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Student Column

Celebrating 90 Years of University News

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Accreditation of Universities: A Different Perspective Needed

G Srinivas*

Traditionally, in India, higher education is offered through universities and colleges. Universities being degree awarding institutions give affiliation to autonomous and other colleges. This article stands on the premise that, similar to the diversity of the country, our universities are also diverse and heterogeneous in multiple ways. This paper outlines the context of current accreditation in Universities in India and points out the need, benefits and a model for departmental level accreditation.

In order to catalyze academic excellence at par with global standards, the government of India took significant initiatives and made accreditation mandatory. It has also started ranking higher education educations (HEIs) annually under National Institutional Ranking Framework (NIRF). These well intended initiatives have some unintended consequences too. Many institutions embraced accreditation as a credentialing for branding and marketing while on the contrary many others developed an *accreditation phobia* because of their inherent limitations along with systemic problems.

The concept and process of accreditation is relatively young in India compared to developed nations, but is catching up in faster pace in the last few years. National Assessment and Accreditation Council (NAAC), the first accreditation agency in Indian higher education, came into existence in 1994 through the initiative of UGC, as an autonomous body. It is one of the Inter-University Centres (IUCs) of UGC. National Board of Accreditation (NBA) was another accreditation body established by AICTE in the same year. While NAAC has been doing institutional accreditation, NBA is conducting programme-based accreditation in the area of Technical Education.

UGC expects all HEI's to be accredited by 2022 which appears to be an uphill task. A year ago, UGC brought out a draft bill for multiple accreditation agencies including Private Accreditation bodies which may create healthy competition among different accreditation agencies, a situation similar to other countries. However this is yet to be materialised. Therefore, in effect, NAAC remains as the single accreditation body executing all institutional accreditation in Indian Universities.

Insufficiency of Current Approach

NAAC's framework of methodology, criteria and accreditation process are common for universities and colleges while metrics and weightages differ for Universities, autonomous colleges and affiliated colleges. This difference is in terms of percentages of score-allocation and weightage, not in process or framework or

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approach. The broad process of NAAC accreditation considers the institution - *whether it be a university or autonomous college or affiliated college* - as a single unit. In that way, the approach of accreditation treats the institutional system as homogenous. The criteria for Self Study Report or Internal Quality Assurance Report or the subsequent Peer Team Visit consider each university as a single homogenous entity like colleges. In daily reality and in practice this approach is far from the actual situation. This missing factor and recognizing that the Universities are heterogeneous clusters demands a new accreditation model for Universities, which is different from Colleges.

There are sufficient reasons to argue that the University accreditation should be different from that of colleges in terms of methodology, criteria and metrics. Firstly, the existing level of differentiation in universities by way of specializations in postgraduate courses and research programs are not adequately captured by the current *umbrella approach* of accreditation. One can argue that there are also various departments in a college as well. But most of these colleges caters to undergraduate programmes where as universities largely cater to postgraduate and research programmes, which demand a different approach; not only for internal quality measurement and enhancement but also in the eyes of stakeholders.

Secondly, the department level quality efficiencies or inefficiencies are overlooked or averaged by considering the university as a single entity. This is a hindrance, if the accreditation is to be considered as a correctional mechanism, as the source of potential inefficiency is unclear. The net accreditation of a university is expected to be the summation of evaluation scores of individual departments or programmes. That level of specificity and precision is not evidenced in the current method.

Third factor is about the governance and administration practices in universities. Besides the evaluation of individual academic departments, administration, finance, student support services may also be assessed as separate units, in an ideal condition. In many universities, administration and finance are moribund units due to inefficient old-styled functioning. The common links of the university cluster are central and departmental libraries, administration, finance, sports facilities, student support services, hostels, etc. These aspects currently form a part of the common criteria for evaluation process, which is again not a representation of the true functioning of those common but interdependent units.

Even though the university may offer innovative academic programs, their administration and support services are still following outdated standards of functioning. These matters get exposed, attended to and will get resolved only through a model of summation of individual cum total model. This will help the university to understand the overlapping impact of central services on departmental performance also. Summation of scores of all these units can be the institutional (University) score in a meaningful way.

Fourthly, the current unified score of a university does not indicate the performance of each academic department (s). Strengths and weaknesses of each unit or programme are not known to stake holders. One is also not able to appreciate the achievements of individual departments. At best, peer teams may capture only the outlier of achievements, which appears rare. There are certain departments in several universities given special recognition by extramural agencies based on their achievements. Special Assistance Programme (SAP) scheme of UGC is one such programme with several phases linked to departmental performance. In the current NAAC accreditation process, these aspects get subsumed. The departmental identity is not adequately reflected.

Fifth, the affiliating responsibilities of the universities are not well considered in the current accreditation process. While central universities (baring few, which are largely due to historic developments), deemed universities and private universities do not have affiliated colleges, one of the major responsibilities of the state universities is catering to affiliated colleges. This is a very sensitive and serious responsibility considering the size and number of affiliating colleges. With admissions, curriculum design, examination and award of degrees of affiliated colleges coming under the State University, managing these aspects need serious considerations and resources. How effectively the State Universities are facilitating their affiliated colleges need far more important reflection in terms of due weightage in relevant matrices of accreditation. Affiliation is not a liability, but a significant job in developing colleges by mentoring.

Growing Heterogeneity

Universities are unification of extremely divergent units, but they are not merely aggregation of various academic departments. There is diversity within and across departments and the academic proximity of the departments needs to be rethought. While we argue for better departmental collaboration, whether the current accreditation looks into each department sufficiently enough to provide such insights remains unanswered.

UGC, in its norms, says that there should be at least five teaching departments in a University. Each department should have minimum 1+2+4 faculty members in the cadres of *Professor*, *Associate Professor* and *Assistant Professors* respectively. But with interdisciplinary approach catching up, this concept also needs change. There are universities with more than 150 Academic departments like the Banaras Hindu University (BHU), Varanasi. On average, Universities in India have about fifty academic departments. This diversity is thus very significant. There is also concept of *Schools* and *Areas* offering different academic programmes on interdisciplinary mode moving towards boundary-less multidisciplinary curriculum. Therefore, it can be more prudent to move towards programme accreditation as well.

Considering the limitations of current model and in cognizance of growing heterogeneity of academic disciplines and Universities, an alternative accreditation model is proposed here.

An Alternative Two-tier Model

With accreditation becoming much more than a mandatory activity, the expectations of stake holders on the process of Assessment & Accreditation too have increased in terms of reliability, transparency and efficiency of the process. Accreditation, which was once voluntary, has not only become mandatory but also linked to many awards and rewards. It is now an integral part of policy and regulation. Universities are increasingly interested to catch up with the requirements of Assessment & Accreditation and comply with the process in the changed circumstances. To obtain appreciation of stakeholders, the assessment & accreditation method should also be able to meet their expectations and satisfy their needs on real time basis. NAAC has in recent years come out with a new methodology of Assessment & Accreditation as an improvement over the past which lays more emphasis on digital and data-driven evaluation. It is also accompanied with more objective measures than the subjective approach of the past.

In the earlier or the current (called Revised Accreditation Frame work, RAF) methodology, the evaluation is based on the seven criteria. In both the methodologies universities are treated as one unit reflecting that accreditation is for the whole university. However, in the earlier methodology NAAC used to give departmental evaluation remarks to the Universities along with common Peer Team report. These were brief, descriptive, specific remarks without any direct bearing on scores. These departmental evaluation remarks were well received and helped many Universities to strengthen their academic departments as often stated by the beneficiary Universities. Considering these benefits, in the proposed model, the evaluation will be a two tier process.

In tier one, academic departments of Universities are assessed individually on the basis of criteria 1, 2 and 3 of NAAC. Then all their departmental/ programme scores are summated. In this process, criterion-wise evaluation remarks and scores are given for individual departments. In tier two evaluation, the common or central services of the universities are assessed on the basis of criterion 4, 5, 6 and 7 of NAAC.

A) Tier-I Assessment

Tier-I will be Departmental Assessment in which every academic department or the programme is individually assessed on the following three academic parameters:

1) Curricular Aspects.
2) Teaching, Learning & Development.
3) Research, Innovation & Extension

B) Tier-II Assessment

Tier-II Assessment will reflect the overall institutional performance in the common areas irrespective of a particular academic department. The University is assessed using these five parameters;

1) Infrastructure and Learning Resources.
2) Student Support and Progression.
3) Games & Sports.
4) Governance, Leadership and Management.

5) Institutional Values and Best practices.

The Key indicators, Qualitative Metrics and Quantitative Metrics can be broadly the same as envisaged in the Revised Accreditation Framework (RAF) of NAAC; or they can be slightly re-distributed; for example, more emphasis may be considered in case of State Universities depending on their affiliation load.

Summation of Departmental scores (Tier-I) with Tier-II Assessment (Common Areas) can become the overall score of the University. While awarding the University grade and score, individual departmental grades and scores can also be announced.

Expected Benefits

Regulatory recognitions, financial grants and graded autonomy are increasingly linked to accreditation. The future would be programme accreditation. With increased access to higher education opportunities, the stakeholders will demand more than current mode of summated accreditation grade. With the proposed model, one can transparently comprehend the quality of particular department in absolute or relative terms. For decisions on selecting a university or department, this is equally useful for faculty and students. Assigning separate criterion to common support services and sports facilities will propel the universities to allocate better resources and provide adequate emphasis in those areas. A student wishing to know the University's performance in a particular niche area before her joining, two-tier system makes it possible. Universities can become more stakeholder-friendly when they are subjected to departmental/ programme evaluation. The analogy here is that a university is like a train consisting of several interlinked passenger and service or Goods compartments.

The two-tier method will be a more realistic representation of departments as well as the entire University. Unsurprisingly, it may be noted that most international quality assurance agencies also go by departmental scores.

The alternative model will expand the benefits of prevailing practice of accreditation further more accurately. Every improvement starts at micro-level, even if it is total organizational revamping. If one of the leading goals of accreditation is continuous improvement, the associated accreditation process needs to become programme /departmental specific.

In an outcome based education (OBE) context, which will soon be the norm in India, the performance standards for the competencies will need to be specified and might be stated in each programme and department. Continuous improvement of educational outcomes through ongoing monitoring will be more manageable at departmental and programme level. Considering these factors, it is expected that academic leaders ponder over the need to fully capture the contemporary imperatives of University functioning and develop better strategies for accreditation.

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Recognition of Prior Learning: Strategy for Increasing Gross Enrolment Ratio in India

Navita Abrol* and Manjulika Srivastava, Shekhar Suman*****

The term Recognition of Prior Learning (RPL) is composed of two words 'Recognition' - which means to acknowledge the existence, validity, or legality of something; and 'Prior learning'- can be defined as a knowledge or skill which was acquired by the person earlier either through formal education, or by working experience. Learning from experience includes knowledge and skills acquired in an informal way throughout life and if it happened in the past then it is called 'prior' (Garnett & Cavaye, 2015). Hence we can say that RPL is a process in which prior learning is identified, assessed according to the framed policy; and certified for further higher education or training. RPL is known by various names across the world. In the UK it is known as Assessment of Prior Experiential Learning (APEL) and Assessment of Prior Learning (APL); in Canada it is notified as Prior Learning Assessment and Recognition (PLAR); *Validation des Acquis de l' Expérience* (VAE) in France; Validation of Non-Formal/Informal Learning (VNFIL) and Recognition of Learning Outcomes (RLO) in Europe; Recognition of Non-Formal and Informal Learning (RNFIL) in Czech Republic; and Recognition, Validation and Certification of Competencies (RVCC) in Portugal (ILO, 2018). It is also being replaced by Recognition of Acquired Competencies (RAC) and Recognition, Validation and Accreditation (of non-formal and informal learning) (RVA) in some parts of the world.

But despite all these terminologies the crux of RPL is almost the same in all the policies across the world. There are two main important terms which are widely used in the field of RPL i.e. *competence* and *qualification*. Therefore to understand RPL it is necessary and important to understand these two terms. A *competence* is knowledge and the skill acquired by the person but may not be certified by any statutory or regulatory body. In the context of RPL, it may be said that competence may be developed by doing or working in a particular field where a person may be trained informally. For example, labours working in Mills, ANMs at Primary Health Centres or Personnel Below Officer Rank (PBOR) in Defence Forces etc.

A *qualification* is a certificate earned by the person by learning the prescribed curriculum and demonstrating it at the time of the assessment process, which is awarded by an institution recognized by some regulatory body. In other words, qualification is a certification that a person has acquired for possessing the specific knowledge or skill, which is accepted by a Higher Education Institution (HEI) for further studies or by an employer for employment.

Therefore, the RPL process is bridging the gap by bringing such man-power into the mainstream. It is done by identifying the competence attained through non-formal and informal learning and to certify it with proper qualification. So, explanation of RPL can be summed by the definition stated by Wong (2014) as "*RPL as a process systematically assesses an individual's formal, non-formal and informal learning in three categories for a variety of purposes, including advancement in the workplace, admission into or advanced standing in education or training programmes, occupational certification with reference to the standards of a credential granting body, and career planning"*(p-186).

In light of the above definitions, it can be concluded that RPL is the best option to implement in India so as to bring a large human resource under the umbrella of Higher Education. It can be achieved, via making policies on assessing and recognizing non-formal and informal learning, and also a policy on equivalence of credits and credit transfer for lateral entry into the formal education system. This will not only provide ample opportunity to the people to join Higher Education and brighten their scope for better employability opportunities but also lead to a boost in GER. Main objectives of this paper are:

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i. To define the concept of RPL;

ii. To discuss the existing RPL practices of different countries including India;

iii. To study the take of Draft National Education Policy -19 on RPL; and

To identify target groups who could benefit from RPL and be integrated into the mainstream of higher education.

RPL: The Global Scenario

As the world is shrinking and geographical distances are no more constraints, the people, in search of higher education facilities and better employability opportunities, are moving from one country to another or even from one continent to another. But due to different education systems, these countries had great challenges to absorb such students in their system. Therefore, there is a great need for a policy that facilitates these persons to make their mark in foreign land. Hence, RPL is accepted and adopted in many developed as well as developing countries. RPL is recognized as need of the hour by International Labour Organization (ILO) and the same reason was stated in its documents, "*Globalization and migration have increased the need for mechanisms for recognition of qualifications across borders*." (ILO, 2018, p-12)

To adopt and implement RPL in their countries, National Qualification Frameworks (NQFs) were developed by almost all the countries usually under their Ministry of Education. The main purpose of NQFs is to provide proper guidelines to identify, articulate, document and certify the prior learning acquired by the person. Quality assurance is also one of the important tasks of NQFs. The concept of RPL first evolved in the United States (Dyson and Keating, 2005), and were designed and developed by other countries as well. Some RPL practices adopted by other countries is discussed here.

United States of America

In the USA, RPL is referred to as Accreditation of Prior Learning (APL) or Prior Learning Assessment (PLA). Prior Learning Assessment (PLA) provides the way to Higher Educational Institutions to evaluate a learner's college-level extra-institutional learning so to award credit or advanced standing. PLA is an important component of the Council for Adult and Experiential Learning (CAEL). The CAEL was established with the vision that a person's skills and learning should be recognized by higher education institutions, irrespective of the mode acquaintance of those skills and learning. The American Council on Education's College Credit Recommendation Service (CREDIT) was launched to mainstream workplace learning with Higher Education by guiding learners to access the academic credit in the formal education system and taking examinations to earn a degree certificate.

United Kingdom

The education system in the United Kingdom (UK) is very old and well established. The skills development policy in the UK also guarantees training by the employers in the workplace for progression. The apprenticeship programme is a significant programme, which not only imparts academic qualification but also provides necessary skills with employment. RPL in the UK has two specific objectives – "*more flexibility to further education colleges and to design a vocational system that enables people to move from vocational to academic learning and back again."* (ILO,2014) In the UK, RPL is replaced with APL- Accreditation of Prior Learning. There are two types of APL i.e. National Vocational Qualifications (NVQs), and Scottish Vocational Qualifications (SVQs). It helps a person to certify his/her professional training or working experience as a qualification. Various organizations where specific skills are required by the employees have developed the National Occupational Standards (NOS). The NOS provides the platform to decide NVQs and SVQs which ranges from basic work activities i.e. level 1, till senior management i.e. level 5. NVQs and SVQs can also form part of an apprenticeship programme in the UK. An application with the documentary proofs as per the requirements has to be submitted by the person which is further assessed by external validator. To ensure quality in the process, guidelines on APLthat have been formulated by the Quality Assurance Agency for Higher Education (QAA). Inspection and accountability are important checks of quality assurance.

Republic of Korea

In the Republic of Korea, RPL is termed as Recognition, Validation and Accreditation (RVA) of non-formal and informal learning. It is an important component of the Academic Credit Bank System (ACBS), established in 1998. It aims to provide maximum educational opportunities to adult

learners with more flexibility in collaboration with conventional education system. Easily accessible and low cost are the key features of the ACBS. Since its inception, ACBS has played a significant role in achieving Korea's objective of creating a sustainable Life Long Learning (LLL) society by offering easily accessible to higher education (Park *et al*, 2019). "*The Korean approach to RVA is heavily oriented towards academic qualifications, and is embedded in education and training. It represents a 'provider model' of RVA and relies on the accumulation of credits through a variety of educational provider types, both public and private*." (Singh, 2015, p-108) It is a responsibility of ACBS to document all the non-formal and informal activities and then recognizes them as per the qualification in the formal system and conferring diplomas and degrees by transferring the credits earned through prior learning. The credits earned from formal educational institutions and non-formal educational institutions under the National Institute of Lifelong Education (NILE), part-time courses, artistic activities related to traditional and cultural heritage, and vocational qualifications are recognized by ACBS. A person can earn a bachelor's degree conferred by the Ministry of Education, Science and Technology by just passing the examination conducted by NILE without attending any higher education institution. "*To maintain the quality, the Korean government along with NILE and the Ministry of Education, Science and Technology, evaluates curricula provided by all non-formal education institutions twice a year, as well as the credits earned, learning experiences and activities of a person is also evaluated*" (Singh,2015).

South Africa

The National Qualifications Framework Act 2009 makes it compulsory to register the qualifications and standards in NQF. A National Policy for the implementation of RPL was launched in 2013. Quality in RPL is maintained by SAQA by framing and implementing the guidelines and Quality Council for Trades and Occupations (QCTO) is responsible for policy and criteria for assessment; RPL and credit accumulation and transfer for qualifications and part-qualifications. The assessment methods practiced in South Africa are portfolio, publications, references and various testimony- and evidence-based methods. The various contexts where RPL is used in South Africa are: Higher Education, Education and Training, General Education and Training, Adult Basic Education and Training including workplace-based training.

New Zealand

In New Zealand, there is New Zealand Qualifications Framework (NZQF) which was established under The Education Act, 1989 and a Credit Recognition and Transfer Policy (2002). RPL is one of the components of NZQF. In New Zealand RPL is also known as APL (accreditation of prior learning), which comprises two systems – one for the awarding of credits, and a second one for the awarding of qualifications. The prior learning is recognized, credited and credentialed through Credit Recognition and Transfer (CRT) and RPL framed by NZQF. Recognizing learning and awarding credit is embarked on by evaluating for existing skills, knowledge, and attributes acquired without regard for the length, place or method of learning (e.g. workplace, life experience, hobbies, self-directed study) (NZQF, 2017).

Australia

In Australia, Australia's National Qualification Framework (AQF) has framed a Pathways Policy which also has a component of RPL that aims to maximize the credit load on the students by considering the prior learning. There are number of accrediting authorities which oversee the various areas of implementation like State and territory government authorized statutory bodies look after the Senior Secondary Certificate of Education in their jurisdiction area; The Australian Skills Quality Authority (ASQA); The National Skills Standards Council (NSSC), a committee of the Standing Council on Tertiary Education Skills and Employment (SCOTESE) responsible for vocational education and training; The Tertiary Education Quality and Standards Agency (TEQSA); and Self-accrediting Universities and Higher Education Institutions. These accrediting authorities have to frame policies on RPL and disseminate it to the general public. They are also responsible for identification, negotiation and maintaining all the records related to AQF qualifications. Special consideration is given in identifying, developing and documenting qualification pathways from moving from one level to a higher level, like from Certificate I and Certificate II to Certificate III qualifications; from Diploma, Advanced Diploma and Associate Degree to Bachelor Degree in the same discipline to provide

'Diploma to Degree pathways' (AQF,2013). One of the examples of such programmes is the Worker Assistance Program which focuses on the displaced personnel of the forestry sector (Dyson and Keating, 2005).

France

France has launched RPL as a Law named Validation des Acquis-del' Expérience (VAE) in 2002. This law states that it's an individual right to get his/her professional experience recognized so as to acquire an academic certification. This can be possible through VAE in which the professional experience of the person is validated by the panel to intent certification as an academic diploma. This diploma is equivalent to the diploma earned through the formal system. The VAE legislation has no restrictions on the number of certifications earned by a single person. In France, a person can get upto the master level without having any formal academic qualification ever (ILO,2014). VAE is almost followed the same process as by the other countries i. e. general guidelines on the procedure of RPL have been formulated based on the regional and national structures towards a suitable certification. After selection of certification, the admissibility of the demand (generally 3 years of relevant experience) is checked. If the candidate passes the admissibility check, his/her application is examined for issuance of full or partial validation by the panel of academicians and professionals. Lastly, the final call is taken by the jury which may propose the necessary bridging courses or internships. There is no time bar for earning these additional competence.

Germany

In Germany, the education and training system includes both non-formal and informal learning. The RVA process focuses not only on the formal recognition of prior learning but also stresses on lifelong learning. The main objectives of RVA is to widen the spectrum of recognition so that maximum competencies that are acquired through non-formal and informal means can be main streamed in the higher education system and to strengthen informal learning through the recognition of competence/skills acquired in the workplace. The equivalences of qualification and credit point systems are outlined to facilitate the RVA process. The methods of assessment are also developed to supplement the conventional assessment methods. The ProfilPASS Service Centre under the German Institute of Adult Education and the Leibniz Centre for Lifelong Learning (DIE) was launched to document the training, learning and work biographies of individuals. The nodal department of it is the Federal Ministry of Education and Science (BMBF) of Germany. The person can submit his/her portfolio along with all the documentary proofs to get guidance. The ProfilPASS system has two components i.e. the ProfilPASS tool and a guidance concept. Although ProfilPASS Service Centre is fulfilling the objectives of RVA yet there is still more improvement required in assessment and implementation of recognition infrastructure; assessment procedures and standards; quality assurance that can support and complement the existing education system (Singh, 2015).

The Existing Rpl Initiatives in India

The Indian government has put in remarkable efforts for skill development of its workforce. Skilling, Up-skilling, Re-skilling for market value and recognizing these skills for certification is the main focus of the government, for which the Government of India initiated the scheme of RPL. Though presently this scheme is for the unorganized sector of the Indian economy, this scheme can very suitably be planned for the organized sector also.

The first National Policy on RPL was notified in 2009 with the view to outline the policy framework for the skilling activities to be undertaken within the country and to align them with the emerging trends in the national and international arena. The National Skills Qualifications Framework (NSQF) (notified on 2th December, 2013), a competency based framework that defines the qualifications i.e. level of Knowledge, Skills and Aptitude in terms of learning outcomes which a person has acquired through formal/ informal/ non-formal training The qualifications are graded from level 1 to level 10.

The new policy on National Skill Development was launched on 15th July 2015 which superseded the old policy of 2009. Skill development is undertaken by 21 Ministries/Departments under the National Skill Development Mission. The Ministry of Skill Development and Entrepreneurship (MSDE) is the nodal Ministry for the National Skill Development Mission.

The *Pradhan Mantri Kaushal Vikas Yojana* (PMKVY 1.0) was launched on 15th July 2015 with the objective of encouraging skill development for youth by providing monetary rewards for successful

completion of approved training programs during the period 2015-16. National Skill Development Corporation (NSDC) was the designated implementing agency of this scheme. In the following year, the *Pradhan Mantri Kaushal Vikas Yojana* (PMKVY 2.0), to cover the period 2016–2020 replaced the earlier scheme PMKVY 1.0 which was revamped with the objective of providing a better livelihood with great opportunities to the unskilled or under skilled workforce of India. The scheme was infused with the major component of assessment and certification of prior learning and skills (RPL) with a focus on enhancing the employability, competencies and opportunities of a large section of Indian unskilled and semi-skilled workforce of the unorganized sector.

The RPL under PMKVY 2.0 is a five-fold process for assessment and certification of prior learning: 1) Mobilization 2) Counselling 3) Orientation 4) Assessment and 5) Certification, results and payment to candidates.

The significant feature of RPL scheme of the Government of India is that it is free of cost. On successful completion of the aforementioned five-fold process a registered candidate under this scheme receives not only INR 500, a free of cost accidental insurance coverage but also experience of the new age technology.

As per the information displayed on the website of National Skill Development Corporation (NSDC)- a non-profit company is set up by the Ministry of Finance. It has approved 38 Sector Skill Councils (SSC) till date. Sector Skill Councils are autonomous bodies recognized by NSDC to facilitate in determining skills and competency standards as per NSQF. It has also standardized the process of assessment, accreditation, examination and certification. These sectors include 25 priority, 10 large workforce, and 03 informal sectors identified by the Government (Table 1).

SSCs also help NSDC in developing content and curriculum of all the sectors. "*Each model curriculum and content is mapped to a specific Qualification Pack, covering modules aligning with the specific National Occupational Standards. In addition, Equipment, Theory and Practical duration for each module is detailed. Trainer Prerequisites and Assessment Criteria for the targeted Qualification Pack are also included"*(MSDE, 2019**,** p.34**)**.

The Annual Report (MSDE, 2019, p-47) has recorded that currently RPL extends to 2000 + job roles aligned to NSQF. For effective implementation of RPL under PMKVY 2.0, four modes have been outlined, *viz*RPL at camps; RPL at Employer's Premise; RPL at Centres; and RPL with Best in Class Employers. It further reported that 7,75,447 candidates have been certified under RPL through PMKVY across various trades. A dedicated web portal for the RPL programme under PMKVY 2.0 was launched for smooth implementation of the RPL.

Organizations like Indian Railway Catering and Tourism Corporation (IRCTC), Marine Products Export Development Authority, Railway Board, Indian Army, Indian Navy, Indian Air Force, Assam Rifles, Tea Board and many others have implemented the RPL under PMKVY 2.0. RPL with best-in-class employers is a major key initiative under the RPL which aims to enhance industry (MSDE, 2019).

Further to streamline the process, the National Qualifications Register (NQR) has been created which is a repository of all the approved qualifications with their corresponding NSQF levels. Besides NQR, MSDE has also developed National Quality Assurance Framework (NQAF) for vocational subjects in 2013 with 10 levels which provides benchmarks for education and training/ skill programmes in India (MSDE, 2019, p-28). The competencies can be acquired through various means: formal, non-formal and informal education (Government of India, 2013). It was also mandated in the NSQF that the eligibility criteria for all jobs and for admissions to educational institutions would be defined in terms of the NSQF competency levels, to help learners to be able to move seamlessly into higher education. through a credit-based system. The NHEQF shall be in-sync with the NSQF to enable equivalences and mobility of learners across general and vocational education streams. This should be implemented within a span of five years (Government of India, 2019: P 12.1.3, p.246 & P18.3.2, p.335). Thus a proper system of RPL will be in place by bridging the gap between vocational and general education through qualifications framework that define learning outcomes and competencies that the learners must possess at each level (Government of India, 2019, 20.2, p.363).

Thus, recognition and certification through RPL is not only benefiting the workforces but also the organization and industries where these unskilled and semi-skilled workforces are working. The

Table-1: Divisions of Sectors and Nodal Sector Skill Councils (SSC)

Sl. No.	Name of the Sector	Sector Skill Councils (SSC)
Priority Sector		
	Automotive	Automotive Skills Development Council
	Retail	Retailers Association's Skill Council of India
	IT-ITeS	IT-ITeS Sector Skill Council
	Media	Media & Entertainment Skills Council
	Healthcare	Healthcare Sector Skill Council
	Gems & Jewellery	Gems & Jewellery Skill Council of India
	Electronics & Hardware	Electronic Sector Skill Council of India
	BFSI	Banking, Financial Services & Insurance (BFSI) Sector Skill Council of India
	Leather	Leather Sector Skill Council
	Food Processing	Food Industry Capacity & Skill Initiative
	Logistics	Logistics Skill Council
	Construction	Construction Skill Development Council of India
	Life Sciences	Life Sciences Sector Skill Development Council
	Iron & Steel	Indian Iron & Steel Sector Skill Council
	Power	Power Sector Skill Council
	Textiles & Handlooms	Textile Sector Skill Council
	Apparels	Apparel, Made-ups & Home Furnishing Sector Skill Council
	Handicrafts	Handicrafts & carpets Sector Skill Council
	Tourism & Hospitality	Tourism & Hospitality Skill Council
	Oil & Gas	Hydro-Carbon Sector Skill Council
	Green Jobs	Skill Council for Green Jobs
	PwD	Skill Council for Persons with Disability (PwD)
	Furniture & Fittings	Furniture & Fittings Skill Council
	Strategic Manufacturing	Strategic Manufacturing Sector Skill Council
	Management	Management & Entrepreneurship and Professional Skills Council
Large Work-Force Sector		
	Mining	Skill Council for Mining Sector
	Rubber	Rubber Skill Development Council
	Agriculture	Agriculture Skill Council of India
	Telecom	Telecom Sector Skill Council of India
	Capital Goods	Capital Goods Skill Council
	Aerospace and Aviation	Aerospace and Aviation Sector Skill Council
	Infrastructure Equipment	Infrastructure Equipment Skill Council
	Sports	Sports, Physical Education, Fitness and Leisure Sector Skill Council
	Coating & Painting	Paints and Coatings Skill Council
	Instrumentation	Instrumentation, Automation, Surveillance & Communication Sector Skill Council
Informal Sector		
	Plumbing	Indian Plumbing Skills Council
	Domestic Workers	Domestic Workers Sector Skill Council
	Beauty & Wellness	Beauty & wellness Sector Skill Council

Source: MSED website: https://www.msde.gov.in/ssc.html (compiled by the researchers)

transformation of the workforce from unskilled to skilled and semi-skilled to up-skilled is resulting in increase of productivity and growth of employees and employers.

India's National Education Policy and RPL in Higher Education

The Ministry of Human Resource Development (MHRD), Government of India (GoI) has taken the initiative to draft a new National Education Policy to meet the requirements of the changing demographic and cultural changes in the country with the aim of making India a "Knowledge Superpower". India has a major demographic dividend with about 50 percent of its 1.3 billion population under 26 years of age in 2020 (Government of India, 2019). Further 64 percent of its population in the 15-59 age bracket by 2021 (Government of India, 2012), gives India the potential to reap the benefits of this demographic dividend to become a global production hub and a large consumer of goods and services. The Government of India has also set the target to impart necessary skills to 500 million people by 2022.

Against this backdrop, the Draft National Education Policy has been framed recommending path breaking reforms to equip its population, mainly the youth, with the knowledge and skills required to usher in a new India. The Draft National Education Policy (2019) states that: "*A National Higher Education Qualifications Frame-work (NHEQF) outlining the learning outcomes associated with degree/diploma/certification shall be the guiding document for HEIs to prepare curricula across all disciplines and fields"* (Government of India, 2019, P12.1.3, p.246). This framework will be formulated by the General Education Council (GEC), which will clearly define the expected graduate attributes at the undergraduate, graduate, and doctoral levels. These 'graduate attributes' will include disciplinary knowledge, as well cognitive, social, ethical and emotional capacities and dispositions. The GEC shall set up norms for credit transfers and equivalence to facilitate learner mobility, flexible entry and exit. A system for RPL shall also be defined. The NHEQF can also become the basis for India to sign pacts with different countries to mutually recognize their degrees (Government of India, 2019, P18.3.1, p.335).

The proposed Draft new National Education Policy (Government of India, 2019, P20.1.2, p.362-63) also lays down that: "*All educational institutions will be required to integrate vocational education in their academic offerings, in a phased manner over a period of a decade. Towards this, they will collaborate with ITIs, polytechnics, local businesses and industries, hospitals, farms, and NGOs. Each educational institution will make a careful choice of a few areas that they would like to offer, based on an analysis of the jobs available in their regions. The focus will be the development of practical skills as well as the associated theoretical knowledge along with a broad-based education."* Further, State governments will facilitate the process through conduct of State-level Skills Gap Analysis and Mappings of requirements of trained personnel in different vocations, in different regions of the State

A beginning has already been made in this direction with the MSDE formulating the model framework for setting up Skill Universities to be adopted by UGC (MSDE, 2019). After which quite a few Skills Universities have been set up by a few State Governments. Further, HEIs have integrated vocational education into the undergraduate curriculum by offering Bachelor in Vocation (B.Voc) and Master in Vocation (M.Voc) programmes that are aligned to NSQF levels 5-7 and 8-10 respectively. Another initiative taken in this direction was the introduction of the CBCS system by the UGC for undergraduate degree programmes where it is mandatory for the learners to choose skill enhancement courses and ability enhancement courses.The Draft National Education Policy states (2019, P20.4.2. p.364-65), "*HEIs can establish a school/department of vocational education and offer vocational education that is completely integrated with higher education, either on their own or in partnership with industry, and work towards ensuring seamless mobility of students across both streams. The choice of sectors, types and duration of courses etc., will be left to each autonomous institution, but they will submit data regarding their courses and its content to the National Qualifications Register (NQR) and/or other bodies ..."* The policy makers have also specified that HEIs will create the curriculum that is aligned with NSQF and combine this with the RPL assessment mechanism to evaluate the skills of the persons to receive appropriate RPL certification and thereafter to facilitate seamless transfer into higher education, irrespective of their prior educational experience. They will have the autonomy to introduce bridge courses to facilitate horizontal or vertical mobility of such learners.

The NSDC is also working in collaboration with the All India Council for technical Education (AICTE) in facilitation of the *Pradhan Mantri Kaushal Vikas Yojana*- Technical Institute; and Department of Higher Education, Ministry of Human Resource Development to develop a mandatory embedded model apprenticeship scheme at the undergraduate level for regular undergraduates to improve their employability quotient (MSED, 2019 p-64). Another major step taken by HEIs today is setting up of incubation centres and promoting start-ups using innovative technologies to facilitate skill up-gradation, job creation, internships and workforce management. The necessity to integrate vocational education / skill training is well understood by the higher education sector.

Imperative Need for RPL in India

Given the 'demographic dividend', India is blessed with the world's youngest workforce which makes the process of skill development crucial in enhancing production possibilities. Therefore, skill development is one area which requires maximum attention by way of internationally benchmarked skill development in a time bound manner. Skill development is inter-linked with education as well as RPL. The higher the education the higher the skill possessed by the individual.

In India the unorganized sector is the largest segment of the population that needs to be skilled, as 93 per cent do not have any marketable skills (only 1.8 per cent have received formal vocational/ technical training and 5.6 per cent have informal training). Of the trained workforce, youth constitute 50 per cent but majority of them, about 42 per cent, are either unemployed or not a part of the labour force (PLFS, 201-18) (Anand & Thampi, 2019). The sector gives the highest employment opportunities. Skills have been acquired by 5.6 per cent through informal means either they are self- taught; hereditary, transferred from one generation to the next; or through on the job training.

On the other hand, 47.38 per cent in 2019 of the youth graduating from educational institutions are employable as compared to 33.95 per cent in 2014. There is a substantial increase in the workforce which will also impact the composition of the unorganized sector which will reduce to 90 per cent and the organized sector will be increased to account for 10 per cent by 2022. Also with the automation and technological advancements there are noticeable changes in the job infrastructure requirements, the present workforce is not trained in the new age skills. There is a high demand for reskilling initiatives to be undertaken by the employers in order to address this major gap that is emerging. At the same time the nature of employment and job patterns is changing. From full time permanent jobs the shift is towards non- permanent flexible types of jobs that are project based and do not full time engagement. Another transformational change in the workplace is work in the form of 'Gig' workers who are hired to deliver specific outcomes, and get paid for it. A gig worker can therefore be engaged in multiple places. The focus is again on having the skill/ talent. This trend is emerging rapidly globally; India is a relatively late entrant. Yet another emerging trend is that of Start-ups and Micro, Small and Medium Enterprises (MSMEs) that the government is encouraging and even supporting (India Skills Report, 2019).

Another target group left un-served are the personnel below officers rank as well as junior officers of the Indian Armed forces and paramilitary forces who retire at the young age of about forty years or in their mid- lives. They need to have civilian awards in order to re-enter the job market. And while we consider this group of prospective learners, there are lakhs of personnel working in the Indian Police Service, Home Guards and the Indian Railways, who have been trained on the job but do not possess any formal qualifications. They also need to be provided with adequate opportunities to enhance their educational qualifications for improving their career prospects. This will be possible if recognition is given to the competencies and skills gained outside the formal education system and they earn credits for the same. The accumulated credits could lead to award of degrees/ diplomas/ certificates and also lateral entry into HEIs for pursuing higher education. This can be very well achieved once RPL is implemented as proposed in the National Education Policy -2019. Several models of RPL have been used in various countries. However, a thorough study of these models must be undertaken before any model can be recommended for use in India.

Further, educational institutions and academia have to gear themselves to prepare the youth and the existing workforce with new skill sets required in the new work environment and culture. Investments need to be made by all HEIs to make people job ready.

It is the mandate of the ODL system to cater to the needs of diversified learners who are looking for certification of their learning and integrate with the mainstream of higher education. The credit transfer scheme that Open Universities (OUs) are already following needs to be coupled with a mechanism for RPL, which will facilitate the entry of those who have no formal education and training but have acquired the skills, and as suggested in the Draft National Education Policy (2019). Such mechanisms will also benefit those who have discontinued their formal education. ODL Institutions should follow the proposed educational framework to assess and recognize skills and competencies gained outside formal learning including MOOCs and OERs; and provide credit on-demand that could be aggregated and lead to acquisition of award of certificates/ diplomas. Such a scheme would help the marginalized sections, particularly women and the poor living in rural areas. Such a provision could also foster community learning and knowledge sharing that can help communities to develop networks to disseminate and share knowledge in an organized manner. This could promote knowledge-based livelihood opportunities and income generation opportunities for the marginalized, for which the ODL system could be a tool. For the personnel already working in the Armed Forces, Indian Police, Indian Railways, Paramilitary forces, their skills and competencies could be given equivalence in terms of credits earned and based on the accumulation of credits they could be given lateral entry into the degree programmes offered by the ODL institutions.

Conclusion

With such large human resources, India is set to become a super economic power in the world with skilled manpower. Specialization in the IT sector has witnessed such an opportunity bringing dominance across the world. On the same pattern, through adoption of RPL in HEIs, India's workforce could develop marketable skills in other service sectors and acquire formal qualifications to serve the nation. This will also lead to manifold increase in the GER which is also essential for a developed nation.

The scheme proposed above will enhance access to education, and even higher education; thus converting large numbers into a skilled workforce. Also, for ensuring that a valuable trained manpower is not lost to the nation or is being underutilized RPL is essential. Especially for the personnel, who are already trained on the job by the government, but are not empowered for a second career in the absence of a civilian award. They are forced to join the ranks of the unemployed or forced to take up employment below their dignity. Thus a valuable trained manpower is being lost at present. Also providing lateral entry into higher education will enhance the GER.

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Work from Home in the Field of Teaching-Learning Process : Information Communication Technology as a Boon

Annapure S G*

ICT is used as a common abbreviation for the term Information and Communication Technology which includes various tools and techniques by which traditional teaching-learning environment is transferred into modern platforms such as Online Classroom, Flipped Classroom, Blended Learning, Virtual classroom, Electronic based learning resources. ICT provides opportunity to do academic work from home by using various applications with positive results. The researcher has tried to explore various aspects and tools about application of ICT in the field of teaching learning process with prime objective of fulfilling the changing demands of teaching - learning environment as well as importance of ICT in present era. The present paper explores the benefits of application of ICT in teaching learning process using Computer based technology, Communication based tools and techniques, Smart phone based facilities as well as various learning platforms in open source public domain like NPTEL, SWYAM, MOOCs, N-List, CEC (Consortium for Educational Courseware), e-PG Pathashala and so on. Further, the researcher has explained the significance of ICT based teaching learning environment in the present situation. Objectives of the paper are : to understand the changing nature of teaching learning environment by applying the ICT based tools and techniques; and to know the needs and importance about application of ICT in present COVID-19 scenario.

ICT is an umbrella term which comprises of many tools and techniques of Information and Communication Technology. It includes many features which are beneficial to strengthen the quality of education system. Today, HEIs (Higher Education Institutes) have moved towards these platforms for providing education to the student community. Further, it is also inevitable to survive in the environment of global competition. Since two to three decades, education institutions have been adopting web-based technology in less or more proportion in teaching and learning process. Actually, it is the need of hour for fulfilling the academic needs of today's techno savvy learners.

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Teaching and learning are the major components of any education system. In primitive era, there was oral based teaching-learning system which was popularly known as *Guru- Shishya Parampare or Gurukul* based education system in which *Gurus* were providing information and knowledge to their pupils via oral mode only. Gradually, the teaching learning system in India passed through several phases and now it is transforming to modern systems due to innovations in the area of Information and Communication Technology. Many studies show that ICT first appeared in the mid-1980s period. Today, particularly in COVID-19 time education has become completely online across the world. It means that teaching and learning community can interact with each other and to transact education with joy from their own homes. In this way, ICT plays a vital role with various aspects and thus it has become as a boon to both teaching and learning community. (Shastree, 2019)

Meaning and Definition of ICT

The term ICT means Information and Communication Technology. It is a broad term which involves many tools and techniques relevant to information generation, sharing techniques, and preservation technology as well as communication technology areas. There are many definitions that have been designed and created by many authors with different views. The term ICT is defined as, "The integration of computing, Networking and Information processing technologies and their applications" (Riyasat & Fatima, 2008). This definition clearly indicates that ICT comprises of major elements of Computer, Networking and Information processing applications (Sharma, 2015).

Use of ICT in Teaching

Teaching is an integral component of any type of educational institute. Teacher is considered as an expert in particular discipline of knowledge branch. Before the invention of ICT, these communities

were acquiring information and knowledge through traditional based print resources and presenting their knowledge by oral lecture methods. Gradually, this traditional situation is changed and modified due to influence of Information and Communication Technology. With the help of ICT based tools and techniques, teaching community started creating innovative environment in teaching learning. At present, there are lots of tools and techniques that have been made available by ICT. Keeping view the academic purpose, academic community can change their traditional chalk and talk method into ICT based teaching which will be more beneficial for achieving target of academic area with smart manner. Some of the ICT Tools and their usage is described here.

Computer based Tools and Techniques

Computer or similar devices like Laptop, Palm Top, iPod and many other instruments are basic elements for ICT enabled teaching. These devices were already installed with some basic programmes or operating systems like Microsoft Office etc. These operating systems involve many features like word processing, Power point presentation, Excel and so on. In keeping view of ICT based teaching, such type of tools and techniques can be useful for effective and learner friendly teaching in this digital culture. Teachers can prepare their teaching aids, materials with attractive manner on computer rather than traditional based writing method on notebooks or papers. Apart from it, there are lots of tools available in computer by which teacher can create innovative and attractive learning environment in teaching area (Kumar, 2004).

Communication Technology based Tools and Techniques

Communication technology is a broad term. It consists of various types of technology such as email, telephone, smart phones, computers, multimedia and web conferencing tools, social networking, online as well as productivity platform, etc. These various types of technologies perform various operations. When we look at it with academic angles, it will be useful and beneficial to academic community for achieving their academic goal.

Email is nothing but the delivery way of items in electronic mode. It is a quick and instant messaging system by which teaching community can share their educational learning materials in various formats like text, audio, video, multimedia based resources, instructions and suggestions regarding classroom and examination etc. to their learners within fraction of second. Actually, most of the tools are dependent on internet connectivity. By using the email system, teachers can complete their academic work smoothly, easily and instantly from their home. Further, telephone based technology like telephone, cell phone and smartphone can play interesting role with its various features. Today, maximum academic operations can be done by smart phone based applications. By calling, messaging as well as applying various apps, teacher can communicate with learner community for sharing of information, instructions regarding academic as well as live chatting in keeping view the academic purpose.

Social Networking platforms are becoming more popular as user friendly tools among the education fraternity. These platforms include various tools and techniques. In the present scenario, there are more than two hundreds tools available in free as well as paid basis. Out of which some platforms are more acquainted and popular among people such as WhatsApp, Facebook, Wikis, Bolgs, Twitter, Telegram, Instagram, Viber, Snapchat, Skype, etc. These are popular platforms providing various facilities by which many activities can be done like sharing of any type of information, downloading resources, converting documents, preserving future usage and so on. In keeping view of academic purpose, teacher can use these platforms in day to day teaching process as supportive tools for example by using WhatsApp platform teacher can provide their lesson notes, model question set, important terms, exam notifications, audio-video recording, e-content, etc. to their learner community. Sometimes teacher can connect with students via video calling menu and live interaction will easily be possible for exchange of their ideas and views. Apart from WhatsApp platform, Skype also plays an important role in conduction of video conferencing and webinars on subject oriented topics. Besides, Zoom Clouding Application will be beneficial for conducting online teaching. Further, teacher can use to Twitter for informing more important notifications and instructions with tweets up to 140 characters. At present, Blogs, Facebook, Instagram, Telegram, Wikipedia and many other tools are playing important role in this regard. In this way, there are lots of platforms made available by continuous progress in ICT area. The need is only of positive attitude

towards ICT based tools and techniques so that their effect will reflect as user friendly education.

Smart Phone-based Technology

Today, when we look towards society without bias then we find that most of the people use smart phones for their individual purpose. The same picture we also find among teaching and learning community. It means that everyone is in possession of their own Smartphone for different purposes in their individual life. Smartphones are having lots of capability for doing various functions including academic teaching-learning. Smart phone involves many tools like calculator, recorder, scanner, mi-remote, mi-community and so on. These tools can support and be helpful for creating students friendly excellent education system.

Now, there are various Smartphone based platforms available by which online teaching can be possible from home place for instance, Google Classroom is an online teaching learning platform which is available freely and consists of various features like join class, create class, to do work, archived classes and so on. With the help of this application, teaching category can teach their content via remote mode at anytime and anywhere without limitation of time and space. In this way, such types of tools are not only useful in teaching learning process are but also are beneficial in evaluation and other curricular and co-curricular activities. By using Google platform, internal examination, content test as well as survey through questionnaire can be possible in staying at home. Basically, Smart phone functions like computer or similar devices excluding some exception. In short, mobile based tools and techniques are really useful with various aspects to transform the traditional based teaching into flipped classroom, virtual classroom, hybrid classroom and ICT based teaching in this digital environment.

Application of ICT among Learning Community

At present, Information and Communication Technology has influenced each and every factor of human life. ICT has made available various facilities by which learners can acquire knowledge and education from their home without physical participation at learning centers. The present progressive picture of Information and Communication Technology becomes a boon to entire learner community for growth and development in their academic career. In ancient period, the image of Ekalavya was popular for self learning. Today in ICT environment, self study, self-learning concept has become very easy due to quick and easy availability of various knowledge branches and resources in electronic form. ICT has contributed and made available various facilities by which end learner can easily achieve education from his/her own door step. In fact, the present nature of education as well as learning resources in both the modes like free as well as cost (fee) basis but ICT can help to reduce the cost with various aspects as compared to traditional based education and learning resources.

The nature of learning resources has been changed and appeared as e-books, e-journals, e-thesis, e-reports, e-dictionary, e-encyclopedia, multimedia based audio-video e-content and so on. Since long ago, the Higher Education Systems have taken initiatives via various platforms for availability of resources in all disciplines of knowledge transfer. The online learning platforms and resources have been made available through various sources such as NPTEL, SWAYAM, Shodhganga, Shodhgangotri,e-PGPathashala, E-Content Courseware in UG Subjects (http//:cec.nic.in), UG, PG-MooCs (www. http:ugcmoocs.inflibnet.ac.in/ugc moocs/moocs. course.php), e-ShodhSindhu: Consortium for Higher Education Electronic Resources Vidwan, N-List Platform, UGC LocF, National Digital Library and so on.

These open resource domain platforms contain a lot of scholarly reviewed and peer reviewed valuable material on various disciplines in text, multimedia etc. which is useful to graduate, postgraduate students as well as research scholars for learning from any corner of the globe. It is really a boon to the learner community for fulfillment of their learning needs as per their desire. In this way, techno-savvy learners can get education by using various ICT based tools and learning platforms. These platforms are made available in open source public domain therefore there is no need to pay any charges. It means that anyone can open, download, preserve, and share with anyone, anytime and anywhere without time bound (24/7/365). Audio-video based resources and interactive forums become more useful to both advanced learners as well as slow learners. Slow learners can view many times till they understanding the concept or knowledge of particular branch. Learner community can access, view, download or learn as per their convenient time and it is possible to get degree or certificate from their home in

present digital environment. In such a way, learners can achieve their academic goal easily with the help of ICT based tools, techniques and various platforms (Arora, 2018).

Significance of ICT Application in the Global Competitive Era

Since many decades, the Indian Education System has been moved towards the computer based education. The innovative ideas within Information and Communication Technology influenced the traditional education system. The nature and ways of teaching-learning have been changed due to the impact of ICT. Now, semantic web technology is reached at web 4.0 as well as moving artificial intelligence area that provide advanced technological features and facilities. Today, positive impact of ICT is reflecting in educational area with positive manner and education systems have attempted to provide joyful education by applying the various tools and techniques in teaching learning counterpart. Even the Accreditation and Assessment systems like NAAC and NBA are stressing on ICT based as well as virtual education. At global level, such type of education has been increased. In Indian scenario, there are many autonomous systems, universities and academic centers which also have made available online education through various platforms as well as using ICT based technology.

Conclusion

Today's age is considered as the age of information technology, knowledge based society, Technological era as well as digital age. In this situation, there is no option without application of ICT in teaching learning for survival in the global competitive environment. ICT provides many benefits for enhancement of qualitative and excellent education as per the desire of learner community and it is also beneficial for teaching community. It is also helpful for achieving the academic objectives and goals of Higher Education System. When we look towards it in a positive manner, it really has become a boon to the academic development. Besides, this technological development supports for doing academic work from their home in this sensitive environment of Corona virus (Goel, & Devraj, 2019 & Saroja, 2020).

The impact of Information and Communication Technology has influenced to each and every factor of human life including education sector due to its various advanced and most beneficial features. Present education has moved towards online platform. ICT contains many tools and techniques which are helpful for providing excellent education in joyful atmosphere as per the expectation of techno savvy learner community. ICT is not only beneficial to learner community but also to the teachers, academicians and research scholars. By using ICT based tools and techniques for teaching learning it is possible to make teaching-learning joyful, interesting, and excellent. Further, it is highly useful technique for doing academic work from home.

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Combating Sexual Harassment at Workplace

Pravendra Singh Birla* and Bhargavi Das**

In the 21st century sexual harassment has become a global issue. According to a report published by International Labour Organisation (ILO), about one-third of women face harassment of one form or other in their respective workplaces. Behaviour of atrocities and cruelties against women is common everywhere. Today's world seems accustomed to the term **s**exual harassment. It is a problem affecting both men and women but women are victimized more. Though there are numerous laws and legislations securing the dignity of each individual in the society and treating them equal, when it comes to the females, it becomes a worrisome as the cases of domestic violence and sexual harassment are continuously on rise. Despite all the development, women are still considered as the most vulnerable section in the society. Sexual harassment is a serious problem in the workplace and it has become one of those issues that receive a lot of negative attention. Sexual harassment at workplace is a universal problem in the world whether it be a developed nation or a developing nation or an underdeveloped nation**.** The reality of sexual harassment incidents at the workplace is that there is more to worry about under-reporting, than people misusing the law. The present study deals with understanding the sexual harassment of women at workplace in Indian scenario. The study also focuses on the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, and provision of **Internal Complaints Committee (ICC) and** its implementation in **Higher Educational Institutions in preventing sexual harassment in workplace.**

Sexual harassment has been identified as a term which is difficult to define as it involves a range of behaviors. Efforts have been made at both national and international levels to define this term effectively but often, the term is subjected to different interpretations. Broadly, Sexual Harassment can be identified as an unwelcome behavior of sexual nature. The act of sexual harassment at work place includes many things. Some of them can be listed as follows:

1. Actual or attempted rape or sexual assault.
2. Unwanted deliberate touching, leaning over, cornering or pinching.
3. Unwanted sexual teasing, jokes, remarks or questions.
4. Whistling at someone.
5. Kissing sounds, howling and smacking lips.
6. Touching an employee's clothing, hair or body.
7. Touching or rubbing oneself sexually around another person.

Sexual Harassment at Work Place and the Indian Laws

According to the Indian laws, Sexual Harassment violates the women's fundamental right of gender equality and life with dignity under the Articles 14, 15 & 21 respectively. Provisions are there in Indian Penal Code, which provides protection against sexual harassments. The sections in IPC which deals with these aspects are:

- Section 294 deals with obscene acts and songs at public place.
- Section 354 deals with assault or criminal force against women.
- Section 376 deals with rape.
- Section 510 deals with uttering words or making gestures which outrages a women's modesty.

There is another act passed by legislature for protecting women's interest namely, Indecent Representation of Women, Act (1997). This act has not been used in cases of sexual harassment at work place but there are certain provisions in this act which can be used for this namely:

i. If a person harasses another by showing books, photographs, paintings, films, etc. containing indecent representation of women than he will be liable with minimum 2 yrs. imprisonment.

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ii. Section 7 of this act punishes companies, if there is indecent representation of women like showing pornography.

The harassed women can also go to civil courts for harassment actions like mental anguish, physical harassment, loss of income in employment of victim, etc. Sexual harassment can be distinguished on two bases; one of them is *quid pro quo* in which a woman is compelled for sexual favours in exchange of work benefits and sexual favours. If refused, this also can lead to some retaliatory actions such as demotion and making her work in difficult conditions. The other one is 'hostile working environment' which imposes a duty on employer to provide the women worker with positive working environment and prohibits sexist graffiti, sexual remarks showing pornography and brushing against women employees.

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

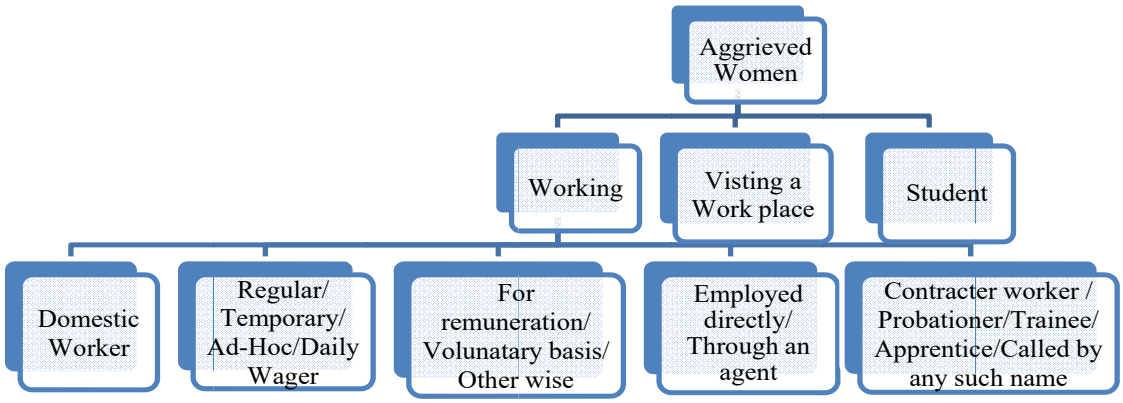
The Act implies, *No woman shall be subjected to sexual harassment at any workplace.* Section 3(1) of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, defines the aggrieved woman, workplace and sexual harassment as well as highlights key elements of workplace sexual harassment. It provides examples of behaviours through which a woman can experience possible professional and personal harm. It presents the user with scenarios from across-section of work contexts to build clarity on different forms of sexual harassment as identified under the Act. The Act recognizes the right of every woman to a safe and secure workplace environment irrespective of her age or employment/work status. Hence, the right of all women working or visiting any workplace whether in the capacity of regular, temporary, *adhoc,* or daily wages basis is protected under the Act. It includes all women whether engaged directly or through an agent including a contractor, with or without the knowledge of the principal employer. They may be working for remuneration, on a voluntary basis or otherwise. Their terms of employment can be express or implied. Further, she could be a co-worker, a contract worker, probationer, trainee, apprentice, or called by any other such name. The Act also covers a woman, who is working in a dwelling place or house.

What is a Workplace?

A workplace is defined as 'any place visited by the employee arising out of or during the course of employment, including transportation provided by the employer for undertaking such a journey.' As per this definition, a workplace covers both the organized and un-organized sectors. It also includes all workplaces whether owned by Indian or foreign company having a place of work in India (Figure-1). As per the Act, Workplace includes:

- Government organizations, including Government Company, corporations and cooperative societies;
- Private sector organizations, venture, society, trust, NGO or service providers etc. providing services which are commercial, vocational, educational, sports, professional, entertainment, industrial, health related or financial activities, including production, supply, sale, distribution or service;
- Hospitals/Nursing Homes;
- Sports Institutes/Facilities;
- Places visited by the employee (including while on travel) including transportation provided by employer;

Figure-1 and 2 : Sexual Harassment at Workplaces



Source*: https://wcd.nic.in/act/handbook-sexual-harassment-women-workplace*

Fig-2: Work Places in the Context of Sexual Harassment

Source: https://wcd.nic.in/act/handbook-sexual-harassment-women-workplace

- A dwelling place or house.
- The Act defines the Unorganized Sector as: any enterprise owned by individual or self-employed workers engaged in the production or sale of goods or providing services of any kind.

Towards Safer Working Environment for Women

Everyone organization with more than 10 employees is required to set up an Internal Committee (IC) under Section 4 of the Sexual Harassment of women at workplace (Prevention, Prohibition and Redressal) Act, 2013. The procedure of redressal is given in Figure -3.

Initiatives for Prevention of Sexual Harassment at Higher Educational Institutions(HEIs)

The University Grant Commission (Prevention, Prohibition and Redressal of Sexual Harassment of women employees and students in higher educational institutions) Regulations, 2015 points out the following aspects which shall apply to all higher educational institutions in India and shall come into force on the date of their publication in the official gazette. According to this every HEI shall:

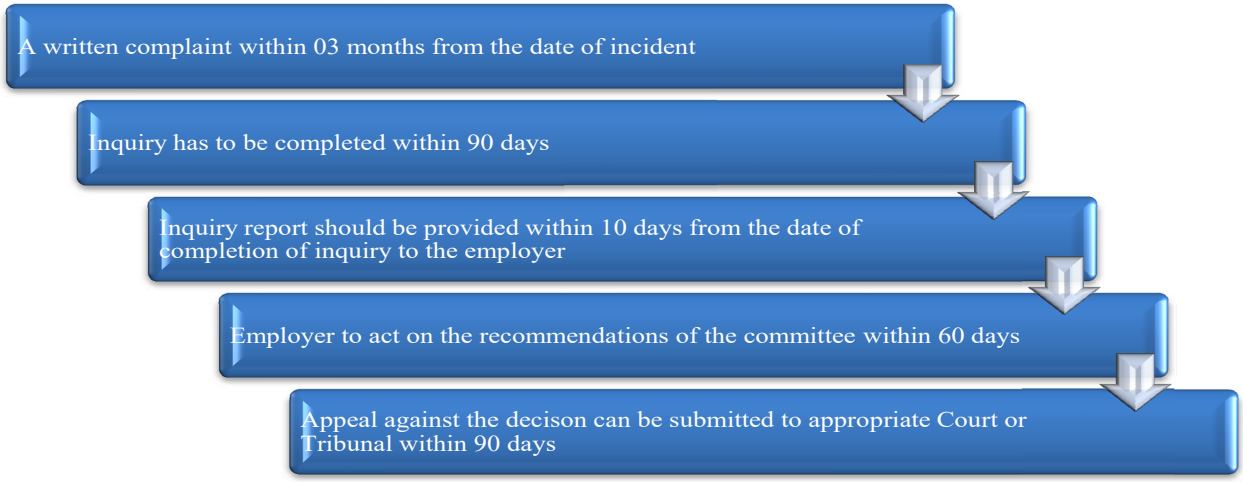
a) Wherever required, appropriately subsume the spirit of the above definitions in its policy and regulations on prevention of sexual harassment against the employees and the students, and modify its ordinances and rules in consonance with the requirements of the regulations;

b) Publicly notify the provision against sexual harassment and ensure their wide dissemination;

c) Organize training programmes or as the case may be, workshops of the officers, functionaries, faculty and students, as indicated in the SAKSHAM Report (Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses) of the commission, to sensitize them and ensure knowledge and awareness of the rights, entitlements and responsibilities enshrined in the Act and under these regulations;

d) Act decisively against all gender based violence perpetrated against employees and students of all sexes recognizing that primarily women employees and students and some male students and students of the third gender are vulnerable to

Figure -3 : Procedure for Redressal of Sexual Harassment Problems



Source: www.ncw.nic.in

many forms of sexual harassment and humiliation and exploitation;

e) Publicly commit itself to a zero tolerance policy towards sexual harassment;

f) Reinforce its commitment to creating its campus free from discrimination, harassment, retaliation or sexual assault at all levels;

g) Create awareness about what constitutes sexual harassment including hostile environment harassment and *quid pro quo* harassment;

h) Inform employees and students of the recourse available to them if they are victims of sexual harassment;

i) Organize regular orientation or training programmes for the members of the ICC (Internal Complaints Committee) to deal with complaints, steer the process of settlement or conciliation, etc, with sensitivity;

j) Proactively move to curb all forms of harassments of employees and students whether it is from those in an dominate power or hierarchal relationship within HEIs or owing to intimate partner violence or from peers or from elements outside of the geographical limits of the HEIs;

k) Be responsible to bring those guilty of sexual harassment against its employees and students to books and initiate al proceedings s required by law and also put in place mechanisms and redressal system like the ICC to curb and prevent sexual harassment on its campus;

l) Treat sexual harassment as misconduct under services rules and initiate action for misconduct if the perpetrator is an employee;

m) Treat sexual harassment as a violation of the disciplinary rules (leading up to rustication and expulsion) if the perpetrator is a student;

n) Ensure compliance with the provisions of these regulations, including appointment of ICC, within a period of sixty days from the date of publication of these regulations;

o) Monitor the timely submission of reports by the ICC;

p) Prepare an annual status report with details on the number of cases filed and their disposal

Internal Complaints Committee (ICC)

Every HEI should have Internal Complaints Committee (ICC) constituted under the University Grant Commission (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Student in Higher Educational Institutions) Regulation 2015 and Gazette notification of MHRD dated 2nd May, 2016 under The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. Salient features of Internal Complaints Committee (ICC) are:

- ICC provides the safety to the 'aggrieved women'. That means in relation to work place, a woman of any age whether employed or not, who alleges to have been subjected to any act of sexual harassment by the respondent.
- 'Employee' means a person as defined in the act and also includes for the purposes of these regulations: trainee, apprentice (or called by any other names), interns, volunteers, teacher assistants, research assistants, whether employed or not, including those involved in field studies, projects, short-visits and camps.
- ICC also ensures safety of women at 'campus' which means the location or the land on which a higher educational institutions and its related institutional facilities like libraries, laboratories, lecture halls, residences, halls toilets, students centres, hostels, dining halls, stadiums, parking areas, park likes settings and other amenities like health centres, canteens, bank counters, etc., are situated.
- It also includes extended campus and covers within its scope places visited as a student of the HEI including transportation provided for the purpose of commuting to and from the institutions, the locations outside the institution on field trips, internships, study tours, excursions, short-term placements, places used for camps, cultural festival, sports meets and such other activities where a person is participating in the capacity of an employee or a student of the HEI.
- The ICC organizes programmes for gender sensitization of the university community through orientation courses for administrators workshops, seminars, posters, film shows, debates, skits, etc. It may enlist the help of specialized NGOs and any campus body to carry out these programmes.
- Responsibilities of Internal Complaints Committee (ICC) are to:
- Provide assistance if any employee or a student chooses to file a complaint with the police;
- Provide mechanisms of dispute redressal and dialogue to anticipate and address issues through

just and fair conciliation without undermining complaint's rights, and minimize the need for purely punitive approaches that lead to further resentment, alienation or violence;

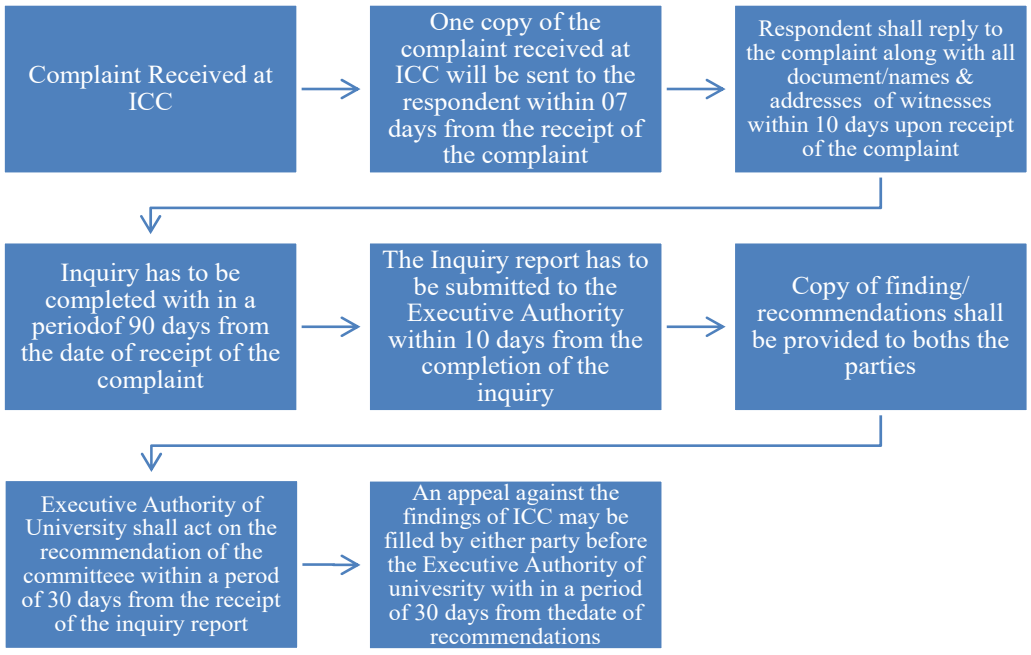
- Protect the safety of the complainant by not divulging the person's identity and provide the mandatory relief by way of sanctioned leave or relaxation of attendance requirement or transfer to another department or supervisor as required during the pendency of the complaint, or also provide for the transfer of the offender;
- Ensure that victims or witnesses are not victimized or discriminated against while dealing with complaints of sexual harassment; and
- Ensure prohibition of retaliation or adverse action against a covered individual because the employee or the student is engaged in protected activity.
- Process for making Complaint and Conducting Inquiry
- The ICC shall comply with the procedure prescribed in these regulations and the Act, for making a complaint and inquiring into the complaint in a time bound manner. Figure-4 depicts the flowchart of ICC Investigation Process at a Glance. The HEIs shall provide all necessary facilities to the ICC to conduct the inquiry expeditiously and with required privacy.

Punishment and Compensation

Punishment and Compensation may be as follows:

1) Anyone found guilty of sexual harassment shall be punished in accordance with the service rules of the HEI, if the offender is an employee.
2) Where the respondent is a student, depending upon the severity of the offence, the HEI may:
   a) Withhold privileges of the student such as access to the library, auditory, hall of residence, transportation, scholarships, allowances and identity card;
   b) Suspend or restrict entry into the campus for a specific period;
   c) Expel and strike off name from the rolls of the institution, including denial of readmission, if the offence so warrants; and
   d) Award reformative punishments like mandatory counseling and, or performance of community services.
3) The aggrieved person is entitled to the payment of compensation. The HEI shall issue direction for payment of the compensation recommended by the ICC and accepted by the Executive Authority, which shall be recovered from the offender. The compensation payable shall be determined on the basis of:

Figure-4: Flow Chart of ICC Investigation Process at a Glance



a) Mental trauma, pain suffering and distress caused to the aggrieved person;

b) The loss of career opportunity due to the incident of sexual harassment;

c) The medical expenses incurred by the victim for physical, psychiatric treatment;

d) The income and status of the alleged perpetrator and the victim; and

e) The feasibility of such payment in lump sum or in installments.

Conclusion

Sexual harassment is a serious problem in the workplace and it has become one that receives a lot of negative attention. India is a late entrant in formalizing sexual harassment at workplace as a penal offence punishable with imprisonment and penalty. The harsh reality of sexual harassment cases at workplace is that there is more to worry about under-reporting and people misusing the law. With the advent of the present legislation, a paradigm shift can be noticed in the way employers are made liable for the breach of law by its employees. Until the enactment of this law, vicarious liability on sexual harassment at the workplace was non-existent. While the Government of India has been taking steps to monitor implementation of the 2013 Act in government offices, there is an absence of mechanism to check execution in the private sector. The damage that is happening as a result of state apathy is unpardonable and irreparable.

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COVID-19 CONCERN

An Appeal to Readers

The outbreak of COVID-19 commonly known as Novel Corona Virus has engulfed the entire world. The pandemic has emerged as one of the biggest ever faced by the human race. With great concern, University News appeals to its subscribers and readers to stay alert and cooperate with the government in adhering to all the social and health advisories issued from time to time. By being careful and cautious, we can beat the virus by breaking the chain and prevent it from spreading further.

We wish all the citizens of India, our subscribers and readers the best of safety and health, and appeal to each one of us to show solidarity in this hour of adversity.

#LetsBeatCoronaTogether

Stay Alert, Stay Safe

EDITOR

Workshop on Innovative Practices in *Swachhta*

A One-week Workshop on 'Innovative Practices in *Swachhta'* was organised by Maulana Azad National Institute of Technology, Bhopal to celebrate its Diamond Jubilee Year, recently. There were 62 participats in the workshop from Architecture and Planning Department, Re-green Club Energy Centre along with NSS Unit.

To mark the inaugural function, Ms Jahnvi Dubey from Bhopal Municipal Corporation (BMC), IEC Bhopal along with the cleanliness brand ambassadors Ms Kumud Wadhwani, Ms Mita Wadhwa and Mr Gurvinder Singh from Bhopal Municipal Corporation were present. The Team motivated the students to come forward to give their support for #CYOB 'carry your own bottle' movement to save environment. The team mentioned about 4 'R's for the *swachhta* and save environment i.e. reduce, reuse, recycle and redistribute and told that it is the responsibility of the youth to contribute towards in the cleanliness of our country. The team demonstrated best out of the waste model by making pots, bags, etc from waste. Slogan Writing Competition was there for the students to create awareness of environmental degradation and actions on it.

Coordinators, Dr. Surabhi Mehrotra and Prof. Neha Kolhe presented their presentations to refuse the single-use plastic to protect our water bodies, soil and animals. Essay Competition on 'Innovative Practices in *Swachhata*' was kept for the students to express their views and suggestions for the theme. Students wrote essays in Hindi as well as in English and poured their minds in papers in creative manner. The spot poster making competition was organised to bring out the creative thinking in students towards cleanliness. It was followed by *Nukkad Natak* which was coordinated by Prof. Neha Kolhe. Students presented burning social issues through acting and expressions effectively. A lecture on 'Solid Waste Management' was delivered by the Coordinator, Dr. Meena Agrawal with an emphasis upon segregation of waste. Further, the students performed the ground work cleanliness drive in corridors and outside after which plantations were carried out where the students participated enthusiastically. A lecture on 'Students Role in Society Building' was delivered by Shri Anshul Jain of AoL- SELP.

In the valedictory function the certificates and prizes were distributed to the participants and the winners by Dean (SW), Dr. J L Bhagoria. An expression of thoughts was also done by students on the learnt innovative practices in the workshop. The *Swachhta* team from Bhopal Municipal Corporation, IEC expert Ms Jahnvi Dubey along with the cleanliness brand ambassador Ms Mita Wadhwa were there on the occasion.

International Digital Conference on COVID-19

A two-day International digital Conference on 'COVID-19: Emergence and Resurgence of Communicable Diseases from Social Sciences Perspectives' is being organised by the School of Social Sciences and Humanities, University of Science & Technology, Meghalaya in collaboration with IIT Guwahati, University of Delhi, and Indian Sociological Society during July21-22, 2020. The morbidity, mortality or disease burden, at global level, has transited mostly from communicable to non-communicable diseases. The major contributing factors to such changes are improvements in our education, economy, and especially the medical science and technology. However, the emergence and resurgence of communicable diseases are still the major concerns in the contemporary risk society or liquid society. In fact, a look into the history of communicable diseases makes it clear that at different times such diseases have shattered the human lives. The emergences of SARS, MERS, Ebola, Chikungunya, Avian Flu, Swine Flu, Zika and Corona (COVID-19), have challenged our quality of education, science and technology we developed and the way of life we are leading. Education is undoubtedly the most powerful weapon to combat all evils and diseases. Right from antiquity to present situation, education is playing multiple of direct and indirect roles in promoting health and wellbeing of people across the globe.

In terms of specific suggestions pertaining to the epidemics or pandemics, the roles of the governments and civil society are crucial in its prevention and treatment. There is a need for

appropriate forms of global or macro governance on key issues to improve systems of prevention, control and treatment. There is also need for greater attention on the infectious disease burden of policy decisions taken in other sectors like trade and investment, large infrastructure projects, migration, agriculture, transportation, communications, etc. The subthemes of the event are:

- Social Sciences Perspectives and Theories on Health and Illness.
- Education, Health, Stigma, Demography.
- Modernization, Post-modernization and Globalization.
- Emergence and Resurgence of Communicable Diseases.
- Communicable Diseases in India.
- COVID-19 – Impacts on society, Disaster Management and Role of Media.
- Political Economy and Policy Implications.

For further details, contact Prof. Baharul Islam Laskar, Department of Sociology, School of Social Sciences and Humanities, University of Science and Technology, Meghalaya- 793101, Mobile: 9401440015, E-mail: blaskar69@gmail.com. For updates, log on to: www.ustm.ac.in. ❑

AIU NEWS

Central Zone Vice Chancellors Meet 2019-20
on
Improving Access and Governance Reforms in Indian Higher Education

The Central Zone Vice Chancellors Meet (2019-20) of the Association of Indian Universities (AIU), was hosted by Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur, Chhattisgarh on 25th-26th November 2019. Shri Shekhar Dutt, former Governor, State of Chhattisgarh graced the occasion as the Chief Guest and Dr. Pankaj Mittal, Secretary General, AIU presided over. Prof G D Sharma, Vice Chancellor, Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur convened the Meet. The inaugural function was attended by more than sixty Vice Chancellors of Central Zone, Government officers of the state, representatives from NAAC, faculty members and research scholars of the University. Dr Alok Mishra, Joint Secretary, AIU was the Nodal Officer of the Meet and Mr Vijendra Kumar was the coordinator. Dr S Rama Devi Pani, Editor University News was the Nodal Officer for Academics and Chief Rapporteur of the Meet. Dr H S Hota, Associate Professor and Head, Department of Computer Science and Application (CSA) Atal Bihari Vajpayee University, Bilaspur was the Nodal Officer at the host university. Main theme of the Meet was 'Improving Access and Governance Reforms in Indian Higher Education'. Under the main theme, following three technical sessions were conducted in the Meet: 'Reforming Internal Governance of Universities'; 'Sectoral Governance: Ensuring Autonomy for Excellence; 'Access to Higher Education in India: Issues, Strategies and Challenges'. In addition to from Inaugural Session, Valedictory Session and three Technical Sessions, the Meet had AIU Business Session and newly induced Session on Interaction with Apex Bodies. The University had arranged Cultural Evening.

In his inaugural address, Shri Shekhar Dutt Ji brought to the fore the progress made by Indian civilization in the past 5,000 years and called for revolutionary orientation of higher education for the ensuing 500 years. HEIs must work with higher aims and resolution to build futuristic academic legacies. Education should keep on reinventing and must be inclusive of innovations. He opined: education and skill being two sides of the same coin, existence of one without another is meaningless. Laying emphasis on the significance of good communication skills for progress, he stressed on the importance of good command over language for effective verbal and written expressions. He also highlighted the importance of sports and culture for the holistic development of body, mind, and spirit. The inaugural address was concluded by raising awareness on environmental issues, imminent crisis, and the need for preservation of natural resources. Special Issue of the University News edited by Dr S Rama Devi Pani was released by the Chief Guest.

In her Presidential Address Dr. Pankaj Mittal, Secretary General, AIU highlighted the significant

role being played by AIU in steering the Indian higher education system forward to meet future needs. She also apprised the audience about the recent initiatives at AIU to take Indian higher education to higher echelons. Technology is a great enabler to facilitate development and the house was informed about various technological reforms at AIU such as redesigning the website; launching AIU Twitter Account for better virtual presence, access to bibliographies of the doctoral dissertation by scanning of QR code, creation of web portal for facilitating collaborations among national & international universities and disseminating of academic information for all the stakeholders to make informed choices. She deliberated on the international events in the area of sports and youth affairs like Women Youth Parliament, Asian University Youth Game, Khelo India, etc. Speaking about the theme of the Vice Chancellors Meet, she said that the theme 'Improving Access and Governance Reforms in Higher Education' was finalized after rigorous brainstorming. Considering that the gross enrolment ratio in the state of Chhattisgarh is dismal, innovative governance strategy is the need of the hour to improve access.

In his welcome speech, Prof. G D Sharma, Vice Chancellor, Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur, Chhattisgarh expressed gratitude towards the Chief Guest; Shri Shekar Dutt ji, other dignitaries and Vice Chancellors to have spared their valuable time to engage on the concerns of academia. He presented the status of higher education in Chhattisgarh and efforts made by the University to expand access and equity in higher education within the jurisdiction of the University.

Session on Interface with Apex Bodies

A Session on Interface with Apex Bodies was conducted in the Meet with a purpose to provide a platform to enable face to face interaction of officers of apex bodies, regulatory authorities with the Vice Chancellors. The session was chaired by Dr. Pankaj Mittal, Secretary General, AIU. Speakers of the Session were Dr. R K Soni, Director, AICTE, Dr. Urmila Devi, Joint Secretary, UGC, and Dr. Devendra Kawday, Deputy Advisor, NAAC. Some of the recommendations of the session are:

1. The students' induction program should be made mandatory in all HEIs. Systematic design and implementation of the induction program should be an integral part of the curriculum.
2. The obsolete curriculum should be redesigned and revitalized with updated technology, futuristic orientation, and industry demands.
3. Faculty recruitment in technical institutions be based on eligibility tests; assessing subject knowledge, pedagogy, teaching aptitude, and communication skills.
4. Teachers' training should be mandatory for all teachers to ensure updating their knowledge, skills, and pedagogies regularly.
5. Well defined monitoring mechanism must be in place for ensuring quality in higher education. Research and innovation must be an integral part of the HEIs system with the engagement of all faculty members.
6. Research Parks and incubation hubs should be developed to accelerate the research environment.
7. Utilization of SWAYAM platform be encouraged to enhance reach and quality education access.
8. Every institution should prepare for NAAC accreditation. A comprehensive understanding of the prevailing accreditation process is a must to ensure proper groundwork and documentation as mandated by NAAC.
9. Institutions should utilize the optional framework which has been provided for the accreditation process in case they have extra activities to deliver.
10. NAAC should also disclose the parameters of scoring to enable HEIs to have well defined & aligned objectives, assessment of SWOT and they may prepare accordingly.
11. AICTE should carry out an assessment of demand and supply of trained professional human resources. Accordingly, it may slow the pace of granting new approvals to ensure equilibrium in intake capacity and actual admissions.
12. HEIs imparting quality education should be strengthened instead of increasing the number of new institutions.

Technical Session on Reforming Internal Governance of Universities

The first technical session was on 'Reforming Internal Governance of Universities'**.** Prof Devi Singh, former Director, Management Development Institution, Gurugram Chaired the session and Dr. Padmaja Mishra, Vice Chancellor, Rama

Devi University was Co-Chair of the session. Dr. Amarendra Narayan Mishra, Vice Chancellor, Khallikote University, Berhampur delivered a talk on 'Improving Internal Governance in Indian Higher Education-In Search of Excellence'. Prof. Upendra Dhar, Vice Chancellor Shri Vaishnav Vidyapeeth Ujjain made a presentation on 'Reforming Internal Governance by the University.' Prof Mandavi Singh, Vice Chancellor, Indira Kala Vishwavidalayaya, Khairagarh's topic of discourse was 'Governance Reform in Higher Educational Institutions-Institutions of Performing and Visual Arts'. Salient recommendations of the session are:

1. The prevailing governance models are not effective in India. Therefore, there is an urgent need for a new governance model catering to bring excellence in higher education.
2. Excellence in governance in HEIs can be achieved through innovation, passion, motivation, inspiration, competence & engagement of and communication among all stakeholders of HEIs.
3. A culture of excellence can be achieved through partnerships, collaborations, co-construction, effective policy influence, and implementation.
4. It is imperative for HEIs to formulate a well-defined policy of good governance. Institutions, therefore, should act strategically in formulating plans and policies critical for good governance.
5. Good governance policy should be all-encompassing of transparency, equity, accountability, and inclusiveness and it should be homogeneously implemented.
6. Governance reforms should be based on the basic nature and function of the University. Specific policies may be formulated considering functions of the universities
7. Autonomy, accountability, flexibility, effective communication, trust, and transparency of operation must be ensured at all functional levels.
8. In view of International rankings, university governance should define directions for functionalities, short and long term objectives.

Session on Sectoral Governance: Ensuring Autonomy for Excellence

The second technical session was on 'Sectoral Governance: Ensuring Autonomy for Excellence'. It was chaired by Mr. K.D.P. Rao, Additional Chief Secretary, Chhattisgarh. Another speaker of the Session was Prof. R.K. Mishra, Director, Institute of Public Enterprise, Hyderabad. Some of the important recommendations of the session are:

1. Based on the structure of HEIs, multiplicity of funding and other resources by the center, state and private entities should be discouraged, rather equal opportunities should be provided for all academic institutions.
2. Regulators need to modify their functions as enablers contributing to the progress of universities rather than controlling/policing the universities.
3. Various dimensions of technology need to be integrated in different operations of universities for ensuring good governance.
4. An ecosystem of mentorship should be created by AIU with a strong mentorship role and handholding the universities in creating an efficient governance system. Youth are to be mentored to accept, adapt, and navigate challenges.
5. Universities should provide autonomy and resources to faculties for research & innovation and should ensure accountability.
6. An effective grievance redressal system must be established in universities to ensure focused quality teaching and research by the faculty without unnecessary diversions of safety, security, administrative concerns etc.

The third technical session was on 'Access to Higher Education in India: Issues, Strategies, and Challenges', chaired by Prof Vivekanandan, Vice Chancellor, Hidayatulla National Law University, Raipur. Other speakers of the session were Prof. M K Verma, Vice Chancellor, Vivekanand Technical University, Bhilai, Prof. T V Kattimani, Vice Chancellor, Indira Gandhi National Tribal University, Amarkantak and Prof. P R Agrawal, Vice Chancellor, Awdesh Pratap Singh University, Rewa. Salient recommendations of the session are:

1. The cost-benefit analysis of the University should be done to evaluate the role, functions, and requirements.
2. The syllabi should be upgraded and designed keeping the Indian perspective and knowledge system in mind.

3. Admissions at the university should be done for courses rather than for programmes. The degree should be awarded in a programme wherein a student has earned mandatory minimum credits for the respective program.
4. In a country like India with a humongous and diverse population, it is imperative to adopt a technology-based learning system to enhance access and inclusivity.
5. The synergistic approach may be adopted by the universities to plan and work together, in order to improve and sustain equity and quality.
6. The challenge of rethinking and redesigning of Indian Higher Education system needs to be addressed immediately following the prevailing competitive environment.
7. There is a need to improve access at the school level to provide a proper feeder population at the higher education level. Departments of School and Higher Education at MHRD should jointly make efforts to increase the enrolment at both levels.
8. Member universities of AIU should come forward for academic collaboration and value-based learning to improve the quality of higher education.
9. Recruiting good teachers, training teachers, and retaining good teachers at the school level will positively impact the gross enrolment ratio at the higher education level.

Valedictory Session

Chief Guest of the Valedictory Function was Hon'ble Governor of Chhattisgarh, Sushree Anusuiya Uikey, and the session was chaired by Dr. Pankaj Mittal. Sushree Anusuiya Uikey called upon institutions of higher education to work towards providing solutions to existential problems for sustainable development such as clean air, water, food, and basic facilities. She also emphasized on adoption of alternate systems, assigning due importance to natural resources and live in harmonious coexistence with nature. She opined that academic leaders must strike a fine balance among invaluable knowledge & treasures of the past; that needs to be preserved, nurturing the present as per prevailing needs and sustainable development for the future. The Meet ended with vote of thanks by Dr Alok Mishra, Joint Secretary, AIU. ❑

Weekly E- Essay Series of Scholarly Articles on Reimagining Indian Universities

A 'Weekly E-Essay Series of Scholarly Articles on 'Reimagining Indian Universities' was launched on AIU Website on 15th May, 2020 as a part of the change which AIU seeks to bring about in the academics in this day and age of COVID-19. The essays scheduled for release in this series are in a broad range of fields covering a variety of topics pertinent to 'Reimagining Indian Universities' received from distinguished experts and authorities in the area of Indian higher education included in the Book 'Reimagining Indian Universities' edited by Dr. Ms.Pankaj Mittal and Dr Sistla Rama Devi Pani. In the series, every week one scholarly article written by an erudite scholar of Indian academia is being released on the AIU Website. The series was initiated with the essay of Prof Bhushan Patwardhan, Vice Chairman, University Grants Commission, India on 15th May, 2020.

The essays are unique, enlightening and inspirational. Those who are interested in reading these essays may browse AIU Website: www.aiu. ac.in. ❑

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of Jan-Feb, 2020)

Anthropology

1. Patel, Smrooti Prajna. **An anthropological study of health system among the tribal of rural Western Odisha**. (Prof. D K Behera), Department of Anthropology, Sambalpur University, Sambalpur.

Commerce

1. Sanga Pratap. **A study on evaluation of financial performance of IT companies in India**. (Dr. J Revathy), Department of Commerce & Management Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Sharma, Payal. **A study of corporate governance practices in India**. (Dr. Silender Singh), Department of Commerce, Chaudhary Devi Lal University, Sirsa.

3. Sucharitha, J. **A study of employee retention strategies in Indian IT sector: A comparative analysis of Tata Consultancy Services Ltd and Cognizant Technology Solution Ltd**. (Prof. G V Chalam), Department of Commerce & Management Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Swati. **Impact of capital structure on financial performance of corporate sector in India**. (Dr. Silender Singh), Department of Commerce, Chaudhary Devi Lal University, Sirsa.

5. Vaidya, Beena Bharatkumar. **A study of occupational diseases in selected industries in Gujarat**. (Dr. Rajasi Clerk), Department of Labour Welfare, Gujarat University, Ahmedabad.

6. Vandana. **Economic value added accounting: A study of Indian pharmaceutical industry**. (Dr. Virender S Poonia), Department of Commerce, Kurukshetra University, Kurukshetra.

Economics

1. Kamble, Pratibha S. **Role of dalit Indian Chamber of Commerce and Industries for development of dalit entrepreneurship**. (Dr. Vibhuti Patel), Department of Economics, S.N.D.T. Women's University, Mumbai.

2. Pandya, Yogesh Vasantlal. **Economics of industrial development and concomitant environmental issues: A case study of Morbi City in Gujarat State**. (Dr. R K Varotariya), Department of Economics, Saurashtra University, Rajkot.

3. Singh, K Kamaljit. **Subsistence farming and the role of women in the Uplands: A case study of Nongtrai area in Meghalaya**. (Dr. Bhagirath Panda), Department of Economics, North Eastern Hill University, Shillong.

Education

1. Kawendra Kumar. **Snatak istar par adhayayarat chatroan mein prayavaran shiksha abhivriti ka tulnatamak adhyayan Janpad Bijnoaur ke sandarbh mein**. (Dr. Begraj Singh Yadav and Dr. Ashit Dutta), Department of Education, Bhagwant University, Ajmer.

2. Lalremruati, P C. **Environmental education in colleges of Mizoram: An analytical study**. (Dr. Lynda Zohmingliani), Department of Education, Mizoram University, Aizawl.

3. Maru, Ravinder Kumar. **Samajik koshal, samprekshnatamak dakshta evam uplabdhi istar vikas mein natyekaran parikriyaon kee nidanatamak evam upcharatamak bhumika: Ek prayaatamak adhyayan**. (Dr. Giriraj Bhojak), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

4. Morar, Rachana Hirabhai. **Construction and standardization of Gujarati language ability test for eight standard student**. (Dr. Shantilal L Bhoraniya), Department of Education, Saurashtra University, Rajkot.

5. Nisha. **Effect of hardiness and mental health on academic achievement of senior secondary school students of Haryana**. (Dr. Meena Kumari), Department of Education, Chaudhary Devi Lal University, Sirsa.

6. Saparia, Mahendrakumar Dudabhai. **A study of oraganizational climate of self financed B.Ed colleges of Gujarat**. (Dr. J D Dave), Department of Education, Saurashtra University, Rajkot.

7. Sharma, Urmila. **Vidharthiyaon kee shaikshik uplabdhi evam vaigyanik abhivriti vikas par shikshan adhigam prakriya kee prabhavsheelat ka adhyayan**. (Dr. Giriraj Bhojak), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

8. Vijay Shree. **Yogic meditation and academic achievement of prospective teachers**. (Prof. Preeti Sinha), The School of Educational Training and Research, Aryabhatta Knowledge University, Patna.

Home Science

1. Singh, Rajyashree. **Nirdhan parivar aur samaney parivar ke kishor-kishoriyoan mein samajik paripakvata va aatam samman ka tulnatamak adhyayan**. (Dr. Sandhya Srivastava), Department of Home Science, Bhagwant University, Ajmer.

2. Tripathi, Priyanka. **Vartman samey mein Kushinagar ke Dudhi evam Gorakhpur ke Chargawa Block mein mastishak jwar se pidit bachhaoan ko sarkar dwara milne vali suvidhaoan ka tulnatamak adhyayan**. (Dr. Sandhya srivastava), Department of Home Science, Bhagwant University, Ajmer.

3. Virani, Punita Jagdish. **Detailing of application process for depicting some traditional embroidery MOTIFS using computerized machine embroidery**. (Dr. R C Jadeja), Department of Home Science, Saurashtra University, Rajkot.

Law

1. Lakhwinder Singh. **Use of emerging surveillance technologies by the law enforcement agencies vis-a-vis the individuals Right to Privacy in India: A socio-legal study**. (Dr. Paramjit S Jaswal), Department of Law, Rajiv Gandhi National University of Law, Punjab.

2. Moitra, Sanyukta. **The Right to Information Act, 2005: Implication, impediments and challenges**. Department of Law, University of North Bengal, Darjeeling.

3. Panwar, Neetu. **Domestic violence against women in India: A socio-legal study**. (Dr. Vimal Joshi), Department of Law, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan.

4. Pathak, Ashish Kumar. **Social security of labour in the new Indian economy**. Department of Law, Babu Banarasi Das University, Lucknow.

5. Shri Ram. **A comparative study of Law on Admission and Confession**. (Dr. Sushila Chauhan), Department of Law, Kurukshetra University, Kurukshetra.

6. Trivedi, Shweta. **Tackling the problem of honour killing in India: A critical analysis of the legal framework**. (Dr Rajneesh Kumar Yadav), Department of Law, Dr Ram Manohar Lohiya National Law University, Lucknow.

7. Zala, Hiteshkumar Dayabhai. **An evaluative study of protection of wildlife law with special reference to Gir area**. (Dr. R M Dave), Department of Law, Saurashtra University, Rajkot.

Management

1. Gupta, Ragini. **Effects of leaders emotional intelligence on employees engagement and creativity**. Department of Management, Jaypee Institute of Information Technology, Noida.

2. Karthika, Suja. **Turnaround antecedents, actions and outcomes of selected state owned enterprises in Kerala: A multiple case study approach**. (Dr. K B Pavithran), School of Management Studies, Cochin University of Science & Technology, Kochi.

3. Kuriakose, Vijay. **The effect of workplace conflict types on employee well-being: Examining the mechanism and the role of moderators**. (Dr. P R Wilson), Department of Management Studies, Cochin University of Science & Technology, Kochi.

4. Luniya, Pooja Gautamch and. **A study on impact of store ambience on impulse buying decision for selected products**. (Dr. Manoj Verghese), Faculty of Humanities and Management, Chhattisgarh Swami Vivekanand Technical University, Bhilai.

5. Mol, C A Rafeeka. **Vertical housing in Kerala: A study on owner's satisfaction in self occupied apartments**. (Dr. M K Muhammed Aslam), School of Management Studies, Cochin University of Science & Technology, Kochi.

6. Muhammed, K M Sudheer. **Destination branding in Indian medical tourism: An empirical study**. (Prof. K B Kiran), School of Management, National Institute of Technology Karnataka, Surathkal, Mangalore.

7. Pandukuri, Nagaraja. **Impact of cause related marketing: A study of customer behaviour towards select FMCG brands in India**. (Dr. B Abdul Azeem and Dr. T Narayana Reddy), Department of Management, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

8. Preeti. **Teacher effectiveness in relation to work life balance and role stress**. (Dr. Naresh Kumar and Dr. Simmi Vashishtha), Department of Management, Kurukshetra University, Kurukshetra.

9. Vinod kumar. **Service quality in quick service restaurants of North India: A comparative analysis**. (Dr. Sushil Sharma), Department of Management, Kurukshetra University, Kurukshetra.

Physical Education & Sports

1. Lohchab, Priya. **Usage of information and communication technology in physical education: Attitude and competency of university students**. (Prof. Ravinder Pal Ahlawat), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

2. Punia, Sukhinder Singh. **A study of anthropometric and physical fitness components of students of technical and non technical institutes of Punjab**. (Prof. Ravinder Pal Ahlawat), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

3. Somveer. **Comparative study of physical fitness components, aggression and anxiety at different levels of Taekwondo players**. (Prof. Ravinder Pal Ahlawat), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

4. Suman. **Study of alcohol addicted sports person and their consequences**. (Prof.Monika Verma), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

5. Umate, Vidya Sudhakar. **Hathyogadware mahilamangheel sthulta nivarnachey vishleshnatamak adhyayan: Hathpradipika ani ghrendsahita ya granthachya adhare**. (Dr. Kalapini Agasti), Bhartiya Dharam Tattvadnyan Tatha Sanskriti Sankaya, Kavikulaguru Kalidas Sanskrit University, Ramtek, Distt Nagpur.

Political Science

1. Dar, Shabir Ahmad. **A study of terrorism as an obstacles in India's national integration**. (Dr. Pradeep Singh

Rao Dr. Deepika Gupta), Department of Political Science, Vikram University, Ujjain.

2. Dewan, Bhushan Kumar. **Human Rights and Indian CSR laws-study of adequacy aspects**. (Prof. Anil Dhar), Department of Non Violence and Peace, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

3. Parvesh Kumar. **Gandhi darshan evam samsamayik rajniti: Ek adhyayan**. (Dr. Deepika Gupta), Department of Political Science, Vikram University, Ujjain.

4. Ram Bhajan Kumar. **Vartman yug mein Gandhi ke chintan kee prasangikta (Rajniti ke adhyatmikaran ke sandarbh mein): Ek Samikshnatamak adhyayan**. (Dr. Anuradha Prasad), Department of Political Science, T M Bhagalpur University, Bhagalpur.

Psychology

1. Desai, Parth Rambhai. **Psychological study of anxiety, adjustment and well being among diabetic patients**. (Dr. Ashwin Jansari), Department of Psychology, Gujarat University, Ahmedabad.

2. Jatia, Ashok Bhachu. **A comparative study of job involvement and occupational stress with reference to some variables among HTAT and non HTAT principals of Saurashtra and Kutch**. (Dr. C B Jadeja), Department of Psychology, Saurashtra University, Rajkot.

3. Menka. **Effect of life skills intervention program on psychological capital and well being of 9th grade students**. (Dr. Reena Rani), BPS Institute of Teacher Training & Research, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan.

4. Patel, Rajanibala Narottambhai. **Parent child relationship and home environment among teenagers**. (Dr. Ashwin Jansari), Department of Psychology, Gujarat University, Ahmedabad.

Public Administration

1. Sarbam Kumar. **Bal vikas mein Anganwadi kendroan kee bhoomika: Sirsa Zila ka ek adhyayan**. (Prof. Rajbir Singh Dalal), Department of Public Administration, Chaudhary Devi Lal University, Sirsa.

Sociology

1. Khaniya, Reenaben Vinubhai. **The water problem of Saurashtra and rural life**. (Dr. Bharat M Kher), Department of Sociology, Saurashtra University, Rajkot.

2. Muchhadiya, Pankajkumar Mohanbhai. **Womens teachers of primary schools: A sociological study (With reference of the schools run by Rajkot Municipal Corporation)**. (Dr. T H Vaghera), Department of Sociology, Saurashtra University, Rajkot.

3. Raj, Pratibha. **Anusuchit jati ke shaskiye karamchariyoan ka samajik parivesh: Sagar Jile ke vishesh sandarbh mein**. (Prof. Diwakar Sharma), Department of Sociology and Social Work, Dr Harisingh Gour Vishwavidyalaya, Sagar.

4. Soudagar, Fareed Ahmad. **Mahatma Gandhi Rashtriya Gramin Rojgar Guarantee Yojana (MGNREGA) ka graminoan ke pravajan par prabhav: Chhatarpur Jile ke vishesh sandarbh mein**. (Prof. Shrinath Sharma), Department of Sociology and Social Work, Dr Harisingh Gour Vishwavidyalaya, Sagar.

5. Tomar, Mayank. **Community health and contesting agencies: A study of Baiga reference to Madhya Pradesh**. (Prof. Diwakar Sharma), Department of Sociology and Social Work, Dr Harisingh Gour Vishwavidyalaya, Sagar.

6. Verma, Surjit Kumar. **Asangathit kshetre ke karyerat mahila shramikoan kee samajik paristhiti evam bhumika: Varanasi Jile mein jari, sadi, dari, kaleen evam eat-bhattha udhyog par adharit adhyayan**. (Prof. Srinath Sharma), Department of Sociology and Social Work, Dr Harisingh Gour Vishwavidyalaya, Sagar. ❑

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Minority College
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Application are invited from eligible candidates for the following **permanent Non-Grant** posts.

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Note : 1) Apply giving full particulars **within 30 days** from the date of publication of this advertisement to the undersigned.

2) For detailed information about posts, qualifications and other terms and conditions please visit (University) **website: su.digitaluniversity.ac.**

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29..06..2020

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		Associate Professor	02	Regular
3.	Civil Engg	Professor	01	Regular
		Associate Professor	01	Regular
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Dr. Neena Panandikar
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Fr. Kinley D'Cruz, sdb
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Qualification & Experience : Education Qualification, Pay Scale & Service conditions are as prescribed by the UGC, Govt. of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad from time to time.

Candidates should submit their API record as per the requirement. Appointment of the said post will be for tenure of five years from the date of appointment or upto the attainment of superannuation, whichever is earlier.

Those who are already in service, should apply through proper channel with one copy to Deputy Registrar, Special Cell, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

Note : No TA/DA will be paid to attend the interview.

Secretary **President**

राजस्थान केन्द्रीय विश्वविद्यालय

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(Established under the Central Universities Act, 2009)
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SHRI VISHWAKARMA SKILL UNIVERSITY

(State University enacted under the Government of Haryana Act 25, 2016)

ADVERTISEMENT NO. SVSU/2020/ET/T/002 DATE: 12TH JUNE 2020

APPOINTMENTS

Offline applications are invited from eligible applicants for appointment on various **Academic positions** on Direct/ Deputation/ Contractual basis upto **15.07.2020 (05.00 pm).** For details of posts along with prescribed qualifications, eligibility criteria and selection criteria, please visit the University website : **www.svsu.ac.in**

S. No.	Subject/ Branch	Skill Professor (On Deputation/Direct/ Contractual Basis)		Skill Associate Professor (On Deputation/ Direct/Contractual Basis)	
		No. of Posts	Category	No. of Posts	Category
1.	Mechanical Engineering	3	02(UR), 01(EWS)	3	1(UR), 1(BCA), 1(SC)
2.	Civil Engineering	0	-	1	1(SC)
3.	Computer Science Engineering	2	01(UR), 01(BCA)	2	1(UR),1(SC)
4.	Electronics Engineering	1	01(UR)	2	1(UR), 1(EWS)
5.	Electrical Engineering	1	01(UR)	2	2(UR)
6.	Physics	0	-	1	1(Gen)
7.	Mathematics	0	-	1	1(EWS)
8.	English	0	-	1	1(SC)
9.	Remote Sensing/Geographic Information System (GIS)	0	-	1	1(BCA)
10.	Public Health	0	-	1	1(Gen)
11.	Psychology	0	-	1	1(SC)
12.	Management	1	01(SC)	3	2 (UR), 1(BCA)
13.	Hotel Management	0	-	1	1(Gen)
14.	Agriculture Science	1	1(SC)	0	-
15.	Agriculture Engineering	0	-	1	1(BCB)
TOTAL		9	-	21	-

A) Pay Levels (For positions on Direct & Deputation basis):

Name of Positions	Pay Levels
Skill Professor	Academic Level 14
Skill Associate Professor	Academic Level 13A

B) Qualification: As prescribed by UGC

For detailed terms and conditions, please visit on University's website at **www.svsu.ac.in.** The last date for receiving applications in duly prescribed format through registered post/speed post only to the office of - **"The Deputy Registrar (Estt.), Shri Vishwakarma Skill University, Plot No. 147, Sector 44, Gurugram, Haryana- 122003" is 15th July 2020 (05:00 pm)**

(Registrar)