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# National Education Policy Recommendation on Training for Higher Education Teachers: A Discourse

Sunil Behari Mohanty\*

The concept of Teacher Education or Teacher Training in India is generally associated with school teachers. For higher education teachers, teacher training is not an essential pre-condition for getting employed and therefore they do not give much attention towards getting trained, nor there are many avenues for this in the country. However, with the rapidly changing transformations in the delivery of higher education, teacher training is of vital significance for Higher Education teachers also. The National Educational Policy –2020 in its recommendations, made a subtle mention of need for teacher training for higher education teachers. In view of this, the Author made a small survey of existing practices in other countries in this regard for better understanding of the patterns of higher education teacher training. Before going into the issue of paradigm change in teacher education for teaching in higher education institutions in India as recommended by National Education Policy—2020, given below are some situations in a few developed nations as received in reply to an e-mail sent by the Author inquiring about the training of higher education teachers in select countries.

## United Kingdom

A Professor working in a top-ranking higher education institution in the United Kingdom wrote: “Most of the large universities in the UK put on training courses for their own lecturers which are accredited by a national body, and many of those courses are open to academics from other universities.

But I sense that you are wanting to know how to become an academic in the UK. These days, that is achieved largely by developing a list of one’s own papers in academic journals. (I became an academic 30 years ago, after nearly 20 years as a *non-academic* administrator and I achieved that by working academically in the evenings, firstly by taking several postgraduate qualifications and then having several papers published in academic journals and writing my first book (*The Idea of Higher Education*, 1990). All that was done on top of a full-time job *before* I became an academic. These days, people take a series of part-time junior academic roles as research officers and part-time lecturing positions while writing their academic papers for the academic journals; and become established that way. It typically takes 8-12 years, if one is lucky, to get a full-time academic position. It is very hard work. Most don’t make it. This will be disappointing to you, I fear, but it is the way the academic world is and has been for some time.”

\* President, All India Association for Educational Research, Flat 1, Beatiude Apt 2, 61B Selvaraj Chettiar Street, Vaithikuppam, Pondicherry-605001. E-mail:sunilmohanty@gmail.com

## Norway and United Kingdom

A Norwegian, working as a Consultant in a project of the European Union wrote: “Generally, in the UK, university teachers are qualified through attaining membership of the higher education academy together with postgraduate qualifications in their subject. In Norway, there is a rather an *ad hoc* system of individual courses for tutors and so forth, but this varies from university to university. However, a postgraduate degree (Master’s or PhD) is usually a prerequisite. For detailed information, you would need to consult individual university websites. I hope this helps but let me know if it doesn’t! Generally, the higher you go in the education system, the less your teaching abilities are tested or trained!”

An Indian, working as a Principal Lecturer, in a university in the UK wrote: “Instead of doing the course some individuals can also write an essay which includes evidence of their teaching experience, etc., and they can then apply for a Fellowship depending on the level of experience to Advance HE directly.” (Please note that in the UK, “Advance HE”, is the earlier (HEA) Higher Education Academy.)

Advance HE accredits initial and continuing professional development (CPD) programs not only in the UK but also in other countries. It also awards four different categories of Fellowship, Associate Fellowship (AFHEA), Fellowship (FHEA), Senior Fellowship (SFHEA), and Principal Fellowship (PFHEA) to individuals throughout the world and as of May, 2020, there were 130,000 fellows (Advance HE 2020). It has also been brought out by UK Professional Standards Framework (UKPSF) (Advance HE 2019). The University of London has an Online Postgraduate Certificate in Learning and Teaching in Higher Education (1-5 years duration. The website says, “Study this programme anywhere in the world and receive a fully accredited University of London degree.”

## United States

A Professor wrote: “Generally if a person has an EdD or PhD, they are not required to have any special teaching certificate to teach at the University. So much of a person being hired at a University depends on their research interests and previous jobs. Also, they like to see if the candidate’s interests fit with the needs of the department. .... I do not know what the advantage of the certificate at Harvard might be other than a refresher course.” (She referred to Harvard in relation to my query about an 8 Weeks certificate course in Teaching in Higher Education).

An Indian who settled in the US and working as a Director, Curriculum and Assessment Design and Improvement in a College of Osteopathic Medicine, wrote: “Please find the attached “Higher Education Teaching Certificate” information from Harvard University. I completed this course last year. I will be happy to help you develop a similar certificate course for Indian higher education faculty. If you prefer, we can have a short call to discuss it. There is no formal certificate course for higher education faculty, but usually in every university in the US they have ‘The Center for Teaching and Learning.

Another US professor wrote: “The primary requirement for entrance into higher education teaching is the conferral of the doctoral degree. Higher ed teachers are not ‘trained’ as you find with those from primary or high school teachers.”

Harvard University, the third university in the QS World University Rankings of 2020 (QS 2020) has an online Certificate Course for Teaching in Higher Education. Its duration is 8 weeks and instruction time is 8-10 hours per week covering the topics 1. Higher Education, 2. Teacher Development, and 3. Teaching. The announcement states that during the course an aspirant to teach in higher education will be able to:

- “\* Tailor learning experiences to account for the backgrounds, abilities, and levels of students’ knowledge;
- \* Use alternative teaching strategies, such as storytelling, as a method of teaching to engage students and deliver educational content effectively;
- \* Implement active learning techniques and effective classroom design to promote student learning and engagement;
- \* Incorporate active learning techniques within your disciplinary context to address identified learning objectives; and
- \* Design a comprehensive curriculum or syllabus, specific to your disciplinary context.”

## Australia

An Indian, working as a faculty in a university in Australia wrote: “In Australia, there is no mandatory teaching qualification required to enter into a teaching job in Higher Education. Over the years most Universities have developed PDs focused

on Pedagogy/Andragogy which is made compulsory for all academic staff new to the university and/or profession.

In Curtin University's for teaching and learning four faculties are serviced by a central team. It delivers PDs for Curtin academic staff, check the link: <https://clt.curtin.edu.au/>. Curtin is aspiring to develop a fully online 100-credit programme for academic staff in higher education. I expect that we should be rolling it out sometime in 2021."

## **Belgium**

A faculty from the University of Antwerp, Belgium wrote: "At our university, we have a specific training unit, situated at the Expertise Centre for Higher Education. A short description is found in the website: <https://www.uantwerpen.be/en/about-uantwerp/faculties/antwerp-school-of-education/echo/>. The courses are quite obligatory in the trajectory for a professorship, and very much accustomed to individual needs and questions."

## **Chile**

A Professor wrote: "We do not have Certificate/Diploma courses for Aspirants to Higher Education Teaching. We contract them on the basis of their academic stand (Master's or Doctorate holders). Young graduates may be contracted as assistants for specific university courses and that is also a way to enter into a formal academic position, but they must have or get a postgraduate degree."

## **Slovenia**

A Professor wrote: "Pedagogical and Andragogical Training Certificate is given after participation in four meetings and submission of two reports on the introduction of active learning methods in teaching in the pedagogical process.

Slovenia trains its higher education teachers under the project "Innovative learning and teaching in higher education (INOVUP)" which is co-financed by the Republic of Slovenia and the European Union from the European Social Fund.

## **Finland**

A Professor wrote: "My short response is that every teacher working at a higher education institution has to go through a qualification course in education. The length and credits will vary between the institutions and for instance at my university it

is possible to continue from a basic to an advanced level."

## **Romania**

A lecturer wrote: "In Romania, the access to Higher Education is conditioned by a doctoral diploma in the field of the job. The doctoral studies are different from one field to another, in my field, it was a three years doctoral school in Educational Sciences."

## **Lithuania**

A Professor wrote: "In our country, Lithuania, every university offers courses and in-service training for beginning teachers. In the Vytautas Magnus University case, we have a course for first year doctoral students (for those who are going to be university teachers) on Didactics of Higher Education. It is a 6 credits course (equal to 180 academic hours) of contact hours with teachers and independent work. The course is a part of the study programs of doctoral students." She clarified that "Didactics of Higher Education" is free choice in some doctoral programs and compulsory for Economics, Marketing, Management doctoral students."

The course document states, ---- "Upon completion of this module, doctoral students will be able to:

1. Interpret theoretical and political issues in education; participate in a scientific discussion with other researchers.
2. Identify students' study needs and objectives.
3. Interpret the process of university studies as a system.
4. Define the most important didactical parameters of higher education and their interdependence.
5. Select and apply proper study forms and methods.
6. Formulate evaluation criteria for study achievements.
7. Prepare a fragment of university study program that is didactically substantiated, professional, and methodologically supported.
8. Assess study process from perspectives of quality and achievement of objectives.
9. Evaluate and improve one's own didactics competencies."

## **Sri Lanka**

A Senior Lecturer wrote: “In Sri Lanka, all the lecturers appointed to the university should follow a certificate course in teaching at higher education institutions. This course is mandatory for confirming their post in the universities. Every university will call an application based on the demand for the course.”

## **Vietnam**

A faculty from Vietnam National University wrote: “Please find attached a research paper about the VN teacher competency framework. Also here is a link to a presentation about the topic <http://carla.umn.edu/conferences/past/LTE2015/docs/Dudzik.pdf>.

Teacher training programs must meet this requirement. In general, in order to teach in Higher Education in Vietnam, teachers are required to have a PhD in the field. Yet, in reality, most teachers are struggling to qualify. As a result, most lectures in Higher Education only have a Master’s Degree at this point. There is a Certificate for Aspirants for a teaching short course in which participants can participate to get qualified. At this point, such a program is conducted mostly in Vietnamese, mainly in-house, and lasts for about a week. There is no English description of the course available though.”

## **Mongolia**

A colleague, in Mongolia wrote: “We don’t have such a course ... unfortunately. Everyone who has a master degree comes for teaching job in higher education. It depends on some factors, maybe, our features.”

## **Nepal**

A Professor wrote: “We do not have such a course and there are no such training programs as well.”

## **Namibia**

A Lecturer in Education wrote: “We do have such a course, but I unfortunately do not have access to any information or materials about the course. I myself have not taken the course yet, as it is fairly new and as yet, staff in the faculty of education are not the main priority as we have had training in teaching methodologies.”

## **Sweden**

A Reader in Education University mentioned about availability of 8 weeks course as prerequisites

of teaching in higher education in her university and its study forms includes Seminars/webinars, Group assignments and Individual assignments and details of these types of courses vary from one university to another.

## **Portugal**

A Professor wrote: “I have to tell you that in Portugal there is no specific course for HETs. The eligible candidates must undertake an under graduation in a scientific field and a master in the pedagogical teaching of this field, which includes a practicum or, if you want, an internship. Later on, they can apply to a Ph.D. course and be selected, they must conclude the Ph.D. to be eligible to Higher Education Institutions.

HETs are admitted in universities by an international documental contest, which requires a Ph.D., if they win this contest, they are incorporated as professors. After this stage, they are considered free and independent regarding the contents and the pedagogical approaches. Nevertheless, they are evaluated by their students at the end of each term in relation to the contents and several other aspects including the pedagogical performance. They are also evaluated every three years by their HEI (about teaching, Research, Institutional tasks, Community contributions) and the students’ opinion about them is taken into consideration, in a very relative way, it should be stated.”

## **Suriname**

A Director of a college in Suriname wrote: “Yes, at the university there are programs for teaching in higher education.”

## **Canada**

A Senior Professor wrote: “To teach in a university in Canada one must have a PhD [for permanent positions]. There isn’t a mandatory teaching credential to teach in higher education. However, more and more universities have invested in the scholarship of teaching and learning, and our university, among others, has a certificate in this. Individuals going through this examine their own teaching to improve it, so it is for existing faculty members. Thus, it isn’t a program outsiders can take - it is for existing faculty to take. If you would like more information on this, Dr. Harry Hubball is a good contact for the UBC program. He

may know other programs that I am not aware of too.”

### **Tanzania**

A Senior Professor wrote: “Aspirants for a teaching job in higher education in Tanzania must possess an advanced diploma or degree in Education from a recognized university or college. More qualifications are required for teaching at the university level.”

Another professor at another university in Tanzania wrote: “Many greetings first of all. I have been enjoying your writings and using them in my teaching. There is currently no certificate or diploma course for training those teaching in higher education. I did design one a few years ago which was not taken up by our institutions mainly due to ignorance of the authorities on its importance. Instead of approving the program, the authorities in the Commission for Higher education left institutions to run short courses focusing on: Psychological issues in dealing with undergraduate students, design and management of higher education curricula, presentation, and pedagogical issues in lecturing, running interactive sessions [seminars, debates, panel discussions, group tasks etc] and assessment and grading for active participation. I have been running such courses, but no senate approved programmes exist as of now. I am still struggling to get my current university to approve one diploma programme which I will share once it is accepted. We run short courses on teaching & learning strategies, pedagogy, assessment, curriculum design and development, writing and editing of documents.”

### **Italy**

A Senior Professor wrote: “To my knowledge, there are not such courses in Italian universities. The Department (once Faculty) Council assigns teaching courses to its or other Department members on the basis of scientific production. Teaching competence is not an important aspect of higher education in Italy.”

### **Germany**

A Senior Professor wrote: “No, we don’t have such a program. We have to pass an academic qualification in order to teach at a University. Teachers can act as mentors in some parts of studies but will be under the supervision of a member of the University’s staff /a professor or lecturer.”

Another Professor wrote: “We do not have specific training for people teaching in higher education. There are some “certificates” (for instance at the Technical University in Berlin), but they are “optional”. Nobody is requiring certified knowledge from applicants, normally they show other teaching experiences as a proxy. In some other countries, such training is mandatory for all incoming new lecturers and professors (Denmark), but in Germany, we do not have such systems of teacher training. I think this is a mistake the Germans make, but it is right now that way.”

### **Philippines**

A Dean of a Graduate School of a university in the Philippines wrote: “I apologize for this late reply. The minimum requirement for faculty to teach in higher education is a master’s degree. Attached please find the Policies, Standards, and Guidelines for Graduate education issued by our Commission on Higher Education. Once hired, Higher education teachers are trained by their respective institutions as per the requirement of some accrediting organizations or may be initiated by the teachers themselves for their own professional development.”

### **Jordan**

A Lecturer wrote: “If I understood what you mean by university teachers, upon having a Ph.D. and in very limited cases MA, individuals are qualified to teach at universities. Although in some fields, individuals with less qualification may teach at universities such as Music and Fine Arts.”

European University Institute’s Introduction to Teaching in Higher Education course provided by the European University Institute covers three areas: 1. Teaching and Learning, 2. Designing your course; and 3. Teaching Tactics.

In almost all advanced nations, some of the programmes are to be selected and pursued by the candidate, whereas a few others are provided by the higher education institutions, or national or regional bodies involved in improving the quality of higher education teachers. Inservice programmes fit the participants to new situations arising out of developments in instructional technology. For instance, Student-centred Learning and Teaching Practices SLTP) is one of the important tactics. Klemenčič, et al. (2020, p.93), state that “A shift to SCLT requires

changes to institutional policies, as well as rules and regulations on learning and teaching, including those governing the hiring, promotion, remuneration, workload, and professional development of academic and teaching staff. It also requires student involvement in institutional governance and quality assurance bodies.”

This strategy can be effective in an inclusive curriculum that includes flexible learning pathways, technology-enhanced learning, learning, and teaching support, inclusive learning spaces and libraries, and community engagement and partnerships. These attributes have been mentioned in the current National Education Policy, which in Art.11.5 at page 37 states, “Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning” (Art.11.5, p. 37).

### **Training in Teaching of Higher Education Teachers as Part of Course Work**

This type of training is provided in a few countries of central Europe. In 2018, Staff and Educational Development Association (SEDA) at London brought out a publication containing *Early Career Academics’ Reflections on Learning to Teach in Central Europe* (Pleschová & Simon, 2018). This document consisted of case studies authored mostly by doctoral students, who were part of a new educational development programme that introduced them to student-centred approaches and innovative teaching methods and each study mentioned challenges and strategies applied to meet them.

NEP–2020 (Art 15.9, p. 43) postulates a new model of training of prospective higher education teachers’ as part of Ph.D. Course. It states, “All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph. D. subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph. D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other

means. Ph. D. programmes at universities around the country will be re- oriented for this purpose.

If this plan is implemented, IUCTE must play a vital role in developing appropriate subject-specific support instructional materials including model lessons, without which higher education institutions cannot do this task. IUCTE may go for the development of these materials in the English language and Language higher education of the central government for Hindi and Sanskrit and Tibetan may translate. State language universities may translate these into their state languages for use by their language Ph.D. students.

### **Ongoing Programmes for Training of Higher Education Teachers**

The idea of training higher education teachers was suggested by the Education Commission 1964-66 (Kothari 1966, p. 154). In 1978, National Council for Teacher Education located in NCERT brought out its document “Teacher Education Curriculum -- Framework” which suggested one semester duration programme “to provide some pedagogical theory and general methods of teaching to college teachers in order that they may use more effective techniques than the traditional types of lectures and practical in teaching college students” (NCTE 1978, p. 22).

In 1986, the National Policy on Education suggested teacher orientation on modern developments in teaching “at the beginning of the service as well as continuing education thereafter.” (MHRD 1986, p. 15). In pursuance of the direction given in the policy, in 1987-88, the University Grants Commission formulated Academic Staff Colleges scheme. These colleges are now known as Human Resource Development Centres. In 2015, The Central government brought out Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) scheme. As per available records, in other situation, in-service programmes include orientation and refresher courses organised by 66 HRDCs (UGC 2020) and through induction programmes for newly recruited faculty in HE in 70 institutions under PMMMNTT scheme (MHRD 2018). Cost of PMMMNTT Induction programmes perhaps vary from 6 lakhs to 60 lakhs. High cost was due to non-availability of hostel facilities for participants and guest houses for resource persons and large halls for lecture for which hotels had to be booked. Refresher courses



are subject-wise and have homogenous participant groups, whereas orientation courses are not subject specific and have heterogeneous participant groups. The face-to-face programmes become effective depending on the capacity of the resource person to keep the adult learners engaged in discussion and with peer involvement in answering questions of another peer and raising various issues relevant to the participants.

NEP-2020 stated, “In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time (Art. 15.10. p.43).

Current pandemic and war cry from a neighbouring countries may force a cut in budget for higher education and the most affected may be in-service programmes. Hence, there is a need to have a relook at the ongoing practices for teacher preparation. A few instances of what goes wrong in the existing system of higher education teacher training may motivate appropriate authorities to take desired steps.

### **Problems Faced by Participants of Teacher Development Programmes in the Field Situation**

Požarnik (2016) in the Foreword given to a European Union document, mentioned the following problems faced by participants in applying their learning in professional development courses in the field.

“Higher education teachers, even the most dedicated ones, often feel alone in their attempts to improve their work with students. This has been also highlighted by the evaluation study among the participants of in-service training courses. The vast majority of them mentioned that when trying to introduce different novelties and innovations, they do not face much opposition, but they are often ignored by their colleagues and superiors. The problems and proposed improvements of teaching are rarely discussed within the departments.”

This problem may be universal and may also be applicable to our situation, questioning the necessity of investing huge amounts in in-service professional development programmes for higher education teachers. IUCTE may undertake impact studies for evaluating the need for continuation of induction and refresher courses. The professional development programmes when conducted in face to face mode have the advantage of peer to peer communication that makes participants aware of functioning of higher education systems at different places. However, the IUCTE may also consider making these programmes delivered online during morning and evening hours and having an evaluation for the issue of the certificate. In many developed nations, in-service programmes for higher education teachers are not compulsory. Many universities in advanced education systems, organise such programmes for their own teachers, even during lunchtime or on holidays without making teachers remain absent from their classes.

### **A Few Suggestions for Improving Teaching Skills of Higher Education Teachers**

#### ***Establishing Centres for Teaching Excellence in HE***

The Higher Education Commission of India (HECI) may consider designating Inter-University Centre for Higher Education (IUCTE) as the National Centre for Teaching Excellence in HE (NCTEHE) and place existing HRDCs at the disposal of the IUCTE to make them function as Regional Centres for Teaching Excellence in HE (RCTEHE) with the responsibility of promoting and supporting such centers in each higher education institution. IUCTE may distribute all university-level institutions and their affiliated institutions among these RCTEHEs.

#### ***Making Provision for Mentoring for Teaching for Beginners***

NEP-2020, at page 43, mentions “A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.” (Art. 15.11). IUCTE may consider preparing support materials for the mentors who might have not been aware of recent developments in their subject areas. This task may be delegated to specific RCTEHE to develop support

material in the concerned state language or translate nationally developed materials. The teachers, when starting their career without having undergone any orientation course, or any pre-job training course, need mentoring. Like Germany, the nation may consider preparing a list of mentors and making the list available to the institutions so that they can invite them to observe the lessons of their new teachers and give them feedback. Such a list may be prepared for language-wise instruction. IUCTE may prepare a list for teaching in English and Hindi languages and state government higher education councils may prepare a list for teachers using their state language as medium of instruction. Institutions must bear the cost of stay, food, and travel of such mentors. There shall be no honorarium for such mentors. Instead of inviting mentors for face to face observation of teaching, institutions may send video recorded lessons to mentors for their comments.

### ***Bringing Out Professional Standards Framework for Teaching and Supporting Learning in Higher Education***

The HECEI may consider entrusting to IUCTE the task of creating by 2021, “Bharat Professional Standards Framework for Teaching and Supporting Learning in Higher Education.” It may consider making it obligatory for each higher education institution, small or big, to have a Centre for Teaching Excellence, to take care of professional development of their own faculty, without making teachers remain absent from their routine work.

### ***Recognising Excellence in Teaching by Instituting Honorary Fellowships, Fellowships and Associate Fellowships for Higher Education Serving and Retired Teachers***

IUCTE may consider instituting Associate Fellowships and Fellowships for individual teachers, after considering their application submitted with supporting evidence as may be specified in the proposed professional standards framework. While charging individual applicants for fellowships, IUCTE may also consider instituting Honorary Fellowships for academicians based on their contribution to teaching and learning in higher education. This is a form of Award for Excellence in Teaching

### ***Making Provision for Online Course in Excellence in Teaching in Higher Education***

IUCTE may consider instituting an Online

Excellence in Teaching in Higher Education course, to be made available for aspirants from other countries. Participants from poor nations, who may not go for high fee-charging courses in countries like the UK and US may opt for this course. They may also provide pre-job online certificate courses in local languages to be made available on payment basis. In case, IUCTE plans for short online teacher training courses for aspirants for a teaching job in higher education and another course for teachers on the job. Like the University of London, IUCTE may consider giving in-service teachers to complete the course in 1-5 years. Of course, while planning for such courses, it may take into consideration the circumstances that led to the closure of Diploma in Higher Education run by the universities of Madras, MS University of Baroda, Shivaji University, Kolhapur, etc., and Master of Collegiate Teaching course by the University of Calicut.

### ***Developing Publication Quality Indicator***

Internationally citation index is considered as an essential yardstick for assessing the academic excellence of an individual. Planning Commission, India (2012, p. 112) stated, “There are indications that research quality has improved as well. India’s publications have accumulated 16,10,511 citations with 5.77 citations per paper, better than China, but still low compared to the world average of 10.81 citations per paper. The relative impact rose from 0.48 to 0.66 (world average being one). In 2009, India stood eleventh in terms of the number of papers published, seventeenth in terms of the number of citations, and thirty-fourth in terms of a number of citations per paper as per the ISI Web of Science.”

Citation index is a controversial term that has been accepted in most of the developed nations as one of the indicators of individual’s intellectual excellence, ignoring the fact that a paper criticized for its errors can also have larger citation index than a paper, which does not have any error. There is no international standard publication quality indicator. The European Educational Research Association with funds from the European Union attempted to develop a publication quality indicator (Gogolin & Hansen 2011). It has not yet been available. There is a need to develop Indian research publication quality indicators (Mohanty 2010). IUCTE may undertake the task of bringing out an Indian Publication Quality Indicator,

which if materialised may be an internationally pioneering work.

### ***Developing Topic - wise and Stage - wise Annotated Bibliography of Print Publications and Online Resources***

A few years ago, it was found that one author had written books on teaching techniques of a number of subjects such as science, mathematics, history, geography, etc. On inquiry, the publisher said that these were copyright-expired books of foreign publishers. He could get them printed as a recent publication by getting the signature of an Indian teacher by paying him one thousand rupees. There are also such duplicate encyclopedias one comes across references of fifty years and more. There are also cases of Indian publishers bringing out many editions without the knowledge of the author. Unfortunately, the principals and librarians become part of this racket. Development of annotated bibliography of the printed books can save the time of students and scholars going through the publication till they realise these are old writings. Every higher education institution may need to carry out this exercise. This exercise may also be considered for online resources, as there are instances of certain platforms having materials containing wrong or misleading information and outdated data.

### **Conclusion**

The 12<sup>th</sup> Five-year Plan document of the Government of India pointing out the necessity for undertaking policy research in higher education stated, “India does not have any major higher education research centre or a group of researchers focusing on this key subject. Higher education as an academic subject is not taught at Indian universities. As a result, there is a dearth of dependable, reliable, fact-based, unbiased, ideology-neutral policy information about Indian higher education. It is important for the country to create an ecosystem for higher quality policy research on higher education. In the Twelfth Plan, a network of centers for higher education research located at institutions that have the expertise for such research activity will be created.” (Planning Commission, India 2012, Art. 21.334, p. 122).

It appears the nation has not been able to give due stress on this proposal. The nation while undertaking research on the issues in higher

education including teacher training may consider having a study on the applicability of ideas being implemented in other developed nations such as teacher training as part of Ph.D. in a few central European countries, training on the job with the help of mentors, making aspirants fit for joining a teaching job on successful participation in a course, institution-based teacher training programmes, etc. As in the 2020 QS World Ranking of Universities, higher education institutions in the United States have occupied the top 3 ranks. IUCTE may also examine the suitability of the approach to teacher training by these three US universities for our higher education system, for possible application in our system.

**Note:** A part of this material was the transcript of the talk delivered by the author on September 3, 2020, at the webinar of the Inter University Centre for Teacher Education (IUCTE), Varanasi, Uttar Pradesh on September 3 & 4, 2020.

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(contd. on pg. 25)

# Assessment and Accreditation of Higher Education Institutions in Karnataka: An Overview Analysis

D K Kamble\*, S Srikanta Swamy\*\* and Ravikumar K\*\*\*

Human Resources Development is an important component in the progress of any nation. The role of education in human resources development need not be overemphasized. The philosophy of development in recent times has identified education as a cornerstone of democratic institutions and nation-states. India as a powerful sustaining democracy with enormous human resources has given utmost priority to 'education' for its overall development. Higher education has become an important item on our national agenda. This is the time to decide not just how many but how best our universities and institutions of higher learning are contributing to the development of the country.

Karnataka State is one of the innovative states in the country which has been introducing reforms in higher education. Being consciously aware of the manpower needs, the state has prepared the vision document '*Higher Education in Karnataka*'. This article aims at presenting a picture of how the National Assessment and Accreditation Council (NAAC) has envisioned the growth of Higher Education in Karnataka and how through the proposed roadmap it is going to achieve the goals that have been set out in this context. The following are key objectives of this paper

- To Assess the levels of Higher Education Institutes in Karnataka;
- To employ the analytical profile of the NAAC Assessment and Accreditation processes applied to the HEIs of Karnataka State;
- To Analyze the issues and recommendations for SWOC of Higher Education Institutions.

\* Assistant Adviser, National Assessment and Accreditation Council, P.O Box 1075, Nagarbhavi, Bangalore-72 (Karnataka).  
E-mail: dkkamblenaac@gmail.com

\*\* Academic Expert, National Assessment and Accreditation Council, P.O Box 1075, Nagarbhavi, Bangalore-72 (Karnataka).

\*\*\*Research Scholar, Kalinga Institute of Industrial Technology, Bhubaneswar, Odisha and Semi Professional Assistant, National Assessment and Accreditation Council, P.O Box 1075, Nagarbhavi, Bangalore-72 (Karnataka).

The present study has made an attempt to assess the various HEIs in Karnataka state and to delineate spatial variation of the accreditation status of various universities, and undergraduate institutions including professional institutions in the state. The required data for the analysis of the present study have been obtained from various sources, like NAAC, ICT Unit and statistical section, Higher Education Council of Karnataka, Department of Collegiate Education in Karnataka, and the respective university websites.

To know the present status of HEIs in Karnataka State, university level and undergraduate level institutional differences in the region were taken into consideration. HEIs have been taken as a spatial unit for the assessment and accreditation data analysis. The data collected from the stated sources were classified, processed, and presented in the form of charts, maps, and graphs by applying statistical tools and appropriated cartographic abilities. The present study has also used well-established statistical and quantitative methods of which, some have been modified according to the suitability of the study and to provide more accurate results in the present analysis.

The information and data are pertaining to various aspects of HEIs at the grass-root level of the study area. The study is purely based on secondary sources of data, the data generated have been processed and tabulated with the help of a computer and results have been mapped cartographically. NAAC needs to assess the present status in the field of higher education in order to diagnose some serious challenges that need addressing.

## An Overview Analysis of Higher Education Institutions in Karnataka

In Karnataka, there are twenty-nine (29) universities and more than 3594 undergraduate colleges, which shows that the state has made considerable progress in the field of higher education. It has general affiliating universities, subject universities, and the private and deemed to be universities and that shows a Public-Private Participation (PPP) is very much practiced in the state.

This was also one of the visions of higher education development envisaged by the National Knowledge Commission. Most of the affiliating universities and some institutions of national importance have shown outstanding performance since their inception and are recognized so all around. There is one university which has celebrated its hundred years long ago and a few have crossed 50 years and so on. There are a few national institutions of eminence. This progress needs to be taken into consideration before that NAAC to proceed further with its aims of assessment and accreditation. The NAAC has done extremely good progress in this regard since its establishment and so already in the field of higher education in Karnataka. This entitles to give a progressive profile of higher education in Karnataka.

### Higher Education Institutions in Karnataka

**Table-1: Brief Statistics of the Number of Higher Educational Institutions in Karnataka**

Types of Institutions	Nos.
State-Sponsored Universities	28
Deemed to be Universities	11
Private State Universities	19
Central University	01
Institutes of National Importance	10
Number of Colleges	3594

There are twenty-eight (28) State Universities. They may be categorized as Affiliating General Universities, Affiliating Professional Universities, Non-Affiliating Professional Universities, and University for Distance Education and Specialized Universities. Among them, at least two universities have a very long history – the University of Mysore, Mysuru, and the Karnatak University, Dharwad. Three universities have been established recently with the special mandate of catering to local needs. They are Karnataka State Rural Development and Panchayat Raj University at Gadag established in 2016. The erstwhile Bangalore University was trifurcated in 2017 forming Bangalore University, Bengaluru, Bengaluru City University, Bengaluru, and the Bengaluru North University, Kolar. The Karnataka State Akkamahadevi Women’s University Vijayapura, is a full-fledged multi-faculty affiliating University exclusively for women’s education.

### Summary of the University Education

As already stated, there are 29 Universities

in the state, which represent, Affiliating General Universities, Affiliating Professional Universities, Open university, Central University, Non-Affiliating Professional Universities, and specialized Universities. All these Universities impart education representing every subject of the Universe of Knowledge. This profile of all universities in the state shows the range of higher education growth of Karnataka State in general and University Education in particular.

### Collegiate Education

The Department of Collegiate Education, Government of Karnataka was established in the year 1960. This department manages the administration of non-professional colleges affiliated to various general State Universities in their respective territorial and administrative jurisdiction across the state. The department has been striving hard to reach out to remote places by imparting quality tertiary-level education to the rural mass. Perhaps no other state in India has so many government colleges situated in a rural area of Karnataka State. Recently on 16th April 2020, Technical Education merged with collegiate education thus, its name changed to Department of Collegiate and Technical Education.

### State Quality Assurance Cell (SQAC) in Karnataka

State Quality Assurance Cell (SQAC) was formed in the year 2004 for maintaining quality in Government affiliated/constituent colleges, Autonomous Colleges, and Private Aided colleges. SQAC will act as a catalyst in enhancing quality in above said higher education institutions. It will help all Government First Grade Colleges and Private Aided Colleges while going through NAAC accreditation process.

### NAAC Assessment and Accreditation Process of Karnataka State HEIs: Vision 2020

Since 1995, National Assessment and Accreditation Council (NAAC) have undertaken the Assessment and Accreditation of different HEIs in the Country and provided the grades based on the CGPA Score. NAAC Assessment and Accreditation process over the years has undergone several changes and a revised grading pattern system is introduced at various interval stages. In 1995, the grading was limited to the accredited and not accredited

system. While the overall weightage in the new methodology and grading system remains the same. Inclusion of micro aspects and assigning weightage to these aspects has been the new introduction of key indicator and metrics-based assessment and is expected to reduce subjectivity in the process of Assessment and Accreditation.

### Revised Accreditation Framework (RAF since July 2017)

NAAC has revised the instrument of accreditation format since July 2017. It represents an explicit Paradigm Shift making it ICT-enabled, objective, transparent, scalable, and robust. Which is used to assess and grade institutions of higher education through a three-step-process and make the outcome as objective as possible. Though the methodology and the broad framework of the instruments are similar, there is a slight difference in the focus of the instrument depending on the unit of accreditation, i.e., Affiliated / Constituent Colleges / Autonomous Colleges / Universities / Health Science / Teacher / Physical Education etc. The NAAC continues with its focus on the quality culture of the institution in terms of Quality Initiatives, Quality Sustenance, and Quality Enhancement, as reflected in its vision, organization, operations and processes. Experience has reiterated that these can be ascertained either by on-site observations and/or through the facts and figures about the various aspects of institutional functioning.

### Criteria and Weights

NAAC has identified a set of seven criteria to serve as the basis of its assessment procedures. NAAC has categorized HEIs into three major types

(University, Autonomous College, and Affiliated/ Constituent College). For each category, the NAAC has assigned different weightages to these seven criteria under different key aspects based on the functioning and organizational focus of the three types of HEIs. The seven criterions are already presented elsewhere in this report. The same are used for the RAF from July 2017 and the Key Indicators and Weightages are presented in Tables-2.

### Grading

Institutions are graded for each key aspect under four categories, viz. A, B, C, and D, denoting 'Very good', 'Good', 'Satisfactory' and 'Unsatisfactory' levels respectively. The summated score for all the key aspects under a particular criterion is then calculated with the appropriate weightages applied to it and the Grade Point Average (GPA) is worked out for the Criterion. The Cumulative Grade Point Average (CGPA), which gives the final assessment outcome, is then calculated from the seven GPAs pertaining to the criteria, after applying the prescribed weightage to each criterion.

### Motivation, Rationale, and Objective of the Analysis

The whole accreditation process of NAAC has been designed to enable HEI's to re-discover themselves, their strength as well as their deficiencies and areas for improvement. The process also facilitates stakeholders to know and realize their latent potential in the country.

Since, significant numbers of Universities (28) and Colleges (837) in Karnataka have been accredited as of 4/5/2020, it gives sufficient data for the critical analysis of the accredited institutions. The present

**Table-2: Seven Criteria Evaluation Matrix Adopted Since July 2017 (RAF)**

	Criteria	University	Autonomous Colleges	Affiliated Colleges
<b>C-I</b>	Curricular Aspects	150	150	100
<b>C-II</b>	Teaching- Learning & Evaluation	200	300	350
<b>C-III</b>	Research, Consultancy & Extension	250	150	120
<b>C-IV</b>	Infrastructure & Learning Resources	100	100	100
<b>C-V</b>	Student Support and Progression	100	100	130
<b>C-VI</b>	Governance, Leadership & Management	100	100	100
<b>C-VII</b>	Institutional Values & Best Practices	100	100	100
	<b>Total</b>	<b>1000</b>	<b>1000</b>	<b>1000</b>

**Table 03 Range of Institutional CGPA (Since July 2017 RAF)**

Range of Institutional (CGPA)	Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
<1.50	D	Not Accredited

**Table 4 (a) Total Number of Accreditations in India (Status as on 04/05/2020)**

	First Cycle	Second Cycle	Third Cycle	Fourth Cycle	Number of Accreditations
Universities	364	166	76	3	609
Colleges	8166	3635	1056	44	12901
<b>Total</b>	<b>8530</b>	<b>3801</b>	<b>1132</b>	<b>47</b>	<b>13510</b>

**Table 5 (c) Status of Accreditation Institutions in Karnataka (as on 04/05/2020)**

	Total Institution	No. of Accredited Institutions	No. of Not Accredited Institutions
Universities	69	28	41
Colleges	3594	837	2757

analysis is being carried out with a view to identify the strength, weaknesses, and common issues of the accredited institutions in the Karnataka and suggest possible solutions and recommendations for their further qualitative development.

Status of Accredited Institutions of Karnataka as per RAF

The state of Karnataka presents a vast diversity and complexity of the higher education system in terms of antiquity and different types of accredited institutions defined by the source of funding and the nature of management. The system draws its strength from the large young cohort as well as the aspirations for greater economic and social mobility associated with higher education. The higher education profile reflects that along with quantitative expansion, the thrust should be on qualitative aspects.

#### Universities

*i) State-Funded Universities:* There are 28 state-funded universities established and managed

under the Karnataka state university act. All state universities are stand-alone campuses and have Constituent/Affiliated Colleges. These universities are affiliating and examinations conducting bodies under state government rules, regulations and guidelines. Totally all state-funded universities are under the control of the state government of Karnataka.

*ii) Open University:* There is only one Karnataka State Open University located in Mysore in 1996, established by the Government of Karnataka. The major function of Open University is for distance learning through the main center as well as from study centers in various parts of the state.

*iii) State Deemed Universities:* There are around 11 state Deemed Universities established by private management as per the affiliation norms and governed by the government, and UGC.

*iv) State Private Deemed Universities:* There are around 11 state Deemed Universities established by private management as per the affiliation norms and governed by the government, and UGC.

- v) **State Private Universities:** There are around 19 state Private universities established by private management as per the affiliation norms and governed by the state government, and UGC.
- vi) **Centrally Funded Universities:** The government of India, Ministry of Human Resource Development established the Central University of Karnataka at Kalaburgi in 2009. It caters to a large number of state and migrant students from other parts of the country and the world.

## Colleges

### Government Degree Colleges

There are around 430 government degree colleges established and managed by the Government of Karnataka under the Department of Higher Education in various parts of the State, including tahsil level and semi-rural areas for improvement of higher education in the state. All infrastructure and staff salary is borne by the Government of Karnataka.

### Grant-in-aid Colleges

Grant-in-aid colleges are established by private management as per the affiliation norms and governed by the state government, only staff Salary is borne by the state government.

### Self-finance (Non Grant-in-aid)

Non-Grant-in-aid colleges are established by private management as per the affiliation norms and are governed by the state government. All infrastructural and staff salary is borne by management only. The government is not giving any financial or infrastructure support for such types of non-granted institutions in the state.

### Status of Accredited Institutions as per RAF (As on 4/5/2020)

Table-5 gives the list of universities, with their accreditation grades as per RAF. Out of 69 Universities/Institutes including State Govt-28, Private-19, Deemed-11, Central university 01, and Institutions of National Importance 10, only 05 universities have been accredited in Karnataka as per the Revised Accreditation Framework (RAF) since July 2017. For the purpose of this study and analysis, these 05 universities have only been considered. Since the remaining universities such

as private and deemed etc., have not applied for re-accreditation and some of the state government universities are also under due period and some the universities have not applied for the assessment and accreditation process.

**Table-6: List of Accredited Universities**

Sl. No.	Name of the Institutions	Grade
1	National Law School of India University, Bengaluru	A
2	JSS Academy of Higher Education & Research, Mysuru	A+
3	Indian Institute of Science, Bengaluru	A++
4	Kannada University, Hampi	B
5	Vijayanagar Sri Krishnadevaraya University, Ballari	C

### University-wise number of Affiliated Accredited Colleges

Table-5 shows out of 837 accredited colleges in the state, 152 colleges are accredited in the Revised Accreditation Framework. The University wise numbers of colleges accredited are 152 colleges. The list also shows the number of colleges affiliated with each University

The colleges are further categorized as general and professional. Further, the universities in the table are arranged by their year of establishment. In the general category, there are three universities and out of 28 State universities 15 are represented with the affiliated and accredited colleges and that comes to 53.57% of universities have their affiliated and accredited colleges represented in the list. Further, the table has also worked out the percentages of affiliated colleges under each university that are accredited. Among the general universities, the Vijayanagar Sri Krishnadevaraya University, Bellari, and among the subject/professional universities three universities are not represented and among the Arts and Humanities all the Universities, have not found the representations. Obviously these universities have no affiliation processes and colleges hence they are not found in the list.

The data from Table 7 shows that the highest number of affiliated colleges that have been accredited are the Bangalore University with 26 colleges and



24 from VTU among the general universities and professional universities respectively. Even though the University of Mysore and Karnatak University have been quite old and the number of colleges that have been accredited among them is less than the universities that have been established much later than the two universities. The reasons for this cannot be made out here.

Among the professional universities, the Visvesvaraya Technological University has the highest number of professional colleges numbering 24 are accredited. It is found that The Karnataka State Law University was established later than Rajiv Gandhi Health Science University, and the latter has less number of accredited colleges than the former.

These figures for general and professional universities for a number of accredited colleges have to be further examined from the data of the total number of colleges that are affiliated with each of these universities.

**Grade-wise number of Affiliated Colleges under CGPA System by RAF since 2017**

Table 8 shows the Grades secured by a number

of colleges under each of the 15 universities which also included three professional universities with professional colleges. The figure shows the number of colleges and grades secured by the numbers. The highest number of colleges have been awarded are B Grade to 62 colleges and 26 colleges are graded with C and only 1 college is with a D grade. However, it can be inferred that 50% of colleges have secured below 3 CGPA and another 50% are above 3 CGPA. So, it implies that there is a need for improving the grades of the 50% of colleges and in terms of the entire seven criteria suggested in the new evaluation parameters.

**Grade-wise Distribution by Classification of Colleges**

Table-9 shows the three classifications of 152 institutions accredited and graded by applying the Revised Accreditation Framework. The three groups of institutions are Government, Grant –in –aid and Self-financed Colleges.

Table-9 presents the grade-wise Distribution of Government, Grant-in-aid, and Self- financed colleges of the state. It reveals that 96 (64%) are

**Table-7: University-wise No. of Accredited Colleges (as per RAF) N= 152**

Sl. No.	Name of the University (Arranged as per Year Estd.)	No. of Accredited Colleges (% given in brackets)
1	University of Mysore, Mysuru	13 (8.55)
2	Karnatak University, Dharwad	14 (9.21)
3	Bangalore University, Bengaluru	26 (17.11)
4	Gulbarga University, Kalaburgi	9 (5.92)
5	Mangalore University, Mangaluru	19 (12.5)
6	Kuvempu University, Shivamogga	4 (2.63)
7	Karnataka State Akkamahadevi Women University, Vijayapura	2 (1.32)
8	Tumkur University, Tumkur	5 (3.29)
9	Davangere University, Davangere	7(4.6)
10	Rani Channamma University, Belagavi	11(7.23)
11	Bengaluru Central University, Bengaluru	4 (2.63)
12	Bangalore North University, Kolar	4 (2.63)
<b>Professional Universities</b>		
13	Visvesvaraya Technological University, Belagavi	24 (19.84)
14	Rajiv Gandhi University of Health Sciences, Bengaluru	4 (2.63)
15	Karnataka State Law University, Hubali	6 (3.95)
	<b>Total</b>	<b>152</b>

Government and Grant-in-aid and 56 (36%) are Self-financed colleges.

It is observed in Table 9 that a total of 01 and 05 Government Colleges have obtained A++ and A+ grades, while 09 of them have obtained A grades. 21 institutions have obtained B++ and 27 of them have secured B + grades. A majority of them around 62 institutions have obtained B grades and 26 institutions have got C grades which is the lowest grade, while 01 institutions secured a D grade which is not accredited by NAAC in RAF. Totally 96 Government and Grant-in-aid Colleges and 56 Self-financed Colleges have been accredited using the RAF. The Table further reveals that a maximum of 136 (89.33%) of the colleges accredited have been awarded B++, B+, B, and C grades and out of which it is found that 88 (65.67%) out of 136 colleges are in the grades B and C. This needs to be improved in the next cycle of accreditation and this has to be brought to the notice of the college authorities and in particular Internal Quality Assessment Cell.

### Analysis of the Accredited Universities in RAF

There are all together with a total of 69 universities in Karnataka State, out of that 28 (47.46%) universities had gone for the accreditation. Out of 28 earlier accredited universities, only 05 universities were accredited in the Revised Accreditation Framework (RAF) of 2017, remaining of the universities have not gone for re-accreditation, and some universities have still not applied for the Assessment and Accreditation process to the NAAC. The number and percentage of universities of the State which have been accredited as per RAF. The analysis and the extent of the accreditation process of these Universities are discussed here.

Table-10 shows that overall 5 (31.5%) out of the 16 Registered universities have been accredited since RAF. Only State and Deemed Universities have been accredited accordingly.

The ratio of State Universities and the Deemed Universities shows that accredited state universities

**Table 8 Grade-wise Number of Affiliated Colleges under CGPA System**

Name of the University	Grade								Total
	A++	A+	A	B++	B+	B	C	D	
Univ. of Mysore	0	0	1	2	0	6	4	0	13
Karnatak Univ.	0	0	0	0	2	10	2	0	14
Bangalore Univ.	0	1	0	3	3	13	5	1	26
Gulbarga Univ.	0	0	0	0	0	6	3	0	9
Mangalore Univ.	0	1	2	2	8	5	1	0	19
Kuvempu Univ.	0	0	0	0	1	2	1	0	4
Karnataka State Akkamahadevi Women's Univ.	0	0	0	0	0	2	0	0	2
Tumkur University	0	0	0	1	2	2	0	0	5
Rani Channamma University	0	0	0	2	1	6	2	0	11
Davangere Univ.	0	0	0	0	1	1	5	0	7
Bengaluru Central University	0	2	0	1	1	0	0	0	4
Bengaluru North University	0	0	1	0	0	1	2	0	4
Rajiv Gandhi University of Health Sciences	0	0	0	1	1	2	0	0	4
Visvesvaraya Technological Univ.	1	1	5	8	7	1	1	0	24
Karnataka State Law Univ.	0	0	0	1	0	5	0	0	6
<b>Total</b>	<b>1</b>	<b>5</b>	<b>9</b>	<b>21</b>	<b>27</b>	<b>62</b>	<b>26</b>	<b>1</b>	<b>152</b>

**Table-9: Grade-wise Distribution of Govt., Grant-in-aid, and Self-financed Colleges**

Grade	Govt. and Grant-in-aid Colleges	Self-financed	Total
A++	1	0	1
A+	1	4	5
A	1	8	9
B++	10	11	21
B+	14	13	27
B	49	13	62
C	19	7	26
D	1	0	1
<b>Total</b>	<b>96</b>	<b>56</b>	<b>152</b>

are 3 (42.86%) out of 7 state universities and 2 (28.57%) out of 7 deemed to be universities have been accredited in RAF respectively. The Table however reveals that no state or private universities have been accredited in this context.

**Table 10. Number and Percentage of Universities Accredited**

Sl. No.	Type of University	Total Number	Number Accredited	Percentage Accredited
1	State University	7	3	42.86
2	State Private University	2	0	0
3	Deemed University	7	2	28.57
	<b>Total</b>	<b>16 (Registered)</b>	<b>5</b>	<b>31.25</b>

### SWOC Analysis of Higher Education in Karnataka: Issues and Recommendations

SWOC (Strength, Weakness Opportunities, and Challenges) analysis is the most renowned tool for audit and analysis of the overall strategic position of the Higher Education Institutions (HEIs) in Karnataka. It is also defined as “a strategic planning tool that can be used during the curriculum assessment and review process to make informed decisions based upon collective input from multiple stakeholders”. The key purpose of SWOC analysis is to identify the strategies that will create specific higher education models that will best align an organization’s resources and capabilities to the requirements of the HEIs in which the firm operates. SWOC is the

foundation for evaluating the internal potential and limitations and the probable opportunities and threats from the external environment. It views all positive and negative factors inside and outside the institution in HE that affects the success. A study of HEIs in forecasting the changing trends and also that helps them in the decision-making process of the organization is desirable. Many institutions have reviewed the SWOC analysis technique and applied it to the higher education system. Each component of SWOC analysis viz. Strength, Weakness, Opportunities, and Challenges in the context of HEI in Karnataka

A study has also been made on SWOC (Strength, Weakness, Opportunities, and Challenges) of higher educational institutions (HEIs) in Karnataka. The analysis has identified 15 issues as given below and made concurrent recommendations to overcome those deficiencies. The recommendations suggest improving the conditions of colleges and other HEIs in Karnataka in terms of the issues identified by the said SWOC analysis. The fifteen issues identified are;

1. Localisation of the state university system.
2. Lack of clear policy framework for entry of new education providers
3. Lack of mission differentiation between several types of institutions
4. Trust deficit of public in higher educational institutions
5. Lack of dynamic learning goals and curriculum relevance
6. Research literacy programmes in higher education
7. Challenges to the Affiliation system
8. Bridging the gap between school education and higher education
9. Problems of integrating technology in higher education ( ICT )
10. Financing and self-financing of higher educational institutions
11. Governance deficit in the administration of higher education
12. Academic Audit not happening in many higher education institutions.
13. Quality of Distance Education
14. Alternative education for college dropouts
15. Sports and Extra -curricular activities needs more focus.

(contd. on pg. 28)

# Dynamics of Higher Education in India: Reflections from National Higher Education Qualifications Framework

Waheed Ahmad Ahanger\* and Firdous Ahmad Sofal\*\*

Various countries like Turkey, Australia, the U.K, Poland, Finland, Canada, Japan, Malaysia etc have already developed the Qualification Frameworks wherein the thrust has been made to make their graduates relevant to the 21st Century Global Market. While many countries of the world have their own qualifications framework in place, which includes even small and developing nations, India is yet to evolve it. Earlier, on the recommendations of CIBE, the UGC had constituted a Committee in the year 2014 to formulate the National Higher Education Qualifications Framework under the chairmanship of Prof. Goverdhan Mehta. The mandate of the Committee was to evolve the descriptors, competencies and testing protocols for various qualifications for easy transition and mobility of students within India and abroad. UGC sought feedback and contributions from various stakeholders and civil society at large by 31-12-2014 for the formulation of the National Higher Education Qualification Framework (NHEQF) of India to ensure that higher education becomes: Modular, Flexible, Competency-based and Allows seamless transfer for students.

UGC being responsive to the latest global interventions and policy implications, especially in the light of NEP-2020, came with a draft document on NHEQF. The document was tabled across the country to seek suggestions from the stakeholders to make the Qualifications Framework for Indian Students meaningful and productive.

In the present paper, an attempt has been made to examine the changing structure of higher education in India in light of the National Higher Education Qualifications Framework (NHEQF). The draft Qualifications Framework is based on four broad sections. The first section provides a synoptic view of the Policy directions that have implications for the structure of higher education institutions; curricular structures and guiding the structure; and duration of

degree programs. The second section of the framework provides us with the key information about the global initiatives of the qualifications framework and its associated components. The third section of the document explains the rules and regulations related to how the National Qualifications Framework should function across the country. Finally, the last section of the document reveals the characteristics, purposes, scope, coverage and nomenclature of qualification of the National Higher Education Qualifications Framework. The investigators made an effort to scan the entire document with a view to present a comprehensive overview of the National Higher Education Qualifications Framework (NHEQF) so that the Indian Higher academia may get an insight into the changing role of qualifications in order to prepare well-rounded learners with 21<sup>st</sup> Century.

## Place of NHEQF in NEP-2020

The National Education Policy (NEP) 2020 stipulates that a National Higher Education Qualification Framework (NHEQF) will be formulated and it shall be in sync with the National Skills Qualification Framework (NSQF) so as to:

- Ease the integration of vocational education into higher education;
- Prescribe the facilitative norms for issues such as credit transfer, equivalence etc;
- Higher education qualifications leading to a degree/ diploma/ certificate shall also be described by the National Higher Education Qualification Framework (NHEQF); and
- Preparing well-rounded learners in the 21st Century.

The draft document is based on four broad sections, all of which are summarized under the headings that follow.

The first section of the draft deals with the Policy directions that have implications for the structure of higher education institutions; curricular structures and duration of degree programs. As per the proposed document, the major thrust of the policy regarding higher education is to transform HEIs into

\* *Research Scholar, Department of Education, Central University of Kashmir- 191201, J&K. E-mail: waheedahanger@cukashmir.ac.in*

\*\**Assistant Professor, School of Education (Teacher Education), Central University of Kashmir - 191201, J&K. E-mail: sofaleducation@cukashmir.ac.in*

large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs. NEP–2020 on page number 36 emphasizes holistic and multidisciplinary education which aims to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner. The NPE 2020 further envisages flexible curricular structures that will enable creative combinations of disciplines for study and would offer multiple entries and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for lifelong learning. Graduate-level, master's, and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

In order to attain such a holistic and multidisciplinary education, the document proposed the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students at all HEIs will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a byproduct, further improve their employability.

### **NHEQF: Coverage and Qualifications**

The NHEQF envisages the award of qualifications based on the expected learning outcomes associated with the chosen fields of learning, work/vocation or professional practice. In the context of the NHEQF, a 'field of learning' refers to the chosen disciplinary areas of learning in a broad multi -/ inter-/intrans disciplinary context, work or technical and vocational education and training, or an area of professional practice. NHEQF is not intended to promote a uniform curriculum or national common syllabus for a programme of study or to prescribe a set of approaches to the teaching-learning process and assessment of student learning levels. The institutions of higher education will have the autonomy to frame their own curriculum, including the syllabi, pedagogical approaches, and learning assessment procedures/practices based on the NHEQF. The purpose is to bring up/elevate all

HEIs to a common level of benchmarking to ensure that all institutions are providing quality education. The framework is intended to allow flexibility and innovation in:

- Programme design and syllabi development;
- Teaching-learning process;
- Assessment of students' learning levels and;
- Periodic programme review within a broad framework of agreed expected Programme/ course learning outcomes and academic standards.

The NHEQF recognizes that each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students help develop their characteristic attributes/ profile.

### **NHEQF levels: Types and Title/Nomenclature of Qualifications:**

The NHEQF is an outcome-based framework for qualifications of different types. The qualification types and examples of title/nomenclature for qualifications within each level and type are indicated here.

**Level V - Undergraduate Certificate:** As per the NHEQF document, for those who exit after the first year (first two semesters) of the undergraduate programme the programme duration shall be one year followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.

**Level VI - Undergraduate Diploma:** For those who exit after the first two years (first four semesters) of the undergraduate programme the programme duration shall be of two years, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.

**Level VII -Bachelor's Degree:** For those who exit after three years (three years/ 6 semesters) of the undergraduate programme the programme duration shall be three years, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready

competencies required to enter the workforce. Examples of the nomenclature of various programmes along with the course duration as envisaged in the NHEQF are summarized in Table-1.

**Level VIII -Bachelor’s Degree (Honours/ Research):** For those who shall perceive Bachelor’s Degree (Honours/Research) undergraduate programme the programme duration shall be Four years (eight semesters) based on 160 credits.

**Level IX -Post-Graduate Diploma:** In the case of those who exit after successful completion of the first year (two semesters) of the 2-year master’s programme, followed by an exit 10-credit bridge courses lasting two months, including at least 6-credit

job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.

**Level IX -Master’s Degree:** Two years (four semesters) for those who have obtained a 3-year/6-semester bachelor’s degree, or one year (two semesters) in the case of those who have obtained a 4-year/8-semester Bachelor’s (Honours/ Research) degree. Examples are cited in Table 2.

**Level X - Doctoral degree (Ph.D.):** Program shall require either a Master’s degree or a 4-year Bachelor’s degree with research and its credits will be based on the course work, a thesis and published work.

**Table -1: Nomenclature of Various Programmes along with the Course Duration for Bachelor’s Degree**

Programme	Duration
Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Commerce (B.Com.), Bachelor of Vocation (B. Voc.), Bachelor of Business Administration (BBA)	Three years (six semesters)
Bachelor of Education (B.Ed):	Two years (four semesters) after completing a Bachelor’s degree programme)
Bachelor of Education (B.Ed.).	One year (two semesters) after completing a Bachelor’s degree (Honours/Research) or Master’s degree
Integrated Teacher Education Programme (ITEP)	Four years (eight semesters).
Bachelor of Engineering (B.E), Bachelor of Technology (B.Tech.).	Four years (eight semesters).
Bachelor of Architecture (B.Arch.)	Five years (ten semesters).
Bachelor of Pharmacy (B.Pharm)	Four years (8 semesters).

**Table-2: Nomenclature of Various Programmes along with the Course Duration for Master’s Degree**

Programme	Duration
Master of Arts (M.A.), Master of Science (M.Sc.), Master of Commerce (M.Com.), Master of Vocation (M. Voc.), Master of Business Administration (MBA)	Two years (four semesters) after obtaining a Bachelor’s degree
Integrated Bachelor’s - Master’s degree programmes	Five years (ten semesters) after completing secondary education
Master of Education (M.Ed.).	Two years (four semesters) after completing a 2-year/4-semester B.Ed. programme or a 4-year (8 semester) integrated teacher education programme.
Integrated B.Ed. - M.Ed. programme.	Three years (six semesters) after obtaining a Bachelor degree)
Master of Arts (Education).	Two years (Four semesters) after completing a Bachelor’s degree programme)
Master of Engineering (M.E), Master of Technology (M.Tech.).	Two years (four semesters) after obtaining a Bachelor’s degree in engineering/technology.

The second section of the document provides the key information about the global initiatives of the qualifications framework and its associated components. As per the document, 'A National Qualifications Framework (NQF) is an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which would integrate and coordinate the qualifications from each education and training sector into a single comprehensive qualification framework.' National Qualifications Framework (NQF) helps in (a) improve the transparency of individual qualifications through the defined learning outcomes; (b) enhance the understanding of the education and training systems; (c) promotes credit accumulation and transfer within and between programmes of study; (d) provide an instrument of accountability of the education and training systems; (e) make education and training systems more demand-focused and user friendly; (f) reduce the 'mismatch' between education and the labour market; and (g) facilitate the recognition of prior learning. It further revealed that one of the important factors that contributed to the initiatives for the development of the NQF was the evolution of the outcome-based approach to education and training introduced in the 1980s and early 1990s in some countries.

In the context of the Qualifications Framework, the knowledge, skills, values, and attitudes acquired/ possessed by the individual student are more important than the mode(s) of acquiring them. It helps the employers compare the diverse nature of qualifications through certain performance criteria that are to be considered while deciding on the learning outcomes for competency-based education and training. This principle was accepted and by many countries and consequently many of them have been engaged in ways and means to improve the quality and relevance of education and training programmes to reflect competencies possessed by the graduates of different programmes of study.

The third section of the document provides the inputs related to how the National Qualifications Framework should function in our country. As per the proposed document, National Qualification Framework is required both for general education and vocational education and training (VET) in our country. It has documented and framed two frameworks while developing the National Skills Qualifications Framework (NSQF) notified in 2013, which are presented below.

### **National Vocational Education Qualifications Framework (NVEQF)**

The proposed document on its Para no 3.1.1 reveals that the National Vocational Education Qualifications Framework attempted to provide a nationally integrated education and competency-based skills framework that provided for multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system.

### **National Skills Qualifications Framework (NSQF)**

Further Para no. 3.1.2, reveals that National Skills Qualifications Framework organises qualifications according to a series of levels of knowledge, skills, and aptitude. It comprises 10 levels, representing increasing levels of complexity in terms of the knowledge, competence and autonomy that must be demonstrated by the learner. The levels are defined by descriptors in the form of learning outcomes. Each level is defined by five parameters:

- i) Process, comprising a general summary of the other four domains corresponding to the level.
- ii) Professional knowledge that the learner needs to have at that level of the field of study/learning or work. Professional knowledge is what a learner should know and understand with reference to the subject and/or field of knowledge.
- iii) Professional skills which include what a learner should be able to do. These are described in terms of the kinds and complexity of skills and include:
  - (a) Cognitive and creative skills involving the use of intuitive, logical, and critical thinking;
  - (b) Communication skills involving written, oral, literacy and numeracy skills;
  - (c) Interpersonal skills and generic skills that a learner should possess to perform a task or job competently, productively, and independently and also as part of a team.
- iv) Core skills which include basic skills involving dexterity and the use of methods, materials, tools, and instruments used for performing the job, including information technology (IT) skills, needed for a given level of study and work.

v) Responsibility that the learner can be entrusted with, on their own, the degree of supervision that a person needs when doing a job or the degree of supervision a person is capable of exercising over others, that is, the level at which the learner can supervise others. The responsibility aspect of the NSQF determines:

- a) the nature of working relationships,
- b) the level of responsibility for self and others,
- c) managing change, and
- d) accountability for actions.

Lastly, Section fourth of the document reveals the characteristics, purposes, scope, coverage and nomenclature of qualification of the National Higher Education Qualifications Framework. The primary premise underlying the NHEQF is that higher education qualifications such as a certificate, diploma and degree are awarded based on the demonstrated achievement of learning outcomes and academic standards expected of graduates of a programme of study. As per the proposed document, the following are the main purposes of the NHEQF:

- Provide an integrated national framework for recognizing and accrediting qualifications offered by different types of institutions engaged in higher education, including vocational education and training, and technical/professional education in India.
- Furnish higher education providers with the points of reference when setting and assessing academic standards, designing curricula, teaching-learning assessment strategies, and periodic review of programmes.
- Enable prospective students, parents, higher education providers, employers, and other stakeholders to understand the nature and level of the expected learning outcomes (knowledge, skills, attitudes, values and competencies) and defined graduate attributes/profiles associated with the qualifications concerning higher education.
- Assist in the identification of potential progression pathways from one level of education to the higher level of education, including through multiple entries, exit and re-entry points/ options, particularly in the context of lifelong learning.
- Help ensure the confidence of the public in higher education qualifications and academic standards

by facilitating public understanding of the defined learning outcomes, graduate attributes/ profile and academic achievements expected of students completing specific programmes of study.

- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student mobility.
- Support the development and maintenance of pathways which provide access to qualifications and assist people to move between different education and training sectors and between those sectors and the labour market.
- Support individuals' lifelong learning goals and process by providing the basis for their progression in education and training and gaining recognition for their prior learning and experiences.
- Guide quality assurance arrangements for education and training offered by higher education institutions.
- Support and enhance the national and international mobility of graduates and workers through increased recognition of the value and comparability of the qualifications concerning higher education in India. (National HEQF, pp 23-24)

According to the draft document, the NHEQF has set up certain parameters of assessments for students in higher education institutions and divided them into levels 5 to 10. Further, levels 1 to 4 cover the school education. The NHEQF level 5 represents learning outcomes appropriate to the first year (first two semesters) of the undergraduate programme of study, while Level 10 represents learning outcomes appropriate to the doctoral-level programme of study, as highlighted in the document. The draft framework has outlined several learning level "descriptors" or parameters based on which students can be assessed at every level. These parameters include generic learning outcomes, constitutional, ethical, and moral values, employment ready skills, entrepreneurship mindset, and application of knowledge and skills among others.

## Conclusion

The UGC has clarified that the framework is not intended to promote a uniform curriculum



or national common syllabus. The purpose is to bring up/elevate all HEIs to a common level of benchmarking to ensure that all institutions are providing quality education. It has been felt that given the size of the higher education system and the diversity of institutions and programmes of study in India, the country needs to move towards developing a nationally accepted and internationally comparable and acceptable qualifications framework to facilitate transparency and comparability of higher education qualifications at all levels.

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# Novel Approach of Assessment: An Initiative by Indian Institute of Teacher Education

J K Joshi\*

Assessment is one of the most important parts of the teaching learning process as it tracks the process and helps in planning next steps in the process of teaching-learning. It is carried out to test what students know, understand and are able to apply the learned skills or not. This gives teachers an opportunity to evaluate the students. Moreover, it helps students in continuous learning. Generally in the process of semester end examinations central –assessment is being preferred by the institutions and the assessment is carried out by the examiners outside the institutions or blind fold evaluation system is used. The stickers are used to hide the identity of the student or institute. To test the hypothesis whether the evaluator can only be objective when he/she is assessing the unknown and if he/she is assessing the known, there is the chance of subjectivity in the evaluation, Indian Institute of Teacher Education, Gandhinagar-Gujarat has implemented one the innovative practice of Assessment by the internal faculty in the external semester-end-examination. One of the most important benefits of the assessment is that many faculty and staff are motivated to focus on assessment for the sake of improving the quality of teaching, learning, programs and services, and planning and decision-making for the progress of the institution.

## Central Assessment Process

In internal assessment, the process of assessment is carried out by the faculty of the institute and judges the students' performance on the basis of their performance. Also, this process does not involve any outside person for assessment. But in the external semester end examination, generally centralized process is followed. The huge manpower is employed for the processing of result. The process of results is a herculean task. In many institutions, the process of student assessment is centralised. The core objective of this process is to make assessments completely unbiased and independent. One place

for central assessment is selected and the process of assessment is carried out with blind fold method.

## Basic Assumption behind Innovative practice by IITE for Assessment

The assumption that the teacher assesses without bias only if he/she is assessing the students of other institutes has no research base. As per humanitarian approach and positive psychology, a relatively small change in one's perspective can lead to astounding shifts in wellbeing and quality of life. Injecting a bit more optimism and gratitude into your life is a simple action that can give you a radically more positive outlook on life (Ackerman, 2019).

When the word teacher is heard, a person with value is visualized. Teaching is the best and the noble profession in this world. A teacher without value cannot be thought of. As an evaluator, a teacher will always be neutral even when he/she is assessing his/her own students. IITE is the special institute dedicated to nurture the future teachers. So, to trust all teacher educators is also needed. In ancient times, there were no external evaluators in the *Gurukul* and no external faculty was there to test the proficiency of Arjuna in the archery. When a trust behaviour is developed and responsibility is given to a person, the chances will increase to be more responsible. With this positive thought and inspiration from the ancient history, IITE has introduced the concept to evaluate the answer-sheets and performance of their own students enrolled in the various courses at IITE in the external semester-end- examination conducted in May-2022 (Starting from 23<sup>rd</sup> May, 2022) by the faculty who has taught the subject.

## Before Implementation of this Practice

### *Unanimous Decision by Competent Authority*

As the process of examination is very important and if any immature decision is taken, it may spoil the future of the students. To avoid such case, the whole process of the innovative practice that was supposed to be practised was thoroughly discussed in the academic council and after the healthy discussion,

\* Professor, Indian Institute of Teacher Education (IITE) Behind Mahatma Mandir, Kh Road, Sector-15, Gandhinagar -382016. E-mail: jayna.patan@gmail.com, universitynews@aiu.ac.in

an unanimous decision was taken regarding the process to be followed,

### ***Pre-discussion with Faculties and Principal***

Explanation of the Process and Discussion with all the faculty members was done in advance before the commencement of the examination guideline for the mature decision in a *Chintan Shibir* in front of all the faculty members of the affiliated colleges including principals of the institutes. They were also asked to provide their feedback/suggestions in person through mail if they have any.

### ***Pre-Implementation Stage***

During the pre-implementation stage, the minute planning was done as follows.

- The whole exam timetable was prepared in a way that the compulsory papers for all students were placed prior to optional subjects.
- As there were 59 affiliated colleges, each affiliated college was the centre of examination. The student has appeared in his/her respective college for examination in which he studies.
- The principal of each college worked as centre coordinator. Pre-orders were placed for the proper execution.
- The detailed guidelines were prepared for centre –coordinators, execution and administration as well as assessment part after the pre-discussion and on the basis of the received feedback.
- Besides guidelines, for the ease of the administration, remuneration of the assessment, the advance payment was credited to each examination centre.

### **Examination and Assessment**

The result can be published in a short time when 100% faculty members join the assessment process. As per the general law, if the result is published in fast, it affects positively. Many times, it happens that the student forgets what he has written or performed in the examination when the results are declared. The late declaration of results may affect the career of the students of the last semesters. With this thought.

- After the completion of the examination, on the same day the faculty who teaches that particular

paper was assigned the papers for assessment by the centre coordinator.

- It is easy for each examiner to assess 25 copies per day at the centre. Each centre has 50 to 55 students in one semester. So a teacher may complete the assessment of the answer-sheets within two to three days after the completion of the exam.
- There were about 6000 students of B.Ed. By following this process, after the completion of the examination, the data of the score of examination were ready within two days.
- All the students were given the chance of rechecking on one specific date (1<sup>st</sup> June, 2022) declared by the institute in presence of the representative of IITE.
- In the time of merit base appointment, there is strong competition for each mark. In general examination, if they apply for reassessment, then only his/her answer-sheets are re-checked. But here each student gets the chance to check his/her own answer-sheets. If there is the chance of marks, the marks will be corrected at the same time in the presence of the IITE representative.
- If the student is not satisfied, he/she may apply for reassessment.
- After the day of rechecking, the centres were supposed to upload their mark-sheets in the ERP portal for the further process of the declaration of the results.

### **Benefits of the Practice**

- 100% involvement of each faculty in the assessment process.
- Fast process of result publishing (in the case of IITE, the results of 6000 students were published on 8<sup>th</sup> June, 2022)
- After the process of assessment a report is prepared drafted with the results and conclusions of the assessment. The student has the chance to check his/her own papers and has an opportunity to recheck his/her assessment result if needed. Then the result is uploaded in the ERP portal of the institute by the college for further process.
- Transparent process as the rechecking of the answer sheet was given to the student in presence of the representative of IITE.
- The student may have the chance to reassess the sheets if not satisfied with the results.

- Ease of administration due to decentralization.
- Satisfaction of the students will be the highest gain in this process.

### Feedback from the Faculty

As per the opinions of the faculty, when the whole concept was discussed with them, they feel that the whole assessment work will be very complex and confusing. But with the passing of time when the assessment started, they enjoyed the assessment task. For the fast procedure of their own students, the faculty worked with dedication and commitment. During the assessment of the answer-sheets, the faculty got the idea about the change in the teaching strategies and what points should be focused on by them when they will teach the same topic next semester.

### Feedback from the Students

The students were happy with the transparent assessment process as they have got the chance to check their own answer-sheets. They also requested the IITE representatives to give such a chance of re-checking the answer-sheets in all semesters. Those students who were in the last semester were happy as their results are going to be published soon. Those students who have left two semesters to study, were

of the opinion that through the checking of the answer-sheets, they have learned how to write in the examinations and what points should be included while writing the answers for scoring good marks in the next consequent semesters. In short they have analysed their own mistakes and used assessment as learning during the re-checking of the answer-sheets.

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(contd. from pg. 19)

### Conclusion

This study is done for the Karnataka State exclusively. According to the new system of grading five universities, comprising two Institutions of National Importance, One each of State, Private and specialised universities have been accredited from Karnataka. Only the Institutions of National Importance have obtained higher grades – A++, A, and the others have obtained B and C grades. It has accredited 152 first-grade colleges that include Government, Grant-in-aid, and Self-financed Colleges. Further analysis of these colleges is also attempted by location, mode of financing, Gender, and Co-education colleges. Among the colleges, the status of most colleges falls within A-C grades and none has obtained a D grade. The colleges from the urban area are able to obtain higher grades A++ to A, whereas colleges from rural areas are not able to go beyond B with some exceptions. The study therefore concludes and urges that there is a need for improving the grades of colleges at least in the next cycle.

The study has also made SWOC (Strength, Weakness, Opportunities, and Challenges) of higher educational institutions (HEIs) in Karnataka. The analysis has identified 15 issues as given and made concurrent recommendations to overcome those deficiencies. The recommendations suggest improving the conditions of colleges and other HEIs in Karnataka in terms of the issues identified by the said SWOC analysis.

The educands in higher education in India and in Karnataka are coming from different social, economic, educational, and even religious strata and backgrounds. To deal with such a diverse student population in HEIs is a challenge and the NAAC would devise a mechanism in this regard and interpolate the same in the SSR sent by the respective universities and colleges seeking accreditation.

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# Whitepaper on National Education Policy–2020 and National Assessment and Accreditation Council: A Critique

H V Deshpande\* and R P Lokhande\*\*

On May 31, 2022, NAAC published a 'Whitepaper' developed through a 'modified Delphi and Wiki methodology'. Its chief authors are Dr. Bhushan Patwardhan, Chairman NAAC, Bengaluru, and Dr. K.P. Mohanan, Co-founder, ThinQ. At present, it is open for suggestions and comments for its improvement, if it is necessary.

The main purpose of the paper is to undertake revolutionary reforms in the structure of NAAC and its methods of assessment and accreditation of higher education institutions (HEIs) in India. The paper, though published by NAAC itself, points out its own drawbacks inherent in its own system.

To summarize briefly, the paper proposes to shift from summative assessment to formative assessment based on teaching-learning outcomes and the evaluation of the tools and techniques used by the HEI to achieve the newly defined goals and objectives of the academic programs. It is a 'binary' system. The paper proposes innovative concepts and systems for assessment and accreditation (A and A) such as the newly defined purpose of HE linked with the idea of 'well-being of the individual, society, nation, human species, and the planet. It is further linked with the innovative concept of 'Educatedness' and that of 'Higher-order of cognitive capabilities'. It proposes A and A of academic programs in HEIs and of the teaching and learning processes to be evaluated scientifically by new parameters.

The whitepaper, however, does not provide clarifications and explanations on some of its key innovative concepts such as the concept of 'Binary Accreditation', the system of 'Graded Accreditation', 'Phased Benchmarks', and the like.

\* Former Principal, Ajra College, Kolhapur, 820 E, Shahupuri, 4th Lane, Kolhapur-416001 (Maharashtra). E-mail: hvdes@  
gmail.com

\*\* Principal, Mahavir College, Kolhapur.

The paper is wisely silent on caste-based reservations in teacher recruitment. Though it expects 'High-order of cognitive capabilities' from the students it ignores the mediocre quality of the teachers presently working in our HEIs.

No doubt, the whitepaper must be successful in bringing out the revolution of any reforms in our HE system but for that, its authors should know the challenges before them in the implementation of their proposed reforms.

The two major challenges before them and before all of the concerned areas, i) The teachers in our HEIs and ii) The top bureaucracy at the center. Dr. J.P. Naik has warned us clearly to beware of these. When asked why Kothari Commission on HE reforms has failed, Dr. Naik said, "We took for granted that the teachers in HEIs and the top bureaucracy at the centre would uphold our recommendations, but both have defeated us". Moreover, even now most of the teachers do not have any knowledge of such commissions and committees appointed in the near past for educational reforms. What pinches us more is the lethargy that prevails in our HE sector. A considerable percentage of our teachers cannot write even the joining reports in English in a proper way, leaving aside the drafting of intellectual documents. Experts in HE know it privately but dare not to speak about it publically. Such human resource working safely in the HE system is unable to realize what the whitepaper means and the paper leaves it to them to implement the ideas and programs (reforms) they do not fully comprehend and they are reluctant to participate in the reforming process. What the whitepaper authors need to know is that such mediocre teachers have their unions or groups to protect them and they are supported by the government rules specially made to protect them. The prevailing situation will continue (indefinitely)

so long as vote bank politics will continue in this country.

The second challenge before the whitepaper is of the top bureaucrats at the centre and the states. The history of HE commissions and committees, including Yash Pal Committee and Sam Pitroda's National Knowledge Commission, clearly reveals that their well-studied reports went unheeded and unattended to by the top bureaucracy. The learned members (academicians) are never allowed to take part in the decision-making process. Once they submit their report, they are out of the scenario. Nobody bothers about them. Unfortunately, all the apex bodies suggested by Dr. Kasturirangan Committee appointed for NEP-20, like the Higher Education Commission of India and the National HE Regulatory, authority is dominated by ministers and their chief Secretaries. Ministers come and go, they are in fact temporary. They are with some exceptions, usually not experts in the subject of their portfolios. How many ministers check the drafts prepared by their secretaries? The language of Indian bureaucrats is deceptive and full of

deliberate ambiguity. They start their sentences with 'Notwithstanding' and 'Whereas' normally with a long list of Government Resolutions headed by 'Read' An impartial unbiased research (or a robust assessment by NAAC expert Peer Team) is necessary to identify the role played by the bureaucrats in the Ministry of Education if anything good is to be injected in our HE system prevailing at present. The whitepaper authors shall have to supervise carefully the details inserted by the bureaucrats in the documents prepared by them for the implementation of their high-sounding reforms. But this is no more than wishful thinking in the present ethos.

Yet, the expected change is urgent and necessary. The whitepaper must be a success if NEP-2020 is to be successful. It is now or never. The challenges mentioned above show the frustration of Dr. J.P. Naik, Dr. Sam Pitroda, and Dr. Yash Pal alike. This time Dr. Patwardhan must be a successful reformer, if India is to survive in the global knowledge competition, leave aside to be a superpower. □

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# Values of Humanity as Paramount in Life

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**Narendra Damodardas Modi, Hon'ble Prime Minister of India delivered the Convocation Address at the 1<sup>st</sup> Convocation Ceremony of the Rashtriya Raksha University, Gujarat on March 12, 2022. He said, "We have to resolve to connect the sense of belongingness that is there in society towards the forces. Therefore, I want that the influence of uniform should be there, but there should be no absence of humanity. If our young generation moves in this direction with this spirit, we will get great results." Excerpts**

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It is a special pleasure for me to come to Rashtriya Raksha University. For the youth who want to make a career in the field of defence, it is not just about uniform and club, it is very wide. And the well-trained manpower in this field is the need of the hour. The Rashtriya Raksha University was born with the vision of developing our systems according to the challenges of the 21<sup>st</sup> century in the field of defence and also evolving the people handling those systems. Initially, it was known as Raksha Shakti University in Gujarat. Later, the Government of India recognized it as an important university for the entire country. Today it is a kind of nation's gift, the jewel of the country, which will create new confidence for the security of the nation through deliberations, education and training in the time to come. Today, I extend my best wishes to the students who are graduating from here and their family members.

Today is another auspicious occasion. Dandi Yatra was started from this land on this day for the Salt Satyagraha. The British government realized the collective power of Indians through the movement under the leadership of Gandhiji against the injustice of the British. I pay respectful tributes to all the Satyagrahis and the brave freedom fighters who participated in the Dandi Yatra as we celebrate 75 years of independence.

Friends, Today is an important day for students, teachers and parents, but it is also a memorable occasion for me. As Amitbhai was saying this university was born with this imagination and I have brainstormed and interacted with many experts for a long time. We studied the happenings around the world in this direction, and as a result, a small form took shape on the soil of Gujarat. We find that the domain of defence during the British era was

generally a part of the law and order routine system in the country. Therefore, the British recruited sturdy people who could run their empire through the use of force. At times the British chose people from different racial masses, their work was to use stick as force against the people of India so that they could continue their rule easily. There was a need for reforms and radical changes in this field after independence. But unfortunately, we lagged behind in this field. As a result, there continues to be a general perception to stay away from the police force.

Uniform is worn by army as well. But what is the perception of the army? People find an end to the crisis whenever they see the army. This is the perception of the army. Therefore, it is very important to prepare such manpower in the security field in India which should generate a feeling of friendship and trust in the mind of the common man. There was a great need to change our entire training module. This experiment was done for the first time in India after long deliberations and today it has evolved in the form of the Rashtriya Raksha University.

Gone are the days when security meant uniform, power, force, pistols, etc. There are now many new challenges in the field of defence. Earlier, it would take hours for the news of an incident to travel to the farthest part of a village and a day to the next village. By the time the state would get to know about the incident, it would take 24 to 48 hours. Only then, the police could swing into action and control the situation. Today the communication happens in a fraction of a second.

In such a situation, it is not possible to move forward by concentrating arrangements in one place. Therefore, every unit needs expertise, capability and

the same amount of force. Only then can we control the situation. More than the numeric strength, what is needed is trained manpower who can handle everything, who knows and follows technology and also understands the human psyche. They should also know how to communicate with the young generation, should have the capacity to deal with leaders during mass movements and should have the ability to negotiate.

In the absence of trained manpower in the sphere of security, one can lose the ability to negotiate and sometimes the favorable situation can take an awful turn because of one wrong word. What I want to say is that we should develop such human resources which are able to deal sternly with the anti-social elements while being soft towards the society in keeping with the democratic systems and considering the people's welfare as paramount. We often find news regarding the good image of police from different parts of the world. But the misfortune of our country is that if a film is made then the policemen are portrayed in a very bad light. It is same with the newspapers. As a result, genuine stories do not reach society sometimes. Of late, there were many videos of police personnel in uniform serving the needy during the Corona period going viral due to social media. A policeman coming out at night and feeding the hungry or policemen delivering medicines to those who ran out of medicines due to lockdown! A humane face of the police which emerged during the Corona period is now gradually on the wane.

It is not that everything has come to a stop. But due to a perceived narrative and a negative environment, sometimes even those who want to do something good feel dejected. All of you young people have set about in such an adverse environment. Your parents have sent you here with the expectation of protecting the rights and security of the common man and maintaining an atmosphere of peace, unity and harmony in society. You have to ensure a role for yourself so that every individual can lead his life with happiness and that society can celebrate festivals with joy and pride. The physical strength to serve the country can be true to an extent for security forces, but this field has expanded and therefore we need trained manpower.

In today's era, families have become smaller. Earlier during joint families, mother, father, grandparents, cousins, elder brothers and sisters-in-law could take care of the house if a tired policeman would return home after long duty hours. He would feel relaxed and was able to join duty the next day. Today, it is an era of micro families. Today a jawan works for 6 to 16 hours a day and under very adverse conditions. But when he returns home, there is nobody at home, no one to ask of him, no parents.

In such a situation, stress is a major challenge for our security forces. A jawan is always stressed due to family and work-related problems. Therefore, it has become necessary for stress-free activities in the security forces. We need trainers for that. This Raksha University can prepare such trainers who can keep the people in uniform in good humor.

Today, there is a need for a large number of teachers in yoga and relaxation activities in the army and police as well. This scope will now also come under the defence sector.

Similarly, technology is a huge challenge. And I have seen that in the absence of expertise we are not able to do what we should do on time and things get delayed. Just as there are issues of cyber security and the way technology is increasing in crime, similarly, technology is helping in detecting crimes. In earlier times, if a theft happened somewhere, it would take a long time to catch the thief. But today there are CCTV cameras. It is very easy now to trace the movement of a person by going through the footage of the CCTV cameras and use of artificial intelligence and he gets caught.

As the criminal world is using technology, similarly technology has become a very powerful weapon for the security forces as well. But the right weapon in the hands of the right people and the ability to do the job at the right time is not possible without training. During your case studies, you must have found how criminals use technology in carrying out crimes and how those crimes were detected through the use of technology.

The physical training and early morning parades are not enough in the field of defence now. Sometimes I feel that despite being physically unfit my Divyang brothers and sisters can contribute in the defence field after receiving training from



Raksha University. The scope has changed vastly. This Raksha University should go in the direction of developing systems suited to that scope.

As the Home Minister just said that Gandhinagar is becoming very vibrant from the point of view of education. We have so many universities here and there are two specific universities that are only of their kind in the world. There is no forensic science university or children's university anywhere in the world, except in Gandhinagar in India which boasts of these two universities.

Similarly, the National Law University encompasses everything from crime detection to justice. But the results will accrue only if these three universities don't work in silos. If the Rashtriya Raksha University, the Forensic Science University and the National Law University go on their own, then desired results will not happen.

Today when I am amongst you, I want to request all the officials to have a common symposium of students and faculty of all the three universities after every three months in a year and come out with a new model to strengthen the security of the nation. The children of the National Law University will have to study how forensic science will be useful for justice.

Those studying crime detection will have to see which evidence should be put under which section so that they can get technical support from the Forensic Science University and legal support from the National Law University to ensure punishment for criminals and protect the country. When the judicial system is able to deliver justice on time and punish the criminals, then an atmosphere of fear is created among the criminals.

I would also prefer Raksha University to prepare students who should be well-versed with the prison systems. How to modernize the jail systems, how to utilize prisoners or undertrials by understanding their psyche, how should they come out of the world of crimes, under what circumstances did they commit the crimes, etc? There must be such an aspect in Raksha University as well.

Can we prepare such students who should have the expertise to reform the prisoners, change the prison environment, can attend to the psyche of the

prisoners and make them better persons when they step out of jail? It requires able human resources. For example, if somebody in the police department who is tasked with the law and order is suddenly asked to take care of the jails. He is not trained in it. He has been trained to handle criminals. But it doesn't work like that. I believe that the domains have increased and we need to make efforts for all of them in this direction.

Today I have got the opportunity to inaugurate a grand building of the Raksha University. When we were in the process of identifying the place for this university, there were many questions and pressures. Everyone used to say why you are doing this and that too at such a faraway place. But I was of the opinion that if one has to travel 25-50 km away from Gandhinagar, it does not lessen the importance of the university. If the university has potential, it can become the hub of Gandhinagar and after seeing the building today I think a beginning has been made.

The responsibility for the upkeep of this building does not lie with a contractor or with the government budget. The building can be splendid if every occupant considers it as its own and maintains every wall, window or furniture and works for its improvement.

When IIM was formed in Ahmedabad about 50 years ago, its campus was considered a model in India. Later, when the National Law University was built, people from all over India were attracted to it. I firmly believe that this Raksha University Campus will also become a reason of attraction for the people in the days to come. The campus of Raksha University is another gem to the already existing campuses of the IITs, Energy University, National Law University and Forensic Science University. I congratulate all of you for this.

I would call upon the meritorious students of society not to consider it inferior. It has a huge scope to serve the country. Similarly, the people who have come here, our police personnel and home ministry should not be mistaken in considering it to be a police university. It is a defence university that prepares manpower for the defence of entire country. The students graduating from here will go to different fields. They will be experts who will have the expertise in deciding the nutrition of

the defence personnel. There will be many experts involved in developing software against crimes. It is not necessary that they should be somebody in uniform, by working together they can give much better results. With this spirit, we are moving forward in the progress of this university.

We have plans to expand Forensic Science University and Raksha University in the country. Many students have the desire to become sports persons, doctors, or engineers since childhood. Even though there is a section that has negative feelings towards the uniform, I am sure if the uniformed forces work hard while respecting human values, we can change this perception and instill confidence in the common man. Today there is an unprecedented growth in the private security sector. There are many start-ups that are working only in the field of defence. Your training also invites you to enter the world of such new start-ups.

At a time when the youth of the country are giving priority to the defence of the country, there is another important aspect which we need to understand. Like I said in the beginning negotiation is an art. Good negotiators become only after proper training. Negotiators are very useful at the global level. Gradually, you can progress to becoming a global-level negotiator.

I believe this too is a great necessity in society. Similarly, if you have not studied mob psychology, crowd psychology in a scientific way, you cannot handle it. Through Raksha University, we want to prepare people who can handle such situations. We have to prepare a dedicated workforce at every level to protect the country. I hope we all will work together in that direction.

I extend my best wishes to the students who have completed their studies. But I would like to tell them not to make the mistake of entertaining any thoughts that the world would be in your hands once you donned the uniform. This does not enhance the respect towards the uniform. The respect of the uniform increases when humanity is alive in it and there is a sense of compassion and you have the desire to do something for the mothers, sisters, downtrodden, oppressed and exploited. Therefore friends, we have to consider the values of humanity as paramount in life. We have to resolve

to connect the sense of belongingness that is there in society towards the forces. Therefore, I want that the influence of uniform should be there, but there should be no absence of humanity. If our young generation moves in this direction with this spirit, we will get great results.

It is a pleasure for me, I did not count while I was honoring some students but my first impression is, that the number of daughters was probably higher. This means that we have a large number of daughters in the police fleet. A large number of daughters are coming forward. Not only this, our daughters are moving forward in the army in important positions. Similarly, I have seen that a large number of daughters are joining the NCC also. Today the Government of India has also expanded the scope of NCC. You can contribute a lot by handling the NCC in frontier schools.

The Government of India has also made a very important decision regarding the admission of daughters in Sainik Schools. We have seen that there is no area of life where our daughters do not play an effective role and this is their strength. Whether it is securing victory in the Olympics, science and education, the number of daughters is much higher. I am sure that our daughters will also dominate in the field of defence and it will be very reassuring for our mothers and sisters. We have taken an important initiative and it is the responsibility of the first batch to make it successful.

I would like to present before you two incidents of Gujarat as to how important a change can this university bring, how important a change can a human resource development institute bring. A long time ago, the moneylenders from Ahmedabad, the eminent people of the society and the business class decided that there should be a pharmacy college in Gujarat. A pharmacy college was formed 50 years ago. A modest college was built then. But today if Gujarat leads in the pharmaceutical industry, then its origin lies in that small pharmacy college. The boys who graduated from that college later helped make Gujarat a hub of the pharmaceutical industry. Today, the world acknowledges India as a hub of pharma following Corona period. However, this started at a small college.

Similarly, Ahmedabad IIM is not a university and does not offer a degree course. It is not accredited

to any university and it offers certificate courses. When it started, people would probably wonder what would happen with a six-eight-twelve-month certificate course. But IIM made such a reputation and today most of the CEOs in the world have graduated from IIM.

Friends, I can see the potential of a university in this Raksha University which will change the picture of the entire defence sector of India, will change the outlook of defence and will create new opportunities for our young generation. With this full confidence comes a greater responsibility of the first generation. The responsibility of the students of the first convocation becomes even more. Therefore, I say that those who have enriched themselves from this university and are getting farewell in the first convocation should enhance the prestige of this Raksha University. This should be the mantra of your life. You should motivate the promising youth, the sons and daughters to come forward in this field.

They will be inspired by you. You can play a big role in society.

If you accomplish this task, then I believe that such a journey has started in the Amrit Mahotsav of independence that when the country celebrates hundred years of independence, then the identity of the defence sector would be different and the perspective of people towards the defence sector would have changed. And the common citizen of the country, whether he is the sentinel on the border, or the watchman of your locality, everyone will see how both the society and the system are working together to protect the country. When the country celebrates 100 years of its independence, then we would be standing with that strength. With this belief, I extend my best wishes to all the youth. I also extend my best wishes to their family members.

Many thanks!



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The release of the book in the Annual Meet of Vice Chancellors 2020, coincides with the launch of New Education Policy. The Foreword for the Book was written by the then Minister of Education Shri Ramesh Pokhriyal ‘Nishank’.

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## CAMPUS NEWS

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### **National Conference on Transformation of Higher Education Libraries**

The One-day National Conference on 'Transformation of Higher Education Libraries in the Digital Environment' was organised by the Library and Information Centre of Dnyanprassarak Mandal's College and Research Centre, Goa on June 17, 2022. Dr. Naggappa Bakkannanavar, Assistant General Manager, Head, Information Resource Centre of Tata Consultancy Services, Bengaluru was the Chief Guest and the Keynote Speaker for the Conference. While addressing the delegates as the Chief Guest, Dr. Bakkannanavar said, "Transformation is the need of the hour and there is transformation in every walk of life in today's digital era. Users can access information from anywhere and at any time." He asked the participants to update the library resources to satisfy the ever-changing needs and expectations of the end users.

Dr. Naggappa Bakkannanavar, in his keynote address mentioned that one can access the whole world through a laptop. He explained this transformation with several live examples and shared different innovative ways, methods with the participants regarding how one can transform and enhance the usage of library resources without incurring any cost. He deliberated on themes such as areas of transformation, digital transformation trends, need for transformation, and different issues and challenges. He emphasized the need for SWOC analysis in order to bring effectiveness in transformation. The event was conducted in association with Goa College Librarians' Association (GCLA) and Karnataka State College Librarians' Association (KSCLA). The papers were presented by the participants on different themes like Bibliometrics/ Scientometrics/ Webometrics/ Citation Analysis; Digital Content Creation, Management, Digital Library Services, Future Libraries, Emerging Trends and Technologies in Library and Information Science; MOOCs and LIS Education, Open Access Initiative and Movement, Scholarly Communications, Predatory and Cloned Journals; etc. in nine parallel technical sessions.

Prof. D B Arolkar, Professor and Principal, welcomed the distinguished gathering for the event. In his welcome address, he highlighted the relevance

of library and e-learning resources in the digital era. He said that libraries are the backbone of educational institutions. He said that Dnyanprassarak Mandal happens to be the first educational institution to visualize the importance of a library and thereby established the public library named '*Durga Vachan Mandir*' as early as the year 1908.

He further said that the college library is at the forefront of implementing digital initiatives and it provided resources to its stakeholders even during the pandemic. He expressed that there are many complexities in the transformation of libraries in the digital environment as the world is changing at a faster pace. He emphasised that nowadays, due to the advancement in technology, visiting libraries is no longer a necessity and appealed to all the participants to come up with innovative ideas for bringing necessary transformation to the libraries of higher education. While highlighting the major achievements of the college he mentioned that this college is one among 80 colleges in India which underwent 4<sup>th</sup> Cycle of NAAC assessment and accreditation and was awarded 'A' grade with a CGPA score of 3.15 out of 4.

Dr. Jayaprakash, Librarian and Organizing Secretary, explained the objectives of the event. He said that ideas, innovations, creativity and knowledge are the foundation of the transformation of any organisation. He expressed that the objective of the conference is to provide an opportunity for library and information science professionals to explore, relearn, and share diverse experiences and knowledge. He mentioned that the event received an overwhelming response from the librarians and other library professionals, and through a thorough review process, 46 papers were short listed to be presented in nine parallel technical sessions.

The Chairman of the Dnyanprassarak Mandal, Shri. Shrikrishna Pokle, while addressing the participants, highlighted the role of libraries in educational institutions. He differentiated the changes in libraries between the 20<sup>th</sup> and 21<sup>st</sup> centuries. He said that the world is changing very fast and, therefore, there is a need for transformation in the functioning of the libraries to cope with the latest changes. Ms. Rashmi Redkar, Vice Principal and Head, Department

of Commerce introduced the Chief Guest and keynote speaker, Dr. Naggappa Bakkannavar, and the inaugural function was concluded with a vote of thanks by Shri. Sunoj Raikar, Associate Professor, Department of Electronics and the joint organizing secretary of the conference. The inaugural and valedictory functions were compered by Dr. M Shanthi, Head and Associate Professor, Department of English, and Ms. Danica Menezes, Assistant Professor, Department of Economics.

The valedictory function began with the presentation of conference proceedings by Mr. Subhash Kamalkar, Assistant Professor, Department of English, followed by the feedback from the participants, wherein they shared their views and experiences about the conference. The Principal of the College, Prof. D B Arolkar addressed the participants and congratulated them for successfully presenting their research papers. The conference concluded with a vote of thanks by Dr. Jayaprakash.

### **International Conference on Redrawing Boundaries of Ecocritical Discourse**

A two-day International Conference on 'Redrawing Boundaries of Ecocritical Discourse : Literary Environmentalism and Plurality of Voices' is being organized by the Department of English, Central University of Jammu, J & K in collaboration with ASLE during July 12-13, 2022.

One of the predominant concerns of literary environmentalism ever since its inception as an academic discourse in the West is an exploration of how literature and literary criticism could be a potent tool for or against environmental change. Various tropes and approaches in ecocriticism which emerged from western academic circles-initiated debate from pastoralism and wilderness to overarching Eco discourses encompassing issues of gender, race and class. Ecocriticism with its earth-centered approach continues to investigate complex intersections between environment and culture, believing that "human culture is connected to the physical world, affecting it and affected by it" as opined by Glotfelty. Further, Lawrence Buell's definition of ecocriticism as an "increasingly heterogeneous movement" points towards diversification so that plural voices from across the globe could be accommodated. Nevertheless, in view of the fact that despite Glotfelty and Buell's noble intentions, the lacuna inherent within

such an Eco methodology as pointed out by Indian scholars and thinkers like Murali Shivramakrishnanis the confines of ecocriticism to the immediate issues of the West, influenced mostly by Eco discourses of Thoreau and Jefferson. Taking note of such Eco parochialism, studies have been carried out to subvert such an epistemological understanding of nature and ecocriticism.

As a continuum, the event will seek to revise the Eco discourse by redrawing and extending the boundaries of the ecocritical voice by inviting scholarly contributions that engage with multi-ethnic and multicultural texts that engage with issues of environment, speciesism, and anthropocentrism differently and innovatively. Through an Eco globalist approach, the event will be concerned with ethnic and national particularities and their linkages with nature as it would be concerned in transcending ethnic and national boundaries. The Subthemes of the event are:

- Literature, Environment, Ethnicity, and Race.
- Literature, Environment, and Class/ Caste/ Gender.
- Literature, Environment, and Globalization.
- Literature, Environment and Animals.
- Ecocentrism and Anthropocentrism.

For further details, contact Coordinator, Dr. Vandana Sharma, Department of English Bagla Suchani, Jammu and Kashmir 181143, Mobile No: 0941921681, E-mail: [hod.eng@cuajammu.ac.in](mailto:hod.eng@cuajammu.ac.in), [vandana.eng@cuajammu.ac.in](mailto:vandana.eng@cuajammu.ac.in). For updates, log on to: [www.cuajammu.ac.in/events/](http://www.cuajammu.ac.in/events/)

### **International Conference on Emerging Digital Library Platforms**

A four-day International Conference on 'Emerging Digital Library Platforms: Shaping Digital Transformation and National Data Exchange' is being organized by the Documentation Research and Training Centre, Indian Statistical Institute, Bangalore, Karnataka in association with Sarada Ranganathan Endowment for Library Science and The Digital Information Research Foundation during August 09-12, 2022.

While the COVID-19 pandemic shook the world, many lockdowns have not stopped the spirit from thriving and competing. India has witnessed

a gradual spike in qualified IT personnel and library professionals, embracing remote work and cloud infrastructure as the mantle to their industry sustenance. Industries like the automotive industry, construction, finance, logistics, and leisure took a massive hit during steps taken to control the pandemic. Small and medium businesses were among the worst affected by the lockdowns and stringent measures to curb the spread of the virus. Healthcare found it challenging to meet the demands of a vast Indian population. Libraries worldwide face hard choices around which services to offer and how ranging from minimal restrictions to complete closure. We are aware that governments are taking different approaches, sometimes ordering the closure of all institutions, others indicating that life should continue as usual, and others simply leaving decisions up to library administrators. The Topics of the event are:

***Digital Libraries: System Focused***

- Knowledge Discovery and Representation in Digital Archiving and Preservation.
- AI / Machine Learning/ Data Mining for DLs.
- Digital Humanities and Heritage.
- Semantic Web Technologies and Linked Data for DLS.
- Digital Libraries: User and Service Centric
- Infrastructure and Service Design.
- Web and Mobile Enabled Library Services, Social Media.
- Quality and Evaluation of Digital Libraries.
- Ontology and Knowledge Organization.
- Extract Transform and Load (ETL) Process Service as by Library.
- Health Informatics and E-Governance.

***Digital Libraries: Metadata, Search and Retrieval***

- Metadata (Management, Curation, Integration).
- Navigational and Exploratory Search § SCORM.
- (Sharable Content Object Reference Model).
- Extracting Semantics, Entities, and Patterns from Large Collections.

- Data Curation and Stewardship.
- Linked Data and it's Applications.

***Digital Open Data: Open Science***

- Research Data Management (RDM).
- Data Repositories and Archives.
- Fair & Research Data Management (RDM).
- Big Data and Data Analytics and Data Exchange and Interoperability.

***Open Data and Open Science***

- Models, Practices, Mandates, and Policies.
- New Models for Open Access Publications.
- Open Education Platforms and Resources.
- Swayam/MOOCs/MOODLE/VLE.
- Learning Management System – Learning Service Platform (LSP).
- Ontological Tools- Protégé, Owl Language & RDF Metadata Standards.
- Open IoT Technologies React, Polymer Template, Webpack.

***Social Media and Libraries***

- Socializing Library Services/Social Media Applications.
- Social Media, Community Building, and Applications.
- Social and Human Elements of Information Security.
- Analyzing Social Media Networks.
- Social Sharing/Social Networking Services/Idea Generation/Mobile Based Services.
- Media and Society.

For further details, contact Dr. M Krishnamurthy, Associate Professor and Head, Documentation Research and Training Center, Indian Statistical Institute, Mysore Road, Bangalore-560059 (Karnataka), Phone No: 91-80-26985493, Mobile No.: 09980035933, E-mail: [mkrishnamurthy1304@gmail.com](mailto:mkrishnamurthy1304@gmail.com). For updates, log on to: <https://drtc.isibang.ac.in/> □

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## Book Review

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### A Treasure to Preserve

Youd Vir Singh\*

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Limca Book of Records (2020-22), Gurgram, Hachette India, 504 p., Rs. 550/-, ISBN- 978-93-88322-98-0

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In the era of information tsunami so many things are available in the ocean of information and the team of Limca Book of Records collects these precious pieces of information and presents them before you in a fascinating manner. The range and depth of the work of combined edition of the Limca Book of Records for the year 2020-22 is the most comprehensive. The team associated with the book should be complimented for bringing out this encyclopaedic work related to the best and the first in India in various fields.

The combined edition for the year 2022-22 of the book is divided into 21 broad categories to discover India's first and foremost in: The Human Story, Thrilling 30s, Structures, Education, Media and Communications, Agriculture, Transport, The Natural World, Environment and Sustainability, Performing Arts, Visual Arts, Government, Literature, Science and Technology, Adventure, Medical Sciences, Combating COVID-19, Defence, Business and Economy, Sports (also featuring : 100 years of India at the Olympics) and States and Union Territories. Each category is divided into sub categories. A special feature called "Highlights Across Three Decades" and "Record Rewind: A Whistle-stop Tour Down 30 Years" has been added in the special combined edition of the book.

'Human Story' highlights the things made and achieved by an Indian in different areas like, collection of coins, boarding passes, performing yoga asanas etc. In 'Structure' category, the book provides interesting facts about forts and palaces, religious structures, bridges and dams, mechanical and general structures, modern structures and specialized structures in

India. The information about "firsts" in aspects of education like, first school, college, universities and oldest Ph D/D Litt. holder etc. in India is covered under 'Education'. 'Media and Communication' categories list facts about first indigenous typewriters, paper making machine, first Hindi, Urdu and English magazines published in India etc. While reading the information about the field of "Defence", we feel proud of our forces. In 'Transport', 'Science & Technology', 'Visual Arts', and 'Adventure' section of the book, a lot of previously unknown facts have been listed. The information about ancient Indian medical system to modern medical system is covered under 'Medical Sciences'. The special edition also reflects the many dimensions of India's battle against COVID-19 and respectfully applauds COVID -19 warriors and frontline workers as well as innovators and altruists.

The information on 'The Natural World' are covered in such a way, one is tempted to explore all the places listed in the book.

In the section of "Structure", the book claims that Gurudwara at Hemkund-Lokapal in Chamoli District, Uttrakhand is the highest (14,200 feet) situated gurudwara in India, but Gurudwara at Dongmaar, Sikkim situated at 17,600 feet above the sea level is the highest.

In Education section the information about the first maritime education college and university is missing. The first Marine Engineering Institute in India was established in 1949, known as Directorate of Marine Engineering Training which was renamed in 1995 as Marine Engineering and Research Institute and first maritime university in India was established in 2008 as Indian Maritime University. The first aviation university in India was established in 2013 as Rajiv Gandhi National

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\* Head, AIU Information Resource Centre in Higher Education Association of Indian Universities, AIU House, 16, Kotla Marg New Delhi 110002. E-mail: youdvirsingh@gmail.com

Aviation University, Rae Bareilly, Uttar Pradesh. The book claims under first air versity, that The Central Training Establishment at Hyderabad (now in Telangana), an independent training centre of Indian Airlines Ltd, was upgraded to a deemed university in 1997 but no such information is available on the University Grants Commission website under the heading list of deemed to be universities.

The first rail bus services were started between Merta Road to Merta City in 1994. This information can be included in the Postscript section of the Limca Book of Record.

To sum up, The Limca Book of Record 2020-22 is a collection of interesting and informative facts of India and its highlighting the country's indomitable,

buoyant spirit and endeavour in every imaginable field. With reader-friendly infographics, charts and tables, the Limca Book of Records 2020-22 includes images and all the diverse and riveting absolutes - such as records for the longest, tallest, fastest and heaviest - that have endured across time. The 'Sports' section in the book gets most maximum coverage on different sports along with the special feature on "100 Years of India at the Olympics" should interest sports enthusiast.

This comprehensive book of records is highly recommended for every type of library/information centre and individuals who love reading about rare and the best as a treasure to preserve.



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# THESES OF THE MONTH

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## SOCIAL SCIENCES

### A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of April-May, 2022)

#### Business Administration

1. Alter, Abas Mohammed. **Human resource management practices and firm performance: A study of Ethiopian corporate sector.** (Dr. S C Kundu), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

2. Anju Rani. **Perception of teenagers towards online risks: A study of National Capital Region.** (Dr. Mani Shreshtha), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

3. Aragie, Bamlaku Kassie. **Effects of professional ethics and accounting standards on quality financial reporting in Ethiopia.** (Dr. Pardeep Gupta), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

4. Dhanda, Mamta. **Earnings management around initial public offerings in India.** (Dr. Deepa Mangala), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

5. Dinesh Kumar. **A study of emotional intelligence, workplace spirituality and organisational commitment in educational institutions of Haryana.** (Dr. Tika Ram), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

6. Edeti, Addisu Gameda. **Impact of corporate governance on financial performance of commercial banks in Ethiopia.** (Dr. Mahesh Chand Garg), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

7. Gebisa, Diriba Ayele. **Supply chain management practices in selected companies in Ethiopia.** (Dr. Tika Ram), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

8. Pachori, Aradhana. **An impact study of employee welfare schemes on job satisfaction in M P Power Management Company Ltd Jabalpur, (M P).** (Dr. C P Gujar), Department of Management, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

9. Yadav, Pooja. **Effects of retail outlets' social environment on service outcomes: The customers**

**perspective.** (Dr. Ubba Savita), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

#### Commerce

1. Ahlawat, Meenakshi. **Antecedents and consequences of organisational citizenship behaviour: A Study of selected commercial banks.** (Dr. Ajay Suneja), Department of Commerce, Kurukshetra University, Kurukshetra.

2. Bidani, Shilpa. **Acceptability of mobile banking among customers and its impact on their behaviour.** (Prof. M S Senam Raju and Prof. Sanjeev Mittal), School of Management Studies, Indira Gandhi National Open University, New Delhi.

3. Gupta, Govind. **Madhya Pradesh mein krishi upaj madiyoan ka vishleshnatamak adhyayan.** (Dr. C P Gujar), Department of Commerce, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

4. Mahida, Sonal Pravinsinh. **Analysis of financial performance of selected public and private sector oil and gas companies in India.** (Dr. K N Chavda), Department of Commerce, Veer Narmad South Gujarat University, Surat.

5. Mathur, Rashmi. **A study of impact of mergers and acquisitions on the financial performance of selected bank in India.** (Dr. Meenakshi Sharma), Department of Commerce, IIS University, Jaipur.

6. Mehta, Badalkumar Puranmal. **A study on online and offline buying behaviour of consumers of electronic items: With special reference to Surat City.** (Dr. Harshad M Tandel), Department of Commerce, Veer Narmad South Gujarat University, Surat.

7. Naveena, L. **an evaluation of government health insurance schemes in Karnataka.** (Dr. S Venkatesh), Department of Commerce, Kuvempu University, Shankaraghata.

8. Pradhan, Sumit. **Viability of homestay tourism in Darjeeling Hills: The identification of constraints and opportunities.** (Dr. Debasis Bhattacharya), Department of Commerce, University of North Bengal, Darjeeling.

9. Raj, Umang. **Role of social networking sites in job search and employee recruitment in Rajasthan.** (Dr. Mahima Rai), Department of Commerce & Management, IIS University, Jaipur.

10. Rathore, Suman. **Impact of performance appraisal and work motivation on the performance of employees: With special reference to the hotel industry in Rajasthan.** (Dr Akshita Jain and Dr Seema Singh Rathore), Department of Commerce, IIS University, Jaipur.

11. Samariya, Jigyasa. **Impact of internal communication system on employees performance: A comparative study of media houses in Rajasthan.** (Dr. Dr Mahima Rai), Department of Management, IIS University, Jaipur.

12. Shah, Priti Sureshbhai. **A study on working capital management of selected cement companies in India.** (Dr. B N Dhimmarr), Department of Commerce, Veer Narmad South Gujarat University, Surat.

#### **Economics**

1. Anjali. **A study of poverty in rural Haryana.** (Dr. Kiran Devi), Department of Economics, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

2. Madan, Pratibha. **Dimensions of malnutrition among women and children in India.** (Prof. Narayan Prasad), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

3. Maheshwari, Varsha. **Ideology led strategy for development in India: A study of labour process in SEZs.** (Prof D M Diwakar), School of Educational Training & Research, Aryabhata Knowledge University, Patna.

4. Semegn, Abiot Animaw. **Impact of microcredit on economic performance of MSMEs in Ethiopia.** (Dr. N K Bishnoi), Department of Economics, Guru Jambheshwar University of Science & Technology, Hisar.

5. Varshney, Sandhya. **Returns to different streams of tertiary education: A case study of University of Delhi.** (Prof. Kaustuva Barik), Department of Economics, Indira Gandhi National Open University, New Delhi.

6. Yigletu, Yonas Teklehaimanot. **Financial development and economic growth in selected African economies.** (Dr. N K Bishnoi), Department of Economics, Guru Jambheshwar University of Science & Technology, Hisar.

#### **Education**

1. Dar, Mohd Ashraf. **Rural youth in Kashmir: A study of their aspirations and challenges with regard**

**to skill development programmes with special focus on Himayat.** (Dr. Soumya Kanti Palit), School of Continuing Education, Indira Gandhi National Open University, New Delhi.

2. Dubey, Vishvesh. **Snatak istar par adhyayanrat drishtibadhit balak evam balikaoan kee shaishik uplabdhi par unki samvegatamak budhi evam samaajik abhivriti ke prabhav ka adhyayan.** (Dr. Y K Singh), Department of Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

3. Dwivedi, Pooja. **Snatak istar ke vidyarthiyoan kee shaikshik abhiruchi, shaikshik uplabdhi evam srijnatamakta par suchna sancharan takniki ke prabhav ka adhyayan.** (Dr. Y K Singh), Department of Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

4. Kamlesh. **A study of communication skill & self confidence in prospective teacher's working and non-working on computer.** (Dr. Anil Kumar), Faculty of Education, Tanta University, Sri Ganganagar.

5. Shah, Medhaben Bankimkumar. **Effectiveness of inquiry method for teaching physics to the engineering students.** (Dr. Rajendra B Patel), Department of Education, Veer Narmad South Gujarat University, Surat.

6. Singh, Reenu. **Shikshan adhigam paristhithiyoan mein mulyoan ka vaidik evam vartman pariprekshey mein ek tulnatamak adhyayan.** (Dr. Nand Lal Mishra and Dr Basant Bahadur Singh), Department of Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

7. Tohsin, Rehana. **Social development of pre school children of working mothers of Assamese Muslim community.** (Prof. C B Sharma and Prof. Gayatree Goswamee), School of Education, Indira Gandhi National Open University, New Delhi.

#### **Home Science**

1. Bandna Kumari. **Silk weaving and weavers of Bhagalpur.** (Dr. Shubhangi Vaidya and Prof. Babu P Ramesh), School of Inter-disciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University, New Delhi.

2. Lalita. **Development and standardization of goat milk products.** (Dr. Sakshee Pareek), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

3. Sharma, Usha. **A Study on awareness of the effect of junk food on adolescents.** (Dr. Monika), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

## Journalism & Mass Communication

1. Chauhan, Pooja. **An analytical study of coverage of sports news in Hindi news channels.** (Dr. Bindu Sharma), Department of Journalism & Mass Communication, Kurukshetra University, Kurukshetra.

2. Komal Devi. **Advertising literacy among adults: A Study of TV advertisements.** (Dr. Bindu Sharma), Department of Journalism & Mass Communication, Kurukshetra University, Kurukshetra.

3. Pandey, Anil Kumar. **Bega Janjati ke parampragat sanchar par jan madhyamoan ka prabhav.** (Dr. Virendra Kumar Vyas), Department of Journalism & Mass Communication, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

4. Yadav, Rajni. **Mahilaoan se sambandhit samacharoan kee bhasha aur prastutikaran.** (Dr. Ramesh Yadav), School of Journalism & New Media Studies, Indira Gandhi National Open University, New Delhi.

## Law

1. Mittal, Aarushi. **International Criminal Court: Issues and challenges.** (Dr. Anita Taneja), Department of Law, Kurukshetra University, Kurukshetra.

## Library & Information Science

1. Anwar, Khurshid. **Impact of electronic resources on effective library services in the university libraries of Delhi and NCR.** (Dr. R P Bajpai and Dr. U C Sharma), Department of Library and Information Science, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

2. Jyoti Devi. **Academic stress among the LIS students of select universities in Northern India: A Study.** (Dr. Ashu Shokeen), Department of Library and Information Science, Kurukshetra University, Kurukshetra.

3. Marskole, Rajni. **M P ke shaikshik pustkalay-oan mein karyerat karmiyaon ke vyaktitav vikas ka pustkalyoan sevaoan par prabhav: Ek alochnatamak adhyayan.** (Dr. Surya Prakash Shukla), Department of Library and Information Science, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

## Management

1. Akanksha. **Consumer behaviour and netnography: Relevance and adoption in e-retailing.** (Dr. Anupam Sharma), Department of Management Studies, Maharishi Markandeshwar University, Ambala.

2. Bhanu, M Thashneem Thaqseen. **Benchmarking Indian wines and increasing wine tourism in Karnataka**

**by developing a strategic framework.** (Dr. Prasana Kumar J P), Faculty of Hospitality Management & Catering Technology, M S Ramaiah University of Applied Sciences, Bangalore.

3. Gharai, Pragyran Ranjan. **Social entrepreneurship in value creation with special reference to KIIT Deemed to be University.** (Dr. Biswajit Das), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Gupta, Indrani Sen. **Modeling and forecasting the volatility of stocks: A study of the sectoral indices of NSE.** (Dr. Dhaval Meheta), Department of Management, Veer Narmad South Gujarat University, Surat.

5. Imachen, Wapangsenla. **State of faculty training and development of higher education institutions in Nagaland.** (Dr. V R K Prasad), Department of Management Studies, ICFAI University, Nagaland.

6. Jain, Kratika. **Application of fishbone analysis for implantation of green human resource practices among employees: A comparative study of BPO sector.** (Dr. Vandana Sachdeva), Department of Management Studies, IIS University, Jaipur.

7. Jiandani, Namita Manesh. **A comparative study of competency of branch employees with special reference to public and private sector banks in Mumbai and Mumbai suburbs.** (Dr. Dhaval Maheta), Department of Management, Veer Narmad South Gujarat University, Surat.

8. Kamaljit Singh. **Performance analysis of power utilities: A Case study of Haryana.** (Dr. Simmi Vashishtha), Department of Management, Kurukshetra University, Kurukshetra.

9. Panigrahi, Rashmi Ranjan. **Inventory management practices and its impact on operational performance of selected steel manufacturing firms in India.** (Dr. Duryodhan Jena), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

10. Patel, Marteenkumar Harishbhai. **A study on talent management practices of the Surat diamond industry: An examination of select diamond units.** (Dr. Janki Mistry), Department of Management, Veer Narmad South Gujarat University, Surat.

11. Rathore, Jyoti. **Study of job satisfaction of employees in public sector and private sector in India.** (Dr. Vikram Singh Chouhan), Faculty of Humanities and Social Sciences, Jaypee Institute of Information Technology, Noida.

12. Sehrawat, Ila. **A study of gender mainstreaming in universities of Haryana.** (Prof. Ipshita Bansal), Department of Management Studies, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

13. Suman Lata. **HRD practices and organization citizenship behavior: An empirical study of telecom sector.** (Dr. Nirmala Chaudhary), Department of Management, Kurukshetra University, Kurukshetra.

#### **Physical Education & Sports**

1. Patel, Prahalad. **Effect of plyometric training and yogic practices on selected motor fitness variables of adolescence volleyball players.** (Dr. Nand Lal Mishra), Department of Physical Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

2. Ramachandra, H D. **Effects of yogasanas on the selected motor performance and physiological variables of Rashtriya Sanskrit Sansthan students.** (Dr. N D Virupaksha), Department of Physical Education, Kuvempu University, Shankaraghatta.

#### **Political Science**

1. Lakhera, Pankaj. **Globalization and its impact on public employment of differently abled in Delhi since 1990.** (Prof. Anurag Joshi), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Nair, Pradeep C. **Conflict and conflict resolution in the Northeast: A study of the demand for an Inner Line Permit System (ILPS) in Manipur.** (Dr. Sadananda Sahoo), School of Inter-disciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University, New Delhi.

3. Sabharwal, Vikas. **Reorganisation of states in India: A case study of Telangana.** (Dr. R. S. Yadav), Department of Political Science, Kurukshetra University, Kurukshetra.

#### **Psychology**

1. Gaur, Sankul. **Spirituality and synergy of virtues: Directs and indirect effects vis humility.** (Dr Vandana), Department of Psychology, IIS University, Jaipur.

2. Mamta. **Spiritual correlates of psychological well-being with, mediating effect of resilience and mindfulness.** (Dr. Sandeep Singh), Department of Applied Psychology, Guru Jambheshwar University of Science & Technology, Hisar.

3. Rajesh Kumar. **Perception of workplace harassment, burnout, mental health, quality of work life, and family adjustment among women.** (Prof. Rakesh Kumar Behmani), Department of Applied Psychology, Guru Jambheshwar University of Science & Technology, Hisar.

4. Ramesh Kumar. **Body image in relation to mental health, personality, self-esteem, coping and**

**life satisfaction in non-clinical males, females and transgender.** (Dr. Rakesh Kumar Behmani), Department of Applied Psychology, Guru Jambheshwar University of Science & Technology, Hisar.

#### **Public Administration**

1. Bhakkad, Mamtakumari Murarilal. **Solid waste management: A case study of Surat City.** (Dr. Madhu M Thawani), Department of Public Administration, Veer Narmad South Gujarat University, Surat.

2. Seema. **Empowerment of working women in Haryana: A study of Kurukshetra District.** (Dr. Pankaj Singh), Department of Public Administration, Kurukshetra University, Kurukshetra.

#### **Social Work**

1. Atrey, Ravi Raj. **Relevance of social welfare administration as a method of social work in CSR implementation.** (Prof. Gracious Thomas), School of Social Work, Indira Gandhi National Open University, New Delhi.

2. Mishra, Dimple. **Exploring limitations in social work education in India since its inception.** (Prof. Gracious Thomas), School of Social Work, Indira Gandhi National Open University, New Delhi.

#### **Sociology**

1. Tripathi, Anuja. **Reproductive health in village Kakrala: An ethnographic study in Patiala District, Punjab.** (Prof. Nandini Sinha), School of Inter-disciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University, New Delhi.

#### **Tourism & Hospitality Services**

1. Bhatia, Shilpi. **Women entrepreneurship: A study on entrepreneurial opportunities and challenges confronted by women in tourism and hospitality industry of union territory-Chandigarh.** (Prof. Harkirat Bains), School of Tourism and Hospitality Service Management, Indira Gandhi National Open University, New Delhi.

2. Kushal Singh. **Problem and prospectus of rural tourism in Kangra Valley (H P).** (Dr. Vijay Singh Parihar), Department of Tourism Management, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

3. Tripathi, Uma. **Ecotourism in India: A case study of Kanha National Park, Mandala M P.** (Dr. Abhay Kumar Verma), Department of Tourism Management, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

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Amdar Shashikant Shinde Mahavidyalay, Medha  
Medha, Tal. Jawali, Dist. Satara

(Affiliated to Shivaji University, Kolhapur)  
(Permanently Granted)

### WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Vacant Post	Unreserved (Open) Post
A	Principal	1	1

**Note:-** For detailed information about post, qualifications and other terms and conditions, please visit University website : [www.unishivaji.ac.in](http://www.unishivaji.ac.in)

Place:  
Date:

President  
Jaywant Pratishthan Humgaon's  
Tal. Jawali, Dist. Satara

### Vidya Vikas Mandal's Shree Damodar College of Commerce & Economics

Shree Damodar Educational Campus

G. R. Kare Road, Tansor, Comba,

Margao – Goa 403 601

Telephone Nos: 0832-2722500, 2722511

E-mail: [principal.sdcc@vvm.edu.in](mailto:principal.sdcc@vvm.edu.in), [office.sdcc@vvm.edu.in](mailto:office.sdcc@vvm.edu.in),

Website: [www.damodarcollege.edu.in](http://www.damodarcollege.edu.in)

Accredited by NAAC at A grade with CGPA of 3.03  
on a 4-point scale

### CORRIGENDUM

With reference to the advertisement notifying vacancies for the post of Assistant Professor (Regular) published in UNIVERSITY NEWS Vol. 60 Issue No.22 (30 MAY – JUNE 05, 2022), posts reserved for PwD category are notified as under:

Subject/Post	Reservation Category
Sr. No. 1 : Asst. Professor in Economics (Regular)	Reserved for PwD (Category A- Blindness and low vision)
Sr. No. 2 : Asst. Professor in Mathematics & Statistics (Regular)	Reserved for PwD (Category B – Deaf and hard of hearing)

Candidates who have applied for these PwD posts earlier are required to re apply **within 20 days** of this corrigendum. Other terms of appointment shall remain the same.

Prof. Prita D. Mallya  
Professor and Principal

### SWAMI VIVEKANAND VIDYAPRASARAK MANDAL'S

### COLLEGE OF COMMERCE

Bori, Ponda – Goa-403401

Tel: 0832 – 2333029

Email: [svvmcollege@yahoo.com](mailto:svvmcollege@yahoo.com)

Website : [www.svvmcollege.com](http://www.svvmcollege.com)

Applications are invited from Indian Nationals for the following post in the B.Com (Aided) Programme of this College.

Sr. No.	Designation of the Post	Nature of Post - Regular
01	Assistant Professor in Commerce & Accountancy	01 post (UR)

For details regarding the post, qualification and application for the same, please visit the College website: [www.svvmcollege.com](http://www.svvmcollege.com).

Dr. (CA) Subrahmanya Bhat  
Principal

**BASELIOS POULOSE II CATHOLICOS  
COLLEGE, PIRAVOM**

(Govt. aided minority institution affiliated to  
M.G. University, Kottayam)

Re-Accredited with 'A' Grade by NAAC  
Mulakulam (N) P.O., Piravom, Ernakulam,  
Kerala - 686 664, Ph. 04852243474

[www.bpccollege.ac.in](http://www.bpccollege.ac.in)

[principalbpccollege@gmail.com](mailto:principalbpccollege@gmail.com)

Applications are invited for filling up the following  
permanent Post.

Assistant Professor	
Subject/Post	Community
English	1

Age, Pay and Qualifications: As per UGC, Kerala Govt.  
& M. G. University Rules.

Application form can be had from the college office on  
payment of Rs. 3000/-. Apply **within one month** from  
the date of this notification. For more details, kindly  
contact College Office.

09.06.2022

**MANAGER**



**Estd:1962**  
“A++” Accredited by NAAC (2021)  
with CGPA 3.52

**SHIVAJI UNIVERSITY, KOLHAPUR**

**ADVERTISEMENT NO. 23/2022 AND 25/2022**

Applications are invited for the following posts to be filled in the  
University in the prescribed form available online on Shivaji  
University [website www.unishivaji.ac.in](http://www.unishivaji.ac.in) (URL [www.unishivaji.ac.in](http://www.unishivaji.ac.in)  
[recruitments](http://www.unishivaji.ac.in/recruitments)) as per the provision under Section 21 & 103  
of Maharashtra Public Universities Act, 2016 respectively for these  
posts.

Post Code No.	Name of the Post	No. of Post	Reservation Category or Open	Particular
23/22-01	Director Knowledge Resource Center	1	OPEN	Regular post under salary grant scheme of Govt. of Maharashtra
25/22-01	Director M.B.A Unit, Department of Commerce and Management	1	OPEN	Tenure post for 5 years under University funds.

The details of Posts, Qualification, Age, Pay Scale and emoluments,  
process of online application and instructions therein etc. are  
available on the University [website : www.unishivaji.ac.in](http://www.unishivaji.ac.in)  
(URL [www.unishivaji.ac.in/recruitments](http://www.unishivaji.ac.in/recruitments)).

**Kolhapur**  
**Date : 21/06/2022**

**Dr. V. N. Shinde**  
**Ag. Registrar**



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Loknete Hon. Hanmantrao Patil Charitable Trust's  
**Adarsh College of Pharmacy, Vita**

Bhavaninagar, Kundal Road, Vita,

Tal. Khanapur, Dist. Sangli – 415 311 (Maharashtra)

(Affiliated to Shivaji University, Kolhapur)

(Non-Grant)

**WANTED**

Applications are invited from eligible candidates for  
the following posts.

Sr. No.	Name of Posts	Vacant Post	Unreserved (Open) Post
1	Principal	01	01

**Note:** For detailed information about posts,  
qualifications and other terms and conditions, please  
visit University [website: www.unishivaji.ac.in](http://www.unishivaji.ac.in)

**Secretary**

Place : **Loknete Hon. Hanmantrao Patil**  
Date : **Charitable Trust, Vita**



**TEZPUR UNIVERSITY**  
(A Central University)  
Tezpur – 784 028 (ASSAM)

**ADVERTISEMENT NO. 07 / 2022**

**ONLINE** applications are invited from eligible candidates for vacant **teaching positions** for various **Departments / Centres**. **Last date** of submission of ONLINE application is **05.07.2022** (11.59 PM). Details of the vacancies, other terms and conditions are available in the University website [www.tezu.ernet.in](http://www.tezu.ernet.in).

Registrar



**तेजपुर विश्वविद्यालय**  
(एक केंद्रीय विश्वविद्यालय)  
तेजपुर – 784028 असम

**विज्ञापन संख्या. 07 / 2022**

विभिन्न विभागों/केंद्रों में रिक्त शिक्षण पदों के लिए योग्य उम्मीदवारों से **ऑनलाइन** आवेदन आमंत्रित किए जाते हैं। **ऑनलाइन** आवेदन जमा करने की अंतिम तिथि **05.07.2022** (रात्रि 11.59 बजे) है। रिक्तियों का विस्तृत विवरण तथा अन्य नियम व शर्तें विश्वविद्यालय के वेबसाइट [www.tezu.ernet.in](http://www.tezu.ernet.in) में उपलब्ध हैं।

कुलसचिव

**CARMEL COLLEGE OF ARTS, SCIENCE AND COMMERCE FOR WOMEN**  
**NUVEM, SALCETE, GOA-403 713**  
**Accredited by NAAC 4<sup>th</sup> Cycle with “A” Grade Score 3.25**

Applications from Indian Nationals are invited in **ONLINE MODE** for the following Regular/Full-time teaching posts **within 20 days** from the date of publication for the academic year 2022-23. Those already employed shall upload their applications through proper channel and shall account for break, if any, in their academic career. **Late submission or incomplete applications will be rejected.**

**Mandatory Requirement: Valid Residence certificate for 15 years, knowledge of Konkani essential and knowledge of Marathi desirable.**

**A. Level of Teaching: Undergraduate**

1. Assistant Professor in Physics
2. Assistant Professor in History

**B. Category of Posts: GENERAL**

- 01 Post  
01 Post

Hard copy of the application along with the required documents should reach the undersigned by **16/07/2022**.

All communications concerning the candidate's applications will be sent through the email address/mobile number provided.

For detailed information and link to apply Online for the above posts, visit the College **Website: [https://carmelcollegegoa.org/recruitment 2022](https://carmelcollegegoa.org/recruitment2022)**.

Scale of Pay, Terms and Service Conditions as per the norms of UGC, Government of Goa & Goa University.

All the above appointments are subject to workload and approval of the Goa University and Government of Goa. The Principal reserves the right to fill up the above mentioned posts.

**Dr. Maria Lizanne A.C.**  
**OFFICIATING PRINCIPAL**

Date:27/06/2022

## Guidelines for Contributors

To submit the manuscripts for publication of articles, the contributors need to follow the guidelines given below:

- ❖ Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.
- ❖ Manuscripts including tables, figures and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews and 600 words for Communications.
- ❖ All the manuscripts should typed in double-space with 12 point font and ample margin on all sides on A 4 size paper.
- ❖ The cover page should contain the title of the paper, name, designation, official address, address for correspondence, contact phone/mobile numbers and e-mail address of all the authors.
- ❖ One author should be designated as the corresponding author.
- ❖ Notes, if any, should be given as Endnotes not as Footnotes.
- ❖ Figures include relevant captions, tables include titles, description, source etc.
- ❖ Figures and table citations in the text match the files provided
- ❖ Manuscript has been 'spell checked' and 'grammar checked'
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- **Books**

Miles, M., and Huberman, M., (1994). Qualitative Data Analysis. London: Sage.

- **Articles**

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Higher Education, 11, 511-20.

- **Chapter in a Book**

Rendel, M. (1986). How many women academics 1912-1977? In R. Deem (ed.), Schooling for Women's Work. London: Routledge.

- **Article Retrieved from Website**

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**Dr. S Rama Devi Pani**

Editor

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