

PROSPECTS AND CHALLENGES BEFORE CHRISTIAN HIGHER EDUCATION IN A MULTI RELIGIOUS NATION

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About

Lady Doak College

Lady Doak College, Madurai

LADY DOAK COLLEGE

College Emblem :



The Burning Lamp : **Symbol of Academic Excellence**

The Jasmine Flower : **Symbol of the sweet fragrance of God's Love spread by us at home and around us**

The Fruit Bearing Palmyra Tree : **Symbol of High utility value stretching straight towards the sky representing the search for Truth**



FOUNDER OF LADY DOAK COLLEGE

- ▶ Humble genesis in **1948**,
- ▶ **Autonomous college**, in 1978
- ▶ **First women's college in Madurai**,
- ▶ Brainchild of **Ms. Katie Wilcox**, an American Missionary



An American Missionary

Ms. Katie Wilcox



Humble genesis in 1948 with **81 Girls** Classes in 3 Thatched Sheds



Journey of Higher education for Girls started in 1948

LADY DOAK COLLEGE





Humble growth from 1948





Founder Ms. Katie Wilcox

Lady Doak College-Entrance

LADY DOAK COLLEGE



Lady Doak College-Quadrangle



Lady Doak College-Auditorium



Lady Doak College – Chapel



Eco friendly campus – Solar Lights



Eco friendly campus- Sewage Treatment Plant



Language Lab



Bio Informatics Lab



Computer Lab



Chem Informatics Lab



Multimedia Lab





Courses offered

Number of Aided Courses

PROGRAMS	NO.OF COURSES
Under Graduate	11
Post Graduate	6

AIDED COURSES



**Under Graduate
courses**

**Tamil, English,
History, Economics,
Psychology and
Sociology, Commerce,
Botany, Zoology,
Mathematics, Physics
and Chemistry**

**Post Graduate
courses**

**Tamil, English,
History, Economics,
Zoology and
Mathematics**

No. of Self Financed Courses

Under Graduates	13
Post Graduates	8
M.Phil	9
Ph.D	6
PG Diploma	3
Diploma	2
Certificate course	1

Self Financed Courses

**Under
Graduates**

English, Mathematics, Commerce with Computer applications, Commerce with Banking and Insurance, Commerce with Corporate Secretary ship, Commerce with Professional accounting, B.Com (Honours), Business administration, computer Applications (B.CA), Physics, Fashion designing, Information Technology and Biotechnology

Self Financed Courses



<p>Post Graduate</p>	<p>Physics, Chemistry, Commerce, Social work, Psychology, Biotechnology, Microbiology and Information Technology and Computer Science</p>
<p>M.PHIL</p>	<p>Tamil, English, History, Economics, Commerce, Physics, Chemistry, Micro Biology and Biotech</p>

Self Financed Courses

Ph.D	Tamil, Economics, Physics, Botany & Micro–Biology, Zoology and Chemistry
PG Diploma	Human Resource Development, Remote sensing and GIS and Counseling and Psychotherapy
Diploma	Drug Designing and Yoga
Certificate course	Remote Sensing and GIS



Students and Teachers profile

Number of Teachers and Non Teaching staff members

No. of Aided teachers	105
No. of SF teachers	124
No. of Non teaching staff members – Govt	28
No. of Non teaching staff members – Management	110

Students Strength

Period	No. of Students
2011 - 12	3744
2012 - 13	3964
2013 - 14	4117
2014 - 15	4342
2015 - 16	4395

Students from low socio economic background (Income <Rs 50,000 p.a)

Period	No of Students	Percentage
2011 - 12	1281	34.21
2012 - 13	1292	32.59
2013 - 14	1475	35.83
2014 - 15	1446	33.30
2015 - 16	1335	30.37

Number of First Generation Learners

Period	No of Students	Percentage
2011 – 12	1052	28.10
2012 – 13	1292	32.59
2013 – 14	1460	35.46
2014 – 15	1591	36.64
2015 – 16	1496	34.03

Students from Different Religion

Religion	No. of students	Percentage
Christians	717	15.0
Hindus	3711	78.1
Muslims	294	06.2
Jains	31	00.7
Total	4753	100.0

International Students in our College campus

No. of International Students in Lady Doak College

COUNTRIES	2011- 12	2012 - 13	2013 - 14	2014 - 15	2015 - 16
Sri Lanka	6	2	1	1	2
Singapore	3	1	2	1	1
Malaysia				1	1
Nigeria			4	10	16
Rwanda				1	
Kenya					1
Total	9	3	7	14	21

MoU with International Institutions

- VWIL, Mary Baldwin College, Virginia, USA
- International Christian University, Tokyo, Japan
- Longwood University, Farmville, Virginia, USA
- Pacific University, Oregon, USA
- Renison University College, University of Waterloo, Canada
- Concordia College, New York

- Oberlin Shansi College, Ohio
- Portland State University, USA
- United Board for Christian Higher Education, New York – UB Fellows Program
- Indo – UK Project, BBSRC, UK and DBT (Interdisciplinary Research Project)
 - The University of Sheffield, Sheffield, UK
 - University of Cambridge, UK
 - The Scottish Association for Marine Science, UK

Upcoming collaborations

- Valparaiso University, USA – MS Program – Economics, BBA, Commerce
- CUHK, Hong Kong – Social work
- Petra Christian University, Indonesia – Summer Programs
- Gachon University, Korea – Exchange

INTERNATIONAL STUDENT EXCHANGE PROGRAMME

LADY DOAK STUDENTS in FOREIGN UNIVERSITIES

YEAR	No. of STUDENTS	COLLEGE / UNIVERSITY	PURPOSE
2008–09	2	Mary Baldwin College, USA	Exchange Program Fellows – To do the spring term course in MBC.
2009–10	2	Mary Baldwin College, USA	
	2	Pacific University, USA	
2010–11	2	Mary Baldwin College, USA	
2011–12	1	Mary Baldwin College, USA	
2012–13	2	Mary Baldwin College, USA	
2013–14	2	Mary Baldwin College, USA	
2014–15	1	International Christian University, Tokyo, Japan	

YEAR	PARTICIPANTS	COLLEGE / UNIVERSITY	PURPOSE
2014 –15	2	Mary Baldwin College, USA	International Exchange Program Fellows – To do the spring term course in MBC.
2015 –16	2	Longwood University, USA	
2015 –16	1	International Christian University, Tokyo, Japan	
2015 – 16	1	Lingnan University, Hong Kong.	International Service-Learning Programme - Cross-Border Service-Learning Summer Institute 2015
2015 - 16	1	Kansas State University, USA	Study of the U.S. institutes for student leaders
2015 -16	2	Mary Baldwin College, USA	International Exchange Program Fellows – To do the spring term course in MBC



Lady Doak College

Students

At

Mary Baldwin College, USA

MELBA. I – II B.A English
(2012 – 2013)

L. N. D. GANGAI – II B.Sc., Maths
(2013 – 2014)



K. SHARONE SNOWFANA – II B.A.,
English
S.GOKILA LAKSHMI – II B.Sc.,
Botany
(2014 – 2015)



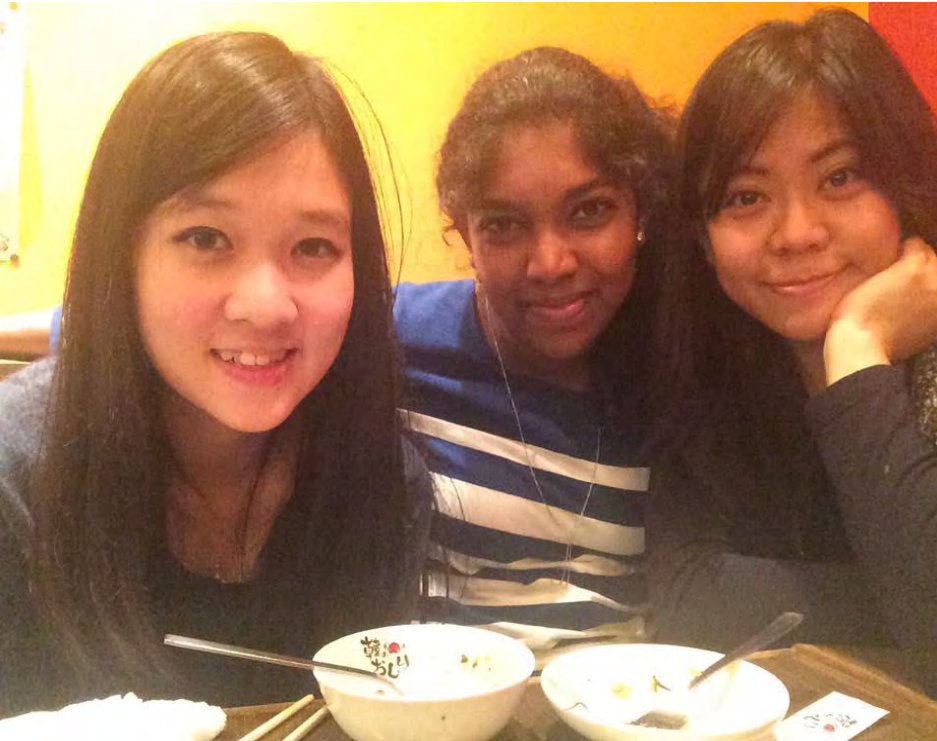


Lady Doak College Students

AT

**International Christian
University, Tokyo, Japan**

2014 - 2015
S. ANNIE - II B.A., English



2015 - 2016
S.P.LEJOE PRACILLA - III B.A., English



INTERNATIONAL STUDENT EXCHANGE PROGRAMME **Lady Doak College**



YEAR	PARTICIPANTS	COLLEGE / UNIVERSITY	PURPOSE
2008 – 2009	Ms. Gretchen Domaleski Ms. Stephanie Bennett (Discontinued)	Mary Baldwin College, USA	International Students Exchange Program
2009 – 2010	Ms. Samantha Mane Maxwell Ms. Kandi Lee Vaughn	Mary Baldwin College, USA	
2011 – 2012	Ms. Shekira Ramdass Ms. Tyla Storms	Mary Baldwin College, USA	NCC cadets
2012 – 2013	Ms. Thieny Doan Ms. Carleigh Young	Mary Baldwin College, USA	
2014 – 2015	Ms. Paige Howard Ms. Janaezjah Ryder	Mary Baldwin College, USA	.NON NCC CADETS
2015 – 2016	Ms. Megan Marrow Edwards	Mary Baldwin College, USA	NCC cadets
	Ms. Megan Nicole Mephram		.NON NCC CADETS

Mary Baldwin College, USA Students

*Ms. Thieny Doan
Ms. Carleigh Young
(2012 – 2013)*

*Ms. Paige Howard
Ms. Janaezjah Ryder
(2014 – 2015)*



Mary Baldwin College, USA Students



Ms. Megan Marrow Edwards Ms. Megan Nicole Mephram
(2015 - 2016)





சுற்றுலா மற்றும் விளையாட்டுத் துறைகளில் உயர்நிலை அறிவுரை

07

துரி







LADY DOAK COLLEGE



SEMPER PRO VERITATE

'Always for the







UG Curriculum

Integrated Curricular Model



LiFE

CORE

INTERDISCIPLINARY

SKILL ORIENTED

SUPPORT

FOUNDATION COURSES

PROSPECTS AND CHALLENGES BEFORE CHRISTIAN HIGHER EDUCATION IN A MULTI RELIGIOUS NATION, INDIA

-

Higher Education In India

India is a secular country

Different Races, Languages, Cultures and Castes

Higher education is education at university/college

Higher Education In India

- After passing the higher secondary education or the 12th standard
- Indian Constitution guarantees cultural and educational rights for all (Article 29)
- Full Rights for minorities to establish and administer educational institutions (Article 30)

HIGHER EDUCATION AT PRESENT

- Globalization : Knowledge Economy
- Increased STUDENT MOBILITY to other nations
- Students from more than 30 countries do higher education in India

HIGHER EDUCATION AT PRESENT

- ▶ 27% of Indian Population : Age group of 18 to 30
- ▶ The Gross Enrolment Ratio (GER) in institutions of higher education in India at present (2015) is about 19%

Enrolment of Indian Students at various levels of Higher Education

Level	Number of Students('000)	Percentage
Graduate (Bachelor's)	18,156	86%
Post-Graduate (Master's)	2,532	12%
Research (Doctoral)	182	1%
Diploma/Certificate	274	1%
Total	21,144	100%

Number and Percentage of Indian Students in different Programs

Undergraduate Programs	Number of Students ('000)	Percentage
Arts	7,632	36%
Science	4,021	19%
Commerce & Management	3,781	18%
Engineering & Technology	3,562	17%
Education	791	4%
Medicine	723	3%
Law	356	2%
Others	278	1%
Total	21,144	100%

CHRISTIAN HIGHER EDUCATION

- ▶ India cannot deny the contributions Christian missionaries made in the **Education and Health sector**
- ▶ Education in India before the arrival of Christian Missionaries was a privilege only to the elite upper class Indian men.
- ▶ knowledge to society through education is a gateway for uplifting a society
- ▶ They believed education to be the fundamental of women empowerment and opened **schools and colleges for girls amidst so much of cultural struggles**

Medical Missions in India

- ▶ Christian Missionaries started Mission Hospitals throughout the Nation.
- ▶ The earlier times, men doctors were not allowed to treat women.
- ▶ CMC is one of the medical missions started by a Woman Missionary Doctor for treating Women

Education– Service To Society

- ▶ Christian Missionaries provided education as a service to society
- ▶ A transformation through Christian education should bring spiritual fruits, social equality and economic sufficiency.

Challenges of Christian Higher Education



In a country of multi religion

- ▶ Christian higher education should enable the students to live together as human beings

Continued.....

Christian Higher Education institutions should create the conducive atmosphere in respect of other religious persons and thereby paving the way towards distinctive witnesses for **Christ**

Continued.....

The calling of Christian higher education is to reflect the life of Christ and to shine the light of truth



Challenges of CHE in India

Regulatory Framework Of Higher Education In India

- Department of Higher Education, Ministry of Human Resource Development
- Association of Indian Universities
- Central Advisory Board of Education
- State Councils for Higher Education



- University Grants Commission
- AICTE, MCI, PCI, DEC, BCI, NCTE
- ICAR, ICMR, ICSSR, CSIR
- State Regulators

- National Board of Accreditation
- National Assessment and Accreditation Council

Regulatory Body

- ▶ External organization that has been empowered by legislation to oversee and control the educational process and outputs relevant to it
- ▶ Higher education in India is coordinated by several agencies

Continued....

- ▶ Most of general higher education falls within the jurisdiction of the University Grants Commission
- ▶ AICTE is responsible for coordinating technical and management education institution.

Continued....

- ▶ The three-tier structure
 - ▶ University
 - ▶ College
 - ▶ Course
- ▶ forms a vital link with the regulatory structure, and with accreditation agencies

REGULATORY CHALLENGES

- ▶ Multiple Agencies to control
- ▶ Overlapping regulations
- ▶ Rigid, Unfair, Non Transparent operational procedures of various regulatory bodies
- ▶ Regulatory bodies function without proper understanding of the emerging market structure of higher education in India.
- ▶ Regulatory bodies citing various reasons, are not supporting the functioning and growth of Higher Education Institutions

Continued...

- ▶ The large size of universities is due to poor regulation (even 7 to 8 hundred in some cases)– under the umbrella of one university. Poor administration and guidance
- ▶ No autonomy in curriculum designing, evaluation pattern, conducting exams, awarding marks
- ▶ Policy decisions are made without considering the interest of stake holders

Continued....

- ▶ No real autonomy for autonomous colleges.
- ▶ Delay in filling up teaching vacancies
- ▶ Political influence in the appointment of Vice Chancellors
- ▶ Difficult to achieve the Objectives of Higher Education (Access, Equity and Excellence)
- ▶ Difficult to Integrate globalization , Curriculum and Mobility

Continued...

- ▶ Poor infrastructure facilities
- ▶ Lack of funds

Continued...

- ▶ Government allotment to Higher education is very low.
- ▶ 2016–17 : Rs.28,840 crores
- ▶ (Rs 2,88,400 million)

Regulatory Challenges and Autonomous institutions

- ▶ Autonomous colleges enjoy **Academic Autonomy** in
- ▶ Innovating new curricula
- ▶ Curriculum designing
- ▶ Formulating evaluation pattern
- ▶ Framing new syllabi
- ▶ Conducting exams
- ▶ Awarding marks

Continued....

- ▶ Possible for **Integration of Globalisation, Curriculum and Integrity**
- ▶ Conducive for international collaborations
- ▶ Academic mobility
- ▶ Collaboration with foreign universities

Facing the Challenges

- ▶ Other institutions should take efforts in getting autonomous status
- ▶ Institutions should move towards “Potential for Excellency”

Continued...

Christian Educational Institutions should take advantage of the credibility and reputation and prepare a future road map to self sustain and to grow keeping in view of the fast growing population and the need

Challenges–Commercialization of Education



- ▶ No place for poor, marginalised, value and religions
- ▶ Making education very expensive
- ▶ Beyond the reach of middle and lower class students.
- ▶ More interested in making profits than providing quality education

Role of Christian Institutions

- Balance between commercialization and providing education as service
- Offering Profit making courses for affordable students
- The profit so earned is to be used for un affordable students and also for the growth of the institution

Challenges:–Employability of Students



- ▶ More than 50 lakh students graduate every year
- ▶ 50% of Indian graduates not fit to be hired
- ▶ 47% of graduates unemployable

Continued...

- ▶ Reason: Thrust of HE on acquiring **bookish knowledge** rather than understanding and its application
- ▶ Job-specific skills are lacking among students

Continued...

- ▶ Demand–Supply Mismatch
- ▶ Expectation Mismatch
- ▶ Skill Mismatch

Challenges

- ▶ Produce the students to be globally competent in the job market
- ▶ Curriculum should be designed in such a way and also keep closer link with industries so as to make the students employable in the job market **Academia and Industry**
- ▶ **More number of Christian institutions to be started to solve the problems of mismatch (How Christian Missionaries done earlier)**

Indian Universities Moving Towards Global Ranking

- ▶ No Indian University of educational institution was listed in the top 100.
- ▶ Christian colleges is to **become deemed universities and to become universities** with a goal to reach a place in global ranking list.

CHALLENGES BEFORE

LADY DOAK COLLEGE

Offering Self Financed Courses

- ▶ Self financed courses not for profit motive
- ▶ To give access to many young women students to education
- ▶ Irrespective of caste, language and religion

Constraints

- ▶ Inadequate infrastructure
- ▶ Difficult to appoint qualified teachers

Challenges

- ▶ Sustaining the quality of education
- ▶ Regular motivation to self financed teachers

Facing the Challenges

- ▶ Sustaining the quality of education by appointing even retired faculty members (if not able to appoint qualified teachers)
- ▶ Regular motivation to self financed teachers since their salary package is less compared to the aided teachers

Faculty Turnover

- ▶ Faculty Turnover Ratio will be high within 3 to 5 years due to retirement of aided teachers
- ▶ Enhancing the commitment of junior faculty members
- ▶ Sustain the quality of education is a very big challenge

Examination Reforms

- ▶ Complete online examination
- ▶ Shifting from end semester exam to more number of continuous assessments
- ▶ Shifting from Marking system to Grading system
- ▶ Moving from standard evaluation pattern to different evaluation pattern depending on the nature of courses

Real Choice Based Credit System

- ▶ Adopting CBCS abiding by the rules imposed by the Government regarding the number of students in each class
- ▶ Number of hours per week for the students or for the teachers
- ▶ Restricting the facility to transfer the credits from one institution to another within our country as well as to other foreign countries is a real challenge

International Students

- ▶ Higher education is offered to these students coming from different religion, culture, language
- ▶ Different education pattern
- ▶ Different classroom environment
- ▶ LDC strives to provide international friendly campus

Facing the Challenges

- ▶ Designing new methods of instruction
- ▶ Train and encourage the teachers
- ▶ More consistent with their previous learning experiences
- ▶ bring an international perspective to the classroom
- ▶ Offer specially designed courses
- ▶ Separate hostel with all facilities

Continued...

- ▶ Separate hostel
- ▶ Providing special food
- ▶ Adopting different evaluation pattern
- ▶ Exam pattern need to be considered.

Continued...

- ▶ Safeguarding Indian culture and the Christian faith without disturbing their culture is an additional challenge



Conclusion

In spite of all the challenges

Christian higher education has many opportunities before.

Christian colleges have ample openings to serve humanity by making the best use of the opportunities before them.

Networking of Christian institutions worldwide is sure to bring about many changes.

Continued...

As it caters not only to the poor through its institutions in remote areas but also has some top institutions in academic standards, staff quality and campus facilities.

Christian educational institutions should aim at enabling the students to raise questions concerning the **meaning of life** and the significance of reality as **revealed in our Christian faith.**

Conclusion

Actual change in their ideals, attitudes, values and patterns of behaviour will be the indicators that faith has been internalized and has taken root in their life consequent to their entry into our institution

WISDOM

Whoever finds Me
finds **life** and
obtains favor from
the LORD.

Proverbs 8:35

Conclusion

Life here means **Eternal life**

Christian Higher Education is different from other Higher education which stops at Earthly life

Where as Christian Higher education leads people to **Eternal life**



GOD BLESS YOU