study was in response to the low level of literacy and employment rate in girls in rural Yemen, and the gender disparity in education in Yemen. Less than 50% of girls in rural Yemen complete primary education due to poverty, distance to be covered for schooling and tribal norms. The drawbacks of the education system put forward were poor facilities and infrastructure, out-dated curriculum and lack of qualified/ trained teachers. The World Bank Finding on Conditional Cash Transfer (CCT), covering 66 schools

and 34 control schools showed that well designed, targeted incentive programmes can have a profound impact on improving enrolment and retention of girls in school. NGOs, donors and civil society are working towards a change and improvement. The enrolment and retention of girl students under CCT Schools was high at various grades and a positive change in the outlook of the beneficiary students and parents was observed. However, the model does not seem sustainable because with the end of donor support, the program also closes down. Hence, it is suggested that the government must institutionalise the program and develop concrete tangible policies. This project also indicates that programmes could be evaluated with data collected at regular intervals. This is used to encourage the government to move towards evidence-based decision making and policy development for Yemen's educational sector.

A joint presentation by Dr V.V. Dalvie and Dr Amte reviewed the "National Assessment and Accreditation Council (NAAC) of India for its global compatibility". The study presented various methods of Quality Assurance measures used in the education sector in the USA, the UK and various Asian countries, and compared those with the Indian system of QA through NAAC accreditation of educational institutes. It was concluded that to reduce the numbers of Indian students going to foreign universities to attain quality education, it was important that the quality levels of Indian institutes are improved to match global standards. Students should also be given some exposure to foreign education through collaborations and tie ups for credit transfers and exchange programmes. Steps should be taken to systematically introduce these changes to Indian institutes.

The 4th Plenary Session ended with an engaging presentation by Dhatri Dubey on problems faced by women entrepreneurs. She presented a case study of Ms Rajni Bector, owner of Cremica Limited, outlining the problems and support she experienced during her tenure. The problems faced by women to be entrepreneurs in India were found to be due to restrictions from a patriarchal society, the family lacking confidence in her talent, skills and efforts, lack of funding, mistrust of the credentials of women entrepreneurs, family obligations, lack of negotiation skills and lack of technological awareness and knowledge. Suggestions presented included the need for less qualified women in rural areas to be supported with training on business specific needs, preferably by women. They will also require training in technology as well as accessibility of funding.

# Day Two – 5th Plenary Session

The 5th Plenary Session was Chaired by Professor Stephen McKinney and he introduced the two Guest Lectures delivered by Professor Margaret Solomon and Alan Bradshaw.

## Summary of Guest Lecture 1 - Professor Margaret Solomon

The topic of Professor Margaret Solomon's lecture was "Teacher Education in the US & India, Two Democracies and their Future". She compared the negatives and positives of Teacher Education in the two countries and outlined the Current Challenges faced in both countries. Professor Solomon recommended some Solutions to these Challenges and concluded her very thought provoking lecture by claiming that both countries faced a very 'Tall Order' to overcome some of their Challenges.

## Summary of Guest Lecture 2 - Alan Bradshaw

Alan Bradshaw's lecture topic was "Quality Assurance: Dogs wagging tails or vice versa?". Alan outlined a scenario related to an invigilation problem and described steps that were taken to overcome some of the challenges that arose. He went on to provide definitions for Quality Control, Quality Assurance as well as Quality Audit and provided examples of how Quality Assurance was carried out in the UK. He stressed important steps that should be carried out and pitfalls that should be avoided. He concluded by providing examples to illustrate that there was always more to be done to achieve satisfactory Quality Assurance.

# Day Two – 6th Plenary Session – Summaries of Research Papers

This session had five presentations by Dr D M Bakrania, Associate Professor of KSKV Kachch University, Gujarat India; Professor Yongxia Ma, Deputy Director of Humanities of the Beijing Institute of Technology, and her PhD student Han Xue; Dr V V Dalvie, Captain Nilima Prabhu and Dr Jayantikumar M Naik, Principal of Shah N. H Commerce College. The 6th Plenary Session was chaired by Mr Paul Loranger.

The session opened with a presentation by Dr D M Bakrania on the "Academic Achievement and Proficiency in English Language of Medical Students in Gujarat". This interesting research examined the association between academic achievement in science and the use of the English Language by 57 first year medical students. The presenter revealed that there was a positive correlation between academic achievement and proficiency in English and that this was not affected by Gender and region of residence. The author suggested that as English is the language for higher education, it is imperative for countries to focus on English from the school level. The study generated interesting discussions on the use of this research in other disciplines such as science, mathematics, physics, engineering and English literature.

The next presentation by Professor Ma Yongxia was in Chinese and this was interpreted in English by her PhD student, Han Xue. This research focused on "An Empirical Study on Employability Structure of Science and Engineering Students" in response to the employment pressures that have arisen with the proliferation of Higher Education in China. The rational was to use a theoretical and statistical model of employability structure, and then come up with specific suggestions for high-quality science and engineering personnel training and employment guidance. Nearly 300 undergraduate students from 4 universities and 50 graduate students in Science and Engineering were reviewed with a six-factor model which included personality traits, decision-making skills, interpersonal skills, learning plans, general skills and career planning which were ranked by a weighting of factors from high to low. The results suggested that employability potential increases only when graduates start to work. Recommendations included the need for undergraduate curriculum to be designed to improve the employability skills through systematic training mechanisms with the involvement of enterprises.

The presentation that followed next was by Captain Nilima S Prabhu and her paper was titled "Inclusion of National Cadet Corps (NCC), the world's largest uniformed voluntary youth organisation in the Curriculum of the University of Mumbai – a Case Study". The overall intention was to mould students into responsible

citizens. Introduction of NCC studies as a subject does not deviate from its core values and principal activities comprising of institutional training, camp training, social service and community development, youth exchange programme, adventure based learning, sports and personality development - thus ranging from soft skills to military activity which are not provided by formal education. She put forward a very compelling case for this inclusion as it will produce self-confident youth graduates who will serve as a great asset for national development.

The presentation by Dr J H Gajjar focused on the “Effectiveness of Teaching Methods” in the context applying two types of teaching methods to samples of male and female students. The sample of 112 students of standard 6 was selected from 4 schools from rural and urban areas. Students were taught with the pictorial method and the puppet method. The students were then assessed after teaching to assess their level of achievement. The puppet method was proven to be more effective than the pictorial method for boys in both rural and urban areas but there was no difference for girls from the rural areas. Girls from urban areas benefited from the puppet method. The study concluded that more research was required to determine the effectiveness of various teaching methods and cautioned that no matter what methods are used, these will not be effective if they are not implemented properly.

The last presentation of the session was by Dr Jayantikumar Naik based on a study titled “The Problems faced by College Principals and Their Solutions in the Context of Qualitative Management of Higher Education”. He indicated that the attempts by the Indian Government to ensure greater quality in higher education in India, also made the role of College Principals more crucial. Information was collected from 24 college principals affiliated with the Veer Narmad South Gujarat University, to find out the problems they faced with implementation of quality and their suggested recommendations. Very important findings on the problems encountered included late exam results, delayed admissions, inadequacy of teaching days per academic year, large student teacher ratio leading to poor quality of higher education. The presenter suggested more effective strategies such as improved management, infrastructure and faculty development.

# Day Two – 7th Plenary session – Valedictory Session

The 7th and Final Plenary Session was the Valedictory Session where Professor Shamit Saggar delivered his Valedictory Speech and then awarded Certificates to the conference delegates.

### Valedictory Speech by the Guest of Honour - Professor Shamit Saggar

**Professor Shamit Saggar**

Thank you Chair for your kind introduction. It is indeed a great privilege to have been part of your discussion and to be able to support your mission.

The rich discussions we have had yesterday and today contribute to the on-going debate on the global factors affecting the quality of education.

We are in the early to middle stage of an unprecedented era of change in international education and this event has enabled you to compare notes and consider best practice. That change is now driving the global economic ambitions of several emerging economies and, with it, the shape of our economies and societies into the middle of this century.

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This is, therefore, a broad canvass on which I will add a few of my own thoughts about priorities and pivots for the future.

But, first, a word on some of the highlights of the conference.

We were privileged to hear from two keynote speakers: Professor Peter Jarvis gave a very insightful and thought provoking lecture on the need for good teachers to design quality learning materials that would capture both the emotive and cognitive aspect of learning. He stressed that implicit learning, though present is usually not within our conscious awareness but provides an enriching learning experience for learners if teachers are able to design learning materials that would uncover that hidden aspect of learning.

Thereafter Professor Stephen McKinney addressed yet another important issue; Quality management and leadership in education, stressing the fact that social deprivation is not an excuse for underachievement in schools. In his research, schools with management and leadership with a drive for social justice and inclusivity achieved better outcomes even for the same area of deprivation.

The guest lecture by Professor Margaret Solomon elaborated on her Study on the Education of the Poor

Urban Children in India, and the guest lecture by Alan Bradshaw discussed Quality Assurance.

We heard interesting presentations from over 35 participants on various themes including: the Influence of culture on teaching and learning perceptions, educational quality assurance management challenges, educational innovative strategies, policy influence on access to educational resources, the role of public and private partnerships, teaching and learning methods and teacher education.

This has been a rich feast for practitioners, policy-makers and researchers – delivering important educational management challenges for us.

Considering the multi-dimensional perceptions generated from this conference, I can assure you, that it was much easier to launch the discussions in the last two days than it is to try to capture all the rich contributions in a summary speech to bring this conference to a close. I would like to share with you some of the points that struck me, personally.

*These are broadly in four parts:*

1. Government commitment to quality education
2. Educational quality management challenges
3. Bringing together research and innovation actions
4. Influence of socio-cultural challenges in education

## Government Commitment

First of all, there is broad support for improving and sustaining education quality – underpinned by a firm commitment from policy makers. For it to matter, education has to be globally competitive, provide lifelong learning for all and increase employability potential of graduates.

But there are resources needed to start with. Unfortunately a number of the drivers of enhanced quality are not supported by governmental budgetary allocations particularly for those in developing countries. It is no surprise then that success of graduates in the labour market differs from country to country, although there are local characteristics of the demand for graduates involved as well. Even developed countries where education is predominantly publicly funded, have recently faced a squeeze in educational budgets due to fiscal pressures. Private contribution to education is also limited to the numbers of individuals who can afford to pay for the rising tuition fees.

In order to protect and justify long term its investments, governments have controlled the quality of education through regulatory regimes. By introducing regulations for institutions, governments can and have better balance the autonomy that those institutions value on one hand and the accountability that they must be subject to from their use of public resources.

Institutions are faced with the twin challenges of diversifying the sources of funding through international partnerships and introducing a wide range of internationally competitive programmes. They must face these challenges in addition to closely working with regulators on quality enhancement activities.

The role of partnership between the public and private sector as a means of promoting quality higher education has been explored in our conference. Interesting conclusions were drawn in a **r**esearch conducted in India highlighted in a presentation by Dr Sangeeta Singh Kohli. In particular, she argued that for sustainable manpower development, governments must partner with private sector to develop

geography agnostic, digital infrastructure for delivery of higher education. The digital economy provides a new opportunity for a diverse Indian economy to create a uniform platform for quality education for all.

The paper also concludes that such digital re-imagining can only come from a healthy and cooperative partnership between the private and the public structure, where the private structure can bring in the technology and the state of the art instructional design and the public structure can help foster the mindset for such a transformative venture.

Strikingly, in a number of private-public partnerships, the private sector supports the educational sector through philanthropic activities. This conference, organised mainly by LSME, itself a private educational provider, is another good evidence of the contributions private institutions can make in the education sector. As private educational providers are playing an increasing role in education, we have seen a greater preponderance of partnerships with the public sector in which the government guides policy and ensures financing. Within this framework, private providers are able to supply a clearly defined educational service of a specific quantity and quality at an agreed price for a given period of time.

This is now a fairly common pattern internationally. The big question is to assess how far this approach can improve service delivery, lead to additional funding, expand equitable access, and improve learning outcomes for all students. Each of these outcomes is particularly pertinent for those in low-income countries where the general participation in education are at a low base.

This leads to the need to agree on just how far governments should go in providing financial support for the private educational sector and, related to this, the question of the underlying vale and benefit that can be delivered through enhancing their contribution in education.

So my first conclusion is that to spell out the centrality of knowing – in some detail - about returns, to the larger society, so as to justify increasing public investment in higher education. In situations where certain skills are in short supply and desired by the labour market, perhaps training alone should be sufficient and not necessarily the acquisition of higher levels of education. We can agree that the impact of increasing investment in post-secondary education is economic and social. (In the UK, you may be interested to know that a substantial expansion in higher education has been linked to the growth of more liberal and inclusive public attitudes, not least on big wedge issues such gender equality and respect for minorities.

But more research is needed on its other potential benefits. Such research should be undertaken within the context of the policy agenda. The importance cannot be under estimated, namely that higher education would begin to get a more appropriate ranking within government priorities.

## Management Challenges

The second point I would like to address is educational quality management challenges. You will recall that these were emphasised in the presentations by Dr S P Dharap on challenges of quality enhancement in higher education and Dr Mahamud Khan & Dr Salma Kuraishy on Quality Management in Higher Education in Indian Universities in the conference.

I would like to stress the influence of institutional leadership in the management of educational quality. Quality assurance systems, when properly calibrated and implemented, are widely known to improve transparency, comparability and accountability of educational systems.

Yet, despite this, the introduction of these systems are often met with opposition and criticism of stakeholders in education, including teaching, administrative staff and students. This may be attributed to the inadequacy of the change management processes within institutions. The success of any quality assurance systems and the necessary transition in quality culture of education is a valuable goal. But its likelihood depends on the ability of academic leaders to handle crisis and to build a strategy-supportive culture with the contribution of all participants.

Further success in the introduction of quality assurance measures will depend on the consideration of the perceptions of students and staff. These stakeholders can tell us authentically about various aspects of quality in order to provide key insight into the strengths and weaknesses of established systems, and also offer valuable suggestions for improvement.

## Fusing Research and Innovation

The third take away thought from the conference proceedings is the utilisation of new strategies developed through research evidence – in all sectors and levels of education – to drive innovation and creativity. The conference presentation on innovative strategies for enhancing the study of woodwork technology education in Nigeria presented by Chinonso Okolie is one of the many examples of the use of new techniques to enhance the quality of knowledge and skills delivery.

Effective utilisation of new interventions will improve the quality of educational systems. The outcome can be transforming education into a more dynamic and evolving process of assisting learners to develop knowledge, skills and the creativity. And this then fuels human and social capital for greater individual and societal economic wellbeing and productivity.

It is therefore essential to promote high quality research development in education as a means of identifying innovative approaches for quality management. Despite this understanding, it regrettable that educational research development has received very little or no attention by many private providers.

The London School of Management Education has responded by organising this conference to facilitate the use of dialogue and discussions among high calibre professionals such as you. I would like to see LSME, a growing organisation, seek to form collaborative partnerships with research organisations and companies in international Research and Innovation programmes. This could help attract foreign intellectual capital and investments.

## Socio-Cultural Challenges

The last point I would like to expand on is arguably the most important one from our conference discussions. I am conscious that the really big test that faces us will be the successful navigation of societal / cultural issues in education. One immediate test we have considered is how best to integrate these issues into teacher training education. Professor Margaret Solomon and Hue Ming-Tak highlighted this issue in their presentations on cross-cultural experiences of migrant students and the challenges of promoting a culturally responsive classroom and multicultural competency.

Other researchers including Intekhablam Ansari and Pooja Pankaj Veer have provided interesting insights into teacher education and its adequacy. Their work has highlighted the perceived inadequacy of the one year B.Ed programme in India and made various important recommendations for improvement including

an improvement in stakeholder commitment, strengthening of school management and restructuring of the common entrance test for B.Ed training in India.

Ultimately the quality of teachers is measured in terms of the development of their pupils and is largely dependent on their ability to engage a classroom full of individuals with different cultural backgrounds and nuances. Teachers, to be effective, must be able to count on a supportive and conducive learning environment for achievement.

Such environments must be free from discrimination, bullying and harassment. We should be clear about that statement – because anything less will only ensure that the learning environment in captured by those discriminate, dominate and exclude.

Teacher training institutions must inculcate these values in their training programmes to turn out teachers who value equality and diversity in the classroom. This will enable delivery of inclusive lessons that accommodate cultural differences in the classroom.

## Final Remarks

I am confident that the organising committee will study in detail the materials that have come out of this conference and you are advised to do so as well. All the information from the deliberations, including all the inputs, will be published, I am told, in the proceedings booklet which will be accessible via the LSME website.

This conference has a major contribution to make to strategic debates and operational priorities. The debates you have engaged in at the conference must not end here but must continue in your own structures and at institutional level. It is my hope that we will meet again in the near future to continue this debate.

Once again, I would like to extend a word of appreciation to all of you and particularly to the organising committee of this conference for giving me an opportunity to address the closing ceremony of this inaugural conference.

Thank you very much for your enthusiastic participation in this conference.

**Professor Shamit Saggar**

*Director, Understanding Society Policy Unit &*
*Professor of Public Policy, University of Essex.*
*Chairman, Universities Partnership Programme Group Holdings.*
*(Former Senior Advisor, Prime Minister's Strategy Unit,*
*Cabinet Office, HM Government)*

# ABSTRACTS OF PAPERS PRESENTED AT CONFERENCE

## A1

## EVALUATING NAAC FOR GLOBAL COMPATIBILITY

***A.S. Jadhav, **V.V. Dalvie, **P. Mayekar & ***G.K Amte**

**ICLES' Motilal Jhunjhunwala College, Vashi, Navi Mumbai*

***SVKM'S Mithibai College, Vile Parle (West), Mumbai 400 056*

With India accepting liberalisation in 1991, it fell into the ambit of GATS and WTO. Institutes of Higher Education in India had to become accountable, competitive and compatible to accept the challenge posed by LPG. In 2007 the World Bank and UNESCO established a partnership that launched a Global Initiative for Quality Assurance Capacity (GIQAC) to support the evolution of quality assurance in higher education in developing countries and countries-in-transition. The present work aims at providing a comparative account of the process of NAAC in India with the accrediting agencies abroad with a view to improvising the methodology leading to global compatibility.

The leaders in the Education Market viz. UK, USA, Australia, New Zealand, etc. are aiming at the Indian market not only by importing students but lately also by striving to establish campuses in India. This transitional period makes it obligatory on the Indian Educational Institutions to compete with the quality standards of the market leaders. It is therefore relevant to survey the Quality Assurance Mechanism of some global players with a view to recommend desired modifications to NAAC.

Information on accrediting agencies outside India catering to the field of higher education in the relevant countries was collected as secondary data, to understand and compare the mechanism for assessment and accreditation there. Apart from the leaders in the education market, the study was extended to the neighboring country, Pakistan. Primary data was collected by discussing with personnel in the field of quality assurance in Higher Education having national and international exposure in the field.

COA, FRACHE, CORPA ,CHEA/USDE, CHED, QAA, QAAH, FAAP, NNQAA, QAC, HEC, QECs, EQAA, EHEA, E4 (EUA, EURASHE, ESU-ex ESIB, ENQA ), MCETYA established by AUQA, APQN, INQAAHE are some of the agencies studied from USA , UK, and Australia dealing with quality assurance in education. In addition, the functioning of NNQAA, PAASCU and FAAP of Philippines, as well as, QAA and QEC under HEC in Pakistan were studied. The method of accreditation of NAAC differs from the agencies abroad in many aspects. The major being limited to the institutional assessment not extended to the programmes and faculties by NAAC.

It is concluded that NAAC will have to adopt methodology for accessing/accrediting the programmes and faculties to make Indian Education compatible globally, facilitating International Collaborations and Credit Transfers for courses/modules of accredited programmes.

# TWO DECADES OF EXISTENCE OF NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL OF INDIA - A STATUS PAPER

***Anjali P. Patkar, H. U. Shingadia, V. V. Dalvie***

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Inter alia as recommended by NPE and POA, 1986, the UGC under section 12ccc of the UGC Act of 1956, on 16th September 1994 established NAAC, an autonomous body initially to assess and accreditate Universities governed by the UGC of India. Subsequently the same was extended to autonomous institutes/colleges and conducted/affiliated colleges. The aim of this presentation revolves around taking a review of the status, now when NAAC is completing two decades of its existence. The efforts would also aim at sharing the success story of Maharashtra state which has been leading in accreditation throughout thus evaluating strategic significance. It is very relevant at this time when discussions are on at the level of the Central Government regarding the modification and/or merger of NAAC into the Councils of Higher Education. This review will therefore provide growth of NAAC from its genesis till date over two decades. Needless to say that the questionnaires and methodologies changed from time to time to suit the needs of the strata to which various educational institutions belong to. It is therefore not only relevant but also essential to understand this journey throwing light on some of the grey areas so that the methodology could still be improved under the doctrine of "continuous evolution for betterment". The methodology for this research though largely depends upon secondary source of data by referring to books/websites and published literature of NAAC and also research journals to scan the work of NAAC and understand procedures followed/modified from time to time strengthened by the views expressed by policy makers and officials connected directly or indirectly with NAAC over its existence for 2 decades. Various personnel were therefore interviewed to collate their views with the findings thus forming the primary data. It was observed that there are more than a dozen controlling bodies in the educational sectors of India. AICTE, DEB, ICAR, BCI, NCTE, ICI, RCI, MCI, PCI, IMC, DCI, CCH, CCIM, DEC etc are some to name. These councils may themselves sometimes act as accrediting bodies. For that matter, NAAC and National Board for Accreditation are quality assurance agencies for the respective National Councils. For the paucity of data, collation and year wise compilation was done when it was found that at the end of the first decade, there were 117 Universities and 1932 colleges accredited by NAAC in India. Maharashtra was the state leading in the exercise with 16 universities and 835 colleges accredited at the material time followed by Karnataka with 302 colleges accredited by NAAC. Now on completion of the second decade of NACC, India has 185 Universities and 5448 colleges accredited. Maharashtra still leads with 1067 colleges followed by Karnataka with 561 colleges accredited. Tamil Nadu has 27 Universities against 23 Universities of Maharashtra accredited. One may therefore conclude that the overwhelming response given by the educational institutes in Maharashtra could be attributed to the efforts taken by the State Government towards establishing a Quality Assurance Cell in the State. However, it is pertinent to note that the same does not exist today in active form and one must appreciate the fact that it is a mandatory function of the BCUD U/S 36(7) of the Maharashtra Universities Act, 1994 to conduct academic audit of the University, Departments and Colleges which should be geared up to take up continuous quality assurance activities for sustaining the status of Maharashtra.

A3

# ATTITUDE TOWARDS EDUCATIONAL INNOVATIONS AS RELATED TO ACADEMIC CLIMATE OF HIGHER EDUCATION INSTITUTIONS

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**Rajeev Puri, Principal, Govt. Polytechnic College, Rupnagar, Punjab, India**

This study aims to see the relationship between Attitude towards Educational Innovations and Academic Climate of Higher Education Institutions. Educators teaching in the Higher Education Institutions of Chandigarh constitute the population of this study. Chandigarh is a city of northern India known for its prominence in the field of Education. The study was conducted on 200 Educators teaching in Higher Education institutions in and around Chandigarh who were the sample for the study. Out of the existing colleges, four colleges were randomly selected and the educators teaching in these colleges were also randomly selected using systematic random sampling technique. So as to ensure the reliability of the results, triangulation was done wherein both the quantitative and qualitative methods of data collection were used. Using quantitative method, for testing the Academic Climate, Academic Climate Description Questionnaire was constructed by the researchers and for testing the Attitude towards Educational Innovations, a tool by Dr. O.S. Rathode was revalidated. Both these tools were administered on the educators individually. Qualitative means for collecting data was Focus Group Interview of the Educators teaching in these institutions. Group of Educators were interviewed regarding their attitude towards Educational Innovations and their perceptions about Academic Climate of their institutions. Data collected using both the qualitative and quantitative means were analyzed subsequently. For quantitative data analysis, Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis and their standard errors were calculated. The data came to be normally distributed. Coefficient of Correlation was also calculated to infer the Correlation between Attitude towards Educational Innovations and Academic Climate of Higher Education Institutions. The Coefficient of Correlation between Attitude towards Educational Innovations and Academic Climate of Higher Education Institutions is 0.357 which is greater than the table values of 0.195 and 0.254 at 0.05 and 0.01 levels of significance respectively. This means that it is significant at both 0.05 and 0.01 levels of significance. For qualitative analysis, responses of the educators during Focus Group Interview were subjectively analysed. Both the techniques generated similar conclusions. There exists a significant correlation between Attitude towards Educational Innovations and Academic Climate of Higher Education Institutions. It further means that institutions with educators having high level of Attitude towards Educational Innovations will tend to have better Academic Climate. Thus this study holds importance for administrators, educators and students. The administrators and educators can work toward developing a positive attitude regarding educational innovations for the better academic climate in their respective institutions. This attitude and academic climate can act as a catalyst for improving the overall learning experience of the students.

A4

# PERCEPTIONS OF SENIOR SECONDERY STUDENTS ON REPRODUCTIVE HEALTH EDUCATION IN SRI LANKA

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Reproductive Health (RH) education among Sri Lankan Adolescents (comprising one fifth inner population) remains unsatisfactory despite 91.8% of them completing primary education and 56.2 % receiving post secondary level education. The main reason for this large population not receiving satisfactory RH education is traditional values and longstanding taboos surrounding sexuality. The current study was undertaken to formulate RH educational policies and programmes that address a sizable and sensitive chunk of the population thereby achieving the goal of mental and social well being and not merely the absence of reproductive disease or infirmity. This research was a descriptive study, using random sampling technique, sample of the study consisting of 160 adolescent in the age group of 16-19, studying in government schools in Sri Lanka. Questionnaire was the main instrument of data collection, qualitative and quantitative techniques were used in data analysis. The data revealed that a majority has some idea about RH education. While this awareness had been provided by the school, the source of information had been Health and Physical Education. The entire sample mentioned that more RH information, than was provided, should be given and everybody wanted further knowledge regarding sexuality, and indepth information on it was essential. About 96 adolescents were of the opinion that their behavior was respectful to elders and 64 felt embarrassed while communicating with elders regarding RH issues. About their preferred sources of information, both genders named health providers as their first choice, followed by family members and friends. The internet was cited by a few boys; less than 5 percent cited religious figures. More than 50% of respondents had no knowledge about abortion and they were unaware of dangerous abortion. The practice of abortion was reported among zero percent. Although every member of the sample did not possess knowledge of the scientific process involved in abortion, all of them totally rejected the idea of destroying a fetus. Adolescence is a critical period in the life of girls and boys and RH education empowers young people to protect their health and well-being. Schools have the proper staff and environment for learning. It might be stated that the greater segment of individuals entering adolescents and going through their adolescence are still in school. This becomes the reason why it is mandatory that the school should be geared to handle this critical stage of the students. Adolescents or those approaching adolescence are best educated by the relevant parents, but this being quite a sensitive issue in the socio cultural context, it is somewhat doubtful whether all parents are prepared to handle this candidly, due either to lack of knowledge or absence of the appropriate state of mind. As such it is best that seminars/workshops be conducted to enlighten parents on handling RH issues related to their adolescent children. Apart from the awareness on RH provided through the school curriculum, a greater impact can be brought about through street dramas, exhibitions etc. specific to RH. Finally the researcher would like to suggest that Sunday schools be harnessed for the provision of RH education linked with cultural values, ethics, and social well-being.

B1

# ACADEMIC ACHIEVEMENT AND PROFICIENCY IN ENGLISH LANGUAGE OF MEDICAL STUDENTS OF GUJARAT

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The present study focuses on first-year medical science students to evaluate their overall English language proficiency. The study was undertaken to explore the relationship between the academic achievement (as revealed in their score in class XII science) and proficiency (evaluated on the basis of questionnaire) in English language with respect to their gender and respective regions they come from across the state Gujarat. Enedina Garcia Vazquez, Luis A. Vazquez, Isabel C. Lopez (1997) at New Mexico State University and the one by Jessica R. Wille (May-2006) at University of Wisconsin-Stout carried out research to explore the relation between the academic achievement and proficiency in English language at different levels of education system. A cluster totaling 57 first-year medical students from Gujarat Adani Institute of Medical Science, Bhuj, was selected randomly for the study. The researcher collected details about the marks obtained in English language by students of Std XII science from the result sheet published by '*Gujarat Higher Secondary Education Board'* for the academic year 2012-13 to measure their academic achievement. A proficiency scale, specially prepared to evaluate the proficiency in English language, was used for an overall assessment. Later, the score obtained through this test, and the marks they got in Class XII examination were compared for drawing an inference. The co-efficient of correlation between the marks obtained in English and the score of English proficiency scale was calculated and the significance of it was decided through Z-Score for each group. The findings of the study revealed that there was a positive and good relation between the academic achievement and proficiency in English but it was not significant for gender as well as area. The result showed that there was a positive relation between the academic achievement and proficiency in English language which supports the findings of Enedina Garcia Vazquez, Luis A. Vazquez, Isabel C. Lopez (1997) at New Mexico State University and the one by Jessica R. Wille (May-2006) at University of Wisconsin-Stout. As English is the language for higher education, to enhance the proficiency in English language is necessary and should be started from the school level.

D2

# INDIAN EDUCATION SYSTEM – CHALLENGES OF QUALITY ENHANCEMENT IN UNIVERSITY AND HIGHER EDUCATION

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The paper aims to discuss the role of various stakeholders and effect of various factors in quality enhancement of university and higher education system. Higher education is the buzz word in all and every section of Indian society. Every section of Indian society is eager to enter the higher education system. Everyone wants to have stable income and prestige earned due to higher education (HE). As all sections are entering HE, the base of HE is increasing. At the same time the effect of this expansion is that the quality of the education is diminishing day by day as the spread is affecting the quality of HE .Today's He is unable to provide employment as thought by the stakeholders. There are various factors involved in this which must be considered. The methodology is to study various reports published in reputed journals in the field of education. The official reports published by state and central government of India are reports of UGC, NAAC and MHRD. Discussions should be held with stakeholders like principals, registrars, parents, students, trustees of colleges, and teachers. There is a need for the complete overhaul of the HE system in India. The State and the Central Government should only work as monitor and initiator and should not interfere in HE. Minimum government and Maximum Governance Policy must be followed.

D3

# HOW TO CREATE A JOB CREATOR

***Dhatri Dubey, Teacher, The Millennium School, P-2054 Rajaji Puram, Liucknow-226017, Uttar Pradesh, India***

The study aims to develop an ideal model for training students for development of entrepreneurial skills and globalisation of entrepreneurial skill development programmes. Richard Cantillon(1680-1734) was the first person to have paid attention to the role and contribution of an entrepreneur to society. From the era of the Industrial Revolution till D-Day, we need entrepreneurial ventures limitlessly. Thus it goes without saying that a quality controlled model for educators involved in training entrepreneurs is needed worldwide. The model expounded and proposed by the author is closely connected to the concept of Total Quality Management in the education sector. The name of the model is: "How to create a job creator". As an educator it is quintessential to set SMART goals for oneself. Specific; Measureable; Attainable; Relevant; and Time Bound. To create a group of responsible entrepreneurs who are well equipped with managerial aptitude and the power to lead. The educator must be well versed with the latest technologies involved in the entrepreneurial sector. Resource provision is a field

that must be looked after by the institutes. The educator needs to break the conventional philosophies of classroom teaching and expose the pupil to real life (first hand) experiences. E.g., an assignment can be given to the students where they have to run the school canteen for a day or to develop ERPs. Consistent updating of the knowledge bank is essential. This can be done by maintaining an e-library for immediate and mobile reference. Workshops for skill development should be a mandatory part of the curriculum. Eliminating numerical quotas will help an educator focus on the loopholes of students so that they can come up with remedial action plan which can be used to enhance the learning experience. Educators must not be turned into data producing machines. The curriculum should not only focus on the skill development arena but also on the psychological aspect of the student. Encouraging traits like leadership, motivation, stress management and networking etc. must be paid special heed to. It is true that entrepreneurial training is restricted to mere textbook knowledge. It is important to step out of the conventional methodologies of teaching when dealing with a vocational subject like entrepreneurship. It has been observed that very few software models are available to educators functioning in this area. The need of the hour is to develop applications that can be used to upload lessons by educators throughout the world to promote entrepreneurial skill exchange programmes.

The target of this research is help students be job creators and not merely job seekers. Vocational education has many barriers to it. It is only through a concrete model for teaching clubbed with new age technological equipment, we can think about enhancing the standards of entrepreneurial development. Viable action plans have to be formulated in order to develop entrepreneurial skills and build a stronger world economy. The future lies in the hands of these budding entrepreneurs and we have to give them the best we can. There has to be Implementation of structured curriculum for entrepreneurship and Development of database for E-library. Workshops and training must be made compulsory. There should be development of applications to promote online global entrepreneurial skill exchange programmes.

## G1

# EFFECTIVENESS OF TEACHING METHOD

***Gajjar, J. H. Asst. Professor, S.M.N.K. Dalal Education College for Women, Ahmedabad, Gujarat, India***

***Bakrania, D.M. Assoc. Professor, P. G. Department of Education, K. S. K. V. Kachchh University, Bhuj- Kachchh, Gujarat, India***

This study was conducted with a view to getting a clear picture of the puppet method of teaching. The study focused on the effectiveness of different types of teaching methods in the context of area with respect to gender. The sample of 112 students of standard six was selected by multiple sampling techniques from four schools for this experimental type of study. The data was collected through the administration of a self-constructed academic achievement test at the end of application of the two types of teaching methods during academic year: 2013-14. The data was analysed by using the rank additional method of non-parametric test. The result showed that the puppet method was found to be more effective than the pictorial story method in urban areas. The effectiveness of teaching methods was not clear in rural areas. It becomes essential for the teachers to adopt different types of teaching

methods at primary level in a proper manner which helps in the teaching and learning process. Different types of teaching methods produced different results so such type of studies should be encouraged to find out which teaching methods are more effective for different subjects.

## H2

# FROM POLICY TO PRACTICE: CHALLENGES OF PROMOTING CULTURAL RESPONSIVE CLASSROOM AND TEACHERS' MULTICULTURAL COMPETENCY IN HONG KONG SCHOOLS

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An important feature of Hong Kong's education reform over the past decade has been the articulation of the "no loser principle". It was meant to signal that all students are valuable and will benefit from both basic and senior secondary education. Yet barriers remain for the 2.9% of students under the age of 15 who can be classified as ethnic minorities. The educational needs of these students also remained invisible in the school system until the 2008 Racial Discrimination Ordinance and the implementation of inclusive education policy in 2002 (Education Bureau 2010, 2011). The paper examines the policy context in which provisions for ethnic minority students have been made in Hong Kong schools and also classroom practices that operationalises these policies on a daily basis. It then reports the findings of an interview study into 32 teachers' views of cultural responsiveness and multicultural competency. It gives implication for the promotion of multicultural education and the creation of culturally responsive classrooms.

## I2

# IMPROVEMENT OF THE QUALITY AND MANAGEMENT OF TEACHER EDUCATION PROGRAMMES: AN EXPLORATION

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It is said that the development of any society depends on its education. But the success of education directly depends on the teachers. While the most important responsibility of preparing teachers for society is on the Teacher Education Programmes, there are so many expectations from the Teacher Education Programmes. In every country the Teacher Education Programmes have a very

prominent role. In these perspective many questions emerged i.e. How are the Programmes of Teacher Education? How Teacher Education Institutions are working? Are the expectations from the Teacher Education programmes being fulfilled or not? How is the quality of Teacher Education programmes? What can be done to improve the quality of Teacher Education programmes? etc. To derive scientific answers for such questions, the author conducted the present study. The major aim of the present investigation was to study the suggestions of Teacher educators to improve the quality and management of present Teacher Education programmes. The background of the present investigation and its aim itself highlights the relevance of the present investigation. During 4/8/2014 to 23/8/2014 a three week Refresher Course was organised by the U.G.C. Academic Staff College, Himachal Pradesh University, Shimla (India) for the teacher educators of the faculty of education. In this course a total of 25 faculty members (including author) from 13 different states of India participated. The author selected these 24 teacher educators as the sample of the study. All the teacher educators were interviewed by the author during the course. Data was collected through interview technique from the subjects under study. The collected data was analysed qualitatively. Moreover, frequencies and percentages were also calculated. Some very important and interesting findings emerged after the analysis and interpretation of the data. The findings showed that the time duration of all the Teacher Education programmes should be increased, an effective structure should be organised to maintain the quality of self financed Teacher Education institutions, and more emphasis should be given to the aptitude rather than merits in the admission process. Drastic changes in the curriculum is needed and more practical approach is required than theoretical aspects in Teacher Education programmes. The findings of the present investigation are very important and would prove very useful in the direction of making Teacher Education programmes more qualitative and to improve its management Moreover, it also emerged that to improve the quality and management of Teacher Education programmes, more effective and extensive efforts are urgently required.

**J1**

## PROBLEMS FACED BY THE COLLEGE PRINCIPALS AND THEIR SOLUTIONS IN THE CONTEXT OF QUALITATIVE MANAGEMENT OF HIGHER EDUCATION

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The Gross Enrolment Ratio in India is about 18% which indicates the quantitative development of Higher Education in India. This ratio is quite low compared to other well developed countries of the world on one side. On the other hand the quality and management of Higher Education raise serious questions. Special efforts are being done by the apex body of India U.G.C. to make Higher Education more qualitative and extensive. Moreover, Government of India and other Institutions are also very conscious in this direction of making Higher Education more qualitative. But in this direction the role of college Principals becomes very crucial. In these perspectives investigator conducted one study concentrating on the college. The two major aims of this investigation were: (1) To study the problems

faced by the college Principals in the context of qualitative management of Higher Education. (2) To study the suggestions of college Principals to make management of Higher Education more qualitative. The background of the present investigation and its aims itself highlights the relevance of the present investigation. For the present investigation, investigator included all the principals of the commerce colleges affiliated with the Veer Narmad South Gujarat University, Surat, in the population of the present investigation and planned to collect the data from all of them. Accordingly, total 24 Principals were included in the sample of the present investigation. To collect the necessary data investigator prepared one Interview schedule. Semi structured interviews were conducted by the investigator. Thus, data were collected personally from the subjects selected under the study. The data collected through interviews were analysed qualitatively. Some very important findings emerged after the analysis and interpretation of the data, i.e., Results of exams are declared very late, Admissions are not done on time, Very few days are available for teaching during the year, The number of students in the class is very high (up to 130) and students are absent The findings of this investigation reflect the disappointing situation of Higher Education in India with reference to the quality and its management. It suggests that to improve the quality and management of Higher Education in India more effective strategies and efforts are needed.

**M1**

# AN EMPIRICAL STUDY ON EMPLOYABILITY STRUCTURE OF SCIENCE AND ENGINEERING STUDENTS

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Since Chinese institutions of higher education began to expand enrollment in 1999, the employment pressure on society has increased year by year. Helping college graduates obtain suitable employment has become a heated topic. This study focused on the status quo of employability of college students in the field of science and technology, drew a theoretical model and a statistical model of their employability structure, and then came up with specific suggestions for high-quality science and engineering personnel training and employment guidance in order to solve the employment bottlenecks caused by the mismatch of employability structure of students in the field of science and engineering and improve the current situation. The study was conducted from the perspective of students to measure their employability with the use of a self-established scale. Nearly 300 undergraduate students from 4 universities and 50 graduate students in science and engineering were investigated. Factor analysis and comparative analysis were used in this empirical study to research students' employability structure. Combined with documentary analysis, semi-structured interviews and other relevant study methods, the Six-factor Model which described the employability structure of students in the field of science and

engineering was established. The Six-factor Model included personality traits, decision-making skills, interpersonal skills, learning plans, general skills and career planning which were ranked by weight of factors from high to low. Based on this model, a comparative analysis of science and engineering students and graduate science and engineering students was conducted. The empirical results showed that all aspects of science and engineering students' employability were greatly improved since they started to work. The distribution of employability structure of graduate students in the field of science and engineering have a significant degree of similarity with that of science and engineering students at school, but there are large differences in terms of single factor. According to the findings, the improvement recommendations from four perspectives were put forward as follows: 1) the government should design training strategies from a macroscopic view to improve the employability of undergraduates; 2) universities should establish and complete employability training mechanisms; 3) enterprises should actively take the responsibility for training to achieve mutual benefit; 4) college students should pay more attention to their employability and seek more opportunities to practice.

## M2

# A STUDY ON THE FACTORS INFLUENCING STUDENTS' DECISION TO STUDY ABROAD

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Higher education has become an increasingly competitive sector. The number of countries that are actively involved in international student recruitment has grown considerably. Given the growing international competition among countries for attracting international students, it has become increasingly important to gain a better understanding of the factors that influence students' decision to study abroad. This research paper investigates the factors that influence students' decision on study abroad with a focus on what benefits are associated with an international education that are important for students. The study investigated barriers that students perceive while making a decision for international study. Data was collected with the help of a structured questionnaire from undergraduate students of Mumbai University, Mumbai, India. This study employs quantitative design to gain insight into the factors that influence the students' decision to study abroad. The paper identifies motivational and constraining factors that influence students' decision to study overseas. The conclusion derived from the study is expected to benefit global universities in understanding how to re-design their marketing and recruitment strategies to attract foreign students. The study will help to list down various push factors (personal growth, language, and career) and pull factors (college issues, physical geography, and culture) which influence the choice of country and institution. The findings are expected to have theoretical and practical implications.

M4

# AN EXPLORATORY STUDY ON THE EDUCATION OF THE POOR URBAN CHILDREN IN INDIA HIGHLIGHTING THE CHALLENGES IN THE IMPLEMENTATION OF RIGHT TO EDUCATION

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This exploratory study took the premise that there is a high disparity in the educational achievement of Indian children and sought to find out what type of education was available for poor urban children in the context of RTE implementation. Field observation and Interviews of teachers and students provided the main set of data. The inquiry looked at five selected slum communities and found that in spite of the urgency in making primary education accessible for all children, there were many children not attending schools. For example in one city, children were walking the streets selling pencils during school hours. In one community, a teacher came only for two hours a week. Government schools observed communities provided poor instruction with very little resource. In one school, the teachers left one hour before the school's closing time. In three other communities, well intentioned NGOs with compassion and love provided very positive learning experiences for the students. Teachers took special interest to provide the best educational environment for their students who mainly came from poor laborer homes. Students were very positive about their experience and were learning the basic academic skills. The study also extended to two-teacher education institutions to find out how they prepared teachers to make primary education accessible to children from poor slum communities and lower the gap in educational achievement. It was found that there was a lack of cooperation between teacher training institutions and local government schools in improving teaching and learning for poor children. The study highlights the need for collaboration between schools and training institutions to instill a culture of teacher learning and accountability. *(The study was undertaken during researcher's Fulbright-Nehru Scholar Award period in 2010-11).*

M5

# CROSS-CULTURAL EXPERIENCES OF IMMIGRANT STUDENTS: MAINLAND CHINESE IN HONG KONG AND MEXICANS IN THE UNITED STATES

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The main focus of this study was to find out how immigrant students' social capital played out during their cross-cultural development. This research study adopted a cross-cultural perspective to examine the school experience of immigrant students from mainland China in Hong Kong and Mexican immigrant students in the U.S. It focuses on the selected students' experiences on their new cultural identity development and the challenges they faced in this process. The study draws on theorization of capital to explicate the immigrant student experience, then adopts the social construction of reality as its theoretical framework and uses narrative analysis of personal experience as the methodology. It highlights the role of the Social Capital of the immigrant students in their cross-cultural identity development. It also highlights implications for policy makers, school leaders and teachers.

M6

# MIXED METHODS APPROACH TO EVALUATION AND QUALITY MANAGEMENT OF COMMUNITY SERVICE-LEARNING

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Community service-learning (CSL) is a relatively new but rapidly growing research domain. There is, presently, evidence of many research gaps, uneven representation of different research topics and the use of varied, but often non-validated, evaluation instruments for quality management. This study aims to fill the gaps in knowledge that exists in this domain. The main research objective of this study is to explore metric characteristics, and the structure of a scale developed to monitor student perceptions of CSL and to identify a viable combination of qualitative and quantitative methods quality management in education. Evaluation of CSL courses provides valuable guidance for the organisation and delivery of CSL programmes. However, the literature shows

an evident lack of studies conducted in this domain as well as a lack of studies that apply validated evaluation instruments. Participants in this study were community and classroom-based university students enrolled in CSL courses during 2005-2013. The study included both quantitative indicators, a set of open-ended questions and interviews. Evaluations were completed at the end of each CSL course and the response rates were very high (77%). An array of statistical techniques, descriptive, trend and inferential analyses were applied to determine students' attitudes toward CSL. A series of psychometric analyses were applied to determine the structure and the internal consistency of the CSL scale. Our analysis of responses from approximately 3,100 participants shows that students who participated in CSL were positive about this form of learning, intended to take CSL courses in the future, demonstrated readiness to recommend participation in CSL, and exhibited knowledge of the main CSL objectives. Factor analysis identified three subsets of correlated items interpreted as content-related learning outcomes (alpha = .80), 2) activated knowledge (alpha = .79) and supportive conditions for CSL (alpha = .84). An additional analysis of the redesigned CSL scale found a significantly improved internal consistency of items and the existence of three identical factors, content-related learning outcomes (alpha = .90), activated knowledge (alpha = .88) and supportive conditions for CSL (alpha = .84). Overall, this study found positive short- and long-term outcomes of CSL and sows that community-based students were more enthusiastic about CSL than were classroom-based students. Female students were more likely to participate in CSL than males and smaller classes seem to offer better opportunities for reflections, which are an important component of CSL. Psychometric analysis indicates good metric characteristics and internal consistency while qualitative analysis effectively complemented the CSL scale, particularly regarding student interests and meeting the interests of male and female students. Evaluation studies and quality management of CSL face numerous challenges caused by the wide variety of courses and the different content of community-related activities. This study demonstrates a need for application of both qualitative and quantitative approaches in the evaluation of CSL and a need for their integration through a meaningful mixed method design that uses the strengths of both approaches.

## M7

# QUALITY MANAGEMENT IN HIGHER EDUCATION

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Higher education in India has expanded enormously since independence and the country has one of the largest higher education systems in the world comprising of 700 universities, 35539 colleges and more than 25 million students. Moreover, 6% are central universities, institutions of national importance 10%, Deemed Universities 18%, Private Universities 22%, and State Universities 44%(UGC Higher Education at a Glance 2013). India's Gross Enrolment Ratio (GER) in higher education currently pegged at 19% which is far below the world average. No doubt there is an impressive growth of higher education but most of the higher institutions are debatable especially given the absence of any Indian institutions in the global top 200 list. It is clear that so many educational institutions have got the status of centre of potential in excellence, but majority of the institutions do not maintain the high

quality management. The management of education is necessary to systematize the input, process and product from the grass root level to the top of the educational administration. Quality management in higher education requires awareness to be developed among managers, administrators, policy makers and academicians all over the world. To maintain the quality, the higher education is to meet the purpose, satisfy the customers, provide reliable products, ensure product excellence or output and utilise human resource properly. Higher educational institutions providing quality education must think: how to surpass others, provide outstanding output, being best among other institutions, doing creative, inventive and innovative work; good efficiency in work and self enlightenment. For quality management in education the higher educational institutions must give due importance on organisational framework, need based infrastructures, proper administration ,development of managerial skills, proper audit (academic and finance), creation of proper academic environment, proper utilization of resources (human, finance and material resources), competent and skill based teachers, organisation of curricular and co curricular activities, setting research cells and emphasis on doing research work (Fundamental, Applied and Action research), well equipped library and laboratory, transparent finance, scope for student academic evaluation, proper hostel facilities, proper examination and evaluation, time to time need based training for teachers, proper supervision and monitoring, need based curriculum and proper feedback (students , teachers and administrators), minimum teacher taught ratio, doubt clearing-cum discussion class on the covered topics, one category of teachers (not management, block grant, state scale and UGC type of teachers), committed teachers, administrators, policymakers and politicians, and transparent at all steps and all stages, and lastly the spiritual realization(realization of reality, truth) may develop the inventive, creative, progressive, constructive, innovative and investigative mind which will support a lot for the improvement of the educational system for a progressive world.

**P2**

## CAN SCHOOLS TEACH WISDOM IN WHAT STUDENTS LEARN ON THEIR OWN? – TEACHING BEYOND THE TESTS

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With the amount of information that students receive through technological media, schools can no longer ignore the unguided metacognition that is taking place in and outside our classrooms. We have presently “educated” students joining extreme organisation from persuasive people on the internet and this is just the tip of the iceberg as we focus on “smartness” rather than “wisdom”. The quality in which we are presently managing our schools is now being widely questioned by the public who question the lack of meaning in what their children are being instructed. There are at presently four methodologies that can be used to address it. The inquiry method has been shown to be effective in soliciting comments from students as to their thoughts from what they learn through technical media. But it needs to be taught after the tests in the subjects because it is always about one’s environment which is multidisciplinary. The global video conference is also useful as an open forum to filter opinions developed through inquiries as greater understanding of issues is

achieved through the sharing of views especially when experts are also part of the conversation. But these experts are not expected to be teachers as is so often the case. Group projects compliment inquiries and global discussions in seeking to find solutions as it will take more than one's resources to derive an answer. But presently, project learning in classroom are very limited by assuming that each school must supply all material to find a solution. Portfolio assessment through subjective assessment by student of the above learning activities clearly is developing critical thinking in the child. But with the lack of these three methodologies being taught in our schools with present instructional practices, inquiries are distorted often to a subject, discussions towards solution become impractical in limiting it to a discipline and projects become mostly scientific objective minded which exclude subject qualitative meaningful assessment of self interacting with one's environment. There is no manual presently as to how to implement this at various grade levels. The talk will focus in creating one that meets what we presently know about the level of meta cognition of our students through the grades making a clear distinction between the early formal grades of 1 to 3, the middle grades of 4 to 6, the junior high of 7 to 9 and senior and future studies of grade 10 and beyond. As Peter Gray said in the first Webinar "We needs a means to listen to our students and disseminate the vast research that is presently being done in education". It is to most teachers unavailable because we have not agreed on a structure by which to define it and this talk will supply that framework both in the manner we instruct the student and learn to listen to his own research.

**P3**

# STUDY OF THE ADEQUACY OF THE EXISTING ONE YEAR BACHELOR OF EDUCATION COURSE

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India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in recent years form the background to the present reform in teacher education – the political recognition of Universalisation of Elementary Education as a legitimate demand in the form of the Right of Children to Free and Compulsory Education Act, 2009. This would increase the demand manifold for qualified school teachers. The country has to address the need of supplying well qualified and professionally trained teachers in elementary and secondary education in larger numbers in the coming years. Aim of the Study is to study the Adequacy of the existing One Year Bachelor of Education course. People in India have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession. The Education Commission (1964-66) perceived, "The Destiny of India is now being shaped in her classrooms". National Policy on Education 1986 emphasized: "The status of the teacher reflects the socio-cultural ethos of the society;

it is said that no people can rise above the level of its teachers". This shows the important role of the teacher as transmitter, inspirer, motivator and mentor of man's eternal quest for knowledge. Hence to educate a teacher is very crucial and a matter of high priority. All stakeholders of the education system are facing the same problem and that is "Having and retaining talented and committed teachers." The teacher education institutes have grown in India during the past few years. This uneven growth of existing teacher education institutes has created a large number of unemployed teachers in society and many questions about the quality of teacher education. Ministry of Human Resources, Development, Department of School and Literacy appointed Hon. Justice J.S. Verma Commission to study the present scenario of Teacher Education in India and it submitted its report "Vision of Teacher Education in India Quality and Regulatory Perspective". The commission has recommended to enhance the quality of pre-service teacher education (Bachelor of Education), the duration of existing teacher education course be increased from one year to two years programme for the Bachelor of Education. Because of different views and opinions raised amongst different stakeholders of education, it was necessary to study the opinions about increasing the duration of B.Ed course to two years from the existing one year. The opinions and suggestions from the teacher educators and student teachers from teacher education institutes affiliated to University of Mumbai and school principals from Thane district of Maharashtra were investigated in this research. The study followed the Survey Methodology. Additionally, the opinions of the following stakeholders will be studied: Teacher educators, Principals of the schools, Student teachers pursuing B. Ed course. Appropriate conclusions and recommendations will be formulated in due course of time.

**P4**

## INCLUSION OF NCC, THE WORLD'S LARGEST UNIFORMED VOLUNTARY YOUTH ORGANISATION IN CURRICULUM OF THE UNIVERSITY OF MUMBAI– A CASE STUDY

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Foundation Course was introduced in 1977 in the University of Mumbai to enhance general awareness, equipping students for competitive examinations, apart from moulding them into responsible citizens. With this background NCC could be evaluated as an equally effective option. The aim of this presentation is to review implementation of NCC into the curriculum of the University of Mumbai, as a case study. NCC came into existence on 16th July 1948 as a recommendation of a committee under Pt Kunzru set up at the behest of Jawaharlal Nehru. Today, NCC is the world's largest uniformed voluntary Youth organisation with 1.35 million cadets in 788 units under 95 groups reporting to 17 regional directorates. The core values of NCC revolve around patriotic pride, national development, respecting diversity, national unity and cohesion, practising Indian constitution, healthy

lifestyle, sensitivity to the socially disadvantaged, honesty, truthfulness, self sacrifice, perseverance and hard work etc., which match with the existing 'Foundation Course'. The pedagogy of 'NCC' studies as a subject however has not been deviated from the NCC comprising of institutional training, camp training, social service and community development, youth exchange programme, adventure based learning, sports and personality development thus ranging from soft skills to military activity. In the XI five year plan (2007-2012) UGC of India prepared guidelines for autonomous colleges to implement 'NCC' as an elective subject. Out of more than 400 autonomous institutions, Directorate General of NCC identified 30 as potential for implementing NCC in the curriculum. Some of the Universities such as Sardar Patel University and American College, Madurai Kamraj University prepared the syllabi while University of Mumbai adopted the NCC syllabus of First and Second year moulding it into the credit system comprising of 2 credits per semester having 60 lectures per semester to complete six units in a semester with 3 lectures per week. The authors ensured the process through BOS, the Faculty of Arts, Science and Commerce, AC, MC till an endorsement of the Governor in the capacity as the Chancellor, was sought. The ordinances were specially framed by the authors facilitating credit transfer for the first time in University of Mumbai and making it choice-based credit & grading system, in the true sense. Scrutiny committee qualified 14 applications of colleges, the LIC report of which was considered by the BCUD and that the Government permitted 13 amongst them to incorporate the subject from academic year 2014-15. Currently learners exposed to military ethos acquire basic military training while benefitting to be better oriented for joining the defense services, civil services and perform better in other competitive examinations. Now, there is greater demand for joining NCC thus improving quality of the feeder channel of the Armed Forces. The institutions and the Teacher-Associated NCC officers have benefited from the long awaited recognition for the extra efforts employed in NCC training. Many other Universities will outlay for this world's largest uniformed voluntary youth organisation into the curricula. In conclusion, India having 55% of youth population, with no compulsion of military service needs 'NCC Studies' as a subject in the curriculum to channel enormous Human resources into nation building.

**R2**

# LEARNING QUALITY OF THE PRIMARY SCHOOL LEARNERS – AN ASSESSMENT THROUGH THE PERFORMANCE OF THE LEARNERS IN ENGLISH AND MATHEMATICS

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Education of today is facing too many challenges right from primary to higher levels of education. In the name of reformation, lots of changes are going on in the field of education from time to time. Since 1948 when Universal Declaration of Human Rights were affirmed, the goal of achieving Universal Primary Education (UPE) has been on the International agenda. This objective was restated on many occasions by International treaties and Conferences of United Nations but, remained silent about quality of education. The major focus of the National policy on education and its Programme

of Action in 1992 also aimed to have Education for all and attainment of Minimum Level of Learning but actually importance was given on enrolment and retention. MLL concept emerges from the basic concern that irrespective of caste, colour, creed, location or sex, all children must be given access to education of a comparable standard. Qualitative improvement in education can be better perceived from the increasing rate of literacy in India and Assam i.e., 64.83% in 2001 to 74.64% in 2011 in India and 63.25% in 2001 to 73.2% in 2011 in Assam. One of the MDGs of United Nations gives importance to Universal Primary education by 2015. Dakar agreement lists improving the quality of education as one of its EFA Goals. But national level survey done by NCERT, PRATHAM reveal a very pitiable condition of primary school learners' quality of learning. So the investigator felt the need of studying the quality of primary school learners belonging to backward communities of Assam. The study was conducted in Karbi Anglong district of Assam which is a Hill district of Assam from which the samples for the study were collected. Schools where the learners of four backward communities of Assam, i.e., STH, STP, S.C & OBC, were selected. Here descriptive survey method was used. Purposive sampling technique was applied in selection of sample. The study aims to investigate the class V students' quality of learning English and Mathematics. Questions were set from the text book of class IV. After analysing the performance of a total 168 learners selected as sample from 15 primary schools in English and Mathematics, it has found that in English – reading ability is 8%, writing ability is 9%, speaking ability is 3% and understanding ability is 5%. In Mathematics, it was found that in four fundamental operations i.e., addition, subtraction, multiplication and division, the levels of learners' performance was: 14%, 12%, 6% and 4% respectively. This revealed a really pitiable condition of the learners' quality. Causes were found related to implementation and monitoring of different programmes and policies. Besides these most of the learners are 1st generation learners and quality of teachers is also found to be very low.

## S1

# EXPLORING THE ROLE OF PUBLIC PRIVATE PARTNERSHIP IN PROMOTING QUALITY HIGHER EDUCATION FOR INCLUSIVE GROWTH IN INDIA

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"The country needs a large number of centres of higher learning which are world class," said Arun Jaitley, the Indian Union Minister of Finance of the Bhartiya Janata Party led government, in his maiden budget presentation for 2014, where he committed increased funds for higher education. The new government proposed to add to the existing elite institutions of management and technology, medical colleges, new Humanities centres as well as programs for training teachers. Despite this increased outlay and commitment to the cause of education, K.R. Sekar, who oversees the education practice at Deloitte Haskins & Sells LLP, a consulting company, was concerned

about the lack of clarity on the question of private investment in education or an outline of a path of education reforms. With a massive population of 1.2 billion where 41% of the population (census 2011) is in the 14-19 age bracket, even 18 Indian Institutes of Technology and 21 Indian Institutes of Management may not be enough to meet the demands. While the availability of human capital is clearly India's strength, the inadequacies of the conventional infrastructure for delivery of technical and vocational education will continue to create severe deficiency in the quality and quantity of employable resources. Financial commitment alone without a strategic blueprint will not be enough to bridge the knowledge or skill gaps in India of employable age. The significant growth that the Indian economy experienced is due to the growth of Its Information Technology sector. There is substantial doubt among global industry leaders and the academia whether India can sustain this growth. The doubt arises from the inability of the Indian economy to reap its potential demographic dividends due to a lack of skilled labor force. As per the National Employability Report , 47% of graduates are not employable in any sector of the knowledge economy driven future. This paper will focus on how private corporations can team up with national, state and local governments to create a sustainable labor-supply model to meet the needs of today's digital economy. The paper will utilize the endogenous growth theory to develop a comprehensive public-private partnership model of resource enhancement in the Indian context of commitment to inclusive growth. The paper is expected to conclude that for sustainable manpower development, the government must partner with private sectors to develop geography agnostic, digital infrastructure for delivery of higher education. The digital economy provides a new opportunity for a diverse Indian economy to create a uniform platform for quality education for all. The paper will also conclude that such digital re-imagining can only come from a healthy and cooperative partnership between the private and the public structure, where the private structure can bring in the technology and the state of the art instructional design and the public structure can help foster the mindset for such a transformative venture.

## S4

# IMPORTANCE OF STATISTICAL TOOLS IN IMPROVING QUALITY EDUCATION AND MANAGEMENT DECISION MAKING

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Educational leaders in the new millennium face a dramatic state of uncertainty. There is a great deal of pressure to achieve a range of performance expectations in a climate of student performance and financial accountability. Pressure is also mounting from those seeking to create alternatives to public education. How educational leaders perform the role of change agent may well determine the success and future of public schools. The direction for change must guide schools

to be more productive, effective, efficient, and human. Whether designing new products, streamlining a production process or evaluating current vs. prospective customers, today's business managers face greater complexities than ever before. Statistics provide managers with more confidence in dealing with uncertainty in spite of the flood of available data, enabling managers to more quickly make smarter decisions and provide more stable leadership to staff relying on them. In this paper, we discussed many statistical tools, which help to improve quality of research. Initially, statistical techniques like design, sampling, appropriate sample size, play an important role to come up with right protocols to handle various problems related to education and management. Once data is collected, the statistical tools including diagrams and graphs, correlation, regression, hypothesis testing and many advance statistical tools like cluster analysis, factor analysis, analysis of variance and covariance helps us to solve many practical problems to improve quality of education and management decision making.

**Keywords:** Quality management, total quality management, statistical tools, management principles.

## T1

# CHALLENGES AND OPPORTUNITIES: EFFECTIVENESS AND IMPACT OF DEMAND-SIDE INTERVENTIONSIN PROMOTING GIRLS EDUCATION IN RURAL YEMEN

***Tomomi Miyajima, Education Specialist, The World Bank, Washington DC, USA***

Aim: The paper examines effectiveness and impact of selected demand-side interventions (e.g. conditional cash transfer; rural female teacher contracting; school community grant) provided through the World Bank supported projects in Yemen. The main objective of the project is to support the Yemeni Ministry of Education achieve equitable access to education and to improve quality of basic and secondary education. The project provides various interventions including civil works (building and extending classrooms to solve overcrowding; provision of learning materials and equipment); revision of textbooks and curriculum; and capacity building of Ministry and other entities. It also focuses on closing gender gap in targeted districts through demand-side interventions such as conditional cash transfer (CCT). Based on quantitative and qualitative data collected through field visits and beneficiary interviews, a holistic analysis will be conducted to examine the effectiveness of CCT and other demand-side interventions, its impact on girls enrollment as well as drop out and retention in basic and secondary education. Analysis using CCT administrative data revealed that the CCT intervention was significantly effective in increasing girls' enrollment in the treatment schools compared with control schools in the same governorates. Anecdotal evidence collected by beneficiary interviews also confirmed that CCT and other interventions made a positive and strong impact on awareness raising for girls education among parents and in the community. When properly designed and timely conducted, those demand-side interventions can make a significant difference in closing gender inequality. The case of rural Yemen suggests well-designed and carefully implemented incentives programmes can be highly effective in raising awareness and increasing equitable access to education in fragile states. The

government and donor community needs to periodically conduct in-depth review and evaluation of those interventions, in view of institutionalizing the scheme by scaling it up to national level which may result in improved access to education. Furthermore, close and continued data collection as well as monitoring and evaluation would be needed to assess long-term impact of those incentives programmes on the quality of education.

## T2

# TEACHER'S EDUCATION

***Tapati Mukherjee, Principal, K Rai Degree College of Commerce, Mumbai, Maharashtra, India***

Aim: To highlight the need to equip all prospective teachers with knowledge, attitude, behavior and skills to perform the prime task of teaching effectively not only in schools but also in the wider community. Relevance: The present state of teaching in India and many parts of the world faces intense criticism related to many factors such as: 1) Time allotted to a teacher to make preparation is too short; 2) Programmes and Faculty are insufficiently oriented to modern research in education; 3) Curriculum design too often reflects teacher educators' interests rather than teachers' needs; 4) Response to the changing roles of teachers and functions of the schools has been too slow and erratic; and 5) Pressures of enrollment decline and inadequate monetary avenues distract faculties from accomplishing their mission of improvement of elementary and secondary education. These factors are largely prevalent amongst the Indian Teaching fraternity making it a burning problem bursting at the seams. The approach would essentially mean listing out the key issues facing Teacher's Education in India and some developed countries across the world. This would entail: 1) Research on a wide range of reference materials related to Teacher's Education; 2) Interviewing important and relevant reference groups amongst educators which include Head of Institutions, Teachers across middle-level and high school, Curriculum developers and Trustees; 3) Interviewing students for feedback and understanding the student-teacher relationship; 4) Personal experiences gathered over the last two and half decades. Highlight and reflect on steps taken towards improving Teacher's Education. Presenting works of organisations who have made a marked contribution in this direction namely 'The National Council for Teacher's Education' set up in the Year 1973. Submitting the positive effects of Teacher preparation towards increasing student achievement. The extent of collaboration between various stakeholders such as Teachers, Head of Institutions, and Trustees, in building an environment conducive to effective education. The current state of Teacher's Education is in dire need of well-planned improvisation on curriculum, time management and inclusiveness. This can be elevated to considerable levels of improvement through 1) Effective lesson planning; 2) Making student-teacher interaction more frequent and counseling-related; 3) Activity-oriented curriculum; and 4) Devising user-friendly methods of productive teaching.

# Summary of the Conference Evaluation Forms.

Towards the end of Day Two of the Conference, all delegates were handed a conference evaluation form with the request that they complete the forms and return them before they depart. The response rate was high (95%) and a brief summary of their responses to each of the questions in the evaluation form is outlined below.

**1. Please specify the main reason for attending this conference.**

The overwhelming majority came to interact with practitioners in their field and to share their research as well as learn from their global contemporaries at an international forum.

**2. Did the conference fulfil your reason for attending? Yes/No**

Without exception, all delegates who responded felt that the conference met their full expectations.

**3. What was the most beneficial aspect of the conference?**

All delegates praised the two Keynote Addresses and two Guest Lectures. Many also felt that they benefited from interacting with their peers and sharing their research experiences. All delegates expressed great satisfaction in being able to present their research at an International Forum and urged the convener to publish their papers in full.

**4. Which presenter(s)/speaker(s) were you mostly interested in listening to?**

Most delegates favoured the Keynote Speakers and Guest Lecturers and some specifically singled out researchers who they felt were like minded and had similar research interests.

**5. Would you recommend this conference to others in future? Yes/No**

All delegates were going to recommend others to attend similar conferences in the future.

**6. How did you hear or learn about this conference? Website/Advertisement/Friends/ Any other (If any other, please specify).**

Most delegates found out about the conference through the web and email. A few were informed by their peers.

**7. How did you like the overall organisation of this conference? Poor/Good/Very Good/ Excellent**

95% rated the conference as Excellent and the remaining 5% rated it as Very Good.

**8. Please enlist the topics to be included in our future events.**

There was a large number of topics put up by delegates for the next conference and these are as follows:

1. A session can emphasise on accountability and measuring outcomes in education sector
2. Global Education
3. Student-centred-learning enhancement – globally
4. Capacity Building amongst the Educational leaders – skill development programmes. Inclusive Education
5. Strategic training for teachers

6. Maybe: Inclusion and Equality in Education; Poverty, Deprivation and School Education; Learning and Teaching Styles in Different National Contexts
7. Human values; Peace Education; Internationalisation of Education; Women Empowerment
8. Human Rights; ICT in Education; Value Education
9. Students indiscipline in the classroom situation; curriculum structure
10. Pre-conference workshop(s) in collaboration with IFORE
11. Skill for research methodology; skills for teaching innovation
12. Topics that can be included are – future vision of education. Women education etc.
13. Flexibility, innovations in curricular development
14. Difficult to specify – wide range of topics is good
15. Incorporating Peace Education in Academic Curriculum; Possibilities of Teacher Education in Higher Education for Quality Improvement
16. SPSS package and Research in Education; Role of ICT in quality enhancement in Higher Education; Impact of spiritual thoughts on Quality Management in Education; Future research to meet the Global Challenge
17. Examination systems with global perspectives
18. Development of capital markets – Global Perspective
19. Retailing, Service Sectors, Media, Education fair/exhibition
20. HRM a Global Perspective

**9. Suggestions for improvement.**

There were requests for workshop sessions, a wider participation from countries other than East Asia, and for biographies of all researchers to be circulated with their abstracts.

**Some additional comments from delegates are listed below:**

1. Friendly, collegial atmosphere
2. Passion demonstrated by presenters
3. Some papers were very inspirational
4. Some of the major themes in Education raised and discussed:
    - Poverty and Deprivation
    - Inclusion of Migrant Children
    - Equality in Education
    - Challenges in teacher education
    - Maintaining quality in education
    - Literacy and Numeracy
5. Very international dimension to conference
6. Opportunities to compare educational systems, structures & processes
7. Opportunity to meet fellow academics

8. Venue is excellent
    - Food was excellent
    - Rooms very good
    - Bedrooms very good
    - Easy to access hotel in London

All delegates expressed their desire for the convener to circulate their presentations within six weeks of the end of the conference. Moreover, all delegates urged the convener to organise similar conferences on an annual basis.

# Appendix 1 – Official Conference Programme

LONDON SCHOOL
OF MANAGEMENT EDUCATION

## INTERNATIONAL CONFERENCE ON QUALITY MANAGEMENT IN EDUCATION

*Dates: 08-09 January, 2015*

Venue: Grange City Hotel, 8-14 Cooper's Row, London EC3N 2BQ, UK

## DAY 1

January 8, 2015 (Thursday)

| TIME | PROGRAMME | |
|---|---|---|
| 09.00-10.00 | **Registration** | |
| 10.00-10.40 | **Main Conference Hall**<br>**Opening Ceremony**<br>**Chair: Prof Stephen McKinney** | Welcome by Dr Ravi Kumar, Director, LSME |
| | | Address by **Chief Guest** Dr Rajan Welukar, Vice Chancellor, University of Mumbai, India |
| | | Remarks by Chairman |
| | | Announcement by Dr Dolly Jackson Sillah |
| | | Vote of Thanks by Dr Sarita Parhi, Principal, LSME |
| 10.40-10.50 | **Group Photograph** | |
| 10.50-11.20 | **Keynote Address 1**<br>**Chair: Dr Peter Gray** | Keynote Address by Professor Peter Jarvis, University of Surrey, UK |
| 11.20-11.30 | | Chairman's Remarks |
| 11.30-11.45 | Tea Break | |

| | | |
|---|---|---|
| 11.45-13.15 | **Paper Presentation Sessions** | |
| | **Main Conference Hall**<br>**Chair: Trish Kreft**<br>**Rapporteur: Dr Poonam Kakkad**<br>**Presenters**<br>1. Ayomi Indika Irugalbandara (A4): Perceptions of Senior Secondary Students on Reproductive Health Education in Sri Lanka<br>2. Hue Ming-Tak (H2): From Policy to Practice: Challenges of Promoting Cultural Responsive Classroom and Teachers' Multicultural Competency in Hong Kong Schools<br>3. Margaret Solomon (M4): An Exploratory Study on the Education of the Poor Urban Children in India Highlighting the Challenges in the Implementation of Right to Education<br>4. Rupa Das Borbora (R2): Learning Quality of the Primary School Learners – An Assessment through the Performance of the Learners in English and Mathematics<br>5. Intekhabalam K. Ansari (I2): Improvement of the Quality and Management of Teacher Education Programmes: An Exploration | |
| | **Parallel Room**<br>**Chair: Prof S K Sharma** **Rapporteur: Dr Anjali Puri**<br>**Presenters**<br>1. Anjali P Patkar, H. U. Shingadia, V. V. Dalvie (A2): Two Decades of Existence of National Assessment and Accreditation Council of India - A Status Paper<br>2. Anjali Puri & Rajeev Puri (A3): Attitude Towards Educational Innovations as Related to Academic Climate of Higher Education Institutions<br>3. Dharap S.B. (D2): Indian Education System – Challenges of Quality Enhancement in University and Higher Education<br>4. Milosh Raykov & Alison Taylor (M6): Mixed Methods Approach to Evaluation and Quality Management of Community Service-Learning | |
| 13.15-14.15 | Lunch Break | |
| 14.15-14.45 | **Keynote Address 2**<br>**Chair: Dr Peter Gray** | Keynote Address by Prof Stephen McKinney, University of Glasgow, UK |
| 14.45-15.00 | | Chairman's Remarks |
| 15.00-15.15 | Tea Break | |
| 15.15-16.30 | **Paper Presentation Sessions** | |
| | **Main Conference Hall**<br>**Chair: Dr V V Dalvie**<br>**Rapporteur: Dr Pooja Pankaj Veer**<br>**Presenters**<br>1. Margaret M Solomon & Hue Ming-Tak (M5): Cross-Cultural Experiences of Immigrant Students: Mainland Chinese in Hong Kong and Mexicans in the United States<br>2. Paul Loranger (P2): Can Schools Teach Wisdom in What Students Learn on their Own? – Teaching Beyond the Tests<br>3. Pooja Pankaj Veer (P3): Study of the Adequacy of the Existing One Year Bachelor of Education Course | |
| | **Parallel Room**<br>**Chair: Prof T P Madhu Nair**<br>**Rapporteur: Dr Rupa Das Borbora**<br>**Presenters**<br>1. Prasanna K. Mohapatra (M7): Quality Management in Higher Education<br>2. Sangeeta Singh Kohli (S1): Exploring the Role of Public Private Partnership in Promoting Quality Higher Education for Inclusive Growth in India<br>3. Tapati Mukherjee (T2): Teacher's Education | |

# DAY 2

January 9, 2015 (Friday)

| TIME | PROGRAMME | |
|---|---|---|
| 09.00-10.00 | **Registration** | |
| 10.00-11.30 | **Paper Presentation Sessions** | |
| | **Main Conference Hall**<br>**Chair: Dr Peter Gray**<br>**Rapporteur: Dr Sangeeta Singh Kohli**<br>**Presenters**<br>1. Suresh K Sharma (S4): Importance of Statistical Tools in Improving Quality Education and Management Decision Making<br>2. Madhu Nair T.P. & Poonam Kakkad (M2): A Study on the Factors Influencing Students' Decision to Study Abroad<br>3. Tomomi Miyajima (T1): Challenges and Opportunities: Effectiveness and Impact of Demand-Side Interventions in Promoting Girls Education in Rural Yemen<br>4. Dhatri Dubey (D4): How to Create a Job Creator | |
| 11.30-11.45 | Tea Break | |
| 11.45-12.15 | **Guest Lectures**<br>**Chair: Prof Stephen McK-inney** | Lecture by Prof Margaret Solomon |
| | | |
| 12.15-12.45 | | Lecture by Alan Bradshaw |
| 12.45-13.00 | | Chairman's Remarks |
| 13.00-14.00 | Lunch Break | |
| 14.00-15.30 | **Main Conference Hall**<br>**Chair: Paul Loranger**<br>**Rapporteur: Tomomi Miyajima**<br>**Presenters**<br>1. Bakrania, D.M. (B1): Academic Achievement and Proficiency in English Language of Medical Students of Gujarat<br>2. Ma Yongxia & Han Xue (M1): An Empirical Study on Employability Structure of Science and Engineering Students<br>3. Anita Jadhav, G.K. Amte and V.V. Dalvie (A1): Reviewing NAAC-India for Global Compatibility<br>4. Prabhu N.S. & V.V. Dalvie (P4): Inclusion of NCC, the World's Largest Uniformed Voluntary Youth Organisation in Curriculum of the University of Mumbai – A Case Study<br>5. Gajjar JH & Bakrania, DM (G1): Effectiveness of Teaching Method<br>6. Jayantikumar M. Naik (J1): Problems Faced by the College Principals and their Solutions in the Context of Qualitative Management of Higher Education | |
| 15.30-15.45 | Tea | |
| 15.45-16.45 | **Main Conference Room**<br>**Valedictory Session**<br>**Chair: Dr Anslim Narine-singh** | Valedictory Speech by **Guest of Honour** |
| | | Presentation of Certificates by Guest of Honour |
| | | Vote of Thanks by Dr Dolly Jackson Sillah |
| 16.45-17.15 | Networking | |

# Appendix 2 – Delegates' Contact Details

| Name | Contact Address |
|---|---|
| G.K. Amte | BNN College, Thane, Maharashtra, India |
| Intekhabalam K. Ansari | Asst. Prof., College of Educ. Kharod, Gujarat, India |
| Bakrania, D.M. | Associate Professor, P. G. Department of Education, K. S. K. V. Kachchh University, Bhuj- Kachchh, Gujarat, India |
| Rupa Das Borbora | Head, Dept. of Education, Cotton College, Assam, India |
| Alan Bradshaw | Education Consultant - Abministration |
| V.V. Dalvie | SVKM'S Mithibai College, Vile Parle (West), Mumbai - 400 056, India |
| Sadanand Bhaskar Dharap | Principal, Bhausaheb Nene Arts, Science & Commerce College, Oen-Raiga, India. |
| Dhatri Dubey | Milennium School, Lucknow, UP, India |
| J.H. Gajjar | Assistant Professor, S.M.N.K.Dalal Edu.College for Women, Ahmedabad, Gujarat, India |
| Peter Gray | European Projects Adviser, Norwegian University of Science & Technology, Programme for Teacher Education, 7491 Trondheim, Norway |
| Qi Guo | Institute of Education, Beijing Institute of Technology, Beijing, China |
| Hue Ming-Tak | The Hong Kong Institute of Education, Hong Kong |
| Ayomi Indika Irugalbandara | Senior Lecturer, Faculty of Education, The Open University of Sri Lanka, Sri Lanka |
| Anita Jadav | ICLES' Motilal Jhunjhunwala College, Vashi, Navi Mumbai, India |
| Peter Jarvis | Professor of Continuing Education, Guildford, Surrey GU2 7XH, U |
| Poonam Kakkad | Nirmala Memorial Foundation, Mumbai, Maharashtra, India |
| Sangeeta Singh Kohli | S.K. Somaiya College of Arts Science & Commerce, Mumbai, Maharashtra, India |
| Ravi Kumar | Director, LSME, 7 Monteagle Court, Wakering Road, Barking, Essex IG11 8PL, UK |
| Paul Loranger | Educational Consultant, Canada |
| Ma Yongxia | Institute of Education, Beijing Institute of Technology, Beijing, China |
| P. Mayekar | SVKM'S Mithibai College, Vile Parle (West), Mumbai - 400 056, India |
| Stephen McKinney | Leader of Creativity, Culture and Faith, (Research and Teaching Group), School of Education, Univ. of Glasgow, 11 Eldon Street, Glasgow G3 6NH, UK |
| Tomomi Miyajima | Education Specialist, The World Bank, Washington, USA |
| Prasanna K Mohapatra | P.G. Dept. of Education, Banki College, Banki, Cuttack, Odisha, India |
| Tapati Mukherjee | Principal, S.K. Rai Degree College of Commerce. Mumbai, India |

| | |
|---|---|
| Jayantikumar M. Naik | Principal, Shah N.H. Commerce College, Valsad, Gujarat, India |
| T. P. Madhu Nair | University of Mumbai, Mumbai, Maharashtra, India |
| Sarita Parhi | Principal, LSME, 7 Monteagle Court, Wakering Road, Barking, Essex IG11 8PL, UK |
| Anjali P. Patkar | Mithibai College, Navi Mumbai, Mumbai, India |
| Capt.(Mrs) N.S. Prabhu | NCC, India, Mithibai College, Navi Mumbai, Mumbai, India |
| Anjali Puri | Asst Professor, Govt. College of Education, Chandigarh, India |
| Rajeev Puri | Principal, Govt. Polytechnic College, Rupnagar, Punjab. India |
| Milosh Raykov | Dept. of Educational Studies, University of Malta, Malta |
| Shamit Saggar | Prof Shamit Saggar, Director, Understanding Society Policy Unit & Professor of Public Policy, University of Essex & Chairman, Universities Partnership Programme Group Holdings (Former Senior Advisor, Prime Minister's Strategy Unit, Cabinet Office, HM Government) |
| Suresh K Sharma | Panjab University, Chandigarh, India |
| H.U. Shingadia | SVKM's Mithibai College of Arts, Chauhan Institute of Science and Amrutben Jivanlal College of Commerce and Economics, Vile Parle (West), Mumbai - 400 056, India |
| Margaret Solomon | Professor, Educational Administration, La Sierra University, Riverside, California, USA |
| Alison Taylor | Educational Studies, Univ. of British Columbia, Vancover, Canada |
| Pankaj D. Veer | Asst Prof., Gurukrupa College of Education, Kalvan, Maharashtra, India |
| Pooja P. Veer | Asst. Registrar, Univ. of Mumbai, Maharashtra, India |
| Han Xue | Institute of Education, Beijing Institute of Technology, Beijing, China |

# Appendix 3 – Conference Evaluation Form

## International Conference on Quality Management in Education

**Organised by London School of Management Education**

*Dates: 08 – 09 January 2015*

**Venue: Grange City Hotel**
**8-14 Cooper's Row, London EC3N 2BQ, UK**

### EVALUATION FORM

**Thank you for taking the time to participate in this conference evaluation. Your comments will enable us to better plan and execute future conferences and tailor them to meet your needs.**

**1. Please specify the main reason for attending this conference.**

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_____

_____

_____

**2. Did the conference fulfil your reason for attending?**

Yes ☐ No ☐

**3. What was the most beneficial aspect of the conference?**

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**4. Which presenter(s)/speaker(s) were you mostly interested in listening to?**

_____

_____

_____

**5. Would you recommend this conference to others in future?**

Yes ☐ No ☐

**6. How did you hear or learn about this conference? Website/Advertisement/Friends/ Any other (If any other, please specify).**

_____

_____

_____

**7. How did you like the overall organisation of this conference?**

Poor ☐ Good ☐ Very Good ☐ Excellent ☐

**8. Please enlist the topics to be included in our future events.**

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**9. Suggestions for improvement.**

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_____

_____

Name: _____

Title: _____

Organisation: _____

Email address: _____

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