

## **A STUDY AND ANALYSIS OF TECHNIQUES FOR “HOW TO BECOME A1 INSTITUTION AND DEVELOP NO1 FACULTIES IN AN EDUCATIONAL INSTITUTION**

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### **1. Introduction:**

This paper will investigate how to plan for becoming A1 institution and **and develop No1 faculties in an educational institution**. This paper will also benchmark the Process.

It is imminent that for an institution as well as individual ( faculty/ asst professor / professor ) to become no 1 is most coveted honor . Because one to survive , it is necessary to understand the customer (student) for whom they are working. The honor the institution or a faculty gets as popular faculty or institution is in the heart of majority of students not to be mistaken in the “number games” ( national rating and ranking) which the institution gets by self assessment forms filled up the institution by its own data ( most of the time not correct) listed in the magazines, TV media’s or the rating institutions. It is not the machines, buildings and resources (like ac’s, chairs, lifts, garden, lakhs and overall ambiance quality similar to IT units) which build an institution , it is the teachers ( in flesh and blood ) who build a great popular institution.

The “No 1 faculty” is Not a tick simple aspect like “one who is liberal or strict, knowledged or communicative etc.”. But He shall be empowered by, Love to Communicate, Attitude, Knowledge, motivated, free to deliver, who believes “marks and internals” are just tools to understand his success of delivery and communicate knowledge rather than a tool to control the students, internals of students shows him the final route map for him to know himself rather than the assessment of students and to make him aware of “ where students have not understood and where they have ( understood)” and how to put the subject matter in a more simpler way , new ways, to see that all students get into the slot of A1 position of understanding the subject and all the students ( customers ) are happy and successful How to achieve this How? . HOW ??? Is the very purpose of this paper. So is this research.

### **2. Objectives of research :**

The objectives of the paper is investigate and analyze the present scenario of educational institutions and come out with analysis, interpretations, suggestions and conclusions to answer the following questions which is hunting every management of colleges and principals .How to Make each ( all) students experts in the subjects and happy in the college environment. How to assess the happiness level of students (customers) ? and how to build an educational institutions of great quality and are “lecturers and professors” adored by student community .How make and the How to become A1 institution and develop No1 faculties in an educational institution.

### **A) Aim and objective of the educational institution :**

“Happy organizations build happy people and healthy and happy society”.“Happy educational institutions will build happy future generations and future for the country”. So it is the duty of all educational institutions to Bring the real air of learning and happiness in the college environment of learning as joy and not as punishment.

Students are the future of our country and it is the duty of each ( every ) faculty to deal with it delicately and love fully, if we mishandle them - we create a future society of violence and ruthless competition ( filled with selfish cowards and schemers) rather than the society of tolerance, kindness and love. The future of country is with teachers. It is the duty of teacher to make each student confident to face success and failures in the same way and move forward to his goals and objectives undaunted and fearless. But presently we are busy in creating engineers for IT units who work like robots and earn their livelihood and who is responsible - if they are not successful in becoming human beings and they are miserable. Why and where is this bottleneck . Where the creativeness of our Indian students has gone? where is the freedom and joy of learning?. why there are suicides ( students) for not scoring ? . who is - are responsible for all these / who motivates them to only to score ( or die) and work in these IT units and shape them to limited objectives of money, job and selfishness? How many of us are retaining their love to their parents, brothers and sisters as we grow old and rich ? is it not the teachers responsible to create a responsible citizen of society ?????

### **b) Objectives of the teaching methods and how to meet it:**

The final objective is to see that most of the students get more than 75% of marks or grade – how? And at the same time meet the greater objective of understanding and gaining enough knowledge of subjects, if they walk out confidently and happily out of college.

### **3. Solution methodology :**

The final first -objective is to see that most of the students get more than 75% of marks or grade – how? .This objective is met by dividing the portion into three parts:

- I) First migrate all the students to see that they get first 40% marks for pass.
- II) Second to migrate them to score the 40- to 60 marks
- III) Third to migrate them all to score the marks between 60 to 75% and above.

The syllabus could also be split up into :

- I) Simple chapters where one can score high or full marks ( one or two units are always there in any subject– for 20 they can score more than 17 or even out of out)
- II) Medium ( simple –complex) chapters where students can score medium marks ( 10-15 for 20 )
- III) Complex where the students can maximum score only middle level or lower marks ( between 7 to 10 out of 20 marks)

**The strategy -I :** divide and rule – the subject portions.

**1.** Usually the simple , medium , moderate and complex chapters are in the simple way as syllabus is set i.e first two to three units would be usually simple, next 2 -3 will be medium , 4 will be moderate and final units would be complex.

**2.** So concentrate ( in your teaching) on the first 2-3 units take maximum time and see that all students get more than 17 or 20 for these units .( it is easy to break a iron rod by striking -where it is weak rather than trying at hard points –)

**3.** show the path – all the break into marks in these units- faculty should find newer and innovative ways for explaining and teaching these units and make the student feel the subject is simple ( use charts, figures, maps points etc..) in the first unit – test they score high marks and this builds great confidence in the students.

**4.** Thereby he gets a firm foundation of the subject ( spend two months for these units no issues).

5. Next when you as a faculty to come to medium and moderate units ( portion of subject)– you can increase the speed of delivery ( little bit) never over speed – it only make you anxious and deliver nothing and objective of teaching and knowledge fails totally – the second unit test he score little less than first units- no issues he won't mind .

6. Speed up and give clues and main points and how to write the steps for solution when they cannot solve or write the whole answer to the questions of these complex chapters – by then the students would have got the ways to get into the nuisances of that subject.

7. Finally you see most have got more than 75% score ( at least more than 69% or so) in your tests as well as in the final exam – you will love to see what students have written for your papers and you feel elated with a great feeling that “ you are great teacher”.

### **The strategy -II : divide and rule – the students**

Students are divided to three or four groups in your 50 or 60 numbers.

- I) First very high intelligent –( they score marks whether they attend classes or not ) 10%
- II) Second high intelligent – ( they score between 75% to 90% - with or without classes)
- III) Third moderate – they need some push and guidance
- IV) Fourth fair and good – they need to be monitored individually and guided to understand the subject ( only additional special classes won't help – it is repetition of what you have already taught) we need to know - where they are making mistakes - rather than repeated teaching. These groups are most important they decide your fate as “great, best and fine faculty” ( who makes all students win, score and understand) or “ otherwise”.
- V) So concentrate and spend more time personally speaking to these ( last groups) rather than the most , intelligent and middle level ones who always come to you again and again because they want to get 100 out of 100 . (it is ok but it is the height of selfishness – they discuss only what they have already studied and understood ).
- VI) The last group and last ( but one) group members may not come to you – but it your duty that you go them ( him- personally) call them with love and affection and give them the necessary tips, clues and points ( also confidence) to migrate to 75% and above grades.

Then You have almost won the war. ( to satisfy all students- customers)

### **The strategy -III : divide and rule – the tests and score**

1. First test you shall have to very liberal and give all students marks between 14 to 25 for 25 – ( this builds confidence in each students about you) ( discuss with the third and second group where they have made mistakes, omissions, commissions and faults and misunderstanding of the subtle aspects of subjects) – give marks to each correct step – don't be strict- if you are then it will cost you very heavily and you lose faith and love of students. – Students may lose concentration in your class and may not attend the classes also.
2. Second you become moderate (liberal ) – you see that all score more than 14 .
3. Third you be very strict and cut the marks that they become serious for their final external exam.

By then You have really won the war. ( to satisfy all students- customers)

**The out come :**

I ) no body fails in your subject( but those who don't attend the exam) in university exam.

ii) most of them will get high marks ( more than 80%)

iii) All might have got more than 75% grade or at least more than 67% and above.

You stand won – as you are best and strategic faculty to win all – students. From HOD and management – you get more attention and rewards. What else you want .But the process is fine and you need to have love ,commitment and faith to win.

**4. Suggestions:**

Finally a word of caution: ( the major mistakes most faculties do!!!)

- a. (They tell ) Never tell in class or with any group of students that “ this subject is very hard and very difficult “ – “you have to work hard to score” “ this is beyond your intelligence” etc.. But u can tell them “ it is a simple subject - but with little more efforts and concentration”. After all it is your duty to evolve newer ways of teaching that subject to make it simple so that any student will be able to understand and appreciate.
- b. Being very strict and not mingling with students –( not interested in discussing with students)
- c. They Giving marks like 2-3 , 5-6 , 7-8 in tests for 25 total marks and demoralize students
- d. They Boost few of selected by them and themselves in classes.
- e. ( they don't) Not appreciating students for small effort in giving correct answer for questions in class room sessions.
- f. They Only using power-point – the problems have to evolve go by step by step ( on the black board) class session shall not be film show./ a slide show.
- g. They Never use block diagrams, figures and models in class.
- h. They are Not interested in feedback – true feedback can be got only in discussion with students about their problems and where they have not understood ( one's teaching and teaching methods.
- i. They allot same quantum of time to all units and concentrate on syllabus converge. NEVER , NEVER, NEVER ALLOCATE SAME QUANTUM OF TIME TO ALL UNITS AND NEVER SPEED UP THE TEACHING TO COMPLETE THE PORTIONS.

( MY own experience in experimenting this methods , I took lot of time such as a month for first unit and 2-3 units in second month and I have completed many last units in few hours of lectures. That is sufficient as you have made great strong foundation for the students – mind by taking long hours of detailed teaching of first 2-3 units. “For Most Of The Problem Is Always With Systems Not With The People” – Dr.Demings – the management guru and founder of total quality management speaks out.

**5. Design new methods of evaluation process:**

The new methods of exam which is student friendly and motivating them to study and work hard is more important than the present systems of evaluation found in most institutions like test-cycles ( 5-6 tests in 2-3 days etc..) and best in two tests for final marks AND NO- assignments marks, class participation credits, presentation credits, no workshop-conference paper credits, and journal paper credits.

This looks ridiculous that students only take tests of six – seven subjects in 3 days with no time for preparation and studying for tests – and students take these tests with tension and fear of failures and not with a love and confidence in knowledge he has learned and achieved.

**a) Solution :** The evaluation system – ( with fool-proofing methods)

The 50 marks ( internals) have to be divided among

Tests – 2 tests –	20 marks. ( minimum in test – 5-6 )
Class participation etc.. –	10 marks ( minimum marks assigned to any student is 8)
Assignment one -----	10 marks ( minimum marks assigned to any student is 9)
Assignment two -----	10 marks ( minimum marks assigned to any student is 9)
Total	50 marks

**b) Test Cycle Should Be Converted Into Test –Subject –Week Of A Subject.**

After three weeks of the start of the semester each week is named after a subject – that week will have an assignment in the first unit ( or units covered up-to test-subject week), class expert lecture on that subject ( to create more interest in the subject by outside faculty who has got a good name in delivering and simplifying the teaching of that particular subject and the end of the week ( say Saturday or Friday last period is test). So the test cycle holidays could also be avoided in this system.

After six weeks all the test –subject weeks ( one cycle) would be over and there could be one or two week no test weeks and the second cycle of the test-subject weeks will begin. ( so it takes  $6 \times 3 = 18$  weeks to have three test –subject week cycle .- outcome - their students are fairing better in university exams and most students are getting first class and above grades.).

**c) Outcome:**

- “No cramped tests in 3 days( test cycle) and no study - time problem of students for test” gets solved.
- Each week ( each subject – a week ) brings focus of all students on the particular units in subject as they are writing assignments, listening to guest lecture, and finally only one test ( one subject is attended by the student at the end of week – you will see that most students will get more than 60% and above grade.
- Students will be free from fear, tensions of evaluation of tests.
- Students will get focused to the subject and they will know what to they have to study in each week.
- All Students will score at least 60% and above in subjects in this new system.
- This reinstates faith in college and evaluation process.( weekly one test system)
- He enjoys stay at the college.
- “happiness” is reinstated in the college environment.
- Feedback will show the real effect of change that is taking place.
- Teachers are also tension free in this weekly one subject focus- one test weekend.
- Many more techniques to follow to become No 1 faculty and lead your institution to No 1 position in the heart of students( customers) in the next pages of this paper.

## 6. Analysis :

### **The main focus: Starting point : The beginning ( of any successful organisation or university or college ) -Begins with the**

- I) Identification of the customer ( s)
- II) Identifying who are primary and secondary customers ( in educational delivery systems – primary is students , secondary is parents and tertiary is the others like industry who place students, the management which is focused on sustainability and growth of the institution and themselves , society etc..  
NOTE: Major Problem Of Any Industry Begins With Placing Tertiary Customers – First And place primary-customers last –If they Work For The Wellbeing of tertiary Rather Than The primary customers then the educational institution ( or industry) will collapse
- III) Not to confuse stakeholders with customers. (Like owners may be interested in making profits and more money for investement.)
- IV) Identifying “internal customers” - identifying primary internal customers and secondary and tertiary ( in our case it is faculty, next comes office staff and management members last..)
- V) Identifying the need of customers ( most difficult job) for this we need to have to Understand the customer to core – primary need, secondary need, tertiary need and focus on each need. And What he wants and what he doesn't want. what he likes and what he dislikes and also what he dislikes most.
- VI) Focus and re-fabricate or re-engineer the system ( process) and the people and the technology ( PPT) of educational or service delivery to the need of the customers.

#### **Then - Half the work is over.**

- VII) Then control the system - micro and macro ( with reference to each need and each customer) wsy in implementation process.
- VIII) Have the philosophy that “ each customer is very important and unless the last customer is satisfied it is as good as No customer is satisfied”. “ALL” students , not ( to workfor) “best” students shall be the focus and mission of institution.
- IX) Work as team ( internal customers and management) to deliver service.
- X) PDCA cycle applied. (PLAN- DO-CHECK and ACT .)

#### **THEN You see the “ happiness “ level of the “ system “ goes on increasing and all the happy**

#### **Institution shall glow with “ happiness” and lead to become NO 1.**

XI) Institute a philosophy that “ U have No choice of customer it is your duty to make everyone – each one of them – ALL - happy to maximum level – don't escape with averages and statistics that “most of your students have got more than 70% and most have been placed etc..” identify the holes in the dams few big holes can drain the Dam in no time and other big player ( foreign institution) entering the field will rule the Indian education world then. HOW to do this is “happen “ is the beginning of enquiry and the rest of that is to redefine your educational delivery systems in this journey of quality improvement and turnaround for the institution.

## **7. Suggestions & conclusions: (for improvement and Progress)**

### **1. Triple notes materials for reference: -The textbook- workbook – solution book-**

Usually in American universities or any European universities ( The author was associated with open university of British Columbia , Canada – B.tech programme educational delivery for a decade) will make the students and faculty access the most important three documents:

- a) Two text books of the subject ( two type of text books are these- text books written for professors from professors , textbooks written for students –customers focused – text books chosen carefully)
- b) Workbook – containing question bank- chapter wise with multiple answer - questions given to all students ( for workout)
- c) Faculty manual with key answers for all questions in workbook. – this book will be library for students reference.
- d) Additional books – Lab manual , faculty guide book etc..

This is like menu card of the star hotel gives all the details of menus and what is being served and what is expected out of you to experience greatest delight and enlightenment from the service (education) . This is absent in most institution. There is only one major aspect present in all educational institution is the strict enforcement of ( fees collection system – it is ok.. but ..) and second one - the examination & evaluation system - inducing fear in the minds of all students to learn as their focus is shifted to “ internals , examination and certificates” rather than knowledge and happiness of learning something new, beautiful and unknown till day ( like god). Treat the educational Institution as a temple and make it a peaceful place of learning, bliss and happiness where students are evolved as good engineers, doctors, lawyer and also a beautiful human being. And remember they ever remember - “years spent in the institution” as the most memorable part (years) of their life even after their student-life and Not as “an just a painful ladder to placement and nothing else”.

### **2. Robust Feedback systems :**

“Man seldom change, whether it is an individual or corporate if it has to learn continuously ( from environment – kaizen ), if they stop learning they grows old and perish “ – Dr.Demings – the architect of Japanese quality revolution . Feedback is like the backbone of the growth of any institution or individual- it gives path way (and road map of improvement) for success , if only we (institutions) learn, adopt and change. To take the feedback positively it needs and calls for an organisational culture, positive leadership and secured environment for all internal customers – employees – primarily – faculties who are service delivery human resource component of college.

### **3. Teaching and teachers:**

Most of the teachers teach in their own style for their own satisfaction ( putting great effort for delivery and preparation), the requirement of the educational delivery systems doesn't expect that way. It expects -“ teaching is focused on the customer requirement” i.e teacher has to teach for the students ( needs ) not for himself. Teacher should understand that teaching is not like writing poetry or novel which is written for their own satisfaction, but teaching is done to make students comfortable in the subjects i.e

- he understands the basics of subject
- he becomes confident to answer any question paper and score higher than 70% marks ( i.e the teaching is also evaluation system focused)

- teacher should be soft spoken such that students will be come back and discuss about their small doubts, big doubts and also silly doubts...
- teacher should not use only slides ( it becomes monotonous and like film show and students will sleep out) . In each class the subject and its definition, details, basics, subtle and complex aspects have to flower one after another in the board ( pen –white board marker –white board ) added with 5-7 slides ( imp) per hour of class.
- After the class the unit covered should look naïve, stupid and easy to students – if not teacher has not driven the point home and clearly made following ( any one or more) mistakes i.e –
  1. he has made the subject look complicated,
  2. he not evolved easy methods to explain the subject portion,
  3. he might have complicated the already existing complexity of the subject,
  4. or ( he may also have some doubts and tried to cover up the same),
  5. he might started the class with a statement –“ this is most important , but very difficult portion of the subject” and made the students mind close to listen to his lecture.
  6. He might have kept out “happiness” component in the delivery of lessons.
  7. He did not made the class interactive
  8. He has used more slides
  9. He might be teaching to some section of students only .

Finally he might have taught for himself rather than student requirement. Following mistakes might have occurred because teacher has failed to understand the level of ( all) the students and their the basic requirements.

#### **4. Mapping the student requirement:**

**“Mapping the student requirement and understanding their level of understanding is beginning of a success story in the making of “No 1 A class faculty”. Who is loved , adored and respected equally by all students because he etched the roads of understanding the subject neat, simple and lucid way and built a confidence level of student in that subject.** Too much of standardization of the teaching - takes away the beauty of teaching – we know that “after all teaching is like the peacock dancing and a parrot singing” – it cannot dance and sing in a cage ( of standardization). But “teaching” process -cannot go for himself also too. They need to make compromise and make the class creative and happy and at the same time student requirement focused. No micro monitoring of teachers ( so there shall be no cctv in class at any cost) and their personal class room should be done. Then only lucid and beautiful teaching can evolve in college with happy teachers and with good organisation culture.

#### **5. Evaluation process and need for standardization:**

The standardization of the evaluation process is a must – macro and micro level ( whether the teacher likes it or not) i.e Each test papers, assignment papers and paper presentation subject is well within syllabus question bank – given in the workbook ( circulated to all students). Pattern of the test paper and final question paper should be standardized like –for example 5 **multiple** choice, 5 small questions , five medium questions and two larger questions.



**6. Examination system – stream lining:**

- A. The internals system already discussed – 50 divided between ( 20 best out of 3 tests, 10 class participation, 10+10 - 2 assignments )
- B. Weekly text cycle – each subject test weekend with an assignment , seminar, guest lecturer in each subject week – three such cycles
- C. Final exam – for 50 marks ( or 100 as the university ) in deemed and autonomous colleges they can admit written exam in first time and if some failures are there ( some students) shall be silver-bromide ( multiple choice) testing computer lab – any time - any day student can take( with small registration fees or no fees – and customer friendly ) multiple choice papers ( in computer lab) and get qualified .( This will solve and normalize the subjective ( strict, medium and liberal) valuation of the faculties and students will be happy about their success or otherwise ( failures) –because they have a chance again and anytime to prove themselves in the silver bromide option.
- D. There is no need of repeating the course of any subject for any students ( this is a cruel system to make the student sit with his juniors and learn ( better they learn from digital class – recorded in case of attendance shortage) . Immediately this system of “drop-out / repeater system“ shall be abandoned ( put into) to coffin box ( if practiced) – as it will demoralize the student–customer and ill-feelings are generated and leads to society with negative individuals- detrimental to college name ,fame and word of mouth about the college.  
( “name and fame” is not on the basis of the national and international ranking – it is measured by the happiness index of the customers – students)
- E. The present system ( anytime test) will remove the ill-feelings and fear and make the students work in secured and love-full environment.
- F. This improves the transparency.
- G. In case of attendance shortage – they shall attend the recorded digital classes from experts before they attend regular exam – in college.

**7. Final conclusion :**

No 1 ( institution) doesn't mean the beauty of campus, ambiance quality, digital class rooms, A/c ,cctv etc.. it is the quality of human being that make the educational institutional environment and also decided by the “happiness index” of both the internal and external – real customers of education ( students and faculties).