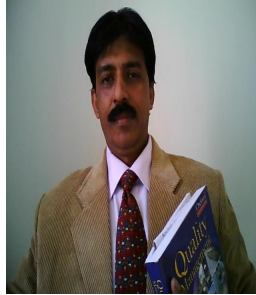


**Case no. GSMC 89**

**Title:** ‘Social Engagement’ in Nurturing Gen -Y as a Professional with a Difference: XISS as a brand master.

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# 'Social Engagement' in Nurturing Gen -Y as a Professional with a Difference: XISS as a brand master.

## **Abstract**

Today, there is a marked decline in the standards of scholarship among the Indian teachers / scholars and students with the inevitable result that the qualified ones become rare commodities day by day. Is it as much due to 'academic stagnation'? It has been observed that most of the educational institutions (especially in the field of management) are gradually changing their route "capital of knowledge" to "capital of source provider". They are more in the nature of 'factories manufacturing unemployable graduates' rather than 'temples of scientific knowledge creation and quality education provider'. To develop true professionals with a difference in order to fulfil the requirements of industries, universities / Institutions should promote "excellence" not only in knowledge sharing but also through a system of "Social Engagement" so that the Gen – Y are able to understand the ground reality and prepare their mindset before they enter into the Corporate world. Question is how?

In this backdrop an attempt has been made to do a micro-level case research using both primary and secondary data of a Jesuit B-School named Xavier Institute of Social Service (XISS), Ranchi, Jharkhand which is supporting & nurturing management professionals for the last 60 years and also practicing its own brand value 'Social Service' towards the most needy ones in general, and the marginalized groups like weaker section of tribal in particular. However, this is primarily a qualitative study to identify and formulate a quality framework of higher management education and the right meaning of social engagement, therefore the research methodology is based on stratified random sampling, personal interviews, focused group discussion and analyzing the data.

(Key words: Quality Education, Gen Y, Social Engagement, Academic Stagnation, Capital of Knowledge, Excellence etc.)

# 'Social Engagement' in Nurturing Gen -Y as a Professional with a Difference: XISS as a brand master.

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## Abstract

Today, there is a marked decline in the standards of scholarship among the Indian teachers / scholars and students with the inevitable result that the qualified ones become rare commodities day by day. Is it as much due to 'academic stagnation'? It has been observed that most of the educational institutions (especially in the field of management) are gradually changing their route "capital of knowledge" to "capital of source provider". They are more in the nature of 'factories manufacturing unemployable graduates' rather than 'temples of scientific knowledge creation and quality education provider'. To develop true professionals with a difference in order to fulfil the requirements of industries, universities / Institutions should promote "excellence" not only in knowledge sharing but also through a system of "Social Engagement" so that the Gen – Y are able to understand the ground reality and prepare their mindset before they enter into the Corporate world. Question is how?

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## Introduction:

In 1950 the total no. of universities in India was 30 and the no. of colleges was 695 which means on an average 23 colleges per university. In 2011-12 the numbers of universities has grown 30 folds and the no. of colleges is 33,623, averaging 51 colleges per university (Table – 1, in Annexure). Moreover, there are 16 IITs and 13 IIMs a group of autonomous engineering, technology and management institutes also providing the higher educations and making professionals. Through UGC (University Grant Commissions), AICTE (All India Council for Technical Education), ICAR (Indian Councils for Agriculture Research), BCI (Bar council of India), MCI (Medical Council of India) etc. department of Education under the Union Ministry of Human Resource Development is responsible for improving the overall education scenario of the country as well as planning and implementing various programmes and policies of the government related to education. But in reality the higher education has become critical to India's emergence in the global Scenario day by day. There are many problems that we are presently facing in education sectors. According to NASSCOM-Mackensy report, the Indian Industry will face its biggest challenge ever due to the shortage of talented and knowledge workers, across Industry, compounded by the fact that only 25 per cent of fresh engineers; and a mere 10% of fresh graduates are actually employable, which is an alarming situation. In 43rd convocation of Bangalore University in Bangalore, former president Dr. A.P.J. Abdul Kalam said that "un-employability" of a majority of Indian youth, which is a result of skill deficit, would be a bigger crisis than unemployment itself in 2020. Therefore, Skill deficit among our youth is the most important issue to be addressed on priority than the country's infrastructure deficit," he said. In 5<sup>th</sup> National Summit on Institutionalizing Academia Industry Interface organizing by PHD Chamber of Commerce, Sr. Political leader Sri Murali Manohar Joshi regretted that the highly skilled human capital churned out by IITs and IIMs are only helping

developed nations as they are working in the direction which do not consider eradication of Indian Problems. Educated youth mostly in the country was reduced to 'tailors' rather than becoming 'textile makers' due to greater focus on borrowing of technology rather than creating it. According to Times Higher Education BRICS and Emerging Economics Rankings for 2016, Indian educational Institute (Indian Institute of Science, Bangalore) occupy 16<sup>th</sup> place among to 200 Universities in the world (TOI dated 5<sup>th</sup> Dec. 2015). China on the other hand, has five Institutes among top 10, followed by two from South Africa and one each from Taiwan, Brazil and Russia. However, India will have to work harder to compete with other developing nations like Russia. Research shows that Indian Universities / Institutes require more investment & International collaborations. According to Phil Baty (editor Times Higher Education World University Rankings) India spends less than 0.88% of its GDP on science research, compared with 2.76% for the United States & 4.04% for South Korea. Therefore, increasing numbers of IITs / IIMs is not the only solution because the older IITs / IIMs have almost failed to make a mark at the International level; so far none of them breaking into the top 100 world university rankings. In such a scenario the focus ought to be on upgrade the existing ones. This would involve attractive the best teaching talents through flexible compensation, filling faculty vacancies and boosting research. On the other hand, nos. in fact also show that the 16 (existing) IITs are now able to enroll only 10,000 plus students annually but India needs nearly 1,00,000 high quality engineers every year. Therefore, Government should create either more general institutes of higher learning rather than harum-scarum add to IITs / IIMs ranks, or support technically & financially to those private institutes who are catering the nation by providing value based quality education and nurturing professionals with a difference. There might be many institutes and universities in India but to the best of my knowledge, Xavier Institute of Social Service (XISS), Ranchi precisely stands at the top to this league.

#### Delivering as a Brand Master - The Jesuit Society:

It all began nearly 500 years ago. In the Basque country of northern Spain a boy named Inigo was born. He lived in a very small castle because, although noble, his family was not wealthy. Like most noblemen of his times, the boy grew up half educated, with a love for fine clothes, beautiful ladies and the glorious sound of battle. He thought of himself as a great lover, but in this regard it seems that God had different plans for Inigo of Loyola. Wounded in the battle, he fretted in his couch, enduring much pain and boredom. So just to drive away the boredom he took on reading the lives of great saints. Gradually the miracle of God's grace transformed this young man. Inigo set his steps on the rocky path that lead him to Salamanca, Paris, Venice, Jerusalem and Rome. By this time he was known as Ignatius Loyola. In 1540, in Rome he received from Pope Paul III, a decree, proclaiming that Ignatius and his little group of nine followers would be known as the "Society of Jesus". A new religious order was born in the Catholic Church, one that would spread throughout the world and would have profound effects on many lives. Strangely, on that great day in Rome, the most famous of the companions of Ignatius was not present. He had already started his remarkable odyssey to Asia. He waited in Portugal for the ship that would take him to India. His name was Francis Xavier. At Goa, he was to open the first "Jesuit College" in the whole world, a college that would be forerunner of numerous famous institutions across the world. Over the years many of them would take Xavier as their patron because he, like Loyola, also became a Saint. All over the world, especially in India St. Xavier's is 'the brand' in the field of school and college education and management science. Today someone might wonder, how many Indians have been educated at such prestigious institutions as Xavier's Delhi, Mumbai, Kolkata, Jaipur, Patna, Bhubaneshwar, Jamshedpur, Ranchi, Hazaribag and so on.

According to Dr. Fr. Oswald Mascarnhas S.J, 'Branding' is one of the hottest trends in excellence identity, and the most important strategy and intangible asset in any organization or business. The challenge of running a company or an organization is fundamentally brand building. No brands means no business. The more people are aware the organizational brand, the more people have a strong opinion about it and every day more people find out the many new ways to share that opinion with others. Now the most important question is: who is the Brand driver? Brand drivers are basically *organizational drivers* such as organizational mission, vision, values, company history and narratives. The organizational drivers generate what are known as *brand drivers* such as brand principles, brand personalities, brand associations, and brand

endorsements. The corresponding brand process items are *brand conveyors* such as brand messaging, brand communications, brand positioning strategies, and product quality.

A Jesuit Brand reflects the Jesuit Mission, Jesuit Vision, Jesuit Charisma, and Jesuit Ministry. The original Jesuit Mission is availability, evangelization, saving or helping souls, and to be at the disposal of the Pope. Subsequent Jesuit Mission was the original mission realized via education, higher education via Colleges and Universities, in the ministry like - Preferential Option for the Poor, Faith that does Justice, their Way of Proceeding, Communal Discernment seeking the will of God, Inclusiveness: Nobody left behind and Deep respect for civil and religious authority. What must change is not the role of the university, but *the way it fulfills the role* (Cardinal Newman). Actually, the true measure of Jesuit education success is “who our students become.” – Kolvenbach, S.J. Our growth of Colleges and Universities “has not been without critics who wonder if we are “losing our way” in the rush to respond to ever more requests and opportunities - Charles L. Curries S. J. A typical student in a Jesuit school may confront a rational man in philosophy, a religious man in theology, a psychological man in psychology, a social man in sociology, a political man in political science, and an economic man in business schools (Adolfo Nicholas: Address at Santa Clara USA). Are these conflicting ideologies? If so, can they be harnessed together under one umbrella term - a business person of faith and social justice?

### The Institute:

Xavier Institute of Social Service (XISS) is nationally and internationally reputed temple of learning, situated in the culture city of Ranchi, Jharkhand. This creative and innovative Management Institute / Social centric Business school was founded by the great visionary Fr. Michael Windey S. J. a professor at St. Xavier’s college, as an extension department of St. Xavier’s College, Ranchi, in 1955. The main objective was to train young men and women in Rural Development, Personnel Management and Industrial Relations etc. In 1973 the institute was registered as a separate educational society under the Societies Registration Act, 1860. In 1978, it moved to its present site and over the years has developed its own distinct identity as a centre of excellence in management education, research, and consultancy and development interventions (The important time line in Table -2).

### Vision & Mission:

To create a just, humane, and equitable society where the underprivileged (poor and oppressed) assume their rightful place. As a centre for excellence in the country, imparting value driven management & development education, and catering to its diverse clientele and stakeholders. To achieve this vision and mission the primary objectives are:

- To be a top management school and develop committed, down to earth, sensitive professionals, who can work with and for others.
- To work towards the empowerment of the deprived so that they shape their own destiny.
- To be a leading catalyst or Benchmark in Capacity Building, Sustainable Development, Research and Consultancy.

XISS has carved a niche for itself in the cutting edge areas of management education, rural development, social research, consultancy, trainings and development interventions in the past 60 years of its existence. As a premier management school today, XISS caters to the human resource requirements of the industries, information technology sector and non-governmental organizations. Moreover, the institute has grown as an important resource centre for development sector in this region. The curriculum of various academic programmes are revised and updated constantly so as to meet the emerging needs of the industries and development sector. No wonder, the institute has turned into a favourite hunting ground for both the corporate and development sectors to meet their manpower requirements. The alumni have also lived up to the expectations of their employers. That is why they participate in the Campus Recruitment Programmes year after year quite religiously. They strongly believed that Education at XISS means sensitizing the students with appropriate values, attitudes and critical thinking tools that set them apart as professionals with

a difference in their career and life (Fig.1 in annexure). At present XISS builds tomorrow's architects of management in five different dimensions like Human Resource Management, Rural Management, Information Technology, Marketing Management and Finance Management by giving two years full time post graduation programme to the budding managers.

**Management Pedagogy:** that makes XISS centre for excellence:

The Institute proposes to make its students as the agents of social change, who see their future not primarily as a career for self-enrichment but as a way of contributing their part to the basic evolution that is taking place in India today. In this context, the imparting of knowledge and skills is of vital importance, but even more crucial is the purpose for which this knowledge and these skills are utilized. Will they contribute to justice for the poor and oppressed, more social concern, more honesty and cultural understanding, rather than the maintenance of the status quo and a lopsided distribution of power and benefits? This will, to a great extent, depend on the values that students carry with them when leaving the Institute. In order to prepare students for the challenging tasks that await them, the programme equips them with knowledge, skills and mainly the 'Jesuits values'. This can be spelt out as follows:

- (a) Students are acquainted with the problems of today's society, with the uneven distribution of power and wealth, the problems of rural development, industry, management and industrial and social administration. This is done through a broadening of horizons by making available information in the form of classroom lectures, books and magazines, research reports and by generating in students the desire to learn more as a lasting inclination for the rest of their professional lives.
- (b) Students are taught to reflect for themselves. The analytical and logical power is developed so that they can comprehend problems and their implications. This is done through Case Studies, Field Visits, Focused Group Discussions, Industry Exposure, Rural Camps and Workshop /Seminars.
- (c) By the time a student leaves the Institute, She/he is expected to have acquired a scientific bent of mind and an analytical ability to carry out relevant social research especially the empirical ones. Students are therefore asked to submit a dissertation report in which evidence is given of skills in gathering and marshalling scientific data in a logical manner.
- (d) The communication and interpersonal Soft skills of the students are also organised so that they can express themselves clearly and with self-confidence and exert influence on others. Students are also trained to be good listeners, who are sensitized to the expectations of others, especially small people, and who can play effective role in-group situations.
- (e) Practical Training & Social Engagement assumed in the light of the objectives of the Institute, great importance and is therefore given considerable weightage in evaluating a student. The activities are Social Service Field Work, Rural Camp / Retreat, Community organization, Labour welfare programmes, Institutional visits, Placement as an apprentice, and work in the slums and remote villages of Ranchi and others.

**Course Design:**

The subjects in the syllabus of the Post-Graduate course in Management have been classified under three major headings.

- I. Foundation Subjects like Business Communication, Research Methodology, Social Justice & Social Action, Social Work etc.
- II. Core subjects dealing with the specialized field of Management like HR, Marketing, Finance, Information Technology and Rural Management etc.
- III. Subjects dealing with different areas of Business Management like Strategic Management, TQM, CSR, Business Ethics, etc.

## Collaborations with National and International Institutions / Universities:

XISS is always open to learn, innovate and intensive forms of collaborations. Such partnerships provide opportunities for cross-collaboration between the two institutes to generate more innovative ideas in higher education system. For example, during the academic year 2013-2014, XISS participated in the Annual Conference of the International Association of Jesuit B-Schools (IAJBS) held at St. Louis University, USA. The participants from XISS, presented research papers at the conference and impressed upon the participants how XISS was in tune with the theme of sustainability and justice of IAJBS in all its curriculum of the various disciplines. 50 Jesuit B-Schools out of 127 countries in the world were present and shared their research experiences. Carrying on the mission of promoting the international Jesuit Alumni Fraternity, the faculty, alumni and director level members of XISS participated in the 8<sup>th</sup> world congress of the World Union of Jesuit Alumni (WUJA) at San Ignacia de Loyola School, Medellin, Columbia in South America. Besides, learning from the vision, mission and the international network of the Jesuit Alumni, the XISS delegates visited Jesuit Universities at Florida, California, San Francisco, Washington DC and New York exploring possible academic and research tie ups. With the experience of the XISS delegates at WUJA, the institute is soon going to formalize its alumni association and start the exchange program of the faculty and students with some of the foreign universities. The next WUJA World Congress will be held in USA in 2017.

Xavier Association of Management Institutes in India (XAMI) of which XISS is a member has played a significant role in keeping up the Jesuit Brand of education in the country and the dealing with the institutional challenges faced by the PGDM Institutions from time to time. In this regard, XAMI has worked hard with EPSI (Education Promotion Society of India) and got a favorable order from Supreme Court that XAT, CAT, MAT and other entrance tests could be carried out as before. As of now, 10 Jesuit B – Schools of the country constitute XAMI of which Fr. E. Abraham, SJ, Director XLRI is the president and Fr. Alex Ekka, SJ the director of XISS is the Secretary.

## Social Service in XISS as DNA and Benchmark for others:

In their article “The New Age of Innovation: Driving Co-created Value through Global Network” PrahPalad C.K. & Krishnan M.S (2008) pointed out that the new world of innovation and value creation is knowledge intensive. Prof. Dr. H.C. Chaudhary (2006) mentioned that there can be three functions of education - transmission of knowledge, creation of knowledge (research) and conversion of knowledge into wealth which may or may not be in monetary form. XISS has developed its own distinct identity, and intends to train ‘Professionals with a Difference’, i.e., professionals who are attuned to the deeper aspirations of the common people for justice, who see their training as a preparation for true service in society and who believe that their personal growth and happiness is intrinsically linked with human development. Actually, the Institute proposes to make its students as agent of social change, who sees their future not primarily as a career for self-enrichment but as a way of contributing their part to the basic evolution that is taking place in India today. Therefore, ‘Social Service’ is a DNA of this management & development Institute and the entire course curriculum is designed in such a manner so that the students can constantly “learn by doing” and “learn from society”.

## What is Social Service Field Work?

It is a compulsory task for all the students of XISS who voluntarily keep themselves engaged in the first year course with the reputed humanitarian organizations in Ranchi. (Fig. 2 in annexure) Why they are doing so? XISS logo is giving the answer - ‘Leaven in the dough’. It means the students of XISS are like life in the society. As yeast provides life to the dough by transforming it into bread, the students act as catalysts to the underprivileged society and develop it into a better living place. The students act as catalyst to the underprivileged section of the society and develop it into a better living place. They are not only getting the

managerial orientation but also practical learning of human values and social doctrine for their future initiatives in corporate social as well as environmental responsibilities. The entire exercise of social service field work is being coordinated in the line of Jesuit values

According to Prof. Dr. Shyamal Gomes, (coordinator of SSFW) the entire field work concept based on the great words by Mother Teresa, “we cannot change our past, we cannot change the fact that people will act in a certain way; we cannot change the inevitable, the only thing we can do is play on the one string we have, and that is our attitude”. Major objectives of field work are to understand human values & social doctrine of society and culture; to understand and exercise the social responsibility beside the professional careers, to enhance the capacity of human commitment and managerial (personal) skills; to develop a feeling of empathy towards needy and finally to ground them into reality. ‘Field’ is ultimately a ‘Social Laboratory’ for human development. The managerial functions like planning, organizing, leading/directing, controlling etc. and the innovative business strategies whatever the budding managers are learning from their classroom teaching, they are practicing it in their field work as learning by doing with social values. XISS and its partner organizations are just playing a facilitator’s role; the students are the key and self-motivators. (The major activities are given in the Fig. 4). They strictly followed a standard method in their behavioural actions like:

- Work like a team & learn from the society
- Review and Plan with the underprivileged section
- Train and Empower them for implementing the plan
- Standardise the process
- Reduce variation through feedback from various sections of the community and corrective measures
- Performance audit / gradation, reward & recognition etc.

### **Perceptual overviews about SSFW from the cross section of the society:**

The young alumni (2012-2014) of human resource management like Ms. Amrita Pandey, Sudhanshu S.Toppo, Priyanka Bose, Shoaana Ahmed, Shail Sharan Sha, Nitin Jonhson, Akshay Rakshit, Vishaka Agarwal and many more believe that social service field work is the journey of a person from “what about us” to “How can we contribute to the society”? According to them SSFW is an attempt to provide them a platform to nurture the values & virtues of showing and caring. It helped them to understand human values and the doctrine of the society and culture. Most important thing is the coordinating & guiding technique which helped them to understand and exercise the necessity of participative & team management, democratic leadership style and social responsibilities besides their professional careers. Theoretically what they learned from the classroom lectures & books, they practised those in their fieldwork centres: it is just like a laboratory to learn practically what “Management” is? Finally, SSFW made them a team player, perfect leader, teacher, animator, facilitator, and finally the mentor. It need not be mentioned that some times during SSFW session the management students of XISS felt over burdened & stressed. Immediately after prolong classes they rushed to the centres in the sun, rain, cold or whatever. Sometimes the centre staff, children, even the team mates are not cooperating, sometimes there are excess pressure due to other events in the college like Panache (annual cultural feast), Games & Sports, Seminar, Conference, Workshop etc. But all this troublesome vanishes when they reach the centre and the centre-child starts smiling and asks ‘didi / bhiya aap kaise hai’; ‘kaal kiyo nehi aayee’? The students believed that they are very much fortunate to be a part of this Institute.

Corporate Sr. professionals and veteran alumni like Mr. Nadeem Kazim, Director, Human Resource & Personnel, EXIDE India Limited; Mr. Pramod Kumar, Assistant General Manager, Tata Motors, Jamshedpur; Mr. Subhro Bhadhuri, Executive Vice President HR, Kotak Mahindra Bank, Mr. Imdad Ali – Head Business HR, Tata Steel Jamshedpur; Mr. Subir Sinha, Vice President HR (Bihar & Jharkhand) Reliance Communication; Ms. Renu Chaturvedi – Head HR CIL, Mr. Sujoy Banerjee – President, Group HR & OD , Ms. Nally Bharat Engineering Company Limited and many more believes that the social orientation at XISS campus was simply an addiction. Starting from the canteen where they spent the most enjoyable moments of their lives to the activities like the planning of rural camp/ exposure; celebrating Independence Day/ Republic Day, children’s day etc. in the fieldwork centre, the industrial visits etc. all together made their life



wholesome and fascinating. Social Service Field work as well as Rural Camp / Exposure were the opportunity to know each other better and also to meaningfully contribute something back to the social structure in which they lived. For them it was relating to reality-being like being asked to build a road in a village of Jharkhand (then Bihar), dig mud with spades & shovels and conduct socio economic survey in the tribal villages in the evening with a group of friends was something they never thought they would ever do it in life. The exposure to tribal life was a great learning experience. It actually opened their eyes to the realities of Bharat not India. The faces of sorrow & happiness of the children in the social fieldwork centre still flashes across their memories. Moreover the esteemed human resource professionals realise that the dynamics of an organizational success depends on the importance of employee's empowerment and engagement. This is possible when the young professionals are forward looking, smart but hard working, well disciplined, self controlled & self motivated, participative & emotionally intelligent and finally innovative. XISS, course curriculum mainly the Social Service Field Work and Rural Camp / Exposure tries to cultivate the students values and attitudes that make them an agent of social change, a deep concern for the injustice perpetrated on the working class especially the weak & exploited like contract labourers. They are trained in such a manner that everywhere they can adjust and make them possible as situation master rather than a so called 'Manager'.

The social activists and head of the institution like Swami Shashankananda Maharaj, former Secretary, Ramkrishna Mission Ashram, Ranchi; Ms. Neelu Verma – Secretary & Principal Brajkishore Netrohin Balika Vidyalaya Bargain, Ranchi; Rev. Fr. Ajit Xess – Principal St. Xavier's School, Doranda; Mrs. M.T.P. Agarwal – Principal St. Michael School for the Blinds, Bahubazar, Ranchi; Prof. Dr. L.N. Bhagat – former Vice Chancellor, Ranchi University, and many more unanimously agree that the methodology of joyful teaching and social responsibilities contribute to the enlistment of backward / physically or mentally challenged in the society. Social Responsibility is not a new approach for XISS like branded & value based organization. The first year students of XISS fully engaged and involved in social field work which is not just to give them a lesson for the society but it makes them a true professional with a difference.

Therefore from the above statements what we can explore, today, when everyone is trying to facilitate a peaceful and healthy India; every educational institution must join in this type of Social Engagement Movement (SEM) which is fully a voluntary initiative and creative touch that brings a professional but responsible bonding between People-Plant-Planet and their life style. Actually the research observed the portfolio strategy of XISS and its education policy – “putting the last first” is highly related with two important parameters: a) Professional / technical know-how and b) Social know-how. Their existing model can be depicted as DCDD (Fig.3 in annexure). In this model of professional enhancement; the vertical axis measures the social engagement through social know-how and the horizontal axis shows the relative skills & technical knowledge through professional know-how. Each of these dimensions is divided into two categories of high and low, making up a matrix of four quadrants. These are:

1. **Difference:** High Professional know-how and High Social know-how (Prods) approx.40% of students.
2. **Changing:** Low Social know-how and high Professional know how (Nerds) approx 30% of students.
3. **Dormant:** High Social know-how and low Professional know-how (Inactive but capable of becoming active) approx.20% of students)
4. **Dumping:** Low Social know-how and low Professional know-how (under pricing approx. 10% students)

Here the social know-how is an indicator of the adjustment of the social life and the professional know-how is an indicator of the strength of the work / occupational life. However, as per the need of the present situation, XISS articulate higher attention or give highest priority to groom the budding professionals by continual improvement of those two and make them “professionals with a difference” by keep on plugging their (60%) specific deficits (either professional, social or both the knowhow). Here the Model of Social Service Field Work (SSFW) of XISS, (Fig. 4 in annexure), plays a vital role. This model can be considered as a role model for others.

However, the major challenges the organization is facing are:

1. It is very easy to say 'Putting the last first' but maintaining it as a policy is very difficult. Like all glitters are not gold, similarly all last are not active & brilliant. Grooming them as a professional in the highly competitive environment a huge challenge for XISS fraternity.
2. In comparing with other Jesuit B Schools in India, XISS is charging the lesser prices (all most half) from the P.G. level students but is providing them the right blend of infrastructures & other amenities which is another challenging factor for the Governing body of XISS.
3. Recently opened IIM-Ranchi who specially developed a course curriculum on PGDM-HR (Two years full time management programme) along with others IIM's courses also thrown a huge challenge cum opportunity to XISS which is popular in the field of Human Resource Management. In India, IITs & IIMs having their top most brand value, so in their diamond jubilee year XISS is considering it not as a race but a continually improvement movement for better service & better education to all.

### Resolving Social Fieldwork as Social engagement what leads to Quality Education:

'Quality Education' is a system of learning that produces well-educated individuals who can handle matters of concern within their area of study proficiently. The system should imbibe desirable qualities such as moral ethics in the individuals. These qualities will increase when a person or adult learner is directly linked with social engagement during his / her learning period. Social Engagement can be defined as the process of establishing effective working and social relationships so that there can be a shared understanding of goals and a shared commitment to supporting each-other in the organization or family to realise those goals. Effective social engagement enables a productive relationship to develop between a worker / learner, the child or young person and their family/staff and between workers. Initially engagement occurs during the early stages of work with a child or young person and the family, principally when a worker first makes contact and there is a commitment to work together. As a process, social engagement involves the learners/ students / worker creating an environment that is conducive to the disabled child or special person and/or their family/organization actively working to achieve positive change or empathetic attitude in their life style (social-cultural-political-economic-ecological and moral).

Here one thing everybody should keep in mind, social engagement can be challenging when participation is not voluntary. In a statutory child protection context feeling of guilt, anger, fear, shame, confusion, hostility, suspicion or even depression can lead family/organization's members to appear reluctant, unmotivated or unwilling to be involved. This can make engaging a child, young person/students or their family more difficult (Blythe, Ivanoff & Tripodi, 1994). According to Dr. (Fr.) Ranjit P.Toppo S.J Assistant Director XISS, 'Social Engagement' is not just about the first meeting. It is a continuous relationship with the centre child or young person and their organization / family while they are involved with the child wellbeing and child development system. The students and organizational members may go through a series of stages, including assessment, planning, service delivery, monitoring and review. During each stage the partners should endeavour to ensure effective relationships are maintained. Effective strategies that enhance the ongoing social engagement include:

- o Being clear about the role of students, group leaders, coordinators and partner organizations.
- o Promoting collaboration between organisations servicing the students to minimise duplication and the potential for excessive or conflicting demands being placed on the organization
- o Being clear about what the child or young person's rights in the organization
- o Keeping appointments and returning phone calls
- o Maintaining regularity, discipline and good records like (daily diary, attendance register, child profile, quarterly reporting file and minutes etc. confirming with their activities and achievements.
- o Promoting ongoing discussion with the child or inmates and their organization's heads.

## Outreach Achievements:

Since its inception, XISS is engaged in the various outreach activities pertaining to entrepreneurship development, promotion and research. Some of the relative activities are:

1. Capacity building of women SHG members for Micro Enterprise Development (MED).
2. Organizing TTPs for agencies providing services for MED or working as MFI.
3. Organize Awareness Camps, Seminars, workshops, Trainer's meet, etc.
4. Organizing Teacher's Training Programs to promote EDPs
5. Provide consultancy services to existing entrepreneurs, NGOs, VOs and GOs.
6. Publications of materials related to Entrepreneurship
7. Research and Development in the field of Entrepreneurship.
8. Working as resource unit for other EDP related Institutions

As an example the EDP department has conducted more than three Hundred EDP programs and has imparted training to 7300 plus participants. The details are provided in the annexure (Table – 3).

## The Road Ahead:

The Institute so far has taken a leadership role in promoting challenging ideas like social service, the spirit of integration of the world, cultivate of intellects & tribal way of culture. But for its long run sustainability in the competitive environment, it must formulate some policies towards environment, creativity brand value and innovation like:

- **Organizational Quality Policy:** to give quality assurance in teaching-learning, research and management XISS should adopt formal, transparent and credible system of standard. Because in the coming years, on going quality changes in higher education, in the wake of national educational reforms, legislative enactments and the UGC/MHRD directives necessitate implementation of a quality assurance policy. Since its inception, XISS is committed to provide value based management education to different section of the society which is envisaged by its founders and the great visionaries Fr. Michael Windey S. J. and Fr. Michael Van den Bogaert, S.J (former directors of XISS 1963-1986). In-order to be strongly driven by its quality mission to offer quality education, this is the right time XISS may formulate its ' Quality Policy' with the guidelines of ISO 9001:2008; can receive highest prestigious award MBNQA or IMC- RBNQA and ensure quality teaching-learning research, outreach services, and professional education to serve the nation more and more (MAJIS).
- **Ethics driven Value based promotional policy:** Actually, the purpose of policy statement on value promotion is to initiate effective measures for promoting ethics & human doctrines / values as an integral part any higher education. XISS can show the way. This should be complemented by an ethics of faith in one's body (PQ), mind (IQ), heart (EQ) and spirit (SQ) – Steven Covey 1998:2004.
- **Virtual learning organization policy:** This can be operates by three important principles:
  1. Students have primary responsibility for learning
  2. The most effective learning will take place on the job, not only in the classroom
  3. For learning to translate into improved skill performance, the mentor-learner relationship (not teacher - student relationship) is critical.
- **Environmental & sustainable developmental policy:** Being a reflection of the larger community in which they exist, the Institute should commit to high standards of environmental protection & leadership which will reflect in a range of its activities including teaching, research and community / social services. Moreover, the institute has to develop a strong environmental research wing with the collaboration of ISO 14001 or any other environmentally responsible institution. XISS campus is already green & clean by ensuring no smoking, no tobacco and no plastic use. However, some improved and technology led quality management tools and techniques can be adopted in XISS as a centre for excellence (Table - 4 in annexure).

## Conclusions:

Tomorrow's business imperatives lie outside the performance envelope of today's best management practices. Pressures of globalization, changes in workforce demographics, and the knowledge-based economy have made talent development and talent search extremely difficult and a most competitive asset. Every talent management process in use today was developed half a century ago – it is high time for a new model. Professional and moral ideals that once animated and inspired business schools have now been just about obliterated by a doctrine that managers are merely agents of shareholders (Rakesh Khurana, HBR 2008). Therefore, our higher education needs to undergo radical change: a radical change in the core curriculum; a radical change in teaching pedagogy; a radical methodology for knowledge creation; a radical paradigm of critical thinking and finally a radical process for building humanizing experiences. What we can see in the brand logo tag of XISS “Leaven in the dough”. This is a real secret what XISS followed in its developmental trend & in transformational leadership style (Fig. 5 & 6). By creating a centre for excellence it always practices the policy ‘putting the last first’. Though XISS is mainly known for its academic professionalism, it has also shown a remarkable thrust in social activism in the civil society and among the people at the grassroots. True to its name the Institute has rendered “Social Service” to the people both through professionalism careers and through many outreach programmes. Starting with a humble beginning, but making mark in academic professionalism and grassroots social action in its 60 years of existence the Institute is well poised today at the start of the new millennium, amidst a hoard of people's issues and problems to bring about a “Knowledge Transformation” of society according to its avowed objectives, “Nurturing Professional with a Difference”. (Table -5) Therefore, in a nutshell, it can be said that India needs to create more such centers who are not only following IIMs / IITs standard, create bright professionals in research, teaching & innovation but develop & nurtures tomorrows leaders for the deep concern of society and green & clean world.

### Annexure/ Exhibits



Fig. 1: Social Engagement is the central focus in XISS way of learning process (Source: Compiled by the author).

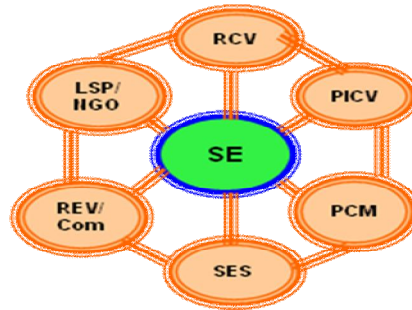


Fig.-2: Different components in Social Engagement in XISS ( SE- Social Engagement; RCV-Regular Centre Visits; PICV- Periodic Inter centre visits; PCM – Parent Council Meetings; SES – Socio-economic Survey in the outreach villages / Slums; REV/C – Rural Exposure Visit / camp; LSP/NGO: Learn from Service Provider / Non Governmental Organization). (Source: Compiled by the author).

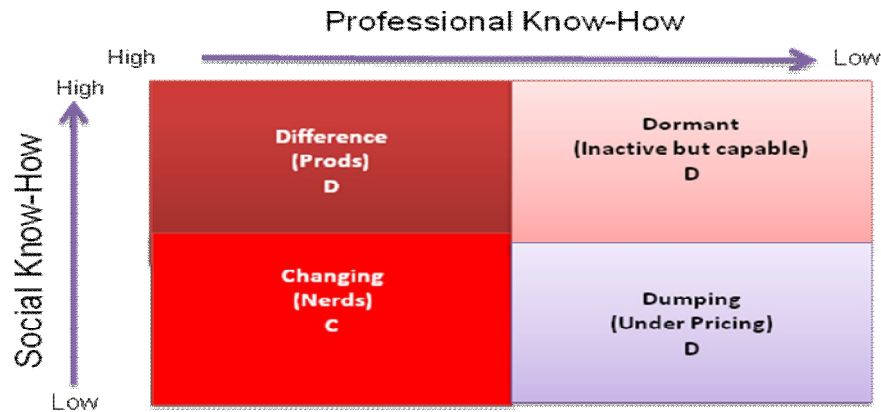


Fig. 3: DCDD – Matrix of Professional enhancement (Source: Compiled by the author).

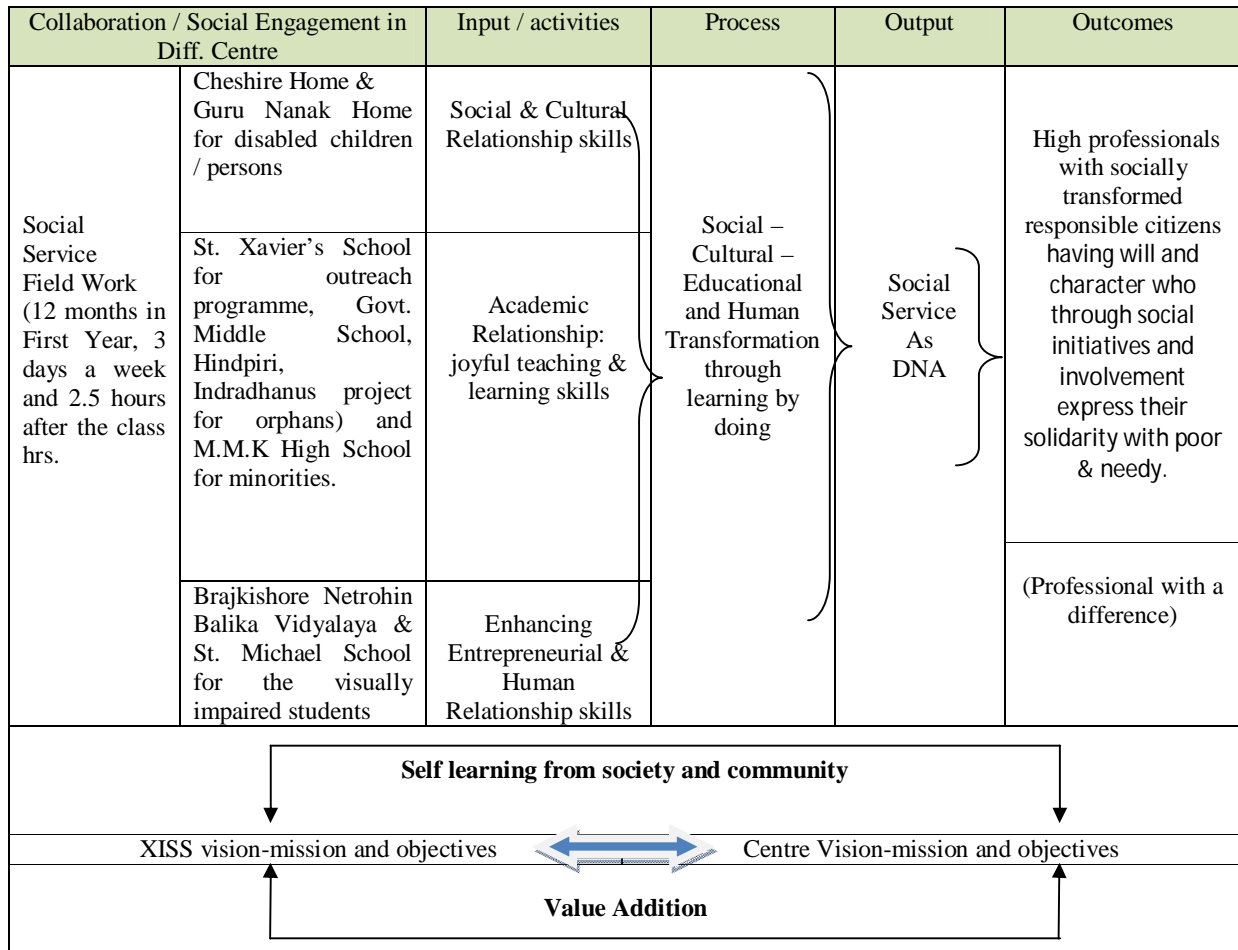


Fig. 4: A sustainable Model of Social Service Field Work (SSFW) in XISS, Ranchi (Source: Compiled by the author).

Putting the last First	Leaven in the dough	Nurturing Professionals with a difference
Period of establishment	Period of consolidation and growth	Period of Educational Excellence
In 1980, the institute celebrated its silver jubilee	In 2005, the institute celebrated its Golden jubilee	In 2015, the institute started its Diamond jubilee
Phase – I ( 1955-1980)	Phase – II ( 1981-2005)	Phase – III (2005-2015)
Silver Jubilee Year	Golden Jubilee Year	Diamond Jubilee Year



Fig. 5: Developmental Trend in XISS: 1955-2015. (Source: Compiled by the author).

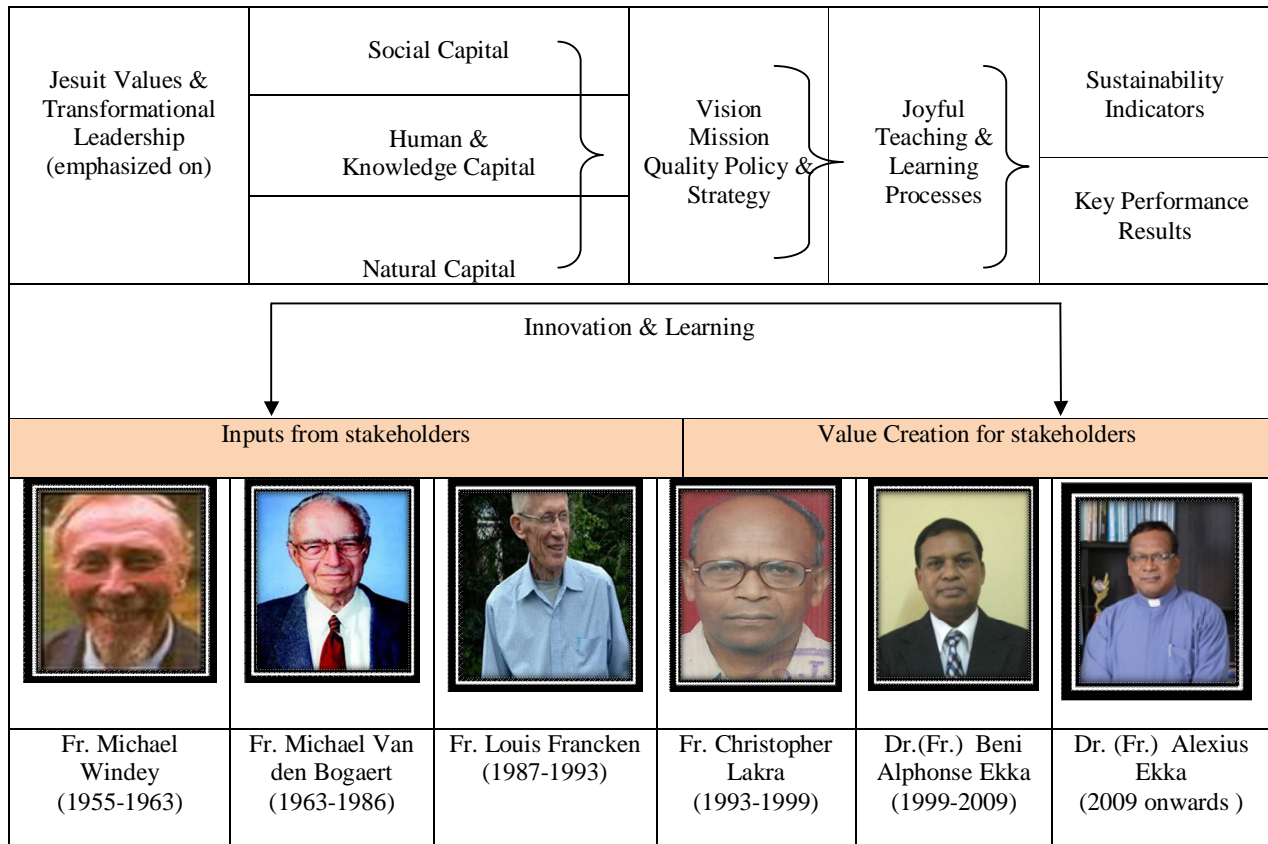


Fig. 6: Transformational leaders & Sustainability Model of XISS, Ranchi (Source: Compiled by the author).

Table – 1: University & Colleges in India (2014-15)

No. of Pvt. State and Central Universities and Colleges in India				
Criteria	University level Institutions		Colleges	Diploma Granting Institutions
Central	152		669	Nil
State	316		13,024	3,207
Private	191		19,930	9,541
Total	659		33,623	12,748
No. of Universities and Colleges				
Year	Students Enrolment (In Millions)	No. of Universities	Number of Colleges	
1970-71	2	103	3,604	
1980-81	2.8	133	4,722	
1990-91	4.9	190	7,346	
2000-01	8.4	256	12,806	
2006-07	16.6	387	21,170	
2011-12	25.9	659	33,623	

Source: Twelfth Five year Plan (Manorama Year Book 2014)

Table – 2: Important Milestones

Year	60 years Glory: The Important Milestones
	Govt. of India launched the Community Development Program which created job opportunity for trained workers in 1954.
1955	Rev. Fr. Moyersoan S.J; the superior of Ranchi province together with Fr. Michael Windey S.J Professor of St. Xavier's College (Department of History) Ranchi, ventured to start a Centre of Social Service (CSS) in St. Xavier's college, Ranchi. Fr. M. Windey was appointed the first director of the CSS (outreach & academic) – in the academic P.G. Diploma in Social Service for duration of 9 Months.
1963-64	CSS in cooperation with the Ranchi productivity council and later with the Central Board of workers Education ran a series of short programs for trade unions & workers.
1965	Fr. E.H.McGrath S.J a faculty member of XLRI Jamshedpur and the staff of Shree Ram centre for IR & HR, New Delhi assisted the centre. A six month course in business management started (Financed by the grant of the Rotary Club of Ranchi), later it became one year program.
1965-67	Fr. Michael Van den Bogaert went to USA for Professional studies and Fr. Joseph Boel was temporary director.
1969	It was upgraded into 3 years P.G. course leading to business management, recognized by Govt. of India.
1970	P.G. Diploma in Social Science with specialization in PM & IR.
1973	XISS registered as a new educational society under Society Registration Act. 1860.
1974	XISS opts Entrepreneurship Development as an activity of Social Development.
1975	Two years P.G. Diploma program in Rural Development started with 11 students. The course was actually titled as P.G. Diploma course in Social Service with specialization in Integral Rural Development.
1978	The institution was shifted to its new campus, a few meters away from the college on the Purulia Road (Presently Dr. Camil Bulke Path). The Department of Research and Consultancy was started.
1980	XISS celebrated its Silver Jubilee year. The hard work of Fr. Bogaert & team shapes & streamlines the academic programs as well as the outreach programs of the Institute which ultimately established the XISS brand.
1985	Under the aegis Leadership of Dr. (Fr.) Alex Ekka (then Research Department), XISS organized a national seminar on the viability of large dams in united Bihar, as an outcome Government of Bihar (Then) came out with the R&R policy for the affected people of Koel Karo (Popularly known as Koel Karo movement).
1986 -87	Fr. Michael Van den Bogaert retired and left for Orissa for new enterprises. Fr. Louis Francken took over as Director.
1988	One year P.G Diploma in Personnel Management was started in the institute by Ministry of HRD, Department of Education (GOI). One year Diploma in computer applications was started in the Institute.
1989	Development Resource Centre (DRC) was established as training wing of XISS to build the capacity of grass-roots and middle level NGOs for better project implementation. It was financially supported by CEBEMO, Netherland.
1993 -94	Dr. (Fr.) Christopher Lakra SJ. the Assistant Director promoted as Director and Fr. Louis Francken accepted to be the Assistant Director. P.G. Diploma in Personnel Management & P.G. Diploma in Rural Development were approved by AICTE
1998	One year Diploma in Computer Applications program was upgraded into two years P.G. course as Information Management.
1999	Dr. (Fr.) Christopher Lakra was appointed provincial superior of the Ranchi province and the Assistant Director Fr. Beni Alphonse Ekka was appointed as Director.
2001	XISS constructed Girls Hostel with a capacity of 100 beds with grant from the Department of Tribal Welfare, GOJ.
2002	The Department of Research and Publication (R&P) of XISS was established with the publication of Jharkhand Journal of Development & Management Studies (JJDMS).
2003	Syllabus of Rural Development obtained affiliation from the Ranchi University as equivalent to master degree.
2004	Information Management course approved by AICTE. XISS introduced the PG Diploma course in Business Management with specialization in Marketing & Finance.
2005	XISS celebrated its Golden Jubilee year. Women Help Line, a toll free phone 10921 came into existence on 1 <sup>st</sup> October 2005.



2006-7	The Institute has constructed another building comprising of ground plus four floors adding to the academic main wing. The entire campus has been equipped with wi-fi internet connectivity. XISS ranked 5th position in management Education in India 2006-07).
2007	Dr. (Fr.) Alex Ekka S.J, director research and planning (then) took a pivotal role in shaping and framing the national & state level policies on displacement rehabilitation & resettlement, indigenous people's right on forest. 'PANACHE' – the cultural feast of XISS was inaugurated.
2009	XISS received the Devang Mehta Award for the best HR Syllabus for the year 2009 and the AIMS International Appreciation Award for the year 2009. Dr. (Fr.) Alex Ekka S.J took over as the new Director. Prof. Dr. Shyamal Gomes, received 'Rastriya Gourav Award' at New Delhi for the field of management teaching & social service.
2010	As an extension, the Xavier Institute of Polytechnic and Technology was inaugurated on 2 <sup>nd</sup> October 2010 at Namkum with the due approval of the AICTE and the Department of Science & Technology, Jharkhand. Dr. (Fr.) Alex Ekka SJ received the Innovative Leadership Award for XISS at the Asian B-School Award ceremony at Singapore on 23 <sup>rd</sup> July 2010. XISS received an honor with the establishment of the JRD TATA Chair on 1 <sup>st</sup> April 2010. Sr. Professor & Social Scientist Prof. Anirudh Prasad was appointed as the Tata Chair Professor.
2011-12	Central Placement Cell started in XISS. The nomenclature of different departments were changed as per the instruction of AICTE like - Department of Human Resource Management, Department of Rural Management, Department of Information Technology etc.
2013	XISS participates in the 19 <sup>th</sup> Annual Conference of the International Association of Jesuit B-Schools (IAJBE) held at St. Louise University, USA. The Department of EDP receives 'Best EDP Training centre of Jharkhand' award for the year 2012-13 by KVVC, Ministry of Micro & Small Scale Enterprises, Government of Jharkhand.
2014	JJDMS, earned a NASS Rating of Scientific Research Journal with 3.23 score by the National Academy of Agricultural Sciences (NASS), New Delhi.
2015	Diamond Jubilee year of XISS. A strong Coordination / Network cell has been developed in XISS for protection of Child Rights, under the aegis leadership of Dr. (Fr.) Ranjit P.Toppo S.J, Assistant Director XISS.

(Source: XISS Annual Reports and special bulletins)

Table – 3 : EDP programs at XISS

Year	No. of Programs	No. of Participants
1974-1980	7	176
1981-1985	11	266
1986-1990	18	499
1991-1995	26	803
1996-2000	50	1793
2001-2005	103	1468
2006-2010	46	1136
2011-2015	45	1180
Total	306	7321

(Source: XISS Annual Reports and special bulletins)

Table – 4: Future target on Quality Management Initiatives by XISS (2015-20): (Source: Compiled by the author).

TQuality Management Systems (ISO 9001:2008)	Environment Management Systems as per IS/ISO 14001	Clean Educational Technology / Pollution Prevention
Quality Circle	Environment Performance Evaluation	Environment consideration at design stage
Knowledge Management	Life Cycle Assessment	Environment Impact Assessment
Six Sigma in selection & Placement	Environment Management	Sustainability Reporting

	Information system	
Benchmarking	Clean Development Mechanism	Occupational health & Safety (OHSAS 18001)
ERP /MES	Environmental Accounting	Social Accountability (SA 8000)

Table – 5: The Impact analysis: 60 years glory of XISS (Source: Compiled by the author).

Moto	“Putting the last First”	“Leaven in the Dough”	“Nurturing Professionals with a difference”
The Decades	Period of establishment	Period of consolidation and growth	Period of Educational Excellence
Phases	Phase – I ( 1955-1980)	Phase – II ( 1981-2005)	Phase – III (2006-2015)
Institutional Impacts	XISS Registered as a new educational society under society Registration Act. 1980.  XISS opts Entrepreneurship Development as an activity of Social Development for the state (1974).	Koel-Karo movement for R&R policy in 1985. Department of Research and Publication (R&P) of XISS was established with the publication of Jharkhand Journal of Development & Management Studies (JJDMS) in 2002 Syllabus of Rural Development obtained affiliation from the Ranchi University as equivalent to master degree 2003. Women Help Line came into existence on 1 <sup>st</sup> October 2005.	XISS participates in the 19 <sup>th</sup> Annual Conference of the International Association of Jesuit B-Schools (IAJBE) held at St. Louise University, USA.  JJDMS, earned a NASS Rating of Scientific Research Journal with 3.23 score by the National Academy of Agricultural Sciences (NASS), New Delhi in 2014.  Protection of child Rights, under the aegis leadership of Dr. (Fr.) Ranjit P.Toppo S.J, Assistant Director XISS in 2015.
Academic Impacts	New Campus for XISS as a centre for excellence: outreach & academic.	All the five important streams have been approved by AICTE. Through all India competition XISS, assured her 330 professionals each year for the Corporate requirements.  These professionals groomed with a blend of both Professional as well as Social Service Engagement which are addressing the various issues among the people in the industries and society in a responsible manner.	Dr. (Fr.) Alex Ekka SJ received the Innovative Leadership Award for XISS at the Asian B-School Award ceremony at Singapore on 23 <sup>rd</sup> July 2010. XISS ranked 5 <sup>th</sup> position in management Education in India 2006-07.  Institute has grown as an important resource centre for the development sector in this region. In the last 60 years it has been preparing nearly 8000 professional as responsible citizens having will and character who through social initiatives and involvement express their solidarity with poor & needy.
Social Impact	A mass awareness has been generated among the Grassroots for their socio-economic upliftment.	Income & employment potential has been enhanced among the landless & Agricultural labourers. Indigenous people have been made conscious about their rights on ‘Jal-Jangal-Jamin .	A mass Entrepreneur skill fostered among the rural & semi-urban youth for their sustainable employment prospects. Tribal Farmers avail to introduce the alternative technology for their farming and land development. Created data-base for domestic working women.
Overall Achievements	In 1980, the institute celebrated its Silver jubilee	In 2005, the institute celebrated its Golden jubilee	In 2015, the institute celebrating its Diamond jubilee
Future Vision	Broad based curricular and a socially driven perspective; Academic Excellence & Social Credence; Strong Alumni Network – Regional and National level; Top Ten B Schools Ranking in India, ISO 9001:2008 certified Institution, Global presence in association with foreign universities, Smart Library and Class Rooms, Fr. Bogaert Smart Auditorium, Extensive Research , Reputed / International Publication and CSR & Skill Development Projects.		

## Teaching Notes: Case Synopsis

Title: 'Social Engagement' in Nurturing Gen -Y as a Professional with a Difference: XISS as a brand master.

### Introduction:

Today, there is a marked decline in the standards of scholarship among the Indian teachers / scholars and students with the inevitable result that the qualified ones become rare commodities day by day. Is it as much due to 'academic stagnation'? It has been observed that most of the educational institutions (especially in the field of management) are gradually changing their route "capital of knowledge" to 'capital of source provider'. They are more in the nature of 'factories manufacturing unemployable graduates' rather than 'temples of scientific knowledge creation and quality education provider'. According to NASSCOM-Mackensy report, the Indian Industry will face its biggest challenge ever due to the shortage of talented and knowledge workers, across Industry, compounded by the fact that only 25 per cent of fresh engineers; and a mere 10% of fresh graduates are actually employable, which is an alarming situation. In 43rd convocation of Bangalore University in Bangalore, former president Dr. A.P.J. Abdul Kalam said that "un-employability" of a majority of Indian youth, which is a result of skill deficit, would be a bigger crisis than unemployment itself in 2020. Therefore, Skill deficit among our youth is the most important issue to be addressed on priority than the country's infrastructure deficit," he said. To develop true professionals with a difference in order to fulfil the requirements of industries, universities / institutions should promote "excellence" not only in knowledge sharing but also through a system of "Social Engagement" so that the Gen – Y are able to understand the ground reality and prepare their mindset before they enter into the Corporate world. On the other hand, nos. in fact also show that the 16 (existing) IITs are now able to enrolled only 10,000 plus students annually but India needs nearly 1,00,000 high quality engineers every year. Therefore, the question is whether the Government should create more IITs / IIMs or general institutes of higher learning only or provide support (technically & financially) also to those private institutes who are catering the nation by providing value based quality education and nurturing professionals with a difference?

### Objective of the Study:

1. To examine the practicality of the mission of higher education in India which is "to achieve access, equality, justice, quality, employability, inclusiveness and create a knowledge society/economy".
2. To examine the socio-psychological impact of Social Engagement in the line of sustainability, quality education system and how an organization like XISS (who practicing its own methods for Social Engagement' in Nurturing Gen -Y as a Professional with a Difference) empowering women and poor in the Eastern and other Regions of India.
3. To find out the challenges XISS is facing to enhanced participation rates in higher education from girls, SC/ST students, minorities and physically handicapped.

### Relevance of Study / Introduction to Organization:

Xavier Institute of Social Service (XISS) is nationally and internationally reputed temple of learning, situated in the culture city of Ranchi, Jharkhand. This creative and innovative Management Institute / Social centric Business school was founded by the great visionary Fr. Michael Windy S. J. as an extension department of St. Xavier's College, Ranchi, in 1955. The main objective was to training young men and women in Rural Development, Personnel Management and Industrial Relations etc. and engages them in the right place for both livelihood & service to mankind. In 1973 the institute was registered as a separate educational society under the Societies Registration Act, 1860. In 1978, it moved to its present site and over the years has developed its own distinct identity as a centre of excellence in management education, research, and consultancy and development interventions. XISS has carved a niche for itself in the cutting edge areas of management education, rural development, social research, consultancy, trainings and development interventions in the past 60 years of its existence. As a premier management school today, XISS caters to the

human resource requirements of the industries, information technology sector and non-governmental organizations. Moreover, the institute has grown as an important resource centre for development sector in this region. In the last 60 years it has been preparing nearly 8000 professional as responsible citizens having will and character who through social initiatives and involvement express their solidarity with poor & needy. As an extension, the Xavier Institute of Polytechnic and Technology was inaugurated on 2<sup>nd</sup> October 2010 at Namkum with the due approval of the AICTE and the Department of Science & Technology, Jharkhand. Dr. (Fr.) Alex Ekka SJ the present director of XISS received the Innovative Leadership Award at the Asian B-School Award ceremony at Singapore on 23<sup>rd</sup> July 2010. Beside academic achievement, XISS has been generated a mass awareness among the grassroots for their socio-economic upliftment. Income & employment potential has been enhanced among the landless & Agricultural labourers. Indigenous people have been made conscious about their rights on 'Jal-Jangal-Jamin. A mass Entrepreneur skill fostered among the rural & semi-urban youth for their sustainable employment prospects. Tribal Farmers avail to introduce the alternative technology for their farming and land development. Moreover, XISS created data-base for domestic working women. In 2015, the Department of EDP receives 'Best EDP Training centre of Jharkhand' award for the year 2012-13 by KVIC, Ministry of Micro & Small Scale Enterprises, Government of Jharkhand. Actually, in XISS the management students / professionals groomed with a blend of both Professional as well as Social Service Engagement which are addressing the various issues among the people in the industries and society in a responsible manner. This means, running professional B' Schools in India has to go beyond the 'bottom line' in 21<sup>st</sup> Century.

#### Research Methodology:

However, this is primarily a qualitative study and as such the focus of the study is to identify and formulate a policy framework of right implementation of Social Engagement, therefore the research methodology is based on Stratified Random Sampling, Personal Interviews, Focused Group Discussion and analyzing the data.

Learning Objectives: After studying this case you will be able to:

- Understand the Jesuit brand values in the field of Higher Education in India.
- Get an overview of the concept of 'Social Engagement' and its implementing procedures.
- Get a glimpse of the concept of Quality Education – the bottom line approach;
- Understand the holistic growth of Management Professionals especially in the human resource management through tangible & intangible manifestations in organization to organization partnership.
- Know the difficulties/challenges faced in the implementation of measurement framework of Social Engagement.
- Understand the role of value laden course structure that created a sustainable environment for a social centric B School in Eastern India like XISS.

#### Teaching Plan & Methodologies:

- Circulate the Hard / soft copy of this case in the class
- Ask them to go through the case two-three times for a quick overview and 5-6 times more to gainful knowledge of the facts;
- Exhibit the models / tables / financial analysis through power point presentation (PPT);
- Ask them to analyze the organization's situation through SWOT;
- Comparative analysis of traditional Social Engagement and Social Service Field Work in XISS;
- Ask them to make a complete list of the problems / challenges and issues that the Organization have been facing and review the overcome strategies through group discussion;
- Critically examine the statement – 'Nurturing Professionals with a Difference' a strategic move of XISS in their journey of sustainable development and prepare a case report.

Teaching materials: Projector, Audio visual, Whiteboard, Black board, Laptop etc.

#### Discussion Questions:

1. Taking into account the history and current position of XISS, do you think the organization built an ethical business foundation?
2. In your opinion what are the major challenges the Indian Institutes / Educational organizations are still facing in implementation of Quality Education?
3. What do you mean by Social Engagement? How much it is relevant that the Quality Education must follow a 'Social Engagement Strategy' that needs to uphold the ethical standards.
4. Do you think the concept of higher education is constantly evolving? Why the fieldwork approach in Human Resource Management Education in particular is important for its sustainable mode?
5. Critically examine the statement – 'Nurturing Professionals with a Difference' a strategic move of XISS in their journey of its 60 years sustainability?

#### Case Analysis:

Today, in India the ultimate aim of education is to get a job which is relevant to his/her studies, but most of the graduates (especially in general fields) fail to find out a job in their area of study due to the huge gap between the education and employability. This is one of the major drawbacks in our education system since the ultimate objective of getting a relevant job is not been achieved or it made difficult. Institutes / Universities must have a proper coordination & Integration to ensure that the content of education / syllabus is matching with the future & present requirements and it ensures that the students are competent enough to meet Industry-community-societal and environmental requirements. There must be an Educational Governance (EG) who will develop and monitor the course curriculum for the future requirements in the line with government future strategies. In addition the existing evaluation & assessment system (annual examination for 3 hours) which is just a pressure test must change like UK system, the assessment should start from the day one of study, teach theory to understand the concepts & test on the ability to apply the same on real life applications through field assignment or project work. The course curriculum should not be related only the academic brilliance but some other proficiency likes soft skills, communication skills, English writing skills, inter-personal skills, presentation skills, social-cultural skills, human rights skills etc. Unfortunately, these areas are completely ignored or given very less importance in our present educational system.

Now the question is who should initiate the transformation of education sector? Everyone talk about changes, but how we can change system without changing ourselves. As said by Leo Tolstoy, "Everyone wants to change the world, but no one wants to change themselves". In this case it has been observed that at XISS, the curriculum of various academic programmes are revised and updated constantly so as to meet the emerging needs of the industries and development sector. No wonder, the institute has turned into a favourite hunting ground for both the corporate and development sectors to meet their manpower requirements. The alumni have also lived up to the expectations of their employers. That is why they participate in the Campus Recruitment Programmes year after year quite religiously. They have placed utmost faith in the integrity and professional competence of XISS fraternity. This is a vivid testimony of their commitment to excellence and endeavour to create professionals with a difference. As we all know, 'Quality Education' is a system of learning that produces well-educated individuals who can handle matters of concern within their area of study proficiently. This system should imbibe desirable qualities such as moral ethics in an individual. It increases when a person or adult learner is directly linked with social engagement during his / her learning period. Social engagement here, what we can see in XISS is simply a process of establishing effective social relationships so that there can be a shared understanding of goals and a shared commitment to supporting each-other in the organization or society to realise those goals. As a process, social engagement involves the learners/ students / worker creating an environment that is conducive to the disabled child or special person and/or their family/organization actively working to achieve positive change or empathetic attitude in their life style (social-cultural-political-economic-ecological and moral). However, education at XISS means

sensitizing the students with appropriate values, attitudes and critical thinking tools through 'Social Engagement' that set them apart as professionals with a difference in their career and life. So, it may be concluded that XISS has already started the change, and set a benchmark so far as the learning teaching pedagogy is concerned. If all the institutes / universities follow the XISS model, very soon India would be one of the best human resource providers in the world and Indian education system would return to its glory which it had in the past.

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