



# **TERTIARY EDUCATION COMMISSION**

## **REPORT ON THE QUALITY AUDIT OF THE MAHATMA GANDHI INSTITUTE**

**May 2008**

TEC Audit Report Number 03

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*The views expressed in this report do not necessarily reflect the views of the Government of Mauritius.*

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## OVERVIEW OF THE AUDIT

### *Background*

In 2007 the Tertiary Education Commission (TEC) appointed an Audit Panel to undertake a Quality Audit of the Mahatma Gandhi Institute.

This Report of the Audit provides an overview, and then details the Audit Panel's findings, recommendations and commendations. A brief introduction to the Mahatma Gandhi Institute (hereinafter MGI) is given in Appendix A; the mission, objectives, vision and goals of TEC are shown in Appendix B; membership of the Audit Panel is provided in Appendix C. Appendix D defines abbreviations and technical terms used in this Report.

### *The Audit Process*

TEC bases its audits on each organisation's own objectives, together with the audit criteria provided in the Quality Audit Handbook of the TEC. The purpose of the audit was to (i) assess the strength of the quality culture; (ii) determine the commitment to continuous improvement; (iii) appraise the systems in place to determine academic standards; (iv) evaluate the systems in place to ensure that measures taken to maintain and enhance quality were appropriate and effective; and (v) establish whether the institution was embracing the concept of **fitness for purpose as well as fitness of purpose**. Full details of the TEC audit process are available in the TEC Quality Audit Handbook

On 05 February 2008, the MGI presented its submission (Self Evaluation Document) to TEC including its Strategic Plan. The Auditors were each sent a copy of the same. After scrutinising the portfolio and supporting documents the panel members agreed on specific lines of enquiry.

The Audit Visit took place from 13 to 15 May 2008. In all, the Audit Panel spoke with approximately 140 persons during the Audit Visit, including the Officer-in-Charge, members of the Council, the Registrar, academic and general staff, full time and part time students. The Audit Panel also met with the Staff and Student Unions. The number of interviewees was less than anticipated due to a *force majeure* related to the weather.

An open session was also held for any stakeholder of MGI to meet with the Panel. A number of people took advantage of this session.

The Audit Panel gave spoken feedback to the management and the senior academic staff of the MGI at the end of the audit visit.

This Report relates to the situation current at the time of the Audit Visit, which ended on 15 May 2008 and does not take account of any changes that may have occurred subsequently. It records the conclusions reached by the Audit Panel based on the documentation provided by the MGI as well as other information made available to the Panel. While every attempt has been made to reach a comprehensive understanding of the MGI activities encompassed by the audit, the Report does not identify every aspect of quality assurance and its effectiveness or shortcomings.

This Report contains a summary of findings together with lists of commendations and recommendations. A commendation refers to the achievement of a stated goal, or to some plan or activity that has led to, or appears likely to lead to, the achievement of a stated goal, and which in the Audit Panel's view is particularly significant. A recommendation refers to an area in need of attention, whether in respect of approach, deployment or results, which in TEC's view is particularly significant. It is acknowledged that recommendations in this Audit Report may have resource implications, and that this can pose difficulties for the Institution. Accordingly, TEC does not prioritise these recommendations, and recognises that it is the responsibility of the MGI to respond in a manner consistent with the national strategic initiatives.

## CONCLUSIONS

This section summarises the main findings and lists the commendations and recommendations. Other favourable comments and suggestions are mentioned throughout the text of the Report.

### *Introduction to Findings*

The MGI is unique in the services it offers to the nation in matters of education and culture. It provides an education which intellectually equips students to the best of international standards. The Audit Panel was able to get a fairly comprehensive picture of the mission and objectives of the MGI and their translation into teaching, learning, research and cultural activities of the Tertiary Division. At the time of the Quality Audit, the MGI was in the process of developing a new Strategic Plan.

The MGI is governed by the MGI/RTI Council. The Panel noted that the Council continuously faces situations of competing priorities and hence not always sufficiently aware of the requirements to operate in the Tertiary Division. The Panel is also of the opinion that the Council should limit itself to setting policy and exercising its fiduciary responsibilities, while ensuring that management has the independence to manage.

MGI Council is serviced by nine sub-committees. MGI has a robust management and administration structure. Cross coordination across the institution takes place through a Management committee system. The Panel noted that the Terms of Reference of these Committees require to be reviewed and their membership reconsidered in order to allow more participation by representatives from the industry. The Panel observed that the MGI is seriously intending to become a degree awarding institution. However, the Panel was of the view that the MGI must seriously consider the implications of what is required in order to become a degree granting institution.

MGI is conscious of the need for having an operating quality system in place. MGI is aware that it has only recently formalised its Quality Assurance System. The Institute has developed several tools for benchmarking and other performance indicators to ensure its quality of teaching and learning. The Panel noted that staff at the MGI are committed to provide a high quality learning environment, but is of the opinion that the learning environment can be further enhanced with the development of an institutional teaching and learning framework.

The MGI has a rigorous external examiner system in place which contributes to the quality of assessment and teaching. However, MGI is encouraged to invest in adequate software to effectively monitor plagiarism.

The Panel congratulates the MGI for its research activities. The Panel noted with appreciation that research occupies an important place in the Strategic Plan of the Institute. The expertise of MGI staff is sought across the country and the Panel is of the view that MGI should consider prioritising and formalising its consultancy services and also consider developing a consultancy policy which could generate funds for special projects.

MGI faces significant challenges in recruiting qualified academic staff. Succession planning for staff at the MGI is a relevant issue as the Institute struggles to recruit suitable academics in scarce areas. The Panel also is aware that MGI has not operationalised the new organisational

structure of its Tertiary Division operations and that several key academic positions remain vacant. The Panel is of the view that senior academic leadership at the MGI is in need of significant strengthening. The Panel recommends that MGI prioritises the filling of vacant posts in order to provide the necessary higher education academic leadership for the Institution.

MGI must also consider developing a comprehensive staff development plan which will include induction for new staff, professional development, academic workloads, performance appraisal systems, etc.

Students at the MGI appreciate the quality of teaching and learning. The Panel encourages MGI to seriously consider setting up a Student Union which would particularly include enhancing the flow of information from students to management and eventually the Council, and vice versa. MGI is also encouraged to review its student support facilities and set up a Student Office where students can address their concerns.

Existing infrastructural resources at the MGI can no longer sustain the increasing demands of the Tertiary Division. Given the kinds of academic programmes which are offered, the infrastructural needs of the MGI cannot be compared with that of a traditional higher education institution. The specificities of the programmes must be taken into consideration while planning for infrastructure and capital development.

The Panel also noted that MGI must develop a comprehensive ICT Plan which will include a management information system, ICT facilities for students, explore the possibility of offering online education and also develop an up-to-date website with provisions for offering consultancy services. Electronic communication channels require review so that they can be made more effective.

In view of the above, the Panel is of the view that although the MGI meets the criteria of “fitness for purpose” MGI must consider the areas of improvement in the spirit of quality enhancement.

A summary of commendations and recommendations follows. These are not prioritised.. They are listed below in the order in which they appear in the Report.

### ***Commendations***

1. The TEC commends MGI for the timely production of its Self Evaluation Report. ....8
2. The TEC commends MGI for preserving the cultural heritage of Mauritius by producing nationally recognised artists, by promoting the use and study of Oriental languages, and preserving and maintaining the Indian archives.....8
3. The TEC commends the MGI for the commitment and dedication of all its staff to provide a supportive quality learning environment for students. ....13
4. The TEC commends MGI for using its external examiners as part of its assessment system. ....16
5. The TEC commends MGI for the commitment of academic staff in producing high quality research outputs, including the performing arts, folklore and museum. ....17
6. The TEC commends MGI for its role in managing and maintaining the unique collection of cultural icons and research at the Museum. ....19

7. The TEC commends MGI for the ways it has responded to Mauritian society through its community engagement commitment and activities.....20
8. The TEC commends MGI for the contribution of its academic staff in the development of the aesthetic sense of the campus.....26

### ***Recommendations***

1. The TEC recommends that the MGI Council reviews the adequacy of the specialised skills and expertise it requires from its membership in order to govern the Tertiary Sector.....9
2. The TEC recommends that the MGI urgently implements the new tertiary structure to ensure appropriate academic leadership and responsibility for academic quality. ....9
3. The TEC recommends that MGI reviews the composition and terms of reference of the various committees set up for the proper academic functioning of the Tertiary sector. ....10
4. The TEC recommends that MGI establishes an Academic Coordination Committee which will function as the highest academic authority and assure academic quality for the Tertiary sector. ....10
5. The TEC recommends that MGI factors into the Strategic Plan the structural and academic requirements needed to become a degree-granting institution. ....11
6. The TEC recommends that MGI develops the Student Feedback Questionnaire to take into consideration the specific requirements of its programmes. ....12
7. The TEC recommends that MGI develops a comprehensive Teaching and Learning Framework. ....14
8. The TEC recommends that MGI encourages the involvement of employers in the development and review of programmes. ....15
9. The TEC recommends that MGI puts in place appropriate mechanisms to monitor plagiarism.....16
10. The TEC recommends that MGI develops a comprehensive Research Plan with clearly defined policies and procedures. ....18
11. The TEC recommends that MGI prioritises the filling of vacant posts in its Tertiary Division to assure academic leadership and continuity. ....21
12. The TEC recommends that MGI puts in place a formal induction programme for all new staff.....22
13. The TEC recommends that MGI formalises its Staff Development Plan. ....22
14. The TEC recommends that MGI revisits the workload of its academic staff. ....23
15. The TEC recommends the establishment of a MGI Student Union. ....24
16. The TEC recommends that MGI establishes a formalised and structured student support mechanism to ensure the quality of its support services. ....24
17. The TEC recommends that the MGI reviews its financial planning and budgeting processes for the Tertiary Division to ensure greater participation of the academic staff.....25

18.	The TEC recommends that the MGI considers the development of a fund raising policy and procedures to supplement the core income of the Institution and support special projects. ....	25
19.	The TEC recommends that MGI develops a comprehensive risk management framework and prioritise the management of academic risk.....	26
20.	The TEC recommends that MGI prioritises investment in adequate teaching resources to meet the needs of specialised academic programmes. ....	27
21.	The TEC recommends that MGI urgently develops a robust management information system which is underpinned by an institutional ICT development strategy.....	27
22.	The TEC recommends that MGI prioritises the review of its student support mechanisms, including the Library, and the provision of its ancillary facilities. ....	28

# 1 ORGANISATIONAL OVERVIEW

The Mahatma Gandhi Institute is a parastatal body functioning under the regulatory authority of the Ministry of Education & Human Resources. It was established in 1970 by an Act of Parliament as a joint venture between the Governments of India and Mauritius. As a tribute to Mahatma Gandhi, the institute was initially set up as a Centre of Studies of Indian Culture and Traditions. Over the years, MGI has developed into a full-range educational institution with a special emphasis on Indian Studies, Music, Fine Arts, Mauritian and Area Studies. MGI offers a range of courses such as vocational, secondary schooling and tertiary courses. MGI is a publicly funded tertiary educational institution awarding diplomas and certificates in relation to the education and training it provides.

Considering the particular nature of the institution, there is no doubt that MGI is carrying out its education and folkloric functions well. It operates as a specialist centre of excellence in certain disciplines providing advanced, integrated training in scarce areas such as ancient languages, and the performing and fine arts.

At the time of the audit, MGI was reflecting upon and indicated its serious intent to seek to become a degree awarding institution.

## 1.1 *Vision and Mission*

MGI is a multi-faceted educational and culturally focussed institution offering undergraduate and postgraduate education with a special emphasis on Indian and cultural studies.

Its Mission is:

- To provide the academic and cultural basis for the promotion, consolidation and dissemination of the rich Indian cultural traditions within the multi-cultural context of the Mauritian society.
- To provide teaching and foster research in areas of Indian Studies, Mauritian Studies, Chinese Studies, Performing Arts and Fine Arts.
- To help through its action all levels of formal and non-formal education in the emergence of a new personality through a synthesis of the historical and cultural traditions of Mauritius. (*Strategic Plan 2005-2008*)

## 1.2 *Context of the Audit*

MGI is the third Tertiary Educational Institution (TEI) to undergo a Mauritian Quality Audit. It is expected that by the end of 2009 all publicly funded Tertiary Educational Institutions (TEI) would have undergone a Quality Audit.

MGI was responsive in preparing for the Quality Audit. The Institute started drafting its Self Evaluation Report (SER) in December 2007. The Quality Assurance (QA) Unit of the MGI was also established in December 2007 to carry forward the quality agenda of the Institute. The Panel noted that the QA Unit has only recently been established; while

the Institution knew that quality assurance was on the national agenda for tertiary institutions and that a quality audit was to be scheduled. However, the Panel appreciates that MGI prepared its SER in a forthright and honest manner. On 5 February 2008, the MGI submitted its SER to the TEC. During the interviews, the Panel noted the attention to provide a frank assessment of the institutions strengths and areas for improvement, including the participatory manner in which the audit process was conducted.

### **Commendation 1**

**The TEC commends MGI for the timely production of its Self Evaluation Report.**

## **1.3 Governance and Management**

The governance and management of the MGI derive from the provisions of the MGI Act. As a publicly funded TEI, MGI is accountable to the Mauritian Government through the Ministry of Education & Human Resources (MoEHR).

Key responsibilities of governance and management rest with the MGI/RTI Council. The activities of the MGI are guided by a three-year Strategic Plan (SP). In the 2005-2008 SP, MGI has developed several institutional goals with a view to improving the effectiveness of risk management, control and governance processes.

The Audit Panel was able to get a fairly comprehensive picture of the mission and objectives of the MGI and their translation into MGI's teaching and learning, research and community engagement activities. The MGI is congratulated in the way it achieves its mission within the Mauritian society by keeping alive Indian studies and culture, and particularly for collecting and maintaining the historical collections of Indian archives and the community outreach activities

### **Commendation 2**

**The TEC commends MGI for preserving the cultural heritage of Mauritius by producing nationally recognised artists, by promoting the use and study of Oriental languages, and preserving and maintaining the Indian archives.**

#### **1.3.1 Council**

The MGI Council is the executive governing body of the Institute. The Council has the responsibility to govern the affairs of the Institute, including its fiduciary obligations where it is responsible for the oversight of the management and administration of the revenue and property of the MGI.

The Council consists of a Chairperson who is appointed by the Prime Minister and 20 other members. A representative of the Indian High Commissioner acts as Vice Chairperson to the Council. The Council relies on the range of skills of members who represent the interests of Mauritian society to achieve MGI's goals and objectives. The Council has delegated its policy making processes to nine sub-committees.

Based on its review of the documentation and interviews conducted, the Panel concluded that Council is advised to be better informed of the specific higher education demands

and needs of the Tertiary Division of the MGI operation. While the Panel does not contest the Council's good faith, it noted that the Council does not fully appreciate what is needed by way of resources, organisational structure, academic requirements and ethos to operate a higher education institution. The Panel heard about Council's dilemma in continuously confronting competing priorities between the Tertiary Division and the other MGI Divisions. It is important for the Council to understand that there is need to develop a higher education 'institutional culture', and take the necessary decisions to develop and support it.

Further, the Panel observed that since the Council is constituted mostly of representatives from various ministries, and the members do not necessarily hold the knowledge, expertise or skills required to govern a tertiary institution. The Panel noted the call and willingness from internal and external stakeholders to have more representatives from the industry and the higher education sector reflected on the membership of Council. Such a measure would enable the Council to give more explicit attention to the monitoring of the academic quality in the Tertiary Division at the MGI and strengthen the Council in discharging its responsibilities for the setting and monitoring of policy in the Tertiary Division.

#### **Recommendation 1**

**The TEC recommends that the MGI Council reviews the adequacy of the specialised skills and expertise it requires from its membership in order to govern the Tertiary Sector.**

The new tertiary structure developed by the MGI in its SP had yet to be implemented. The Panel noted that at the time of the Audit several key academic posts in the Tertiary Division were vacant. The Panel is also aware that in the absence of this new structure the flow of information to the Council for policy decision making of the Tertiary Division at the level of the Council is inadequate.

The Panel urges MGI to ensure that the Council governs through setting policy, exercising its fiduciary responsibilities, approval and oversight of budget and expenditure, and monitoring the quality of higher education activities, but at the same time ensuring that the executive management has the independence to manage. The Council must also ensure that there is an independent robust academic structure in place to ensure academic leadership and responsibility for academic quality.

#### **Recommendation 2**

**The TEC recommends that the MGI urgently implements the new tertiary structure to ensure appropriate academic leadership and responsibility for academic quality.**

### 1.3.2 Management & Committee System

Management is responsible for effective implementation of policy as approved by the Council and the Institute is headed by the Director General who is assisted by a Secretary/ Registrar, a Director of MGI, a Director for Schooling, a Bursar and a Director for RTI. In order to ensure collaborative decision-making, responsibilities are delegated in a hierarchical manner.

Cross co-ordination among departments/schools/sections takes place through a committee system of Management. The committees fall under the preview of the Central Administration Division.

The Panel noted that the MGI has a robust management and administration structure in place to support the core academic activities of the Institute. The Panel is of the view that the Council must seriously consider succession planning for leadership and academic staff and prioritise the filling of long-open vacant positions in order to avoid the development of dysfunctional leadership by senior management. The Panel noted that key positions have been left vacant to the possible detriment of the good functioning of MGI and that this poses a high risk to the Institution.

The Panel also observed that the terms of reference and the membership of academic committees have not been reviewed for a number of years. All of these issues constitute significant academic and reputation risk to MGI and should be urgently addressed.

### **Recommendation 3**

**The TEC recommends that MGI reviews the composition and terms of reference of the various committees set up for the proper academic functioning of the Tertiary sector.**

As part of assuring the quality of academic processes it is important that there is an integrated academic structure and the establishment of a robust well functioning Academic Coordination Committee (ACC) which acts as a ‘Senate’ or highest academic authority for the Tertiary Division. The ACC has the responsibility to ensure that it provides the necessary academic leadership and vision which is essential to the good functioning of the Tertiary sector of the MGI. The Panel is of view that the decisions or recommendations of the ACC must be closely noted or considered by both Management and Council to ensure that academic priorities guide the overall decision-making processes.

### **Recommendation 4**

**The TEC recommends that MGI establishes an Academic Coordination Committee which will function as the highest academic authority and assure academic quality for the Tertiary sector.**

#### 1.3.3 Degree Awarding Powers

At the time of the Audit, MGI was in the process of developing a new SP. The Panel heard from various stakeholders that the MGI is eager to hold degree awarding powers. The Panel is of the opinion that in order to be in a position to award its own degrees, MGI will need to address a range of issues. MGI has to consider explicitly separating the higher education strategies and objectives within the SP from other MGI priorities as these are significantly different from its other core activities. As noted above, MGI will be required to have a functioning and robust academic structure which shows that it has the necessary expertise to assure academic leadership and continuity, and that the key academic processes are in place and working.

To become a degree-granting institution MGI will be required to give closer attention to the documentation of key academic processes. It will also be required to review its range of

policies and processes necessary to the smooth running of the MGI as degree-granting institution.

**Recommendation 5**

**The TEC recommends that MGI factors into the Strategic Plan the structural and academic requirements needed to become a degree-granting institution.**

## 2 QUALITY ASSURANCE AND BENCHMARKING

One of the strategic objectives of the MGI is to establish benchmarks and to continue ensuring the quality and standards of the Tertiary Division.

The Institute initiated actions to set up a Quality Assurance System (QAS) in 2000. The QAS is based on the committee system. Quality is governed by the Central Quality Assurance Committee which is the policy-making structure. This Committee is serviced by the Quality Assurance Coordination Committee and Departmental Quality Assurance Units.

The Panel was informed that the QAS which was set up in 2000 is not functioning effectively and had met only twice in the last three years. MGI recognises that its QAS needs to be further strengthened. Since December 2007 a Quality Assurance Unit (QAU) has been set up to implement QA policies. To support the work of the QAU functions, MGI will need to develop the necessary institutional quality management structures and systems, including developing a QA Framework. On the basis of these, the QAU will define its priorities and identify the key success factors for sound academic quality management.

The Panel observed that MGI is conscious of the need to develop a quality culture. The QAU could be the custodian of QA instruments such as the preparation of Module Information Sheet, the administration of the Student Feedback Questionnaire (SFQ) etc.

The Panel heard consistently from staff and students about the effectiveness of the SFQ. The Panel heard that the SFQ could be better tailored to the range of programmes. The Panel is of the opinion that in view of the specificities and the diversity of the programmes offered by MGI, there is need for further development of the SFQ to the various discipline requirements. This would allow for a more comprehensive and useful survey tool to improve the quality of programmes.

### **Recommendation 6**

**The TEC recommends that MGI develops the Student Feedback Questionnaire to take into consideration the specific requirements of its programmes.**

The Panel took note of benchmarking activities undertaken by MGI as well as performance indicators which have been set by departments. The Institute is encouraged to formalise this practice at institutional as well as at school level to provide evidence for the success of its quality system. MGI has several MoUs with other institutions, such as the Central Institute of Indian Languages (CIIL), Mysore India. MGI is encouraged to continue to take advantage of such opportunities as these agreements make provision for benchmarking purposes and enhancing the quality of teaching and learning through sharing good practices.

### 3 CURRICULUM, TEACHING AND LEARNING

The Strategic Plan includes *inter alia* the following goals with respect to teaching and learning:

To continue to offer teaching and learning provision while remaining committed to innovation and being responsive to an increasingly diverse range of stakeholders. (SP pg 30)

1. *To establish and ensure academic standards of programmes of study.*
2. *Improving access to our programmes through Distance Education by various modes.*
3. *To be a leading institution in the field of Music and Dance pedagogy.*

In line with its statutory objectives, MGI offers 51 programmes at tertiary level and 37 courses at certificate level. A wide range of programmes are offered in the field of Indian Studies, Performing Arts, Chinese, Mauritian Studies and Fine Arts. In the past ten years the number of programmes on offer has increased substantially. In 1997, the Institute offered 10 programmes at tertiary level.

#### 3.1 *Curriculum, Teaching and Learning Leadership*

Curriculum design is an ongoing process at the MGI. The SP of the MGI through its aims and objectives sets the direction for teaching and learning which is structured and implemented by the four schools. The SP gives the schools the scope, flexibility and authority to design and shape their curriculum so that teaching and learning is meaningful and beneficial to the students. While this may have functioned well, if MGI wishes to be a degree-awarding institution, it will need to ensure, as noted above, that there is a robust internal academic authority which would approve programmes, including their design, curriculum and assessment, to ensure consistency across departments and schools and provide academic quality assurance for the whole of the Division.

Teaching and learning is organised within the framework and infrastructure put in place by the Management. Values and learning areas provide the basis for teaching and learning both across and within the schools.

The Panel heard from students their appreciation of the efforts taken by staff to support them. MGI is congratulated for the commitment and dedication of the academic and support staff to provide a high quality learning environment.

#### **Commendation 3**

**The TEC commends the MGI for the commitment and dedication of all its staff to provide a supportive quality learning environment for students.**

The Panel observed that the teaching and learning philosophy, principles and approaches which characterises teaching and learning at MGI is distinct from other higher education institutions. Nevertheless, the Panel is of the opinion that a comprehensive Teaching and Learning Framework would provide a solid basis on which to improve the current

teaching and learning. Such a Framework would include the MGI approach to pedagogy and assessment and how it would be applied especially in areas such as the performing arts. The Panel is of the view that the Framework would also ensure consistency in teaching and learning approaches across the schools and provide a means to sharing good practice across academic departments.

### **Recommendation 7**

**The TEC recommends that MGI develops a comprehensive Teaching and Learning Framework.**

### **3.2 Programme Approval and Review**

The programmes offered at MGI are at Certificate, Diploma, Degree and Masters Level. New programmes are developed at the request of Management, Department, Ministry, other institutions and the public.

Programme design and approval go through a formalised validation process through a network of committees. All programmes are designed by Technical Committees at the level of the departments. The programmes are further scrutinised by a Departmental Committee and forwarded to the Academic Coordination Committee (AAC). The AAC is the institutional committee which acts as the gatekeeper to academic quality of the MGI. The BoS is the highest validation instance at the MGI for Diploma level programmes which are awarded by the MGI.

Degree and Masters Programmes are scrutinised by the BoS and if favourable, they are forwarded to the Teaching and Learning Committee of the UoM. The BoS comprises a representative of the UoM. Upon approval of the Teaching and Learning Committee of the UoM, programmes are sent to the Senate of the UoM for approval.

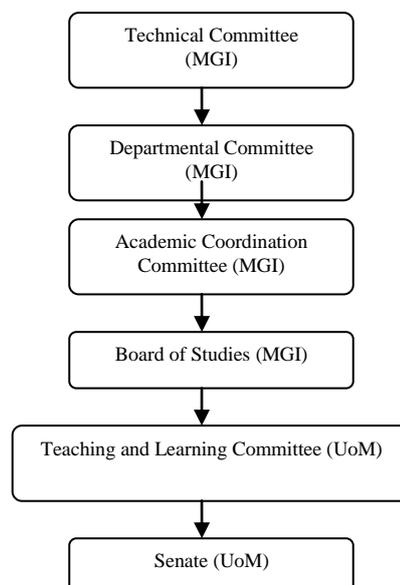


Fig.2 Flowchart of Course Design and Approval

The Panel noted the processes in place for programme approval and encourages the MGI to ensure continuous improvement of the skills in the area of programme and curriculum development. The Panel was informed that as and when required, the ACC seeks the expertise of external resource persons for views on new programmes or for programme reviews. Several interviewees pointed out the need of involving more employers in the development and review of programmes. The Panel noted the new programmes developed by the Performing Arts and the Fine Arts Departments for which there is significant demand from and engagement with the industry.

### **Recommendation 8**

**The TEC recommends that MGI encourages the involvement of employers in the development and review of programmes.**

The Panel noted that the terms of reference of the ACC was last reviewed in 2004 and that membership to the ACC is not rotated. The Panel is of the view that the ACC must be strengthened and structured in such a way to facilitate academic decision-making and eliminate duplication. A strengthened ACC should also allow for appropriate contributions by senior academics. The Panel urges the use of a system of rotation of academics on committees such as the ACC, so as to assure professional development, continuity and leadership.

While this system of programme approval has functioned well, if MGI wishes to be an independent degree-awarding institution, it will need to ensure, as noted above, that there is a robust internal process and expert academic authority which would approve programmes, including their design, curriculum and assessment, to ensure consistency across departments and schools and provide academic quality assurance for the whole of the Division.

Programme review at the MGI is carried out at the request of the programme coordinators, in consultation with all stakeholders. All programmes which were on a semester basis have been reviewed and are offered on a yearly basis. The Panel is of the view that MGI must develop regular programme review schedule of all academic programmes to ensure that they meet quality standards. Such a schedule will be of benefit to the Division, as lessons learned from programme reviews could be used to help all departments to improve on the quality of programmes.

The Panel noted that the Division is sometimes placed under pressure to provide new programmes at the request of external parties, such as the Ministry or industry. In the context of an already stretched infrastructure and limited human resources, MGI will need to carefully monitor at what point the Division becomes overstretched and consequently when its success of growth without the allocation of more resources (physical and human) becomes a threat to continued provision of academic quality.

### **3.3 Assessment**

Assessment is a fundamental instrument in teaching and learning. At the MGI, assessment is both formative and summative. Formative assessment (such as course

work, dissertations, project work) is carried out under the supervision of a module supervisor.

Examination papers prepared by the examiner are reviewed by moderators appointed by the Examination Section. Examinations are conducted by the Examination Section and results are approved by the Examination Committee. External Examiners (EE) are appointed for degree programmes and participate fully in the discussions at the Examination Committee. The Panel observed that the MGI has a solid system for examinations and the use of external examiners has an important contribution to the quality of programme outcomes.

In reviewing the documentation provided, MGI is congratulated for its attention to the use of the external examiners system which largely entails the use of international academics.

#### **Commendation 4**

**The TEC commends MGI for its use of its external examiners as part of its assessment system.**

After reviewing the procedures and mechanisms in place to educate about and monitor plagiarism, the Panel showed concern about the insufficient attention given to the monitoring of plagiarism. MGI is encouraged to explore the use of software to effectively monitor plagiarism. This would include the use of a register to track plagiarism offences.

#### **Recommendation 9**

**The TEC recommends that MGI puts in place appropriate mechanisms to monitor plagiarism.**

## 4 RESEARCH

The Strategic Plan includes the following goals with respect to research and publication.

To promote international excellence in core research strengths while developing strategic activities in line with national and international priorities. (*Source SP pg 31*)

1. *Strengthen research culture at the institutional level*
2. *To develop and consolidate research in identified areas of interest to the institution.*
3. *To formalise a consolidated research plan and a research and publications calendar.*
4. *To play a leading role in publishing academic and literary works of high standards at national and international level.*

Research and publications has been one of the important commitments of the MGI since its foundation. The Institute fosters research collaboration and linkages that promotes high quality research.

### 4.1 *Research and Publications Committee*

The Research and Publications Committee (RPC) was established in 2000. The Committee operates on the basis of approved guidelines. The RPC is the decision making instance responsible for the coordination of research and research training. Being the main advisory body responsible for policy making, the RPC is the driver of the research engine at the MGI. Monitoring of research and publications is done through a consolidated research plan, and a research and publications calendar. The Panel noted positively that the RPC is working in line with the strategic objectives of the MGI.

The Panel held discussions with academics around research and noted that the Tertiary Division, with all its commitments, is active in research.

#### **Commendation 5**

**The TEC commends MGI for the commitment of academic staff in producing high quality research outputs, including the performing arts, folklore and museum.**

### 4.2 *Research Areas*

Research orientation at the MGI has been focussed mainly in the following areas:

- Mauritian History
- Language and Literature
- Culture and Society
- Oral Traditions
- Indian Immigration
- Slavery and Asian Trading in Mauritius

MGI encourages research and publication both at individual and team levels. Apart from the main areas of focus, the RPC is also open to the submission of other research proposals aiming mainly at the scholarly development of staff.

### **4.3 *Research Management and Consultancy***

The Panel met with the RPC and research-active academics and heard that research management at the MGI is not well structured. Although staffs are aware of the main areas of focus, the procedures and policies guiding research have not been comprehensively developed. MGI has yet to clearly align its research areas with its mission.

MGI is encouraged to develop a comprehensive and transparent Research Plan which includes a formalised research funding policy and procedures which will apply to all the schools. The Research Plan will also guide the RPC in identifying priority areas for research, the setting and monitoring of research output targets, and set a conference attendance policy. The Research Plan will also set out a consistent approach to postgraduate education. A Postgraduate Education Policy and related policies and procedures, and research support mechanisms will also need to be developed.

#### **Recommendation 10**

**The TEC recommends that MGI develops a comprehensive Research Plan with clearly defined policies and procedures.**

As the research function of the MGI grows, MGI might consider having a research champion for research. In line with international good practice, MGI is strongly encouraged to continue to find explicit ways to link its research to its teaching and learning activities.

#### **4.3.1 Ethics and Consultancy**

Discussions with management and academics revealed that the specialist areas, within which the MGI operates, make the institute a prime source of expertise in the related disciplines. MGI is continuously called upon to deliver on projects and conduct research at national and international levels. MGI is also encouraged to look into the intellectual property rights for internal research and for its consultancy work. The panel encourages MGI to develop an appropriate Intellectual Property Policy which addresses the rights of the researcher and MGI, and the commissioning partner for consultancy work, where relevant.

The Panel notes the enthusiasm of the MGI in responding to such requests and is of the view that the RPC, in line with international practice, consider developing a robust ethics policy and related ethics clearance procedures for research proposals.

The Panel is of the opinion that MGI could consider prioritising requests for consultancy in line with its mission. MGI could also consider developing a consultancy policy which would generate funds for MGI special projects.

### **4.4 *Research at MGI***

The Panel noted that MGI has a robust research culture. Research varies significantly between the four schools. MGI has been able to sustain research outputs across the range of programmes and areas of study.

The Panel was impressed by the research conducted on Indian Immigration and its recognition by the UNESCO for the inscription of the Aapravasi Ghat in the list of World Heritage.

#### **Commendation 6**

##### **The TEC commends MGI for its role in managing and maintaining the unique collection of cultural icons and research at the Museum.**

Research conducted by the various departments such as the Centre for Mauritian Studies, Department of Bhojpuri, folklore and oral traditions, has significantly contributed to the preservation of the multi-cultural aspects of the Mauritian society. The Department of Languages has focussed on areas such as problems of language shift, cultural maintenance, teaching of oriental languages (including ancient languages).

The Panel also appreciated the contribution of the School of Fine Arts and the School of Performing Arts in the form of exhibitions and their stage performance in honour of the Panel.

Research publications are printed mainly by the MGI Press. In the last five years, 79 major publications have been printed by the MGI press. The Institute also produces a Journal of Mauritian Studies. The Journal publishes the articles of local and foreign researchers.

## 5 COMMUNITY ENGAGEMENT

The Strategic Plan includes the following goals with respect to community engagement:

1. *To be proactive on important social and cultural issues.*
2. *To enhance the Mahatma Gandhi Institute's role as a facilitator at the social and societal levels.*
3. *To respond to the needs of the education, social, cultural and economic sector.*

MGI is a multi-faceted educational and cultural institution. The institute has a significant track record of community engagement related activities which have become regular annual events in local Mauritian society.

### 5.1 *Community Relations*

MGI plays an active role in providing community service to the nation at large. It makes its services and expertise available to all socio-cultural organisations as well as other institutions in the field of Indian Languages and Modern Chinese.

The Institute is continuously involved, at the national and international levels, in the offering of programmes in the field of performing arts. Since its inception, the MGI has been the custodian of oriental languages and Indian music and dance for Mauritius. The Institute offers programmes to children as hobby courses. Besides activities which are related to higher education, the MGI also hold annual lectures and other activities for the disabled.

The community engagement activities of the MGI translate the ideal of lifelong learning in concrete practices that the Mauritian society benefits. The Panel congratulates the MGI for the ways in which it has embraced the community engagement dimension as a higher education institution. The certificate and diploma programmes are responsive to the community interest in the arts and also provide pathways into higher education.

#### **Commendation 7**

**The TEC commends MGI for the ways it has responded to Mauritian society through its community engagement commitment and activities.**

The Panel noted the range of community engagement activities in which the MGI is involved and is of the view that the MGI should prioritise these activities to prevent situations of competing community engagement priorities with the academic activities of the institution. MGI is encouraged to develop a community engagement framework which will guide future community activities, and provide a quality management platform to assure quality in all its external activities. Further, the MGI should consider the integration of its community engagement activities into its teaching and learning, and research. In such a model, community engagement could be integrated into the curriculum and be credit-bearing. Similarly, community engagement could be a significant source for developing interdisciplinary research projects.

## 6 PEOPLE

The Tertiary Division at the MGI has 116 employees. 70 are academics and 46 support staff.

The profile of the academic staff is as follows:

PhD	25
Master	45
Degree/ Diploma	9

### 6.1 *Staff*

#### 6.1.1 Human Resources Leadership

The Director Tertiary is the senior academic in charge of higher education at the MGI and is accountable to the Director General. The post of Director Tertiary is part of the new structure of the Tertiary Division which at the time of the audit was not yet in operation.

As already noted above, the Panel observed that there is a vacuum in terms senior academic leadership. A number of interviewees stressed the importance of having a respected senior and experienced academic to lead the Tertiary division. The Panel concurred with the view that although the ultimate responsibility lies with the Director General, there needs to be a Director Tertiary in place to ensure that the Tertiary Division of the MGI has qualified and knowledgeable staff in place to make decisions appropriate to the demands of the higher education Division.

#### **Recommendation 11**

**The TEC recommends that MGI prioritises the filling of vacant posts in its Tertiary Division to assure academic leadership and continuity.**

#### 6.1.2 Recruitment

There is a recruitment policy for the Tertiary Division and recruitment processes are administered by the Office of the Registrar. Departments submit their staffing requirements on an annual basis. This includes justification for promotions and additional academic posts, the impact of workloads on existing staff, staff-student ratios, etc. With the approval of the Council, sanctioned positions are advertised internally and externally. A selection process is then conducted by the Appointments Committee which then makes its recommendations to Council.

#### 6.1.3 Staff Development Plan

Although MGI has been able to attract high calibre academic staff, the Institute does not have a formal Staff Development Plan.

The Institute does not have a formal induction programme for new staff. The Panel noted that an informal induction exists within each department. The Panel encourages MGI to develop a formal induction programme and a comprehensive Staff Handbook.

### **Recommendation 12**

**The TEC recommends that MGI puts in place a formal induction programme for all new staff.**

MGI Council has approved the criteria for sponsorship of staff members to follow programmes of study at their own initiative. Staff also benefit from collaborative arrangements between the MGI and other peer institutions such as the Centre for Indian Languages, India. The Panel noted that the scholarly development in the discipline areas for academic staff and professional development is currently *ad hoc* and that the MGI does not have a list of priority areas for staff development.

MGI is encouraged to learn from its programme reviews and identify gaps and areas which require professional staff development in pedagogy, curriculum development, etc. The Panel is of the view that a formal staff development plan for younger staff will enable the MGI to address the potential impact of losing senior academics to retirement. Given the niche programmes of MGI and retaining qualified staff in scarce academic areas, a formalised succession plan is needed to ensure the development of future academic leaders and to provide for continuity in the academic departments.

### **Recommendation 13**

**The TEC recommends that MGI formalises its Staff Development Plan.**

#### 6.1.4 Managing for Performance

MGI does not have a structured performance appraisal system. Performance appraisal exists as a part of promotion exercises. On the basis of feedback obtained, the Panel is of the view that in general the need for a more comprehensive and transparent performance appraisal system has been felt among staff. The Panel observed that the staffs, including the Staff Unions, are in favour of a transparent performance appraisal system at the MGI.

#### 6.1.5 Quality of Staff & Workload Management System

The niche programme areas within which MGI operates must be factored into the retention and workload model employed by MGI. The Panel noted that many members of staff have achieved national and international fame as experts in their own field.

In line with the range of activities at the MGI, the academic staffs are called upon to respond to various socio-cultural needs of the country and their expertises are widely sought by other local institutions such as the MBC, MoE & HR, MIE and MES etc.

Some concerns were raised by the academic staff about their academic workloads. The Panel noted that the MGI has two academic calendars within one calendar year. MGI academics are expected to service programmes awarded by the University of Mauritius and are also involved in the teacher training for oriental languages, in collaboration with the Mauritius Institute of Education.

The Panel also noted that since the MGI is facing scarcity problems in recruiting academic staff, its impact on the workload of its academics is very significant. The Panel is of the view that the existing academic work scheduled does not easily allow for scholarly development and may impact on the quality of teaching.

#### **Recommendation 14**

**The TEC recommends that MGI revisits the workload of its academic staff.**

##### 6.1.6 Staff Welfare

The Mahatma Gandhi Institute Staff Welfare Association (MGISWA) is responsible for staff welfare. It organises recreational activities and other activities such as medical screenings, defensive driving, etc for its members. The MGISWA has a contribution fund which is managed in collaboration with Management.

##### 6.2 *Students*

Since 1997 to 2007 the student population enrolled in the Tertiary Division of the MGI has increased more than ten-fold. However, in scarce areas such as Chinese and Tamil the enrolment rates tend to fluctuate.

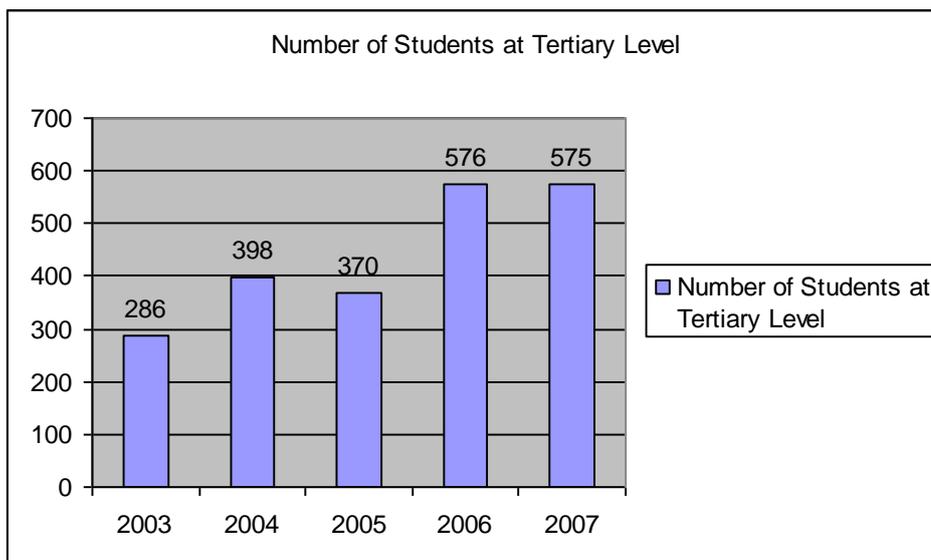


Fig.1 Enrolment at tertiary level

(Data Source: SER pg 15)

In 2004, the attrition rate was 54% and in 2005 it was 45 %. However, in 2006 there has been a significant decrease in the attrition rate to 16% and 14% in 2007. The attrition rate has been addressed at the Board of Studies and corrective actions were taken at the certificate level courses which are the only feeder to the tertiary level courses. The pass rate in the Tertiary Division has also increased from 42% in 2004 to 79% in 2007.

The Panel noted that students are generally satisfied with the quality of programmes on offer at the MGI.

Support for postgraduate students is done at departmental level. As already noted above, the Panel is of the view that as the academic functions of the MGI grow, more attention should be given to support of postgraduate students. MGI must consider formalising institutional policies at the level of its Committee for areas such as the supervision of postgraduate students.

#### 6.2.1.1 Student Union

There is no Student Union at the Tertiary level. Students enrolled with the University of Mauritius are represented by the University Student Union. There is provision for a representative of the Student Union to sit on the MGI Council.

The Panel heard from a number of students who voiced out their concerns about the effectiveness of being represented by a representative of the University Student Union at the MGI Council. The Panel concurred with the view that there is need for MGI to set up an independent Student Union with a representative on the MGI Council.

#### **Recommendation 15**

**The TEC recommends the establishment of a MGI Student Union.**

#### 6.2.1.2 Student counselling and Administrative support.

Student guidance is mostly centred on the advisory services with the office of the head of department. There is no student counselling at institutional level. The Panel heard from some departments and students that the MGI does not have a structured and properly manned student cell to address the administrative and support grievances of students.

The Panel is of the view that student support and counselling is an area which requires more attention as the Tertiary Division grows. The Panel is also of the view that there is need to formalise in a systematic way the support of students (including identifying and supporting at-risk students) and addressing student attrition.

#### **Recommendation 16**

**The TEC recommends that MGI establishes a formalised and structured student support mechanism to ensure the quality of its support services.**

## 7 SUPPORT SERVICES AND INFRASTRUCTURE

The Strategic Plan includes the following goal with respect to support and facilitation:

1. *To provide the best administrative support and customer service to all stakeholders.*

The wide range of commitments and requirements of the programmes on offer at the MGI entails having well equipped and spacious physical resources. Over the years, the Institute has made sustained efforts to meet the increasing support services needs of its staff and students.

### 7.1 *Financial Management and Budgets*

MGI receives most of its funding from the government. The funding is monitored by the TEC through budgetary proposals in line with the long term plans of the MGI and the nationally determined priorities for the tertiary sector of the country.

For the Tertiary Division, budgeting is first done at departmental level. Budget proposals are made on a yearly basis as per the needs and requirements of the department. Heads of departments play an active role in the determination and allocation of funds within the Tertiary Division.

The SER (pg 32) refers to financial constraints faced by MGI and consequently indicates that there has been a shift from input accountability and output accountability. In the financial year 2007- 2008, MGI earmarked 46% of its budget for the Tertiary Division.

The Panel noted that the communication between the Finance Department and the Tertiary Division of MGI could be improved. The Finance Department is encouraged to find ways to involve academics in financial planning and budgeting for the Tertiary Division.

#### **Recommendation 17**

**The TEC recommends that the MGI review its financial planning and budgeting processes for the Tertiary Division to ensure greater participation by academic staff.**

MGI has started to initiate actions to address the impact of financial constraints in the form of modest fund raising activities. In view of the panoply of activities and services that MGI offers, the Panel is of the opinion that formalising a well structured fund raising policy may better position MGI to address its financial shortfalls and constraints.

#### **Recommendation 18**

**The TEC recommends that the MGI considers the development of a fund raising policy and procedures to supplement the core income of the Institution and support special projects.**

## 7.2 *Risk Management*

The Panel noted and heard from a number of interviewees that there are a number of academic risks facing the Institute. The Panel observed that MGI is aware that the development of a risk analysis and management framework requires more attention in the years to come. For example, although MGI is aware of the need for greater security on campus and has plans to invest in security equipment, there is the more pressing need for it to develop a comprehensive risk management profile. The comprehensive risk management profile will cover the possible risks facing the Institute, including financial, academic, reputation and safety risks. MGI must prioritise the management of major risks identifying risk areas and allocating responsibility and time frames for ameliorating these risks.

### **Recommendation 19**

**The TEC recommends that MGI develops a comprehensive risk management framework and prioritise the management of academic risk.**

## 7.3 *Support Services*

### 7.3.1 Infrastructure and Environment

The MGI is a well-positioned clean campus with aesthetically pleasant gardens which contributes to a quality learning environment. The physical infrastructure at the MGI is well maintained and includes a Fine Arts Block, the Indian Studies Complex, a state of the art Auditorium, a printing press, the MGI Guest House, the Museum, a language laboratory and the School of Mauritian Studies Complex. A walk around the campus shows the contribution of the staff in establishing an aesthetically attractive campus through their display of sculptures across the campus.

### **Commendation 8**

**The TEC commends MGI for the contribution of its academic staff in the development of the aesthetic sense of the campus.**

The kinds of disciplines taught in the campus and the widening scope of academic activities have placed increasing pressure on MGI's infrastructural resources. A consistent concern by staff and students was related to accommodation constraints. The Panel heard that there are severe constraints on teaching venues. Programmes require specialised resources. Consequently, the Division faces constant competing requests for equipment and resources from the range of departments.

For example, the Panel was informed that MGI is under pressure to invest in more up-to-date teaching equipment, especially in the field of performing arts. There were several concerns raised about the quality of academic programmes being compromised should additional equipment not be provided, for example, appropriate recording facilities, online tutorials for music, and appropriate dedicated rooms for teaching of music and dance.

### **Recommendation 20**

**The TEC recommends that MGI prioritises investment in adequate teaching resources to meet the needs of specialised academic programmes.**

#### 7.3.2 Language Laboratory and Language Resource Centre

MGI has a well equipped Language laboratory (LL) which is available to students studying language. The LL is shared across the departments. The Language Resource centre (LRC) was established in 2005 collaboration with the CIIL, Mysore India, to assist teaching and learning. The LRC is extensively used for curriculum mounting and reviews. The LRC is equipped with computers and other ICT facilities.

The Panel confirmed that, in general, staff and students from the School of Indian Studies feel that the LL and the LRC are significant support to the quality learning environment at the MGI.

#### 7.3.3 Information and Communication Technology

The Panel heard from management, staff and students about some concerns about ICT and ICT support and concurred that MGI must prioritise the improvement of its internal and external ICT systems. One area of concern, which could be linked to the issue of ICT, is that staff and students thought that there are too many delays and barriers in the flow of information across MGI. The Panel is of the view that ICT is not effectively used for communication and that this has a direct impact on the quality of learning and teaching. The Panel noted that key services such as the library are not computerised. MGI must invest in an effective management information system to manage its records as well as ensure a working institutional ICT.

The Panel noted that MGI does not have an updated and fully functional website. The current state of the website is a reputation risk for MGI. The Panel is of the view that MGI can explore the possibilities using the technology to provide online education, provide consultancy services, enrol students, and market MGI to international students, academics and researchers. A comprehensive and up-to-date website will contribute significantly in generating quality outputs at all levels of Institute and maximise the use of already extended resources.

### **Recommendation 21**

**The TEC recommends that MGI urgently develops a robust management information system which is underpinned by an institutional ICT development strategy.**

#### 7.3.4 Library

The Library has a wide collection of books and documents in the related areas of study at the MGI. The Library is monitored by the Library Committee which comprises academics, management and the librarian.

The Panel met with the Library Committee and visited the facilities of the library. During the Audit Visit several pertinent quality concerns emerged. The Panel noted that the

Library is facing an acute problem related to inadequate space. Its capacity to accommodate 40,000 books and 40 seats has been compressed to allocate more space for additional books. This presents an enormous risk to safety and loss of books in the event of a fire. In this regard, it is important for MGI to review its fire fighting facilities and ensure that there are appropriate procedures in place in case of a fire.

Despite the space constraint for users, the Library is also open to the Secondary school Division of MGI, as well as to members of the public. The Library hours have been extended to outside office hours in order to accommodate the demands of library users. The Panel congratulates MGI for making its library resources available to a range of users.

The Panel noted with some concern the lack of progress in ensuring the optimum functioning of the library in the support of academic activities at the MGI. The Panel is concerned that the importance of the Library in the higher education activities of MGI, and as a national asset of Mauritius, is affected by the Institution's approach towards the management and use of the library.

MGI should prioritise ensuring the appropriate numbers of staff in the library to ensure the proper administration of library facilities. The Panel is of the view that more shelf space should be made available for recent publications. The Panel strongly urges the MGI to complete the cataloguing of the library stock as the library is not only an institutional resource, but also a national treasure. Security in the library will also need to be addressed in a formal way, to preserve the library stocks, and particularly rare books.

The Panel noted further areas that require attention includes the making the library hours more flexible for part-time students and researchers, increasing subscriptions to online journals and making available and increasing the library computer terminal facilities for use by staff, students and external users. The Panel also observed that collaboration with neighbouring institutions in areas of common interest requires urgent attention. MGI should consider benchmarking the Library against international good practice in order to develop its resources and monitor its quality of services.

While the Panel appreciates that there are difficulties, there are a number of issues which can be immediately addressed to ensure the optimal utilisation of existing resources.

### **Recommendation 22**

**The TEC recommends that MGI prioritises the review of its student support mechanisms, including the Library, and the provision of its ancillary facilities.**

## **APPENDIX A: MAHATMA GANDHI INSTITUTE**

### **History and Location**

The Mahatma Gandhi Institute was established in 1970 by an Act of Parliament as a joint venture between the governments of India and Mauritius. It was set up as a tribute of Mahatma Gandhi as a Centre of Studies of India Culture and Traditions and Culture generally. Its Tertiary Division became operational in 1977.

### **Academic Profile**

MGI offers a wide range of courses, aiming at becoming a two-pronged institution, promoting education and culture at national, regional and international levels. It provides the academic and cultural basis for the promotion, consolidation, and dissemination of the rich Indian Cultural traditions within the multi-cultural basis context of the Mauritian society.

The Institute has been involved in teaching and research in areas of Indian Studies, Mauritian Studies, Chinese Studies, Performing Arts and Fine Arts. Its activities also extend to all levels of formal and non-formal education through constant collaboration with its stakeholders such as the Government, socio-cultural organisations, diplomatic missions etc. The expertise of the academic staff at MGI, with regards to the historical and cultural traditions and ancestral languages of Mauritius, is widely sought.

The Tertiary Division comprises four schools, namely, the School of Indian Studies, the School of Performing Arts, the School of Fine Arts and the School of Mauritian and Area Studies. In the year 2007, the total student enrolment in tertiary programmes was 575. MGI offers a range of programmes ranging from certificates to master-level. The awards for the certificate and the diploma programmes are conferred by MGI. Degree and master programmes are awarded by the University of Mauritius. MGI collaborates with the Mauritius Institute of Education in providing teacher education in the fields of Oriental Languages, Fine Arts and Performing Arts.

## **APPENDIX B: TEC'S MISSION, OBJECTIVES, VALUES AND VISION**

- **Vision**

The vision of the TEC is to

Make Mauritius the Intelligent Island of the Region in the Global Village

- **Mission**

The mission of TEC is to:

Position Mauritius in the Region as a world-class Knowledge Hub and the gateway for post-secondary education

- **Goals**

The goals of TEC within the plan period 2007-2011, will be to:

1. Create an enabling environment for Mauritius to emerge as a Regional Knowledge Hub and a Centre for Higher Learning and Excellence
2. Contribute significantly in the rapid transformation of Mauritius into the rank of developed countries
3. Develop Open and Distance Learning (ODL) as an instrument to increase access to postsecondary education and lifelong learning locally and regionally
4. Bring postsecondary education provision in line with international standard and quality
5. Encourage institutions to mount programmes that are relevant to the needs of learners, the country and the region
6. Promote and enhance teacher education and training in order to raise standards of feeder system to postsecondary education
7. Instill the principles of good governance, transparency and accountability in the postsecondary education system
8. Ensure optimum use of resources in the TEIs
9. Sustain research and consultancy
10. Foster regional and international understanding and cooperation through a diversity of studentship and overseas institutions
11. Reinforce and empower the TEC to fulfill its mission and objectives

## **APPENDIX C: THE AUDIT PANEL**

Dr Mark Hay, Audit Director, Australian Universities Quality Agency (Chairperson)

Dr Jaganath Patil, Deputy Advisor, National Assessment and Accreditation Council, India

Mr Deverajen Venethethan, Quality Assurance Officer, University of Technology, Mauritius.

Mr Vivek Gupta Ramnarain, Acting Head, Quality Assurance and Accreditation Division, TEC, (also acted as the Audit Secretary)

## **APPENDIX D: ABBREVIATIONS AND DEFINITIONS**

The following abbreviations and definitions are used in this Report. As necessary, they are explained in context.

ACC	Academic Coordination Committee
BOS	Board of Studies
CIIL	Central Institute of India Languages
DQAU	Departmental Quality Assurance Units
EE	External Examiners
ICT	Information Communication Technology
LL	Language Laboratory
LRC	Language Resource Centre
MGI	Mahatma Gandhi Institute
MGISWA	Mahatma Gandhi Institute Staff Welfare Association
MoEHR	Ministry of Education & Human Resources
NGO	Non-Governmental Organisation
ODL	Open and Distance Learning
RPC	Research and Publications Committee
RTI	Rabindranath Tagore Institute
SER	Self Evaluation Report
SFQ	Student Feedback Questionnaires
SP	Scrutiny Panel
TEC	Tertiary Education Commission
TEIs	Tertiary Education Institutions
UoM	University of Mauritius
UNESCO	United Nations Educational, Scientific and Cultural Organisation
QA	Quality Assurance
QAS	Quality Assurance System
QAU	Quality Assurance Unit
QACC	Quality Assurance Coordination Committee