



MAHARAJA AGRASEN COLLEGE
University of Delhi
Internal Quality Assurance Cell



One-Day Seminar

on

Practising Quality Culture in Institutions of Higher Education

on

April 13, 2016

Organised by

Internal Quality Assurance Cell (IQAC)

Venue: Conference Hall

PROGRAMME

INAUGURAL SESSION 9.30 am – 11:10 am

9.30 am:	Welcome Address	Ms. Sangeeta Mittal, Convenor
9.35 am:	About the Seminar	Dr. Prem Kumari Srivastava, Director, IQAC
9.45 am:	Keynote Address	Mr. Siddharth Verma, Member, IQAC and Chairman, Governing Body
		Topic: “Quality as an Attitude”
10.05 am:	Inaugural Address	Prof. Pami Dua, Director, Delhi School of Economics & Dean Research, Humanities and Social Sciences, University of Delhi
		Topic: “Quality and Values in Education”
10: 25 am:	Special Address	Dr. S P Aggarwal, Principal, Ramanujan College
10: 45 am:	Special Address	Dr. Sunil Sondhi, Chairman, IQAC and Principal, Maharaja Agrasen College.
		Topic: “Mind-The Internal Driver of Quality”
11: 05 am:	Vote of Thanks	Dr. Maneesha, Co-convenor

11: 10 am: High Tea

Session I (11:30 PM – 1:00 PM)

Theme: Accreditation as Quality Mechanism

Chair: Prem Kumari Srivastava

Speaker 1: Dr. Poonam Juneja & Dr. Ritu Dhingra: Integrative Practices and Research in Undergraduate Education

Speaker 2: Dr. Maneesha & Dr. Gitanjali Chawla: Quality in Higher Education: A NAAC initiative

Speaker 3: Mr. Amit Sinha: Accreditation to Quality Management Systems: ISO Accreditation in Educational Institutions

LUNCH: 1.00 PM

Session II (1:45 pm – 3.00 pm)

Theme: Education Quality Management

Chair: Dr. Maneesha

Speaker 1: Dr. Punita Verma: Ontogenesis and Sustenance of Quality in Education and Research

Speaker 2: Mr. Mohit Taneja: Quality in Education- External Perspectives

Speaker 3: Dr. Pratibha Rai & Ms. Saumya Shukla: Link Between Deep Ecology-centric Education, Technology and General Ecological Behaviour (GEB)

TEA: 3:00 pm

Session III (3.15 pm – 5:00 pm)

Theme: Negotiating Innovative Pedagogy in the Classroom

Chair: Dr. Niraj K Singh

Speaker 1: Dr. Jyoti Sharma: Learning from Classroom Practices: Experiences and Reflections

Speaker 2: Dr. Satya Prakash: New Initiative towards advanced Library Quality Management Application and Services: Resource Security (RFID) Technology, Library Automation & Digitization

Speaker 3: Ms. Sangeeta Mittal and Dr. Debosmita Paul: Academic and Co-curricular Conduct 2015-16: A Department of English Case Study in Quality Practices

Speaker 4: Dr. Prem Kumari Srivastava: Summarizing the Seminar and Way forward



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ABSTRACTS

Concept Note

Quality Assurance in higher education is no longer a novel concept today. Across disciplines and organizations and geographical boundaries, an increasing interest in quality and standards is being witnessed. Practising quality assurance reflects the seriousness with which an organization takes interest in assuring quality and standards to its clients. Commitment to reinforcing quality is the need of the hour. With diversity and multi-disciplinarity as the hallmarks of higher education, it is imperative that the institutes of learning may adopt a broad based liberal approach towards ensuring quality. Procedures and guidelines, thus, should invoke a sense of respect and commitment in the stakeholders, the students of an institution. To secure quality culture in an institution is no mean task. The terms, quality, standards, and good practices have varied meanings and cannot be bracketed within the narrow confines of dictionary definitions. They can mean different things to different people. What stands at its core is the need to adhere to a certain set of rules, procedures, better guidelines and good practices in pursuit of higher standards and meaningful purposes leading to accountability and improvement. Convergence and relevance of common good practices can take higher education a long way.

The 21st century with its multiple challenges poses a novel provocation to higher education and the pedagogy of a teacher. The new, varied and expansive learning platforms of today make the job of a teacher engaged in face-to-face learning and teaching contestable. Yet, the last decade has also witnessed new ways of thinking in the fields of learning and pedagogy. Interactive, experimental and experiential in nature, this seminar hopes to benefit from demonstration of hands on examples from colleagues from the sciences, humanities, commerce, management, legal studies and many other disciplines who wish to present a glimpse of practising quality culture in various spheres of their institution or of using innovative pedagogical strategies in their discipline. The following tracks will be up for discussion in the upcoming seminar:

1. Accreditation as quality mechanism	2. Fitness / Wellness towards holistic development
3. Systems and practices for output and efficiency	4. Education quality management
5. Negotiating innovative pedagogy in the classroom	6. General Ecological Behaviour
7. Quality research in undergraduate education	8. Integrative practices and diversities
9. Enhancing emotional, spiritual and cultural quotient	10. Community service and Industry relations

- **Prem, Sangeeta, Maneesha**

Prem Kumari Srivastava, 'Fellow' of the Salzburg Global Seminar, Austria (2014), 'Shastri Fellow' of SICI and D'FAIT Canada (2010) 'Fellow' Developing Countries Research Centre, University of Delhi (since 2009 to date) and 'Fellow', Institute of Lifelong Learning (2008-9) is Associate Professor of English at Maharaja Agrasen College, University of Delhi. With a teaching and research experience of more than 27 years at IIT, Delhi and University of Delhi, and several research papers in refereed and indexed journals, her recently published books are *Leslie Fiedler: Critic, Provocateur, Pop Culture Guru* (2014) McFarland & Co Inc, North Carolina, USA; two co-edited volumes on *Cultures of the Indigenous: India and Beyond* and *De-territorialising Diversities: Literatures of the Indigenous and Marginalised* (2014), Authorspress, Delhi; and poetry book *Standing by the Wayside* (2015) Bristol, United Kingdom. Having lectured at several international universities in UK, USA, Canada, Cyprus, Austria and China, Prem has edited several journals and is one of the primary investigators on the Delhi University Innovation Project on Spiritual Ecology (2013-15). Her research indicates a decided focus on the indigenous and the popular, American studies and socio-spiritual studies. Prem served as Programme Coordinator (HUSS), Cluster Innovation Centre, University of Delhi when on deputation from August 2013 to May 27, 2015.

Prem is Director, IQAC, Maharaja Agrasen College

Sangeeta Mittal is Associate Professor in the Department of English, Maharaja Agrasen College. She has over 25 years of experience of teaching English literature, with the Jacobean Age, Restoration Literature and the Romantics as her favourite areas. She has submitted dissertation on "Delhi Culture: A Literary Perspective" and is continuing with her work in Urban Studies and Memory Studies through academic publications and research projects.

Sangeeta is the Convenor of this seminar.

Maneesha is working as Associate Professor of Electronics at Maharaja Agrasen College, University of Delhi, India. She has earned her doctorate in the field of Microelectronics and has many research publications in international and national refereed journals to her credit. She is currently working in the field of innovative pedagogy through Inspired Learning for undergraduate science students. She has organized National conference on Inspired Learning in the year 2014 and 2015 to provide a platform to share the diverse experience of students and educators engaged in student driven research. As Principal Investigator of three innovation projects, she has been working towards honing the creative and analytical skills of the students through problem based learning and Learning by Doing approach. Over the last three years, she has been involved in the design and automation of undergraduate lab experiments. Her efforts in the field has been recognized by the University of Delhi and she has been awarded the Teaching Excellence Award for Innovation in 2015.

Maneesha is the co-convenor of the seminar.

Niraj K Singh is Associate Professor of History at Maharaja Agrasen College, University of Delhi. With a doctorate in history from MDU, Rohtak and M Phil from University of Delhi, he has a teaching experience of more than 22 years. He has been actively involved in ecology and climate issues, travel and photography and published in these areas. He has been the convenor of many important committees of the College such as the infrastructure committee and of the Conference Committee for organisation of the National Conferences on Biodiversity and Climate Change for the last four years.

Invited Speakers

Inaugural Address: Quality and Values in Education

Professor Pami Dua is Dean Research (Humanities & Social Sciences), as well as Director, Delhi School of Economics, University of Delhi. She is also Senior Research Scholar at the Economic Cycle Research Institute, New York. She holds a doctorate in Economics from the London School of Economics and has taught at the University of Connecticut, USA, Wayne State University, Michigan, USA and at the City University Business School, London, UK. She has also been affiliated with Yale University as well as Columbia University. She has published widely in the fields of econometrics, forecasting, applied macroeconomics and business cycle analysis. She is the Editor of the *Indian Economic Review*, Vice President of 'The Indian Econometric Society', and has served on RBI and ADB Advisory Groups besides being the Principal Coordinator of the United Nations World Project LINK.

Keynote Address

Mr Siddharth Verma, a software professional and a dynamic entrepreneur is the chairman, governing body, Maharaja Agrasen College.

Special Address

Professor S. P. Aggarwal is serving as Principal, Ramanujan College, University of Delhi since 2008. He is a Ph.D. in Management from Sambalpur University. In the period between 1987 and 1990, Prof Aggarwal completed a Major degree in International Management and a Minor degree in Finance & Research tools from University of Texas, Dallas. He was awarded an M.A. from IMS in 2007. Prof Aggarwal also has an M. Phil degree from Delhi University and an M. Com degree from Shri Ram College of Commerce. He has been associated with Ramanujan College for 35 years in the capacity of a faculty member as well as an administrator. He was a Research Associate in University of Texas, and a Research Assistant at University of Houston. He has worked as Guest Faculty at various Institutes & Universities where he taught International Financial Management, International accounting and financial Management courses. Prof Aggarwal has about 12 research publications in the form of books and articles in journals.

Special Address

MIND: The Internal Driver of Quality Assurance

Dr Sunil Sondhi

Principal, Maharaja Agrasen College & Chairperson, IQAC

Advances in neurosciences in recent years have established that quality improvement is not a set of blueprints that can be developed independently of experience, but often a joint output of the practical experience itself. Achieving academic excellence in educational institutions is not simply a matter of information that can be transmitted or reproduced, but often a subtler set of insights that develop in conjunction with sensory experiences of the students and staff. The direction and pace of quality improvement is not exogenous but is shaped by the nature and intensity of

experience. In short quality improvement is a path-driven process in which the present affects the future scope of improvement and achievement. Quality improvement is therefore often contextual in nature in the sense that what is achieved depends on past experiences, understanding, and actions. Quality usually improves incrementally drawing upon previous strengths and experiences. It accumulates from diverse sources as working, travelling, meeting, discussing, writing and of course viewing.

*A scholar in the field of International Relations and Organization, **Dr Sunil Sondhi** completed his doctoral research from the University of Delhi and Post-Doctoral research from George Washington University, USA and the University of Toronto, Canada. In his teaching career, spanning more than three decades, he has received many international research awards of repute such as J William Fulbright Fellowship; Gerald R. Ford Fellowship; Rockefeller Research Grant; Salzburg Program Fellowship; Canada Asia Pacific Award; and Shastri Applied Research Project Award. With several research publications in journals of repute and seven books on International Relations, he has made numerous presentations in national and international academic fora. A trained mountaineer, Dr Sondhi is Principal, Maharaja Agrasen College, University of Delhi.*

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Accreditation to Quality Management Systems: ISO Accreditation in Educational institutions

Mr Amit Sinha
Richemont International's India

In today's world, it has become fashionable to achieve an accreditation level against various standards more as a marketing tool. Many organisations make accreditation a goal without understanding the underlying philosophy behind the mechanism and the rating. Needless to say, most organisations fail to derive the benefits that should emanate by following an accreditation system. Quality Management accreditation systems like ISO have evolved over many years now to become tools for continuous improvements and build competitive advantage for the organization. They have become the vehicle, the means and not the goal in itself. This short paper outlines how ISO accreditation can be used effectively in Educational institutions.

Amit Sinha is currently serving as a Director and General Manager for Richemont International's India operations. Richemont is one of the world's largest luxury goods company with iconic brands like 'Cartier', 'Montblanc', 'Dunhill' and 'Chloe' to name a few. As Director on the board of Richemont India Private Limited, RLG retail private limited and the All India Federation of Horological Industries - AIFHI (The India Watch federation), his role includes, but is not limited to, managing and growing the operations for the Indian set up. All functions like Finance, HR, IT, legal and Strategic planning are his direct responsibility. A Mechanical Engineer from Dayalbagh Engineering College, Agra (1984) and M.Tech from IIT Kharagpur (Mechanical Engineering) he is a Qualified ISO9001 and QS9000 Lead auditor as also a Qualified QFD Green belt (Quality Function Deployment)

Quality in Education-External Perspectives

Mr Mohit Taneja

**Head – Quality, Analytics & Process Optimization,
Fresenius Kabi Oncology Ltd**

Though quality has always been one of the key goals of educational institutions, both in the output which they produce and their internal environment, only a few institutions have so far established formal frameworks for quality. Industry on the other hand has been progressing much faster in this area and has realised to a certain extent the importance and usefulness of such frameworks. This study examines various quality models as used by industry and their applicability to institutes of higher education. This is done through a study of literature, which has been selected based on suitability for an educational setting. The analysis helps answers some difficult questions such as the basis for quality in an educational setting and how such subtle concepts like ‘teaching’ can be subjected to the harshness and rigour of quality measurements and improvement.

Mohit Taneja has total experience of 20 years and is currently Head – Quality, Analytics & Process Optimization at Fresenius Kabi Oncology Ltd. With revenues of over US\$ 6bn, 65 sales & marketing organisations worldwide and over 70 production sites, it is one of the leading healthcare companies in the global hospital segment. As part of his present role, Mohit is responsible for ensuring quality across the entire idea to launch process and improving critical areas so as to enable them to be more effective and harmonised. He is also the Quality Management Representative for the company’s innovation centre in Gurgaon. He has earlier held roles with Fresenius Kabi Deutschland GmbH where he was based in Germany and handled strategy for the generics segment of the company. Mohit is a graduate from Delhi University where he had completed his Bachelor of Engineering (Electrical) from Delhi College of Engineering in 1994. He is also an alumnus of Indian Institute of Management, Ahmedabad (IIMA) from where he completed his Post Graduate Diploma in Management (MBA) in 2002 and was recipient of the Surendara Paul Scholarship for meritorious achievement. He is also a member of the Committee of IQAC, Delhi University.

Speaker-Presenters

Integrative practices and Research in Undergraduate Education

Dr Poonam Juneja, Dr Veena Mishra, Dr Ritu Dhingra, Dr Renuka Kashyap
Maitriya College, University of Delhi

Keywords: *Flexible Pedagogies, Research Based Techniques, Real-time projects, Collaborative learning, Quality Assurance, Integrative Practices*

Challenging pedagogical strategies are often framed by faculty which motivate students to create new pathways for learning. ‘Flexible Pedagogies’ has shown increased research orientation among students. This has encouraged the students to evolve ‘self-appointed tutor’ methodology. A multi-pronged strategy included inter-

disciplinary and collaborative lateral learning to assure quality in teaching-learning. Real-time projects were undertaken involving new technologies in association with co-curricular activities to achieve this goal. The efforts culminated in various research publications which sustained their interest in the discipline. Adopting 'Research Based Technique' to the curriculum led to an enhanced understanding of the topics. The critical and analytical thinking skills of students were enhanced by their involvement in research at undergraduate level. This helped them to solve the complex problems and think rationally about their career goals, which are now by choice rather than chance. The biggest challenge of the pedagogy is striking a balance between independence and collaboration.

Dr Poonam Juneja is working in Maitreyi College as an Associate Professor in the Physics Department and has a teaching experience of more than 25 years. She did her Ph. D. in Experimental Nuclear Physics from University of Delhi Nuclear Science Centre at Vasant Kunj, New Delhi (now called Inter University Accelerator Centre). She has published many research papers in journals of national and international repute. Dr Juneja has also actively participated in several conferences, seminars, symposia, workshops etc. and presented papers. She has been closely involved with the UKIERI-SIP programme at the college level since 2009 and has presented various innovative methods of teaching during these interactions. Her contribution to the academic, administrative as well as extracurricular progress of the college has been significant. She is also associated with curriculum development for M.Sc. Forensic Science of LNJP (IP University).

Dr Veena Mishra is Associate Professor in the Physics Department with a teaching experience of more than 25 years. She has done her Ph.D. from University of Delhi in Theoretical physics and has many publications to her credit, including a chapter 'The Student Experience in India' in the book entitled "The Global Student experience- An International and comparative Analysis", edited by Camille B. Kandiko and Mark Weyers. She has reviewed papers for "Mathematical Reviews" and was the Founder member of International Advisory Board of the journal "Physics and Technology quest", Singapore. She was one of the resource person for the PTS strand of the UKIERI-SIP programme. Dr Veena has held the prestigious post of Deputy Dean as Foreign Students' Advisor at University of Delhi from 2011 – 2014.

Dr Renuka Kashyap is working as an Associate Professor in the Department of Botany for more than 25 years. She has undertaken research leading to Ph.D. degree from Department of Botany, University of Delhi. Later she worked with Prof. David Galbraith, Department of Plant Sciences, University of Arizona, USA for Post-doctoral research. Her research work has been published through 17 papers of national and international repute. Dr Kashyap has also actively participated in several conferences. Dr Kashyap has been steering the "Star College Scheme" of Department of Biotechnology, Government of India as the Member Secretary since 2008. Under her able leadership, hard work and devoted efforts, the four science departments of the College were judged to be worthy of Star Status in 2013. She is an outstanding faculty member who has given her incessant efforts towards academic, administrative as well as extracurricular progress of the college. She has also been awarded the 'Meritorious Teacher's Award' for excellence in teaching in 2013 by the Directorate of Higher Education, Govt. of NCTD.

Dr Ritu Dhingra is working as Associate Professor in the Department of Physics and has a teaching experience of around 22 years. She completed her Ph.D. degree from University of Delhi and her area of research was 'Polytypism in Crystals'. Later on she

extended her field of study to Dye sensitized solar cells and Nan omaterials. She was awarded the Delhi University Innovative Project in 2012-13 and 2013-14. She has been the guide to a M.Phil student and has evaluated four Ph.D. Thesis. Dr Ritu has been actively engaged in various academic and cultural activities of the college and has participated in seminars, workshops and conferences and presented papers. Most recently, in March 2016, she attended a three day STEM Teacher Training Workshop on Research Based Pedagogical Tools for Teachers of Undergraduate Colleges held at Indian Institute of Science Education and Research (IISER), Pune in association with British Council and DBT.

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Quality in Higher Education: A NAAC initiative

Dr Maneesha & Dr Gitanjali Chawla
Maharaja Agrasen College

Key words: *Quality, NAAC, Assessment, Accreditation, HEI*

The vision statement of the National Assessment and Accreditation Council states that it seeks “to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.” In its quest for excellence and compliance with global competencies, it is essential that institutes of higher education comply with quality markers to ensure holistic growth of all stakeholders. It is also imperative that institutes work in tandem with the higher education policies set out at the national level to ensure a comprehensive growth which provides a value based educational system that leads to higher academics, employment or/and entrepreneurship. Both internal and external audits are integral to compliance of quality assurance. Assessment and accreditation by a nationalized body is one major step in this process of self-evaluation and improvement. The process of compiling, collating and evaluating data for preparation of the Self Study Report is integral to this process. Seven aspects of the institute ranging from Curricular aspects to teaching, learning and evaluation, research and consultancy to infrastructure and learning resources amongst others are evaluated in a structured manner to bring forth a cogent, transparent and cohesive SWOC analysis. An analysis of this kind was initiated for the first time at Maharaja Agrasen College in 2015 and was a pioneering effort in soliciting and excavating data of the last five years of literally every aspect of the institution. This presentation will not only foreground the need for such periodic assessments which, will ‘stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions’ but will also lead to systemic improvement in all processes and functions of the institute and aid significantly in promoting holistic excellence.

*Folklorist, Researcher, Educationist, Editor and Materials Producer, **Dr Gitanjali Chawla** is Associate Professor of English at Maharaja Agrasen College, University of Delhi, India. Her research on the folk songs of Punjab has led to an active participation in several fora, both at the national and international level and has several publications in journals of repute to her credit. She has also dabbled in translation and is keenly interested in innovative pedagogies in the virtual mode. She is the co-editor of two seminal anthologies, Cultures of the Indigenous: India and Beyond and De-*

Territorialising Diversities: Literatures of the Indigenous and Marginalised (2014)
published by Authorspress, New Delhi

Ontogenesis and Sustenance of Quality in Education and Research

Punita Verma

Department of Physics, Kalindi College, University of Delhi

Key words: *Vision, strictness, encouragement, power of observation, precision, patience, perseverance*

The development and sustenance of quality in education and research at all levels from undergraduate to postgraduate definitely requires a clear vision of the goal that is expected to be attained at the completion of the course content of a particular subject or the completion of the research project undertaken. However, just a vision and the scientific methodology by which it has to be done or executed is not sufficient. A deep understanding of student/human psychology is essential to achieve success. A holistic development of the students involved should be as important a goal as the completion of the course or project, rather it should be a part of the goal. Inculcation of values while completing course and project is an integral part of achieving quality. Having been involved as principal investigator in around five different research projects simultaneously involving a range of students from undergraduate to research scholars, I have experienced the requirement of sustenance of quality in research and the methodology that has to be developed for it. Further, dealing simultaneously with few students from other universities who approached me for their dissertation of two months or six months exposed me to the spectrum of problems that emerge while attaining and retaining a certain quality in their research and dissertations. This journey of dealing with a range of levels of research as well as a range of type of students and their intellect has taught me to develop my own way of dealing with such a large number of students. The methodology involves developing a virtual company of the students with possibilities of pyramid like hierarchy as well as that of free lancers rotatable amongst students. The three P's of precision, patience, perseverance capped with keen power of observation and strictness on the part of the educator along with kind words of encouragement go a long way in realisation of the goal.

Dr Punita Verma is presently working as Associate Professor in Physics at Kalindi College, DU. She has about 19 years of teaching experience and about 25 years of research experience. Her field of specialization in research is "Accelerator based Experimental Atomic Physics". In India she has done experimental work at Inter University Accelerator Centre (IUAC), New Delhi and at Institute of Physics, Bhubaneswar. She was awarded the DAAD (German Academic Exchange Service Program) sandwich model fellowship for doing the Ph.D. thesis at GSI, (Institute for heavy -ion research), Darmstadt, Germany where was awarded scholarship by the institute to do research work. Her Ph.D. was awarded by Justus-Liebig-University Giessen, Germany. She had been awarded Indian National Science Academy (INSA) - DFG (German funding agency) long term visit award under the Indo German bilateral exchange programme-2012. She had been awarded the "Teaching Excellence Award" and the "Industry recommendation award" for the innovation research project. She has delivered eleven Seminars/Talks at various national and international universities, SERC schools for Ph.D students and for Indo-German collaboration projects. She has been involved with organization of ten national and international conferences. She has 22 publications in international Journals, 24 presentations in international Conferences. She has attended 41 National Symposia and has contributed in 8 annual reports of GSI, Germany and 6 of IUAC.

Link between Deep Ecology Centric Education, Technology and General Ecological Behaviour (GEB)

Dr Pratibha Rai & Ms Saumya Shukla
Maharaja Agrasen College

The biggest threat that the world is facing today is loss of biodiversity and climate change and hence there is a need for ushering in sustainable development that is not solely human centric. Too much tampering with nature out of greed and short sightedness has put the survival of this planet at risk. Clearing of native vegetation for human settlements and the problems of generation of excessive solid waste, fluid waste and smoke and emissions have already created an imbalance. When the technological developments are also not in line with the ecological ability of the earth to take the burden of that development it further worsens the situation.

Given the direction of technological change, countries which invest in educating their populations and build strong consumer economies with higher consciousness levels, and countries which have democratic institutions that can deal with these changes will benefit because having had their basic needs fulfilled, their people will be able to figure out how to take advantage of the advances in technology and also to direct the advancement of the same in desirable direction. This study also forays into need to measure carbon footprints, the magnitude of which is dependent upon general ecological behavior of the community. How to improve general ecological behavior is also the focus of the paper. India should invest in education that is deep ecology centric. Enhancement of 'satva' element will automatically lead to scientific temper that promotes healthy societal development that was prevalent in ancient India. There is an urgent need to address the poor level of individual consciousness and subsequently social consciousness across nations. This perspective is absolutely essential to solve the problem of the country most ethically with a wider perspective in order to refrain from giving a myopic solution. If our role as users and consumers of technology is driven by higher spiritual ecological consciousness, there is a greater likelihood of ushering in 'enhanced worldliness' by improving ecological behavior of people.

Dr Pratibha Rai, has professional experience of more than 24 years including Corporate exposure of 4 years (1991- 1994) as Eureka Forbes, Service Franchisee Manager, Customer Care; entrepreneurial experience of 1 year in Array Health Care Products, has an experience of teaching in Maharishi Institute of Management and taught in PGDBM Programme and MBA Programmes (course affiliated with Iowa University, USA) where Transcendental Meditation was part of the curriculum. She is currently working as an Associate Professor of Business Economics with Maharaja Agrasen College, University of Delhi, (1997 onwards) and specializes in Economics and Management, Environmental Economics and Finance. Having several publications in refereed national journals, she has participated in several sponsored conferences and seminars of repute, and has been one of the primary investigators on the Delhi University Innovation Project on Spiritual Ecology (2013-15).

Ms Saumya Shukla is Assistant Professor in Economics at Maharaja Agrasen College, University of Delhi. With a BA (H) degree in Economics from LSR College, DU, she went on to do her MA and MPhil in Economics from CESP, JNU. She is presently registered for PhD with the department of Business Economics, University of Delhi. With a teaching

experience of 24 years in various colleges of Delhi University, Saumya has been actively involved in the designing of course structures for various papers in Economics, Business Economics and Journalism in the University and is one of the primary investigators on the Delhi University Innovation Project on Spiritual Ecology (2013-15).

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Learning from Classroom Practices: Experiences and Reflections

Dr Jyoti Sharma

Associate Professor, Cluster Innovation Centre, University of Delhi

Higher Education is considered that 'phase' on the continuum of education where we experience least innovation. Forget about innovation, in India, we don't even consider mandatory for college/university teachers to undergo some preliminary training in methods and skills of teaching before they take the role of teacher. Need of in-service and other professional development programs to upgrade the skills of college teachers is a long distance dream. Innovations in teaching shall be one of the most significant criteria to establish quality parameters in higher education. 'Innovation' in teaching requires continuous negotiations between needs of students and disciplinary values of the subject. The proposed presentation will highlight some real time teaching experiences tried out in regular classrooms. The experiences will focus on the struggle, learning and reflections of a teacher while exploring innovative pedagogy.

Dr Jyoti Sharma is Associate Professor at Cluster Innovation Centre, University of Delhi. As a teacher educator and researcher, she is working closely with children with high potential. Her specific areas of interests are Mathematics Education, Assessment & Evaluation and Education of gifted learners. As one of the founder teacher of M.Sc (Mathematics Education) course, which is the first Meta University course in the country, she has worked extensively to develop innovative pedagogical practices to teach and learn Mathematics.

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New Initiative Towards Advanced Library Quality Management Application and Services: Resource Security (RFID) Technology, Library Automation & Digitization

Dr Satyaprakash Singh

Librarian

Maharaja Agrasen College, University of Delhi

Keywords: *RFID Technology, Library Automation, Library Digitization*

This paper gives brief idea about the emerging technologies resource security(RFID) technology, Library Automation & digitization its importance in the library management system and its working The article also illustrates a vivid picture about overall improvement of library functioning and services for present survival and futuristic approach. RFID technology is acting as a boon for libraries there by highlighting the key benefits of RFID like shelf charging-discharging, reliability, high speed inventorying, automated materials handling etc. Library Automation: Libraries were involved in the manual work and used to spend maximum time in providing the

basic library services. Users as well as library professionals were not happy with the results. It was a headache for the library staff to manage library properly and also provide relevant information to the users. Therefore, user's satisfaction level was going below. But after the advent of ICT users have been attracted by library and information centers and resulted in the library automation. Further, the demand from the user community for faster information retrieval has also made automation, networking and resource sharing essential for LICs. Library Digitization: In the age of the digital technology, libraries are already providing services to access the e-resources, online databases, full Internet, and digital information. In digital world, almost everybody is putting digital content online these days. The motto the right information to the right person at the right time in a right manner can be achieved by the modification of the traditional library. Library Professionals must be ready to accept and should be keeping in touch with the recent trend of the information technology and upgrade their skills to develop the digital library.

Dr Satyaprakash Singh is Librarian in Maharaja Agrasen College, University of Delhi. He received his M.A. Economics from CCS University Meerut U.P; B.Lib.& I.Sc From Kurukshetra University, Haryana; M.Lib.& I.Sc. from Dr Hari Singh Gaur Central University Sagar MP. He has done Ph.D. from Jiwaji University, Gwalior MP. PGDCA (Comp.Sc.) from NIMT, University Jaipur, Rajasthan. He is also approved Guide and subject expert for Ph.D. Research Students for states private Universities. He has been associated with the field of library and information science for more than 10 years. He has worked in many reputed Libraries. He has published & presented more than 40 National & International papers. He has published 3 books. He has attended and organised many conferences and seminars.

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Academic and Co-curricular Conduct (2015- 2016): A Department of English Case Study of Quality Practices

Ms Sangeeta Mittal and Dr Debosmita Paul
Maharaja Agrasen College

Keywords: *quality, academic, co-curricular, achievements, challenges.*

The Department of English has been a vibrant platform abuzz with academic and co-curricular activities through the year 2015-16. Responding to the Call for Papers by Internal Assurance Quality Cell (IQAC), Maharaja Agrasen College for Departmental presentations at the Seminar *Practising Quality Culture in Higher Education*, the Department of English resolved to collate and showcase the range and depth of its activities as an exercise in self-evaluation regarding its achievements and challenges in quality practices. In terms of pedagogic innovations and systems and processes, the Department has applied itself continuously through the year and in our opinion, practiced quality culture through four-pronged approach:

- 1) University guidelines and provisions as enshrined in its Ordinance
- 2) NAAC procedures
- 3) Discipline related innovations and upgradations
- 4) Co-curricular activities involving students and teachers
- 5) Wide contribution of faculty in research and institutional forums

The presentation is an attempt to put together all the above dimensions and facets of quality practices, outlining some of the positive consequences of these pursuits as well as challenges and shortfalls which in a way map the future goals and directions. We are grateful to the organisers of the Seminar for giving us this valuable opportunity of collective stock taking.

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