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K P Singh

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On to Take Off

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- Communication

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Submission Guidelines and Deadlines:

- An Extended Abstract (about 2000 words) should be submitted through conference website (conference.ediindia.org) by **September 15, 2022**.
- Submission of the full paper by **November 25, 2022**. [Full paper should not be more than 5000 words, typed double space, APA style of referencing, refer guidelines available on conference website]
- Decision on Acceptance of Extended Abstract will be made by **October 14, 2022**.
- Decisions on Acceptance of Full Papers will be made by **December 16, 2022**.
- Last Date for Registration by **January 20, 2023**.

- *Selected papers will be appreciated based on merit*
- *Visit to **The Statue of Unity**, the world's tallest statue may be facilitated on February 26, 2023 (Saturday), for participants who will be interested.*

For details regarding conference registration and other administrative aspects please contact:

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Hundred Years of University of Delhi : A Glorious Journey from Take On to Take Off

K P Singh*

The University of Delhi entered 100 years on 1st May 2022. The Opening ceremony of the centenary celebrations of Delhi University was graced by the His Excellency Vice President of India, Shri M. Venkaiah Naidu and Shri Dharmendra Pradhan, Hon'ble Union Minister of Education. This eparchial study traces the growth and development of the University of Delhi since its inception (1922-2022). Paper linked the major developments that took place during the Vice Chancellors of University of Delhi the first Vice Chancellor Dr. Hari Singh Gaur to the present Vice Chancellor Prof. Yogesh Singh. This study is unique in nature and its presentations.

From around 1911-to 12, there was growing dissatisfaction among British officials in London and Calcutta, both on educational and political grounds regarding the model of affiliating universities. In 1917, the Calcutta University Commission was appointed under the chairmanship of Sir Michael Sadler to study the situation. It submitted a comprehensive report two years later on the improvement of education from school to the university level. One of the major recommendations of the commission was the establishment of teaching and residential universities in India as Sadler and his colleagues were inspired by the Oxford University model. The universities set up after this at Patna, Dacca, Banaras, Aligarh, Lucknow, and Hyderabad followed the recommendation by the Sadler Commission.

The University of Delhi was established in 1922, as a unitary, teaching and residential University on the recommended lines by an Act of the Central legislature Assembly. Only four colleges existed then in Delhi and were affiliated with Panjab University, Lahore (established in 1882), namely - St. Stephen's College (1881), Hindu College (1899), Lady Hardinge Medical College for Women started in 1916, and Ramjas College founded in 1917. Except for the Lady Hardinge Medical College for Women, the other three got affiliated with the newly established University of Delhi.

Thus, the University had a modest beginning with three colleges and two faculties (Arts and Science) and about 750 students without any University professors or readers. At the time of its establishment, the University had no building of its own, and its administrative offices were housed in rented accommodations at Under Hill Road and the Old Secretariat.

The then Viceroy, Lord Reading became the first Chancellor and appointed Sir Hari Singh Gour, a distinguished barrister-at-law from

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Nagpur as the first Vice Chancellor. Sir Muhammad Shafi, the education member, was nominated Pro-Chancellor; FJ Western of the Cambridge Mission, the Rector; Shri KC Roy of the Associated Press of India, the Treasurer; and GMD Sufi, the Registrar. It is important to mention here that the Vice Chancellorship including other positions was honorary and part-time.

The Faculty of Law was established in 1924 as a result of a petition submitted by some leading citizens of Delhi in 1923. With that, the total number of faculties became three. Overall, there were about 18 faculty members at that time and teaching was conducted in the mornings. Mr PNF Young of St Stephen's was appointed the Dean of Arts Faculty and Mr Khub Ram also from the same college of the Science Faculty. Mr NV Thadani, Principal of Hindu College was appointed Proctor, and Khan Bahadur Muhammad Hussain the first Librarian.

A provisional Executive Committee of twenty-one members was appointed by the then Governor-General as Chancellor. The body met frequently in May and June 1922 and completed the temporary organisation of the University. An Academic Council, Admission Committee, and Finance Committee were formed in June 1922. The three existing colleges of Delhi were recognised as the colleges of the University and their teaching staff was accorded recognition as teachers of the University. Panjab University conducted the examination of Delhi University in 1923, however, Delhi University conducted examinations in arts and science for the first time in April 1924.

After Sir Hari Singh Gour (1922-1926), leading lawyers from Delhi served the University of Delhi as the Vice Chancellors- Sir Moti Sagar (1926-30), Sir Khan Bahadur Abdur Rehman (1930-1934), and Rai Bahadur Ram Kishore (1934-1938). The first Convocation was held in the Legislative Assembly Hall (Old Secretariat) on 26th March 1923.

In his convocation address, the Chancellor emphasised that the "establishment of a university at the imperial capital formed an integral part of the scheme for the transfer of capital from Calcutta to Delhi. Further, he pointed out that Delhi was surrounded by a history of Kingdoms and Empires, if the environment has, indeed its alleged influence, Delhi University should produce scholars for around it is abundant signs of cloisters where the feet of other

scholars in centuries have trod" (*Ref. Annual Report University of Delhi 1922-30*).

The Vice Chancellor in his address said that it was not merely an accident that "the New Delhi was to be the imperial capital of a reformed and regenerate India, the centre and symbol of a regenerated nation rising and aspiring to self-expression and independence, a new University should be created which should serve as an inspiration to its new hopes, and as a signpost to its new-born aspirations."

Major Structural Changes

As stated in the beginning, the University of Delhi was originally intended to be a unitary, residential, and teaching university. However, the university as it developed was neither unitary nor residential. It functioned largely as a collection of associated colleges, loosely federated together. This structure, however, was soon to be abandoned in the light of the demand of the colleges, which predated the university, for their separate identities to be preserved. It is interesting to know that the university had no teaching except physics and chemistry, where there was no provision for Honours and PG teaching till 1942. The only subject in the Arts Faculty where teaching was done by the University was Economics where a readership had been instituted out of an endowment by GD Birla who gave Rs. 6000 per annum for three years for this purpose. Mr HL Chablani was appointed as a Reader in Economics in 1924 but the post was abolished with his death ten years later. During his short tenure as Reader, Mr Chablani wrote a book entitled '*A study in Indian Currency*' which was much appreciated by the then leading economists and also found a place in the leading journals of economics. Another valuable work was published by Pandit Laxmi Dhar, the first Reader in Sanskrit who worked on his PhD thesis, *Home of the Aryans* which was published by the University of Delhi press in 1928-29. He also delivered a series of lectures at the University on '*Birthplace of Kalidas*' which were subsequently printed as University Publication Series No. 1.

The idea of a federal university had been discussed at some length by Lord Willingdon. In the address to delegates of the Third Quinquennial Universities Conference held in Delhi in March 1934, he emphasised that the emergence of the idea of a federal university was a logical step, 'not a fortuitous coincidence' only a federal university of a federal

type could guide and coordinate the development of existing colleges (*Ref. Annual Report of Delhi University 1922-23*).

Hence, in November 1934 the Academic Council discussed this proposal in length and recommended it to the Executive Council for approval and adoption. After some modifications, the Executive Council in its meeting in March 1935 approved the federal structure of the University.

Chronology of Vice Chancellors and their Major Contributions

Sir Hari Singh Gour (1870-1949)

Dr. Hari Singh Gour, the first Vice Chancellor of the University of Delhi, served from 1922-to 1926. He was a barrister, an educationist, and a social reformer par excellence. Later, from 1928-to 1936, he became the second Vice Chancellor of the Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU), formerly Nagpur University, and the founder Vice Chancellor of the University of Saugor in 1946. The University is currently known as Dr Hari Singh Gour Vishwavidyalaya, Sagar (A Central University). Additionally, he was also a Fellow of the Royal Society of Literature and Deputy President of the Central Legislative Assembly of British India, an Indian Delegate to the Joint Parliamentary Committee, and a Member of the Indian Central Committee associated with the Royal Commission on the Indian Constitution. Interestingly, when the Faculty of Law came into existence in 1924, Dr HS Gour, the then Vice Chancellor of the University of Delhi, also became the first Dean of the Faculty of Law of the University.

Major Milestones Achieved

- Faculty of Law was established.
- University Library was started with a collection of 1380 books, with Shri Khan Bahadur Muhammad Hussain as the first Librarian.
- The old Delhi College was revived as Anglo-Arabic Intermediate College in 1924, got affiliated with the University of Delhi in 1925 and became a constituent college of the University in 1929. It was renamed Zakir Hussain College in 1975 (during the Vice Chancellorship of Prof. RC Mehrotra) and is now known as Zakir Hussain Delhi College since 2012.
- The first convocation of the University of Delhi

was held on March 26, 1923. Honorary degrees were conferred on Viceroy Lord Reading, the Vice Chancellor HS Gour, and the Pro-Vice Chancellor Muhammad Shafi.

- In 1926, the University was allotted a portion of the Central Legislative Assembly building, which also housed a temporary secretariat (today's Delhi Vidhan Sabha) comprising the assembly hall and the adjacent rooms on a monthly rent of ₹350. (It was here that the Delhi University Act was passed on 28 February 1922)
- Dr. Hari Singh Gour as the first Vice Chancellor of the University must be credited for the survival of the University itself. The newly-founded University faced a threat to its existence immediately after its birth as in September 1922, a committee was constituted by the government that recommended dropping the establishment of the University due to financial conditions. Dr. Hari Singh Gour made all efforts for the continuation of the University and was eventually successful.

Rai Bahadur Dr. Moti Sagar (1873-1930)

He was the 2nd Vice Chancellor of the University and served from 1926-to 1930. A landlord, a banker, a legal expert, and an academic administrator, he was born and brought in an affluent Jain family and graduated from Delhi and Lahore. He joined the Delhi Bar around 1899 and rose to prominence in the legal profession in a short period. In 1914, he shifted to Lahore where he became a leading lawyer of his time and was appointed a Justice of the Punjab High Court. After a short period, he returned to his legal profession for bright prospects. He was made Rai Bahadur in 1923. The Faculty of Law, University of Delhi honoured him by conferring an honorary degree of LL.B. in 1928. The title of 'Sir' was conferred upon him in June 1930 before his premature death at Lahore in the same year. As a financial expert, he also started a banking firm 'Jodhraj Ram Narian' at Gwalior.

Major Milestones

- University appointed a Site Committee which recommended that the old Vice-regal Lodge and the state near the Ridge be given to the University.
- Commerce College with intermediate classes started, later it become a degree college in 1930, now known as Shri Ram College of Commerce since 1951.

Dr. Khan Bahadur Sir Abdur Rehman (1882-1962)

He was the third Vice Chancellor of the University of Delhi who served from 1930-to 1934.

Shri Abdur Rehman was an alumnus of St. Stephens College (1916-1918) before being affiliated with the University of Delhi and also the Faculty of Law, University of Delhi. He was an outstanding practising lawyer, a judge, and an academic administrator. He had a rare distinction that he was the Vice Chancellor of two Universities (the University of Delhi and the University of Panjab, Lahore) and Judge of Madras High Court (India), a Judge of the first bench of the Supreme Court of Pakistan. He also served as a representative of India for the United Nations Special Committee on Palestine (UNSCOP).

Major Milestones

- Lady Irwin College for Women came into existence in 1932. Initially, it was run under the aegis of the All-India Women's Education Fund Association. In 1950, it became a constituent college of the University of Delhi.
- The Vice-Regal Lodge was handed over to the University in 1933, which had started in a rented house from the Ritz Cinema building in 1922.

Dr Rai Bahadur Ram Kishore

He was the 4th Vice Chancellor of the University of Delhi and served from 1934-to 1938. Like Shri Abdur Rehman, Dr Rai Bahadur Ram Kishore was also an alumnus of St. Stephens College (1919-1920) before it got affiliated with the University of Delhi. He was an eminent practising lawyer, an educationist, and an academic administrator. He was the member of the first governing body of Indraprastha College and founder and Vice-President of the Delhi Library Association along with Philp John Sargent, the then Education Secretary. In the fond memory of Rai Bahadur Dr Ram Kishore, his son senior advocate Brijbhan Kishore donated a sum of Rs. 75000/- to constitute 'Dr. Ram Kishore Memorial Scholarship for LLB Students of the Faculty of Law, University of Delhi.

Major Milestones

- During the tenure of Dr Ram Kishore (1934-38), the two-year undergraduate programme was converted to a three-year course. It had the approval from both the statutory bodies i.e., Academic Council

(AC) and the Executive Council (EC). At the last stage, the University Court had turned it down due to major opposition.

- During the period, in 1934-35 the Academic Council of the University also considered and recommended a federal structure for the University but it could not be implemented.

Sir Maurice Gwyer (1878-1952)

Sir Maurice Gwyer was the fifth and the longest-serving Vice Chancellor of the University of Delhi from 1938 to 1950. Technically, he is considered the architect of the University of Delhi as we know it today.

Major Milestones

- Sir Maurice Gwyer, the Chief Justice of New Federal Court, an eminent jurist and administrator, and a scholar of the Christ Church College was appointed the Vice Chancellor of the University of Delhi in 1938. The physical and academic condition of the University was not good. Mr Maurice, wanted quality to be a hallmark of the University, hence he had a vision that the University of Delhi developed a miniature Oxford type of institution with a cluster of small residential colleges on the campus around the core of the University. The main features of his scheme were, the establishment of a number of professorial chairs and readership, scholarships and other facilities for post-graduate study and young men of talent, three-degree courses, better library faculties, and transfer of all constituents' colleges to the University area. The visionary scheme as proposed by the then Vice Chancellor was accepted by the government of India in principle. Hence, the first three-year degree course was started for the first time in India by introducing a Bill in the legislature Assembly on 24th March 1943 to amend the University of Delhi Act.
- One of the most significant moves in 1943 was amendments made in the Act and Statutes- 'That provision for the appointment of a paid Vice Chancellor and the salary, terms, and the method of his appointment; increasing the representation on the University Court, the Executive Council and Academic Council and another significant academic move was 'Professorial Chairs'. Dr VKRV Rao was the first to be appointed as a full-time professor of Economics in July 1942.

- Sir Maurice Gwyer invited the most talented faculties to the University, and it will not be an aggregation that the faculties appointed during this period, later on, set the benchmark in education and research at the University of Delhi. Dr DS Kothari was appointed Professor in Physics; Dr S. Dutt Ex-Principal of Ramjas College the first Reader in English; Dr SN Ken, Keeper of the records of the Government of India and Mr I.H. Qureshi were appointed as Professors in History. Dr BN Ganguli was appointed Reader in Economics; Dr TN Seshadri in Physics and Dr P Maheshwari in Chemistry.
- St. Stephen's College was shifted to the University Campus in 1941.
- In 1943, women were admitted into the undergraduate courses for the first time in St. Stephen's College.
- One very significant scientific event was also organised at the University in 1944 i.e., the 31st Annual Conference of Indian Science Congress (ISC), which was inaugurated by Lord Wavell in St. Stephen's College Hall. It was the first meeting of the Royal Society of Science (UK) outside London at which Dr Shanti Swarup Bhatnagar and Dr H J Bhabha were admitted as Fellows of the Royal Society (FRS). Nationally and internationally acclaimed intellectuals such as EM Foster, Eve Curie Joliot, HJ Bhabha, and many others were invited to give lectures at the University.
- In 1946, the Department of Anthropology, Botany, Library Science, School of Social Work, Zoology was started. The faculties of Agriculture and Forestry, and of Technology began in 1947, and the Social Science in 1949.
- From 1945-to 1950, the famous University Hall (now known as Gwyer Hall), Jubilee Hall, Faculty of Arts Building, Miranda House (named after Gwyer's favourite Shakespearean character from *The Tempest*) and NCWEB for Women education, Delhi School of Social Works, and Teachers and Students' Union bodies DUTA and DUSU also came into existence. It is interesting to note that Sir Maurice Gwyer also helped in drafting the constitution of the DUTA along with Dr VKRV Rao as the Convenor of the sub-committee of the drafting committee of DUTA and Mr Samuel

Mathai was elected as the first President of DUTA (Ref. *Annual Report Delhi University, 1954*).

The tenure of Sir Gwyer as the Vice Chancellor of the University in a true sense is well known for the development of the University. His tenure ended with his resignation tendered on 11th April 1950 which was accepted by the then Chancellor on account of "In the budget session for 1950-51, the amount of grant voted by Parliament for Delhi University was much less than what University asked for, hence as a resentment, Sir Maurice tendered his resignation on 11th April 1950, though his term did not expire till December, he wrote a very comprehensive letter along with his resignation, worth to read (Ref. *University of Delhi: Platinum Jubilee (1922-1997)*)

A tribute was given to Sir Maurice after his resignation that 'on 19th April 1950, at a special meeting, the EC considered the Vice Chancellor's letter of resignation and on the motion of Principal Mr GN Singh, unanimously passed a resolution, recorded its appreciation of the services rendered by Sir Maurice for twelve years as Vice Chancellor. It acknowledged that the University as it existed, was entirely his creation "It was due to his far-sighted planning, incessant labours, and unflagging zeal that this University had developed into a distinguished seat of learning. Every institution under the University bears the unmistakable impress of this personality" It resolved to name the University Hall as Gwyer Hall and Rajpur Quarters as Maurice Nagar. (Ref. *University of Delhi: Platinum Jubilee (1922-1997, P41-42)*)

Dr S N Sen (1890-1962)

Dr Surendra Nath Sen was the 6th Vice Chancellor of the University and served from 1950-to 1953.

An eminent historian, author, and academic administrator, prior to joining as Vice Chancellor, for many years, Prof. Sen taught at the University of Calcutta. From 1939-to 1949 he worked in the Imperial Department of Documents, which later became the National Archives as Director. In 1949 he resigned from the National Archives and joined as a Professor at the University of Delhi. He was also the Member of the Committee of Courses and Studies in Anthropology, the University of Delhi in 1948. He was the author of *Eighteen Fifty-Seven*, which had its Forward written by Maulana Abul Kalam Azad and

published by the Publications Division, Government of India in 1987 and *Freedom Movement of India (1857-1947)*.

Major Milestones

- Prof. SN Sen became the first full-time salaried Vice Chancellor.
- The University logo and the Dhyeya Vakya 'Nishtha, Dhritih and Satyam' suggested by ML Dhar Kalla were adopted by the EC.
- Major Amendment to the Delhi University Act was made- (a) Finance Committee was now added as an Authority of the University, (b) The President of India, Chancellor under the old Act was now made the 'Visitor' (c) The Chancellor was to be elected by the University Court.
- Lady Harding Medical College founded in 1916 got affiliated with the University.
- Four Departments namely Home Science, Philosophy, Hindi, and Political Science were set up.
- Two Colleges namely SGTB Khalsa and Deshbandhu were established.
- Hindu and Ramjas College were shifted to the Campus.

Dr. G S Mahajani (1898-1984)

Dr. Ganesh Sakharam Mahajani was the seventh Vice Chancellor and served from 1953-to 1957.

A distinguished mathematician, author, and academic administrator, he earned a PhD from the University of Cambridge, United Kingdom. He taught for several years at Fergusson College in Pune, Maharashtra, and later served as the Principal of Fergusson College. Prof. Mahajani has the rare distinction to be the Vice Chancellor of four prominent universities in India i.e., the University of Rajasthan (1947-1953), Mohanlal Sukhadia University, Udaipur (1963-1972), and University of Pune (1972-1975) including the University of Delhi. Prof. Mahajani apart from Mathematics wrote three important books titled 'Education and Democracy', 'Delhi University: Its place among the Universities of India' and 'India's Defence Problem'

Major Milestones

- Two Colleges namely Kirori Mal and LSR were established.

- WUS Health Centre was established.
- Two departments namely Business Management and Industrial Administration and African Studies came into existence.
- Hindu College moved from Kashmiri Gate to the Campus.

Dr VKRV Rao (1908-1991)

Dr Vijayendra Kasturi Ranga Vardaraja Rao was the 8th Vice Chancellor of the University and served from 1957-to 1960.

A proud alumnus of the University of Bombay, having done a BA and MA (Economics), he did BA from Cambridge and PhD in 1937 from Gonville and Caius College, Cambridge on 'The National Income of British India, 1931-1932'. Prof. Rao is best known for founding the three excellent social science research institutions in India namely the Delhi School of Economics (1949), Institute of Economic Growth (1952), and Institute for Social and Economic Change (1972). In addition to serving the University of Delhi as the first full-time professor of Economics; Director, Delhi School of Economics (1948-1957); and Vice Chancellor (1957-1960), Dr Rao also served many prestigious positions in the government of India such as the Planning Adviser Food Department (1945-46); Food and Economic Adviser, Government of India at Washington (1946-47) Director, Institute of Economic Growth, Delhi (1960-63); Member, Planning Commission (1963-66); Union Cabinet Minister for Transport and Shipping (1967-69); Union Cabinet Minister for Education & Youth Services (1969-71); Director, Institute for Social and Economic Change, Bangalore (1972-77); and National Professor, Government of India (1985-1990).

Major Milestones

- Ten Colleges namely PGDAV, PGDAV (Evening), Maulana Azad Medical College, Zakir Hussain (Evening), Deshbandhu (Evening), Janki Devi Memorial, Dyal Singh, Dyal Singh (Evening), ARSD, and Daulat Ram College (Initially known as Pramila College) were established.
- Five Departments, namely Buddhist Studies, Urdu, Sociology, Geography, and Music were established.
- Institute of Home Economic Growth was established.

- Gandhi Bhawan was established.
- Delhi University Music, Arts, and Drama Society was set up.
- Central Library Building was set up.
- Tutorial Building came into existence.

Dr NK Sidhanta

Dr Nirmal Kumar Sidhanta was the 9th Vice Chancellor of the University, who served for a short time (1960-1961). A renowned Bengali Indian scholar of English literature, author, critic, and academic administrator, he was known for his literary genius and close association with Rabindranath Tagore.

He taught as a lecturer for several years at the Scottish Church College at Calcutta, where he studied. Then he moved to the University of Lucknow, as a reader in 1921 and was elevated to a professor's post in five years. He was the first Indian to become the Head of the English and Modern European Language Department at the University of Lucknow. He also served as the Dean, the Faculty of Arts at the University of Lucknow. He was the Secretary of the Radhakrishnan Commission, the first Commission on education in independent India. Besides, he was also a member of the Union Public Service Commission. Prior to joining as the Vice Chancellor of the University of Delhi, Prof. Sidhanta also served as the Vice Chancellor of the University of Calcutta.

For his outstanding contributions to literature and education, he was awarded the Padma Bhushan by the Government of India in 1959.

Major Milestones

- Delhi University Press was set-up
- One College and One Department i.e., the Institute of Home Economics and Modern Indian Languages and Literary Studies came into existence.

Dr. C D Deshmukh (1896-1982)

Sir Chintaman Dwarakanath Deshmukh was the 10th Vice Chancellor of the University and served from 1962-to 1967. A rank holder alumnus of Bombay University, Jesus College, and Cambridge, and topper of the ICS examination, he was the first Indian civil servant and the first Indian to be appointed as the Governor of the Reserve Bank of India (1943). He served as the Union Finance Minister (1950-1956), founding member of the Governing Body of NCAER

(India's first independent economic policy institute established in 1956), UGC Chairman (1956-1961), President of Indian Statistical Institute (ISI), Kolkata from 1945-1964, honorary Chairman of the National Book Trust (1957-1960), and Chairman, Indian Institute of Public Administration. He also founded India International Centre (IIC) in 1959 and served as its lifetime President.

Dr Deshmukh is remembered by those people who worked with him at the University as a man of exceptional integrity and upward conduct. Mr KN Thusu, the then Controller of Examinations of the University, recalls how he stood up to pressure from a cabinet minister whose daughter had not obtained the minimum marks required for passing. The minister wanted her marks raised or relevant statute amended so that despite failing in one subject, she could be declared as having passed. Dr Deshmukh refused to do either. Mr Kocher who worked as his P.A., recalls how when Nehru requested him for reserving some seats in the University for tribal students from the Sundarban area, Dr Deshmukh just wrote a brief reply to say that this was not possible. Shri Sardar Hukam Singh, the Speaker of Lok Sabha forwarded to him a letter from a friend who wanted his son's shortage of attendance to be condoned. Dr Deshmukh replied, "Nothing can be done in this matter". In another incidence, Rajkumari Amrit Kaur, a member of the Rajya Sabha, inquired whether one Miss June Connolly from England could live free in one of the women's colleges and whether she could be employed in the Delhi School of Social Work. After consulting various authorities, Dr Deshmukh replied that he would not act against any order of the Ministry of Education. Dr Deshmukh was also the founder Chairman of the Indian International Centre and Mr Kocher recalls that he was extremely particular that the University car given to him should never be used when he was going to the IIC being its chairman and vice-versa (*Ref.: Delhi University, Platinum Jubilee (1922-1997, P53)*).

Being a botanist, he took an interest in the University Garden and created Mughal Garden, and brought new varieties of roses and other seasonal flowers to be planted there. He built a new Vice Chancellor's lodge cum bungalow in which he stayed only during the last year of his tenure. Another significant contribution as the Vice Chancellor of the University was that Dr Deshmukh submitted a Bill to the Ministry of Education for the establishment of a

second University in Delhi. The bill was introduced in the Parliament by the then Education Minister Mr M C Chagla and referred to the Select Committee in April/May 1964. But on 24th May 1964, Pt. Jawaharlal Nehru died and it was decided to start a new university entirely different from the University of Delhi to reduce the pressure of enrolments on the University of Delhi, thus, Jawaharlal Nehru (JNU) was established. (Ref.: *Delhi University, Platinum Jubilee (1922-1997)*)

Major Milestones

- School of Correspondence (First in the country) was established.
- Fourteen Colleges namely Shivaji, Sri Venkateswara, Shyam Lal, Ram Lal Anand, Rajdhani, Moti Lal Nehru, Kamla Nehru, Lakshambai, Gargi, Kalindi, Maitreyi, Mata Sundari, Swami Shardhananad, and Shaheed Bhagat Singh were established.
- Three Medical Colleges namely G.B. Pant Hospital, Delhi Institute of Pharmaceutical Sciences and Research, and Nehru Homeopathic Medical College and Hospital were established.
- Three departments- Linguistics, Geology, and Commerce were started.
- Delhi University Women's Association (DUWA) was established.
- Vice Chancellor's bungalow came into existence.
- VPCI Hostel, Department of Social Work Hostel and International Student's House

Prof. BN Ganguli (1902-1978)

He was the 11th Vice Chancellor of the University and served from 1967-to 1969.

An eminent economist, academician, author, academic administrator, and orator, BN Ganguly taught economics at Hindu College in early 1949, later he became Professor of International Trade at Delhi School of Economics and Director, DSE. VKRV Rao, BN Ganguly, and KN Raj, the three full-time professors at the Delhi School of Economics helped draft India's first Five-Year Plan and all three went on to become Vice Chancellors of the University of Delhi. Prof. Ganguly was also a member of the Board of Trustees of the Sameeksha Trust and its chairman since 1973. He was a pioneer in the initiation of *The Economic Weekly*.

Major Milestones

- Two Colleges, Shyam Lal (Evening) and SPM College came into existence.
- Three Engineering Departments- Architecture and Planning, Civil Engineering, and Electrical Engineering were started.

Prof. KN Raj (1924-2010)

Prof. Kakkadan Nandanath Rajan, popularly known as K N Raj was the 12th Vice Chancellor of Delhi University and similar to Dr NK Sidhanta, he also served for a short time (1969-1970).

An academician, economist, planner, and alumnus of Madras Christian College, he was the founder of the Centre for Development Studies at Thiruvananthapuram. He joined the Planning Commission at the age of 26 and quit to become a Professor of Economics at the University of Delhi, which he nurtured, along with luminaries such as Amartya Sen, Jagdish Bhagwati, and Sukhmoy Chakravarty. Before becoming the Vice Chancellor of the University of Delhi, he served as a Professor and Director at the Delhi School of Economics. He played an important role in India's planned development, drafting a section of India's first Five-Year Plan. He was also the advisor of several ministers from Jawaharlal Nehru to P.V. Narasimha Rao. Dr Raj was a Keynesian economist and studied the application of Keynes' theories. He was awarded Padma Vibhushan in 2000

Major Milestones

- Vivekanand College came into existence.

Dr Sarup Singh (1917-2003)

An academician, academic administrator, and politician, Dr Sarup Singh became the 13th Vice Chancellor of the University Delhi and the first VC as an alumnus of the University of Delhi from 1971-to 1974. Prior to the Vice Chancellorship of the University of Delhi, Dr Singh started his career as an English lecturer at Hindu College in 1940 and served until 1951. He was also the Vice-Principal and Principal at Kirori Mal College, University of Delhi. Later on, he joined active politics and was a member of the Rajya Sabha from Haryana (1978-1984) of the Lok Dal Party. He was later appointed the Governor of Gujarat and Kerala.

He is best known for creating the South Campus

of the University of Delhi, in 1973 with its first Director, Prof. Amrik Singh. Originally located in six residential buildings in South Extension, it moved to the Benito Juarez Road, near Dhaula Kuan, in 1984. Many new professional courses such as Electronic Science, Genetics, and Biophysics were introduced on the South Campus.

Major Milestones

- Medical education was promoted and the University College of Medical Sciences (UCMS) was established with two new departments of Homeopathic Medicine and Pharmacy.
- Eight colleges namely Bharti Mahila (later became Bharati College), Satyawati, College of Vocational Studies, Sri Aurobindo, Satyawati (Evening), Shaheed Bhagat Singh (Evening), Ram Lal Anand (Evening), now known as Aryabhata College since 2014-2015 and Shri Guru Teg Bahadur Khalsa College (Evening) were started.
- Golden Jubilee Year of the University was celebrated.
- The Statute was amended to make the Hon'ble Vice-President of India as Ex-officio Chancellor of the University.

Prof. R C Mehrotra (1922-2004)

Prof. Ram Charan Mehrotra was the 14th Vice Chancellor of the University and served from 1974 to 1979. He was an outstanding Indian analytical and organometallic chemist, academician, and scientist, who also served as the Vice Chancellor of the University of Allahabad. He was an elected fellow in almost all the science academies/societies of India and outside, such as the Indian National Science Academy, Indian Chemical Society, Chemical Society of London, Royal Institute of Chemistry, National Academy of Sciences, India, and Indian Academy of Sciences. He had a rare distinction of receiving several honorus causa doctorates from Indian universities such as Meerut University (1976), Kanpur University (1996), Jhansi University (2000), and Banaras Hindu University (2000). He also received the highest award in science and technology i.e., Shanti Swarup Bhatnagar Award for Science and Technology.

Major Milestones

- Institute of Physically Handicapped (renamed Pandit Deen Dayal Upadhyaya Institute for

Physically Handicapped in 2002, and further Pandit Deen Dayal Upadhyaya National Institute for Persons with Physical Disabilities (Divyangjan) in 2016).

- Adult and Continuing Education Cell was set up, upgraded as Centre for Adult, Continuing Education and Extension in 1982, and became a full-fledged department in 1985.
- A prominent institute in health education i.e., the National Institute of Health and Family Welfare (NIHFW) was established and affiliated with the University of Delhi.
- Post-Graduate Men's Hostel was established.

Prof. Gurbakhsh Singh

He was the 15th Vice Chancellor of the University and served for five years from 1980-to 1985.

Major Milestones

- Eight departments namely the Department of Electronics and Communication, Bio-Chemistry, Genetics, Microbiology, Applied Sciences & Humanities, Punjabi, Bio-Physics, and Computer Engineering were set up.
- Two colleges namely Sri Aurobindo (Evening) and Shri Guru Govind Singh College of Commerce were established.

Prof. Moonis Raza (1925-1994)

He was the 16th Vice Chancellor of the University of Delhi, serving from 1985-to 1990. Prof. Moonis Raza was an outstanding academic administrator, author, regional planner, and geographer, privileged to have the legacy as the brother of Rahi Masoom Raza, a poet, novelist, and Hindi film lyricist and screenwriter. He also served at various important organisations in multiple capacities such as the Chairman, Indian Council of Social Science Research; Founder Chairman, Institute for Studies in Industrial Development; President, National Association of Geographers of India; Honorary Director, Centre of South Asian Studies; Founder Chairman and Rector, Jawaharlal Nehru University; Director, National Institute of Educational Planning and Administration (NIEPA); President, Indian Council of Educational Planners and Administrators; and President, International Association for Ladakh Studies.

Major Milestones

- Four Colleges out of three specialised colleges namely Delhi College of Arts and Commerce, Shaheed Sukhdev College of Business Studies, Indira Gandhi Institute of Physical Education and Sports Sciences, and Deen Dayal Upadhyaya College were set up.
- Eight departments namely Punjabi, Electronic Science, Bio-Physics, Computer Engineering, GRS, Slavonic and Finno-Ugrian Studies, Plant Molecular Biology, and Instrumentation and Control Engineering were established.
- Centre for Professional Development in Higher Education popularly known as CPDHE (UGC-HRDC) was established.
- Women's Studies and Development Centre (WSDC), which has been recognised as an Advanced Centre of Study by the UGC in 2016.

Prof. Upendra Baxi (born in 1938)

He was the 17th Vice Chancellor who served from 1990-to 1994.

A scholar of par excellence in legal studies, an alumnus of the University of Gujarat, Bombay, and Barkley, Prof. Upendra Baxi was the Professor of law at Campus Law Centre, the University of Delhi for 23 years (1973-1996) before becoming the Vice Chancellor. At a ripened age of more than 84 years, he is still associated as Research Professor of Law and Distinguished Scholar in Public Law and Jurisprudence at the Jindal Global Law School, OP Jindal Global University. Prof. Baxi also served as the Vice Chancellor of the University of South Gujarat, Surat. For his outstanding contributions to education, especially legal studies, he was awarded the Padma Shri in 2011.

Major Milestones

- Seven Colleges namely Acharya Narendra Dev College, Dr Bhim Rao Ambedkar College, Shaheed Rajguru College of Applied Sciences for Women, Bhagini Nivedita College, Ahilya Bai College of Nursing, Aditi Mahavidyalaya, and Maharaja Agrasen College were established.
- Dr. BR Ambedkar Centre for Biomedical Research (ACRB) was set up.
- Institute of Human Behaviour & Allied Sciences (IHBAS) was established.

- Developing Countries Research Centre was set up and renamed Centre for Global Studies in 2021.
- The Department of Environmental Studies and Several Departments under the Faculty of Medicine were established.
- Three prominent hostels namely Mansarover, Meghdoot, and WUS University Hostel were set up

Prof. VR Mehta

Prof. Vrajendra Raj Mehta, a rank holder alumnus of the University of Delhi and doctorate from Cambridge (UK), a political thinker, and academic administrator, began his career as a lecturer of political science at the University of Delhi. He had the rare distinction to serve as Professor for more than 27 years. Prof. Mehta became the 18th Vice Chancellor of University Delhi, serving from 1995 to 2000. Prior to joining as the Vice Chancellor of the University of Delhi, he was the first Vice Chancellor of Kota Open University (1987-1990) and also the Vice Chancellor of Jodhpur University (1991-1993).

Major Milestones

- Two Colleges namely Bhaskaracharya College of Applied Sciences, and Maharishi Valmiki College of Education were established.
- D S Kothari Centre for Science, Ethics, and Education was set up.
- Institute of Informatics and Communication was established.
- Amar Jyoti Institute of Physiotherapy was established
- Two departments, namely Mechanical Engineering and Production and Industrial Engineering were set up.
- Four prominent hostels namely Sabarmati (PG for Men's), D.S. Kothari, V.K.R.V. Rao, and University Hostels for Women were established.

Prof. Deepak Nayyar (born in 1946)

He was the 19th Vice Chancellor of Delhi University and served from 2000 to 2005.

An eminent economist, academic administrator and bureaucrat, Prof. Deepak Nayyar was an alumnus of St. Stephen's College, University of Delhi and Oxford University. Prior to joining as the Vice

Chancellor of the University of Delhi, Prof. Nayyar served as a Professor of Economics at Jawaharlal Nehru University, New Delhi and Chairperson of the Board of Governors at the Centre for the Study of Developing Societies (CSDS) New Delhi. He also taught at the University of Oxford, the University of Sussex, the Indian Institute of Management Calcutta (IIM-C), and the New School for Social Research, New York City.

Major Milestones

- Creation of the new aesthetic looks of Faculty of Arts, New Examination Block, Conference Centre, Iron Fencing of Vice Chancellor Secretariat, Jawahar Garden in front of the VC Office, Creation of Utility Centres (ICICI Bank, Post Office, Reservation Counter, Food Court adjacent to the Central Library), Academic Research Centre (CPDHE & ILL Building), etc.
- The School of Rehabilitation Sciences was established.
- The Department of Physical Education and Sports Sciences was set up.
- Two prominent women hostels namely International Students House for Women and North Eastern Students House for Women were set up.

Prof. Deepak Pental (born in 1951)

He was the 20th Vice Chancellor of the University of Delhi and served from 2005 to 2010.

Prof. Pental is a distinguished teacher of Genetics, academic administrator, and alumnus of Panjab University, Chandigarh. He did his BSc and MSc in Botany (1971-1973); PhD from Rutgers University, the USA in 1978; and Post-Doctoral Fellow (PDF) at the University of Nottingham (1978-1984). He started his career at TERI, New Delhi and in 1993, he joined the South Delhi Campus of the University of Delhi as a Professor of Genetics and later on became the Director, South Delhi Campus (2000-2005).

Major Milestones

1. Creation of a new institute, namely the Institute of Life-Long Learning (ILL) - a happening place for teaching, learning, e-Learning and content creation.
2. During the XIX Commonwealth Games held in Delhi in 2010, Delhi University was also identified as a venue for Commonwealth Games.

Henceforth, a world-class multipurpose stadium was developed for Rugby Sport in place of the then-existing University Stadium.

3. Two Special colleges, namely Durgabai Deshmukh College for Special Education (Visual Impairment), and Maulana Azad Institute of Dental Sciences were founded.
4. Two Hostels, namely Ambedkar-Ganguly Students House for Women and Aravali Hostel (PG for Men) were set up.
5. The Department of Dental Sciences was established.

Prof. Dinesh Singh

He was the 21st Vice Chancellor of Delhi University and served from 2010 to 2015.

Prof. Singh, is a distinguished academician, academic administrator, author and orator, who graduated from St. Stephen's College, University of Delhi. He was the third Vice Chancellor as an alumnus of the University of Delhi and Padma Shree. Before joining as the Vice Chancellor of the University of Delhi, Prof. Singh also worked as a lecturer at St. Stephen's College from 1981 to 1986, thereafter he joined the Department of Mathematics, the University of Delhi in 1987. He served as the Director of the South Delhi Campus, the University of Delhi from 2005 to 2010. Currently, he is the Chancellor of KR Mangalam University, Gurugram.

Major Milestones

- Creation of Cluster Innovation Centre (CIC) offers B.Tech. in Humanities in five streams (Journalism, Education, Historical Tourism, Art & Design, and Counselling) through a Meta College Concept.
- Three Medical Colleges, were affiliated with DU namely Chacha Nehru Bal Chikitsalya, Holy Family College of Nursing and College of Nursing at Army Hospital (R&R).
- Antardhawani – An academic cum cultural festival was started.
- Gyanodaya Express- a dedicated train with the assistance of the Indian Railways took students on three educational tours to provide first-hand experience of the diversity of the county.
- DU Started celebrating its Foundation Day.
- New state-of-art buildings for the Department of

Chemistry; an integrated building of the Faculty of Law (Umang Bhawan); and an integrated building of the Faculty of Mathematical Sciences and Social Sciences along with a state-of-art *Satyakaam* Auditorium were constructed.

- FYUP (Four Year Undergraduate Programme), was introduced, which later on became a massive controversy and was rolled back after the intervention of the University Grants Commission on account of procedural lapses and policies.
- Two prominent hostels namely Rajiv Gandhi Hostel for Girls and Under Graduate Hostel for Girls.
- Set up the multi-million-dollar Electropreneur Park in collaboration with the Software Technology Parks of India.

Prof. Yogesh Tyagi

He was the 22nd Vice Chancellor of the University of Delhi and served from 2016-to 2020.

Prior to joining as the Vice Chancellor of the University of Delhi, he served as Dean of Faculty of Legal Studies at South Asian University and Law Professor at Jawaharlal Nehru University.

Major Milestones

- For the first time the University underwent NAAC accreditation and was accredited with A+ Grade.
- Two Medical Colleges, namely the All-India Institute of Ayurveda (AIIA) and Florence Nightingale College of Nursing were affiliated with the University of Delhi.
- The University of Delhi was declared an ‘Institute of Eminence (IoE)’ by the Ministry of Education, Government of India.
- The tenure of Prof. Tyagi, particularly towards the end (2020), was full of uncertainty, unproductivity and trust deficit. Prof. Tyagi became the first Vice Chancellor in the history of Delhi University who was sacked by the Government of India due to ‘inaction’ and damaging the ‘image’ of the University.

Prof. PC Joshi

The Officiating Vice Chancellor whose action-oriented and problem-resolving spirit ended the prevailing administrative inactiveness of the University!

Prof. Puran Chand Joshi is a renowned professor of anthropology, an academic administrator, the first President of the Society for Indian Medical Anthropology, founder of *Friends of Trees*, and a recipient of the Indira Priyadarshini Vriksha Mitra National Award. Prof. P C Joshi was appointed as the Pro-Vice Chancellor by Prof. YK Tyagi in mid-2020. When the entire world was suffering from the deadly Coronavirus and fighting for survival, the entire teaching and non-teaching community of the University of Delhi was also fighting the administrative problems. In September 2020, there was administrative turmoil due to the unprecedented situations prevailing in the University and the illegally hijacked office of the PVC, Registrar, and the Director South Campus. Almost for a week, there was a complete breakdown of the University’s functioning. Ultimately in the first week of October 2020, with the intervention of the Ministry of Education, Government of India, the problem was resolved with the termination of Prof. Yogesh Kumar Tyagi from the office of the Vice Chancellor. The Ministry of Education assigned Prof. PC Joshi the additional responsibility as the Vice Chancellor (Officiating) of the University of Delhi.

Major Milestones

The tenure of the officiating Vice Chancellor, Prof. PC Joshi will be remembered for ending the non-activity of the administration, particularly the following:

- To eradicate the chronic disease of ‘non-Promotions’- without any favouritism and discrimination, he made possible more than 5000 promotions in the most dignified manner through online/offline mode to teachers and non-teaching staff, working in different departments, centres and constituent colleges of the University.
- For the first time, promotion policies of Senior Professors (Level 15) in departments and Professors in colleges (Level-14) were introduced.
- Foundation stones for two new campuses, East Campus and West Campus were laid.

Prof. Yogesh Singh

As the 23rd Vice Chancellor of the University of Delhi, Prof. Yogesh Singh assumed charge on 8th October 2021. Prof. Singh is an internationally acclaimed computer scientist, software engineer,

academician, academic administrator, author, orator, and a distinguished alumnus of the National Institute of Technology Kurukshetra, Haryana.

Prior to becoming the Vice Chancellor of the University of Delhi, Prof. Singh served as the Vice Chancellor of two prominent universities in India, i.e., Delhi Technological University (DTU), Delhi and the Maharaja Sayajirao University of Baroda (MSU), Gujarat. He also served as the Director of Netaji Subhash Institute of Technology-NSIT (now known as the Netaji Subhash University of Technology) and Dean, University School of Information Technology, Controller of Examinations and Director of Students Welfare of Guru Gobind Singh Indraprastha University, Delhi. Prof. Singh was also the Chairman, Central Regional Committee, All India Council for Technical Education, Bhopal (covering the States of Madhya Pradesh, Chhattisgarh and Gujarat) and a Member of the Governing Council of Association of Indian Universities.

Prof. Yogesh Singh currently is the Chairman of the Governing Board of the INFLIBNET Centre, Gandhinagar, an autonomous Inter-University Centre (IUC) of the University Grants Commission, New Delhi (Ministry of Education, Govt. of India), and a Member of the Governing Council, NAAC. Prof. Singh, after taking charge as the Vice Chancellor of the University, in a short span of time, has charged the entire administration by infusing new energy and zoomed the momentum of developmental and administrative works, including appointments and promotions.

Major Milestones

Prof. Singh has taken up a few extremely important academic initiatives, in addition to exhibiting administrative efficiency, in the first few months of his Vice Chancellorship:

- The University of Delhi has adopted the National Education Policy–2020 and decided to introduce a four-year Undergraduate Curriculum Framework with multiple exit options.

- Admission to the UG programmes will be based completely on an entrance examination called ‘Common Universities Entrance Test (CUET), w.e.f the academic session 2022-23.
- The University has kick-started its year-long centenary celebrations, beginning with the magnificent Centenary Foundation Day Programme on the 1st May 2022.

The Current Status of the University

Presently, the University comprises 91 Colleges, 16 Faculties, 86 Departments, 20 Centres and 3 Institutes. It offers 540 programmes, which include undergraduate, Masters, M.Phil., PhD, Certificate and Diploma programmes. In 2018-2019, the University has 1,93,380 undergraduate students; 26,925 postgraduate students including M.Phil./Ph.D. students; and 7046 in Certificate/Diploma/PG Diploma students on roll. Additionally, 3,89,132 students are enrolled in the distance education mode and 30,684 students under the Non-Collegiate Women’s Education Board. Ever since its inception, a strong commitment to excellence in teaching, research and social outreach has made the University a role model for other universities in the country. With the aim of emerging as a world leader in education and research, the University is dedicated to offering a diversity of well-structured educational programmes taught by distinguished faculty; a wide range of co-curricular activities; and a productive and creative work ethos. The educational programmes of the University are widely acknowledged for their innovative teaching <<http://du.ac.in/uploads/24122019-DU-Brochure-2019.pdf>>

Acknowledgement

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The Status of Digital Infrastructure for Translating the Vision of National Education Policy—2020 into Reality: Challenges and Responses

D S Choudhari*

National Educational Policy–2020 launched in July 2020 envisions transforming India “sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower” (GoI, 2020). The goal is set to “have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background” (GOI, 2020). To translate this vision into reality, only qualitative enhancements and iterations in the existing educational system aren’t enough. Rather, a complete transformation is needed both in the educational system and in society. As the policy envisions India as a ‘knowledge society, it would be opportune to take an overview of the characteristics of a knowledge society. While there are many other features of a knowledge society, the basic ingredients of all those summarily point to these: First of all, the mass and polycentric production, transmission, and application of knowledge are dominant in a knowledge society. Second, the price of most commodities is determined by the knowledge needed for their development and sale rather than by the raw material and physical labor that is needed to produce them. Third, a large portion of the population attains higher education. Fourth, a vast majority of the population has access to information and communication technologies and to the Internet. Fifth, a large portion of the labor force are knowledge workers who need a high degree of education and experience to perform their job well. The next feature is that both individuals and the state invest heavily in education and research and development; and finally, organizations are forced to innovate continually (“Knowledge Society” n.d.)

Five out of the seven characteristics mentioned above deal with higher education and the ICT, underlining the importance of both. As such, for a society to evolve into a knowledge society

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education, research, and innovation assisted by digital infrastructure are of the highest importance. Higher education should be in continuance with quality primary and secondary education. Moreover, it is not enough to have digital infrastructure only, in addition to it, equitable access and skillful application of the information and communication technology are also crucial. For higher education to be qualitative, holistic, and accessible to all, digital infrastructure can play a vital role. National Education Policy–2020 acknowledges this fact and eyes the benefits of educational technology and its disruptive capacity to bring in much-awaited transformations in the Indian educational sector. Therefore, it is one of the principles of the policy to do “extensive use of technology” in education (GoI, 2020). There is an incongruity between the pace of the technological innovations beneficial to education across the globe and their reach and application in the remotest parts of India. To bring the entire nation in pace with the world, both education and the expansion of digital infrastructure will be necessary.

Though India is identified as a ‘global leader in information and communication technology, National Education Policy–2020 admits the inability of our present education system to “cope with these rapid and disruptive changes places us individually and nationally at a perilous disadvantage in an increasingly competitive world” (GoI, 2020). It also anticipates the redundancy of certain jobs in the future and the consequential need for ‘de-skilling’ and ‘re-skilling’ the employees. Moreover, it points to the fact that “The benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as *Digital India* campaign and the availability of affordable computing devices.” (GoI, 2020). To realize the dream of India as a knowledge society, it is necessary to have the required digital infrastructure, a strong web of network coverage, and equitable distribution of access to ICT. Keeping in mind that the digital divides must be bridged and in order to meet the needs of the new era, the Government of India has launched a nationwide programme – ‘*Digital India*’.

The mission could be assistive in transforming India into a ‘vibrant knowledge society’.

There are Nine Pillars of Digital India related to digital infrastructure identified by the Department of Telecommunications of India. The nine thrust areas relate the physical infrastructure, training for human resources, and equality of digital access to all. The focus is also on making India a hub for electronic manufacturing with a goal of ‘Zero Import’ of electronic devices, and spare parts. For transparency of governance and speedy delivery of services to the remotely located citizens, multiple initiatives have been envisioned too.

Nine Pillars of Digital India

Public Broadband Highways

The plan is to provide high-speed broadband internet connectivity to the urban-rural and the remotest parts including hilly terrains. To fully avail of the benefits of the digital revolution, it is equally important to provide connectivity to the hilly, tribal, and remotest parts of the nation so that regional imbalance can be avoided.

Universal Access to Mobile Connectivity

When there are more than 25,000 villages without mobile connectivity, the dream of all-inclusive growth cannot be realized. These villages from the hilly, tribal, and remote parts of the nation need first to be brought into the mainstream of the digital revolution. Therefore, the goal is set to provide access to mobile connectivity to all the regions irrespective of geographical and other adverse factors.

Public Internet Access Programme

Besides providing connectivity to the private consumers, in total 2.5 lakh public governing offices—the Gram Panchayats are on the agenda to be connected by broadband. Moreover, in order to provide convenience and ease of carrying out the basic tasks to the public, Common Service Centres (CSCs) are planned to be opened with internet connectivity. As India has a strong network of more than 1,50,000 post offices. They are set to be modernized in order to be able to provide banking, insurance, and ATM services.

e-Governance: Reforming Government through Technology

The aim of this initiative is to re-engineer the

government processes by simplifying their use for efficiency. The ease of use is targeted to be achieved through form simplifications, e-tracking of applications, online repositories, and integration of services and platforms.

e-Kranti Electronic Delivery of Services

To improve the delivery of public services and simplify the process of accessing them, this is an initiative put to motion by the Government of India. In this initiative, there are many key principles such as fast-tracking approvals, mobile-first, language localization, GIS, and so on involved in order to bring a transformation in the delivery of government services.

Information for All

To provide open and easy access to the data hosted by the government to the citizens, the government resolves to proactively release the datasets. For active engagement with the citizens, the government decides to interact through social media.

Electronics Manufacturing

The government had set a high aim of *Zero Import* of electronic devices by 2020. The initiative of National Policy on Initiative is continuously endeavouring to make India an electronic manufacturing hub.

IT for Jobs

This pillar of digital India is meant to provide IT training to the youth beneficial to their jobs. This is more for individual digital readiness and skill education. The focus is to train a minimum of three lakh service delivery agents and a five lakh rural workforce.

Early Harvest Programmes

To implement the basic project within the shortest possible timeline, this initiative is programme is launched. The major project under these includes wi-fi for universities, biometric attendance, SMS-based weather forecast, disaster alerts, and so on.

The government has worked extensively in the nine thrust areas of the initiative. There has been a great transformation in digital infrastructure in India. An overview of the digital infrastructure in India will provide a better perspective of where the nation stands and the road ahead. In order to bring into light

the presence and absence of digital connectivity in various parts of India and to have a clearer view of digital divides, it is necessary to have a look at the current status of India’s digital infrastructure.

The following section deals with *Digital Infrastructure Preparedness* needed for effectively implementing the National Education Policy-2020 and realizing its vision. There are multiple aspects of digital infrastructure viz. network coverage, a number of mobile phone users and computing devices including smartphones, active internet users, broadband connections, internet speed and data consumption, presence of localized facilities via software and apps, and also, equality in access to the internet. To reap the benefits from digital technology, our nation should be digital infrastructure ready. The history of India’s digital expansion goes as back as 1995 when the first mobile call was made in the country. From those early days to the present day 4G and 5G prepared nation, there is a story of the efforts made by the national policymakers to equip, literate, and provide access to the people.

The Status of India’s Digital Infrastructure

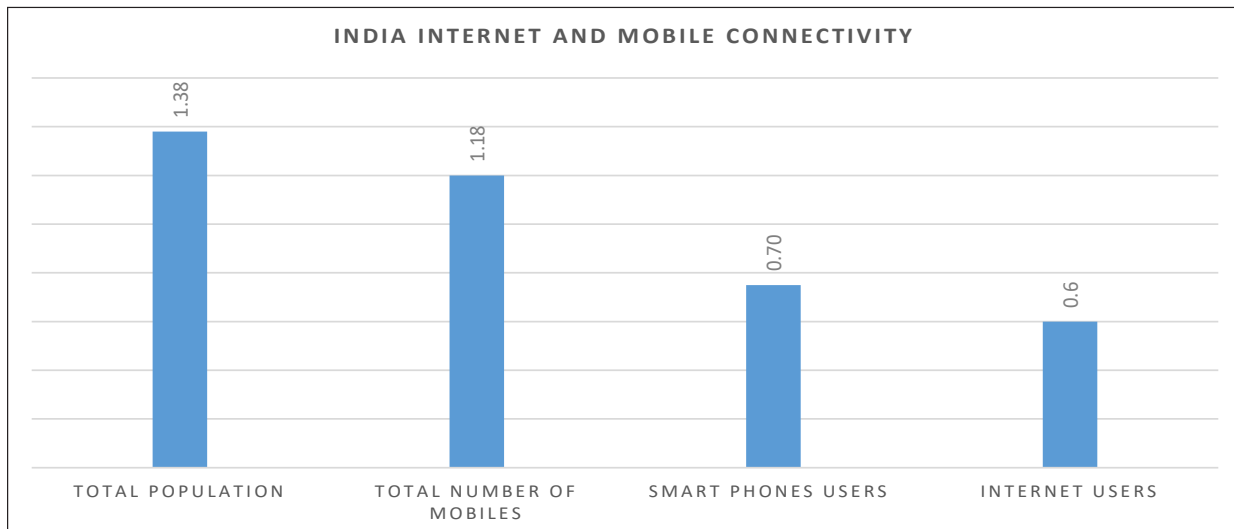
Digital India initiative, elaborated above, was launched in 2015 with three visions at its root—delivering Digital Infrastructure as a Core Utility to every citizen, governance and services on demand, and digital empowerment of every citizen. It has been 7 years since its launch. The latest data on these aspects of digital infrastructure in India shows interesting statistics which are presented here. In case of network coverage, as of October 2020,

India has the highest 4G availability among the South Asian countries during Q3 2020 with 93.7% of tested locations showing 4G available according to data from a web portal tracking network access www.gsma.com. (Associate Member, 2020)

An update in the data shared by Ram Sevak Sharma, CEO of the National Health Authority of India indicates that in October 2021, there were 1.18 billion mobile connections, 700 million internet users, and 600 million smartphones (Chart 1), which are increasing 25 million per quarter. The quantity of data consumption in India is claimed as highest—12 GB per person a month. (Sharma 2021). Moreover, Under BharatNet Programme, the Government of India plans to fiberize all villages by 2025. India is also poised to be the second-largest smartphone manufacturer in the next five years. In a more recent report by Press Trust of India published on 22nd February 2022, the famous Deloitte Report predicts that India will have over 1bn smartphone users by 2026 (PTI, 2022).

To elaborate on the localized, tailored, computer software and mobile applications, as of 2019, the Indian app developers have developed 100000 apps according to Tim Cook, the then CEO of Apple. (Kaka et. al. 2019). The latest data about apps on Android platforms is that there are more than 159,167 apps from Indian publishers on Google Play out of the 2,968,771 apps (42 Matters 2022). Besides these private amateur app developers, organizations, entrepreneurs, and business firms, the Government of India has also released several software, and applications to provide services, data

Chart 1: Scenario of IT Consumption in India in 2021



collection, data sharing, effective delivery of grants, subsidies and funds, and data synchronization. Mr. Rajesh Sharma, Deputy Director General of the Department of Telecommunication in India declared in a presentation entitled *Digital Infrastructure in India* that the Government of India launched a Cloud First policy called *Meghraj* in order to reduce the cost and time of the internet consumers and service providers. There are, he claims, 8,100 virtual servers in the country. As of 2017, there were 520 applications on the cloud in the country, *Digilocker* being one of such. India has more than 87 Lakh digital signs used which saves Rs. 5 per digitally signed paper (Sharma 2017). Today, there are hundreds more released by the central and the state governments and hundreds of thousands of digital signs.

It is needed to look beyond the domestic borders in order to have a better look at knowing where we stand. As of February 2022 (Chart 2), China has the highest number of people actively engaged on the Internet with over 1 billion active users. It means, that over 75% of the population is connected to the internet. In the case of numbers, it's followed by India with 658 million users of the internet which means, we have around 50% of citizens connected to the internet. The USA takes third place in numbers with 307 million users. However, percentage of the internet users out of the total population is more than 90%. To see it globally, there are in total of over 5.25 billion active internet users, still, over 2.7 billion people are with no internet access. Of which, 700 million people with no internet connection reside in India (Minaev 2022). The latest data available on the

status of digital infrastructure is provided above. It brings out many good and not-so-good aspects of the digital infrastructure preparedness of India. While India has better connectivity in comparison to many other south Asian countries, it still awaits complete mobile coverage and lacks enough digital literacy and broadband connectivity. The challenges and issues before India's digital infrastructure preparedness are enlisted below.

Issues and Challenges before India's Digital Infrastructure Preparedness

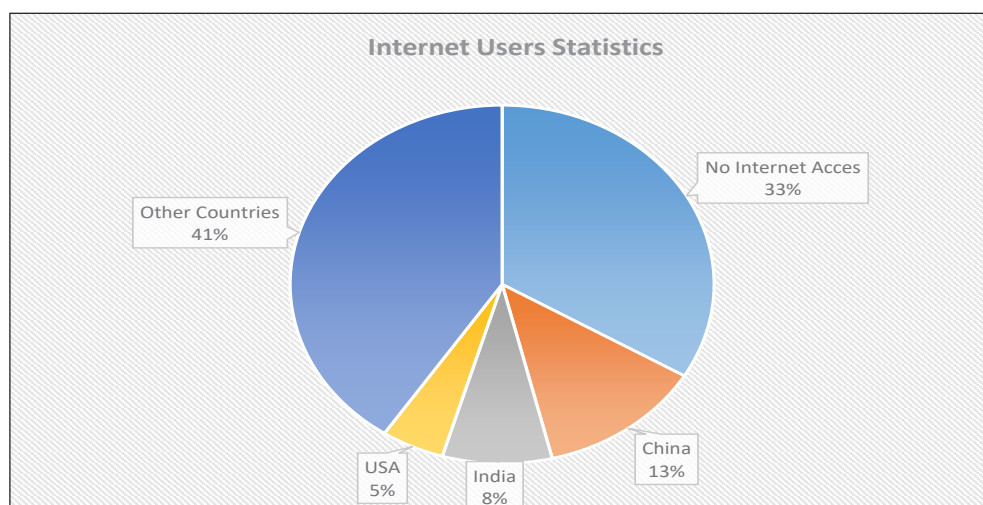
Mobile Network Coverage

If we take a look at the status of mobile network coverage in India, what emerges is that though India is the fastest digitizing country, it has still a long way to go before it walks in pace with the leading nations. In a written reply to the Lok Sabha, the Central Government admitted that there are more than 39,000 villages still waiting for 3G or 4G network coverage. Moreover, it is distressing that there are over 25,000 villages where no mobile network coverage has been reached. The report by the Department of Telecommunications has also stated a big digital divide in urban and rural India. In total, 47.4 crores (59%) of the internet subscribers are from the urban areas, while only 33.4 crores (41%) of the users in rural India so far have internet connections (News18, 2021).

The Levels of Digital Literacy

The Ministry of Electronics and Information Technology defines digital literacy as "the ability of individuals and communities to understand and use digital technologies for meaningful actions within

Chart 2 : Percentage of People Actively Engaged with Internet (Minaev, 2022)



life situations. Any individual who can operate computer/laptop/tablet/smartphone and use other IT related tools is being considered as digitally literate.” Based on this definition, the households are categorized by the Ministry as digitally literate if at least one person in the household has the ability to operate a computer and use the internet (among individuals who are 5 years of age and older). Moreover, Venugopal Mothkoo of NITI Ayog informs that, as per the above definition, only 38% of households in India can be categorized as digitally literate. And, there is regional inequality in the levels of digital literacy. In urban areas, digital literacy is relatively higher at 61% relative to just 25% in rural areas. (Mothkoo 2021). The challenge is to make the remaining 60% citizens digitally literate.

The Need for More Investment in Digital Infrastructure

India is home to more than a billion people dwelling in its urban and rural areas. The innumerable villages and settlements located in the remotest parts await digital infrastructure to reach them. It would be impermissible to wait for the sector to grow at its current pace. The current budgetary provisions will not suffice for the task. Recently, the EY joint report was released in collaboration with Digital Infrastructure Providers Association (DIPA) which shared a data projection for the investment required in physical digital infrastructure. The report estimated that the digital infrastructure sector in India needs an investment of up to \$23 billion by 2025 to support the growing demand for digital services and rising online traffic (PTI, 2022).

Employability and Digital Skills

Today when almost all the fields of knowledge and production are being digitalized and ‘what will be digitized, will be’ is the rule, the employable and employed human resource needs to be trained more in digital skills. Despite India being a country that runs 40% of the Silicon Valley IT enterprises, the youth of India don’t feel confident about their proficiency in carrying out the required digital tasks. It is astonishing that the country whose talents run Google, and Microsoft should have a situation where, 95% of workers in India report that they need more digital skills to cope with changes in their jobs due to the COVID-19 pandemic (Livemint, 2022). These findings are from a research report by Amazon Web Services, Inc. (AWS), an Amazon.com company.

The report also mentioned that 27.3 million more jobs in India will require additional digital skills.

Access to Technology Across all Divides

There is a disparity in access to the internet between the urban and the rural areas. India is a fast digitizing country. The key factor in the current digital revolution has been mobile connectivity. Most of the data consumption and usage of data happens through mobile devices. Without mobile connectivity, the digital revolution and the explosion of data information would have been progressing at a very slow pace. The data submitted by the Telecom Authorities of India to the Lok Sabha shows that the maximum number of villages unconnected to the internet and mobile services are from these three states Odisha (6099), followed by Madhya Pradesh (2612), and Maharashtra (2328) (Sharma M. , 2021). To see it from a regional perspective, the disparity is more clearly visible in North East villages in comparison to the rest of the nation. 5,000 villages, 20% of the total number, are without mobile connectivity and 8,500 which is 20% of the total number, await 3G or 4G network to reach them. (Naqvi, 2021).

One more fact to consider is that, having digital infrastructure does not always correspond to its use for educational purposes. Even, having a smart phone at home also does not necessarily mean that it will be made available to the learning students. As there is a divide between the earner and the non-earner, the grown-up and the young, so also there is a disparity between the genders regarding access to a smartphone in India. The fact is exemplified by a report published in *The Hindustan Times* that, during the pandemics, at least 27.9 % of households in rural India bought a new smartphone for their children’s education in 2021. According to the survey, the availability of smartphones in rural India was 36.5% in 2018, which increased to 61.8% in 2020 and 67.6 % in 2021. But the report cautioned that smartphone availability didn’t necessarily translate into access to education. “Although over two-thirds of all enrolled children have a smartphone at home (67.6%), over a quarter of them have no access to it (26.1%). There is also a clear pattern by grade, with more children in higher classes having access to a smartphone as compared to children in lower grades,” the report said (Iftikhar, 2021). The picture that emerges demands more availability smartphones and portable computing devices for their actual use in education.

Network Access Facilities for the Public and Governance

It would be unrealistic to expect every citizen to have a personal network access device in India where the majority of the people are Below the Poverty Line. This vast majority cannot be left out. So, *BharatNet* is an initiative launched by the Government of India in order to connect 2.6 Lakh Gram Panchayats in its first phase. The goal is to connect the local bodies of governance to the apex body of governance. The Common Service Centres (CSCs) are also meant to update real-time data of various kinds. Also, it is meant to help the citizens residing in remote parts and those below the poverty line to have public network access place. In total, there are 5.1 million CSCs in India (Keelery, 2022). Out of the first phase target of connecting 2.6 Lakh Gram Panchayats, the initiative has been successful in achieving its target by 64% only. As of 2021, 1.67 Lakh Gram Panchayats were so far service-ready (News18, 2021). There is one more report noteworthy which brings out data that, only about 22 per cent of schools in India have the overall availability of computing devices (desktops or laptops), with rural areas seeing much lower provisioning (18 per cent) than urban areas (43 per cent). (The CSR Journal - , 2021). All the rest CSCs still unconnected need to be made service ready at the soonest.

Electricity

Digital Infrastructure is unimaginable without electricity. One of the key ingredients of a modern society is its usage of electricity for numerous appliances of daily needs besides the lighting purposes. Without electricity, the life of the people is pushed into medieval times. India is a vast country with a great geographical variety which results in hampering the efforts of electrifying the country. Though the total number of villages in India is a debatable issue, the 2011 Census reports that there are 664369 villages in India. Of which, 597464 villages are with electricity while the rest 66,905 villages do not have electricity yet (Jagmohan, 2022). Without electricity, mobile network coverage, digital appliances, and equitable access to ICT are impossible. Hence, In order to avoid the digital divide, electrification of these villages or dwellings should be high on our list of national priorities.

Alphanumerical Literacy

For a country to be a ‘knowledge society’, it is not enough that only the highly educated are

efficient in steering through the digital times. It is equally important that all its citizens should be equipped with alphanumeric literacy and digital literacy both. Without basic literacy, there is no point in indulging in a thought of an equitable and vibrant knowledge society. It hinders not just access to and application of digital technology, it also robs them of their basic human dignity. Digital infrastructure and ICT can function as a great leveler especially for the underprivileged and those without cultural capital. In this regard, digital infrastructure expands and contracts both by its skillful use or no use of it. Therefore, alphanumerical literacy or education, in general, is a great driving force in the expansion and sustainable growth of digital infrastructure. According to the 2011 Census, though there has been an increase in literacy in the recent past, it is still at 74.04%. The data also reveals the inequality in literacy between genders. 82.14 % of males and 65.46 % of females are literate. It is also consistently been observed that there is additional regional disparity too. Kerala retains its position by being on top with 93.91 per cent literacy rate, closely followed by Lakshadweep (92.28 %) and Mizoram (91.58 %). (knowindia.india.gov.in, 2021). Despite the consistent endeavours by the central and the state governments, the literacy didn’t rise above 75% of the total population. The inequality in literacy rates across the castes and ethnicities is an issue of further studies.

Gross Enrolment Ratio in Higher Education

Besides the challenges in increasing basic alphanumeric literacy and digital literacy levels, India’s Gross Enrolment Ratio in higher education is also worrisome. Despite the huge expansion of tertiary education all over the country, the gross enrollment ratio of higher education is still far below the of developed nations. In order to make India a knowledge society, and a vibrant hub of thoughts and innovative ideas, the GER needs to be boosted. The target set by the Government of India is 50% GER by 2035. All India Higher Education Survey (AISHE) 2019-20 records that only 27.1% of the boys and girls aged between 18 and 23 years are enrolled for higher education. There is indeed an improvement in the figure. The GER of 2018-19 was 26.3% (Umarji, 2021). Digital literacy, and application of digital tools and technologies are the advanced skills more probably expected to be used effectively by the highly educated. Digital infrastructure is pointless without its users. Setting up digital infrastructure

without its users is not just unsustainable but also a wastage of resources. In this regard, increasing the GER in higher education must also be on our agenda for making transformations.

Besides these, there are some other issues and challenges in India's digital infrastructure preparedness. Nirvikar Singh, a professor of Economics at the University of California, enlists a few obstacles in the digital infrastructure in his article entitled, "Rescuing education in India, starting from basic digital infrastructure". According to him, India lacks cheap access devices which can connect the citizens of India besides the lack of continuous teacher training (Singh, 2021). Moreover, according to a survey carried out two years ago by the Swiss-based academic institution—Institute of Management Development (IMD), in all aspects of the study, while the USA and Singapore ranked as first and second respectively, India scored the lowest in wireless broadband availability and a limited number of internet users. The ranking was based on a survey conducted in 63 economies on the parameters like knowledge of advancements, availability, and usage of technology, and adaptive attitudes toward future developments (Ramasubramanian, 2020).

It is mandatory for the policymakers, executive bodies, and all the stakeholders to ponder over and contribute their share in order to deal with the above-mentioned issues and challenges in India's digital infrastructure readiness. As mentioned above, the digital readiness of an individual does not depend solely on itself. An individual cannot be digital ready until digital infrastructure is ready at hand. Digital infrastructure provides a platform to an individual to Use and feel Trust about digital technology which are the important ingredients of digital readiness of an individual.

Promising Responses to the Issues and Challenges in Digital Infrastructure Preparedness

The Primary and secondary education needs to be restructured in order to include digital literacy in the syllabi content. It is of more use to the rural areas where the students have no opportunities of having exposure to digital technology except in their schools. Digital literacy courses like the one in Maharashtra— *MS-CIT Course* should be taught in the schools at the secondary level as a part of their regular curricula. Guidelines for creating Digital Literacy course content need to be designed for all the boards, and other syllabus framing bodies. In

addition to it, teacher training programmes for digital literacy should be made available. The digital skills of a teacher should be creditable while promoting them to the next grades. Separate institutions for training and assessment of the learners should also be set up.

In order to make India a knowledge society, it is highly needed to increase investments in digital infrastructure. Digital infrastructure, like roads and other fundamental infrastructure, has proven to be of equal importance in the development of a nation. According to Hiranandani, the Provost of HSNC (Hyderabad Sind National Collegiate) University,

"The time is ripe to create and support a robust education system as India will have the highest youth population in the coming years and investing in digital infrastructure will also assist in achieving the country's commitment to the 2030 Sustainable Development Goal objectives, one of which guarantees quality education to all whilst facilitating the growth of an equitable and educated culture (Hiranandani, 2021).

Besides the for-profit investors, the governments need to set up digital facility centers like CSCs. Like the public libraries, non-profit internet cafes and computer laboratories can also be of great help in providing the poor citizens an easy and cheap access to the internet.

Those already employed need to be re-skilled in digital technology to carry out their tasks. The companies and industrial firms be directed to include de-skilling and re-skilling the employees in order to meet the challenges of the new times, instead of recruiting the new and curtailing the old employees. The already recruited staff should be given either in-house training or paid leave for re-skilling themselves. The syllabi content of higher education needs to be revised and upgraded as per the needs of the industry and the changing nature of the jobs.

The digital divide is a major challenge for India. The divide has multiple aspects. There is a disparity between the rural and the urban areas. Moreover, as mentioned above, some states are more advanced and highly connected than others. Across all the strata and regions, there is persistently visible gender inequality in the levels of digital literacy and access to digital technology. In a country of an estimated 1.39 billion population, only around 11 percent of Indian households have computers

-- excluding smartphones -- and about 24 per cent (households) can boast of internet facilities. All the Gram Panchayats need to be connected through CSCs. Cheap network access devices should be made available for the poor. Free access should be provided to certain government websites made for good governance. Free wi-fi access points should be made available at public places.

Alphanumerical literacy is the prerequisite for any civilized society, let alone a knowledge society. The policy makers and the NGOs need to work in cooperation and coordination with each other to impart the basic alphanumeric skills to all the citizens. What is often observed is that lower rates of illiteracy are found only found in the poor strata of society. Therefore, there is a vicious circle operational at this level. The poverty makes the education unaffordable or to put it in other words, poverty pushes education at the last of their priorities. Consequently, the poor cannot uplift themselves without education. To break the circle, the efforts need to be focused on making education affordable and mandatory along with empowering the poor.

The target set by the NEP is to increase the Gross Enrollment Ratio (GER) in higher education to 50% by 2035. To achieve the target, it is needed that higher education be made affordable and practically useful either for employment or for private enterprise. The open, distance and external modes of education need to be strengthened and also, MOOCs should also be considered in the credits system. The students aged between 18 and 25 years need to be oriented towards higher education. Higher education needs to be made available through blended and online modes in addition to regular offline modes. Industrial organizations, enterprises, and firms need to be ranked based on how many employees working with them are encouraged to study further. We need to benefit from the fact that India has a large number of graduates in sciences and a huge amount of investments are being made in telecommunication these days. (Ramasubramanian, 2020). To control the dropout rates, it is necessary that there should be multiple modes and attempts available to the learners so that they need not take a year's drop in their education.

All the villages awaiting electricity which are mostly in hilly, tribal, and remotest parts of the country can be electrified through alternative sources of electricity like solar and wind power. Concentrated

efforts through government subsidies for solar and wind power will give a boost for electrification of the villages without electricity. It is equally important to set up infrastructure to provide mobile network coverage to all the villages. There are many satellite based network providing technologies that can play a pivotal role in connecting the remotest parts to the rest of the world. The projects like *Google Balloon* have interesting possibilities in reaching out to the unconnected. The major telecom investors should be encouraged to set up mobile network infrastructure in these parts either by providing incentives to them or by waiving the setup charges from their taxes.

Conclusion

To sum up, the vision of National Education Policy-2020 to create 'an education system by 2040 that is second to none' is an ambitious project to be accomplished by 2040. For this transformation in the education system, it is not sufficient to just restructure it. Economic growth, expansion of digital infrastructure, and increase in digital literacy will be of crucial importance. To benefit from the liberating, equalizing and transformative digital technology it is highly necessary that India be prepared with digital infrastructure. Besides providing imparting digital skills, de-skilling and re-skilling of the already employed will also be important. In expanding the digital infrastructure, care should be taken that digital divides based on caste, creed, region, or gender are not created. If higher education and digital readiness go hand in hand, the vision and goals of the National Education Policy-2020 will not seem so ambitious.

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

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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, including even small and developing nations, India has yet to evolve it. Earlier, on the recommendations of CUBE, the UGC had constituted a committee in the year 2014 to formulate the National Higher Education Qualifications Framework (NHEQF) 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.

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:

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- 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 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 (NEP, 2020). 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 discussed 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 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.

Table 1: Nomenclature of Qualifications for Bachelor's Degree as Envisaged in NHEQF

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).

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 (PhD): 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.

The second section of the document provides the key information about the global initiatives of the qualification's 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

Table 2: Nomenclature of Qualifications for Master's Degree as Envisaged in NHEQF

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's degree)
Master of Arts (Education).	Two years (Four semesters) after completing a Bachelor's degree programme)
Master of Engineering (M.E), Master of Technology (MTech.).	Two years (four semesters) after obtaining a Bachelor's degree in engineering/technology.

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 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 mentioned 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) The learner needs professional knowledge 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 a 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 following are the main purposes of the NHEQF which are discussed below;

- 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 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 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 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 the 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 (NHEQF, 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 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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Cutting-edge Technologies: Demands of a Leading Nation

Banwarilal Purohit, Hon'ble Governor Punjab and Administrator, Union Territory Chandigarh delivered the Convocation Address at the First Convocation Ceremony of Maharaja Ranjit Singh Punjab Technical University, Bathinda on April 09, 2022. He said, "Remember that noble values of caring and sharing, of service and sacrifice, have kept our society away from dangers of extinction and made it vivacious at all times. So, as you plan for yourself a fruitful and productive path ahead, in whatever manner you choose, please give back to society; help those who are marginalized and less fortunate." Excerpts

It is a privilege and honour for me to deliver the first Convocation Address of the Maharaja Ranjit Singh Punjab Technical University. I congratulate the Vice Chancellor, the Chairman, the Directors of various affiliated colleges, distinguished members of the board, faculty, staff and students for carving out for themselves a reputable place in a very short period of time.

Convocation is an important occasion marking a vital phase in the life of a student. My heartiest congratulations go to all the graduating students.

Pt. Jawaharlal Nehru, in his convocation address at IIT Kharagpur in 1956 said – and I quote, "You will find in a country technologically developed, how Engineers and Scientists play a far more important role even outside their sphere of Engineering and Science". That is right, and is bound to happen in India. Our technological institutions are symbol of the progress and success of India in the field of technology.

Technologists are problem solvers who search for quicker, better and less expensive ways to meet tough challenges. Thus, technology graduates like you will play a pivotal role in understanding and furthering the relationship between science, technology and society for a better tomorrow.

On this momentous day when you are set out on your journey into the real world, I call upon each one of you to take a pledge to make the full use of technology for the benefit of mankind and to see that the use of technology spreads happiness, prosperity and general well-being amongst the people of this country.

Education in general, and technical education in particular, has always been seen as an instrument of transformation for economic, social and political development of the country. We have always

emphasized the role of science and technology in solving the problems of society. I am reminded of what Dr. Sarvepalli Radhakrishnan had said in 1966 in his Message to the Nation on the occasion of Independence Day, and I quote,

"Science and technology will help us to solve the problems of hunger and poverty, of disease and illiteracy, of superstition and deadening custom, of vast resources running to waste of a rich country inhabited by a poor people." (unquote)

We have to effectively utilize the power of education, the strength of science and technology in the right direction to bring positive transformation in society. You, as graduates of this University, have the responsibility for ushering in societal transformation using the knowledge of science and technology which you have acquired.

India today stands at the cusp of greatness. While there are challenges ahead, there are enormous opportunities as well. Science and technology is duly recognised as the vehicle to take India into the front ranks of the nations of the world. We have to build a large pool of scientific and technical manpower to aid our progress. We have a growing young population.

We are perhaps the largest young workforce in the world. This demographic transformation must be leveraged by us by expanding technical education in the country.

Swami Vivekananda said and I quote "Give me a hundred youth and I shall transform India". As I made a mention earlier and I reiterate that India today has one of the youngest populations of the world. This huge asset if properly trained and deployed in the service of the people of India can bring about a major transformation.

Today I call upon you, the young technologists, that instead of looking for job opportunities, you

may aim to become entrepreneurs, who create job opportunities for people. Through your start-ups and entrepreneurship you can create enterprises, which will create wealth for the nation, society and people. This will be your biggest contribution to inclusive and sustainable development of our country.

The government has initiated the “Start-up India, Stand up India” campaign to promote financing for start-ups and offer incentives to boost entrepreneurship and job creation. The success of this initiative will depend on how innovatively we can use the technology as well as human resources available in our country.

Knowledge and innovation are the keystones of progress. Competitive advantage can be derived from an eco-system conducive to new learning, research and innovation. Centers of higher education have a crucial role to play in this. I am sure that Maharaja Ranjit Singh Punjab Technical University will take a lead in creating an eco-system for entrepreneurship and innovation amongst its constituent colleges and I hope that setting up of innovation and incubation centres in on its radar.

As of now, the higher education sector does not have requisite “Quality Institutions” to meet the growing aspirations of our youth. Along with measures to increase quantity, the drive to enhance the “quality of education” should engage the attention of our policy makers. It is a matter of concern that for years at a stretch the list of top two hundred universities in the world did not contain a single Indian institution. However, there is some relief because as per QS top university ranking 2021, three Indian Institutes find mention in the top 200. But the past has not been like this for us. Ancient Indian universities like Takshashila, Nalanda, Vikramashila, Valabhi, Somapura and Odantapuri had dominated the world higher education system for about eighteen hundred years beginning Sixth Century BC. The colossal Indian education system was marked by a high degree of efficiency before it declined in the Thirteenth Century AD with the collapse of Nalanda.

We have the capability to regain our lost position. But for that, necessary changes are required in the way our institutes are managed and education in them is delivered. A culture of excellence must be inculcated in them. Every university should nurture one or two departments that can be converted into a Centre of Excellence.

The Role of teachers in dispensing Quality Education is very important. The former President of India Dr. Abdul Kalam once narrated an interesting anecdote about the influence that teachers can have in shaping the future of the students. When referring to the contribution of his school teacher who kindled in him the passion for flying and aeronautics he wrote and I quote:

The teacher first taught the students about ‘How birds fly’ by sketches and explanations in the classroom. The students told the teacher that they did not understand the concept. The teacher then took the students to the Rameswaram seashore where dozens of seabirds were flying and said, ‘See how the birds flap their wings and change direction using their wings and tail. The locomotive force of the bird’s flight is its life energy’.

The understanding of science that was inculcated in the young Kalam by his teacher in a manner so as to satisfy his intellectual curiosity enabled the blossoming of the genius that was latent in him.

Besides encouraging the students to think, the goal of education should also be character building.

Mahatma Gandhi wrote an Article in Young India on 22nd October, 1925. In this he cautioned against knowledge without character as being one of the sins that can destroy a nation.

The others are:
Wealth without work;
Pleasure without conscience;
Commerce without morality;
Science without humanity;
Religion without sacrifice; and
Politics without principle.

Education in colleges should lay stress on inculcating moral values and a national spirit in the students. The teachers here have extensive knowledge about their subjects and enormous experience in various facets of life. Their skill, learning and experience provide them with the necessary capability to mould the student in a manner that is helpful to him, his family and to the society.

Friends, innovation is increasingly recognised as the currency of the future. It lends a competitive edge to business and provides solution for effective governance. It is, therefore, hardly surprising that

Governments around the world are making a concerted effort to encourage innovation.

Our institutes of higher learning, especially IIT & Technical Universities should be the breeders of innovation activity. An encouraging eco-system comprising research fellowship, and inter-disciplinary and inter-university research cooperation should be encouraged for that.

Government has formulated the Science, Technology and Innovation Policy aimed at an innovation led development. This policy highlights the need to encourage and recognize innovators, including grass root innovators, who by their sheer brilliance have added value to processes for the benefit of the common man.

In a time of changing social and industrial needs, it is a welcome initiative that Maharaja Ranjit Singh Punjab Technical University is starting distance education courses, need based new degree courses and programs in order to lead from the front and to keep pace with the growth and development of science and technology.

In my view higher education institutes and universities need to be '*Atmanirbhar*' (self-reliant). I urge institutes to encourage teachers and students to develop alternative pioneering apps, products and technologies through innovative ideas and research.

This will not only be a step towards the national goal of being '*Atam Nirbhar Bharat*' but will also make the country a strong, resilient, and proud nation giving knowledge to the rest of the World for the benefit of the Universe.

The Future of India would derive strength from three sources. Firstly from a value system based on Harmony, Tolerance and Selflessness; secondly from our Youth and; thirdly from Innovations and Inventions. Science and society have co-evolved and will continue to do so.

Looking back, it was one invention or another that triggered the movement of human beings from cave dwellers to village settlers and urban inhabitants. Since the Industrial Revolution, the pace of scientific and technological advancement has been tremendous.

But today, we seek responses to the challenges of food, water and energy security. This means addressing a wide spectrum of issues like food-grain productivity

and its proper distribution, water and energy conservation, cleaning of rivers and water recycling, reducing the cost of renewable sources of energy like Solar and Wind. We are looking at construction of energy efficient buildings and low cost housing to provide shelter to those who either have no house or are in urban areas living in slums. We are looking for ways to combat existing and new diseases like COVID 19.

We are faced with climate change that is affecting the air we breathe and the weather patterns. Responses and solutions, to a large extent, lie in the domain of science and technology. These challenges are neither limited nor small and would need sustained research to find appropriate responses.

In India we have witnessed the marvels of the discoveries of science and technology in the development of the nation. The Green Revolution, for example, resulted in enhanced agricultural productivity. As we look towards the future, we need a second Green Revolution. We need engineering and management capabilities as we expand our infrastructure. We need environmentally friendly technologies. We need cutting edge technologies to be a leading nation.

Technology diffusion is another important aspect. It needs to be ensured that fruits of innovation reach as many people as possible. Inventions that have germinated in laboratories must be transmitted into the field to become agents of transformation.

Therefore, efforts should be to build collaborations with institutions in different sectors of industry, agriculture and services, which in turn, must also be forthcoming in supporting new ideas and discoveries.

Punjab is a land of Great Guru Sahiban, Saints and Warriors. This is the land of bravery, courage, one that has given great leaders and visionaries.

This is the land of sacrifice: warriors' blood and farmers' sweat. This is a land of givers. The brave and hard-working farmers of Punjab brought the Green Revolution and made the country self-reliant in food grains. Punjab is also the land of the brave serving in Defense forces.

Your University is named after great emperor Maharaja Ranjit Singh, who is popularly known as Sher-e-Punjab, or "Lion of Punjab". He was the leader of the Sikh Empire, who fought several wars to expel the Afghans in his teenage and was proclaimed as the

“Maharaja of Punjab” at age of 21. Maharaja Ranjit Singh’s reign introduced Compulsory education for women, reforms, modernisation, investment into infrastructure and general prosperity.

I hope living upto its name Maharaja Ranjit Singh Punjab Technical University will provide a great boost to Technical Education.

Your University insignia indicates “Think Excellence, Live Excellence” or “Yoga Karmashu Kaushalam” or “Excellence through Perfection”. This inspires with the seminal guidance given by Sri Krishna to Arjuna in the Mahabharata. So aim high & work with dedication.

I once again congratulate the students who have become graduates today. You are not only a valuable asset for your profession but also the intellectual wealth of our nation. You are the product of an education system of a new nation born out of an old civilisation. You must fully understand the democratic ideals of our country. You must not only embrace the rights that are provided in our polity but also accept whole heartedly your responsibilities towards the nation.

Sharing some worldly wisdom with you, I advise you all, “never judge your success only in terms of

material gains.” You don’t have to limit yourself by the pressures of conventional notions of success and societal pressures. You need to figure out what you really want to do in your life.

Choose to do what gives you satisfaction and meaningfulness. Do what takes you closer to your aspirations. Do what makes your families proud of you!

At the same time, Remember that noble values of caring and sharing, of service and sacrifice has kept our society away from dangers of extinction and made it vivacious at all times. So, as you plan for yourself a fruitful and productive path ahead, in whatever manner you choose, please give back to society; help those who are marginalized and less fortunate.

I wish Maharaja Ranjit Singh Punjab Technical University, Bathinda all the very best in the years ahead. I am sure that the University will attain higher standards of distinction in the future and will continue to impart quality education to the coming generations.

Thank you,

Jai Hind.

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HANDBOOK ON ENGINEERING EDUCATION (2016)

The 12th Edition of “**Handbook on Engineering Education**” is primarily meant for students seeking admission to Engineering/Technology/Architecture programmes at the undergraduate and postgraduate levels. It contains State-wise information on 1050 colleges/institutes/ university departments in the country. The information of Institutions in the Handbook includes: Year of establishment of Institute/ Department/ name of its Principal/ Director; probable date of Notification/last date of application; Number of seats available in each Engineering/ Technology branch; seats for NRIs/Foreign students; Eligibility; Application procedure; State-wise Common Entrance Test Rules for B.E/B.Tech/B.Arch courses; Fees; Hostel facilities, etc. Also given is ‘Faculty strength’, commencement of Academic Session, and System of Examination. Brief details of Post-graduate courses are also included.

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CAMPUS NEWS

National Conference on Innovative Librarianship

A two-day National Conference on 'Innovative Librarianship: Accelerating of Open and Digital Convergence' was organised by the Central Library, Central University of Tamil Nadu (CUTN), Thiruvavur, Tamil Nadu during June 09-10, 2022. The event was sponsored by Raja Ram Mohan Roy Library Foundation, Kolkata.

Dr. R Parameswaran, Librarian, Central Library welcomed the gathering, and he briefed the development of library activities and its various services. And, also he briefed on recent developments and best practices offered in the Central Library by using various technological innovations. Convener, Dr. S Dhanavandan, Deputy Librarian, Central Library delivered the keynote address and provided an overview of the two days schedule. And also, he emphasized the role of libraries in providing various innovative services and opportunities. There was a total of six sessions arranged for the event with one plenary talk in each session.

The Conference was presided by the Vice Chancellor, Prof. M Krishnan. He highlighted the significance of academic libraries and their contribution to the advancement of higher education. Further, he stated the importance of education, and it should reach the end of the stakeholders. Dr. R M Kathiresan, Vice Chancellor, Annamalai University, Annamalai Nagar delivered the inaugural address. He quoted various kinds of literature in Tamil poems during his address regarding open and digital convergence.

During the Inaugural Session, the Souvenir of the event was released by Prof. M Krishnan. The Film Director, Mr. Kasthuri Raja also released a book '*Paamara Ilakkiyam*' written by himself.

Prof. Sulochana Shekhar, Registrar (I/c), Central University of Tamil Nadu offered the felicitations and appreciated the initiative of the Central Library for organizing such kind of programme for the benefit of library professionals, research scholars, and participants from the national level in the library domain.

The Chief Guest, Prof. Pravakar Rath, Senior Professor, Department of Library and Information Science, Mizoram University, Aizawl delivered the Keynote Address. He insisted on the various

technological applications in the library sources and services. Dr. G Velumani, Assistant Librarian, Central Library proposed the vote of thanks to all dignitaries and participants.

Dr. S Dhanavandan, Organising Secretary introduced the Resource Person, Dr. K Elavazhagan, Librarian and Chief Knowledge Officer, Indian Institute of Management, Tiruchirappalli for the first technical session. The session was chaired by Dr. S Raja, Assistant Librarian, Alagappa University, Karaikkudi with the Co-chair, Dr. Taddi Murali, Assistant Professor, DLIS, CUTN. Mr. Sanmati Jinendran Jain, Central Library, CUTN served as Rapporteur. Out of twenty-five listed papers, only seventeen were presented in the session. Dr. K Elavazhagan, Librarian and Chief Knowledge Officer, Indian Institute of Management, Tiruchirappalli delivered the invited talk on 'Emerging Trends in Library Management'.

Dr. R Jeyshankar, Associate Professor, Alagappa University, Karaikkudi chaired the next session with the Co-chair Ms S Esakkiammal, Information Scientist, CUTN. Mr B Abdur Rouf, Central Library served as the rapporteur for the session. About twenty-five papers were listed in the session and only sixteen were papers presented. Dr. Moorttimatee Samantaray, Head and Deputy Librarian, NCERT Library, New Delhi delivered the invited talk on 'Digital Convergence: Accelerating the Library Services'.

Dr. R Balasubramani, Associate Professor, Bharathidasan University, Trichy chaired the next session with the Co-chair, Ms R Ramya, Central Library. Ms A Sayed Mohamed Jelani, Central Library served as Rapporteur for the session and only eleven papers were presented in the session. Prof. P Ravichandran, Professor and Head, DLIS, Annamalai University, Chidambaram delivered the invited talk on 'Curriculum Library and Information Science in India: A Vision'.

Dr. K Ramasamy, Librarian, MVM Govt. College, Dindigul chaired the next session with the Co-chair, Dr. G Amutha, Librarian, Virudhunagar Hindu Nadars Senthikumara Nadar College, Virudhunagar. Mr. S Yogeshwaran, Central Library, CUTN served as Rapporteur. Around fifteen papers were presented in the session. Prof. R Sevukan, Department of Library and Information Science, Pondicherry University

delivered the invited talk on ‘Twitter as Information Monitoring Tool during Crisis’.

Dr. S Dhanavandan, Deputy Librarian, Central Library, delivered the welcome address on the second day of the event. He introduced the Special Guest, Dr. I S Parveen Sultana, Tamil Orator, Writer, and Motivational Speaker. Prof. Dr. M Krishnan, Vice Chancellor highlighted the significance of the event. Dr. Sultana delivered the Special invited talk on ‘Libraries and Society’. She delivered her address about books, libraries, and readers. And also discussed the general motivation and ethics for human life.

During the next session, Prof. S Ravi, Professor, Department of Library and Information Science, delivered the invited talk on ‘Ranganathan’s Five Laws: The Guiding Principles for Accelerating of Open and Digital Convergence’. The session was chaired by Dr. R Arumugam, Librarian, PSG College of Technology, Coimbatore while Dr. P Gomathi, Assistant Professor, Periyar University, Salem was the co-chair of the session. Mr. M Arumugam, Central Library, CUTN was the Rapporteur. About 25 papers were listed and only seven papers were presented by the authors.

Prof. S Thanuskodi, Professor and Head, Department of Library and Information Science, Alagappa University delivered the invited talk on ‘Open Access and Citation Metrics’. Dr. N Amsaveni, Associate Professor, Bharathidasan University, Trichy chaired the session and Dr. K Murugan, Librarian, VOC College of Engineering Tuticorin was the co-chair of the session. Ms R Sarasu, Central Library was the Rapporteur of the session. Around ten papers were presented in the session.

The panel discussion session was on the topic ‘Open and Digital Convergence in the Current Scenario’. The session was moderated by Dr. S Gopalakrishnan, Assistant University Librarian, Anna University, Chennai. The experts of the session were Dr. B Jeyapragash, Associate Professor, Bharathidasan University, Trichy, Dr. J Varadharajalu, Librarian(I/c), VIT University Vellore, Dr. K G Sudhier, Assistant Professor, Central University of Tamil Nadu, and Dr. L Radha, Librarian, Thirgaraja College of Engineering, Madurai.

During Valedictory Function, Dr. R Parameswaran, Librarian, Central Library delivered the welcome address. Dr. S Dhanavandan, Deputy Librarian, Central Library presented the conference report. The presidential address was delivered by Prof. P S Velmurugan, Dean,

School of Legal Studies, CUTN. Dr. M Vijayakumar, University Librarian, Pondicherry University, delivered the valedictory address, highlighting the benefits of the offline events in the Library and Information Science domain. Vote of Thanks was proposed by Convener, Dr. S Dhanavandan, Deputy Librarian. He recorded his sincere thanks to Vice Chancellor, Prof. M Krishnan and Prof. Sulochana Shekhar, Registrar (I/c) for their support and cooperation in organizing the event. And also thanked all the resource persons, chairperson, and delegates. Also, he thanked the Deans, Heads, Teaching and Non-teaching Staff, Administrative Staff, and Research Scholars and Students.

IEEE International Conference on Artificial Intelligence and Speech Technology

A two-day IEEE International Conference on ‘Artificial Intelligence and Speech Technology’ is being organized by the Indira Gandhi Delhi Technical University for Women, Delhi on December 09-10, 2022.

The event is dedicated to cutting-edge research that addresses the scientific needs of academic researchers and industrial professionals to explore new horizons of knowledge related to Artificial Intelligence and Speech Technologies. The event is scheduled to include high-quality paper presentation sessions revealing the latest research findings, and engage participants in interesting discussion sessions. The main focus will be on novel contributions which could open new opportunities for providing better and low-cost solutions for the betterment of society. The use of new AI-based approaches like Deep Learning, CNN, RNN, GAN, and others in various Speech related issues like speech synthesis, speech recognition, etc. will be highly appreciated. The Tracks of the event are:

Track 1 – Machine Intelligence.

Track 2 – Computer Vision and AI.

Track 3 – NLP and AI.

Track 4 – Spoken Language Processing.

Track 5 – Speech Recognition.

Track 6 – Trends and Applications in Speech Technology.

For further details, contact Organising Secretary, Prof. Arun Sharma, Indira Gandhi Delhi Technical University for Women, Kashmere Gate, Delhi-110006, Mobile No: + 91 98992 02168, E-mail: aist2022@igdtuw.ac.in. For updates, log on to: www.aist2022.com

National Conference on Current Trends and Challenges in 21st Librarianship

A two-day National Conference on 'Current Trends and Challenges in 21st Librarianship' is being organized by the Tamil Nadu Physical Education and Sports University, Vandalur, Chennai (Tamil Nadu) during September 30-October 01, 2022. The Themes of the Conference are:

Current Trends in Librarianship

- Current Trends in Library Resource Mobilization and Organizations.
- Current Trends in Search and Access to Library Resources.
- Trends in Delivery of Resources and Enhancing the Effective and Efficient Usage of Resources.
- Trends in Service, Social responsibility, and Sustainability.
- Trends in Preservation and Archiving and Intellectual Freedom.
- Trends In Education and Lifelong Learning and Research.
- Trends in Leadership, Ethics, and Accountability.
- Trends in LIS Education and Research.

Current Challenges

- Challenges in Resource Mobilization and Utilisation.
- Challenges in Human Resource Developments in the Libraries.
- Challenges in Ever Changing Multiple Needs of the User Community of the Libraries.
- Challenges Posed by the Ever-changing Technology Adoption and Applicability.
- Challenges in Digital Preservation, Copy Right, IPR, Plagiarism.
- Challenging Roles of the Librarians in the Context of NAAC and Ranking of the Institutions.
- Supporting Challenges to the Institution in the Context of Research and Publication Ethics.
- Challenges for the Library Associations in the Context of Social Recognitions of the Librarianship.

For further details, contact Organizing Secretary, Dr. N Ashok Kumar, Deputy Librarian, University Library, Tamil Nadu Physical Education and Sports University, Melakottaiyur Post, Vandalur, Chennai-600127 (Tamil Nadu), Mobile No: 094444820392, E-mail: ctcalis21@gmail.com/ librarytnpesu@yahoo.com. For updates, log on to: <https://library.tnpesu.org>

National Seminar on Future of Teaching and Learning

The One-day National Seminar on 'Future of Teaching and Learning in School Education' is being organized by the Matrushi S S Govinda and Shrimati RKD Khanushiya College of Education (M.Ed.), Palanpur, Gujarat on October 16, 2022. The Research Scholars may participate in the seminar and can present their papers based on their Ph.D., M.Phil. and M.Ed. dissertation.

The Government of India has ventured to bring out a National Education Policy of 2020 to meet the changing dynamics of the population's requirement with regard to quality education, innovation, and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics, and industry. The Subthemes of the event are:

- Technology Integration.
- E-learning Initiatives Post COVID-19.
- Creative Teaching Methods.
- Alternative Ways of Teaching and Learning.
- Teacher Education.
- Open and Distance Education.
- Evaluating and Assessment.
- Enhancing Quality Education.
- Ensuring ICT-based Learning.
- Participatory Role of Parents in Education.
- Problems and Prospects of School Education in Concurrent India.
- Training the Trainers for New Trends in Education.
- Value Addition in Teaching by Integrating Skill Development Along with Learning to Live Together.
- Pace Setting Roles of Schools.
- Bridging Gender and Social Gaps.
- Language Across School Curriculum.

For further details, contact Convener, Mr. Chetankumar Raval, Assistant Professor, Matrushi S S Govinda and Shrimati RKD Khanushiya College of Education (M.Ed.), Palanpur-385001(Gujarat), Mobile No: +91 9687402383, E-mail: nationalseminar2022@gmail.com. For updates, log on to: www.bkkpsm.org/events □

The *Agnipath* Scheme: A Comparative Perspective

B S Madhukar*

The controversy over the *Agnipath* recruitment scheme of the defence forces has now taken a back seat and out of full media glare, and this article is an attempt to view it in an impassioned manner.

As envisaged at present ‘*Agniveers*’ after four years of service in the defence forces come out equipped with skill sets useful to the society thereby opening up opportunities for self and wage employment (To cite an example of employability, most of the plumbers working in our metros come self-trained from small towns in Orissa, and other states, and are much in demand for their skills even though most of them may not be degree holders).

Compare the *Agniveers* with thousands of graduates and postgraduates passing out of our universities and colleges (about 65 lakh graduates and 15 lakh postgraduates). These graduates and postgraduates are also in the similar age bracket of *Agniveers* who will be seeking employment after their stint in the services.

Are these graduates and postgraduates employment ready? The grouse from the employers is that a large proportion of these graduates are unemployable as they lack necessary practical and soft skills and need further training (A study went on to quote that even among engineering graduates only about 3% are absorbed in the profession with well-paid jobs and the rest move into non-engineering work areas). In effect, the issue of converting these graduates into employable individuals is done through in-service training by the employer or many of them individually join finishing schools to tone up their skills before they are absorbed into the workforce. Naturally, it involves additional costs to the employer or the individuals.

The National Policy on Education 2020 in its report categorically mentions ‘ as a part of holistic education, students at all Higher Education Institutes

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(HEI) will be provided with opportunities for an internship with local industry, business, artist, crafts person etc., so that students may actively engage with the practical side of learning and as a by-product, further improve their employability.

More importantly the report also in its introductory comment states ‘ with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields’.

About four years down the line approximately 75% of the *Agniveers* are likely to be discharged from the services. Can they be classified as unemployable further? It is an irony that the education policy talks about inculcating skills among graduates, but the debate on *Agniveers* seems to discount the skills and personality traits acquired in the services. The issue that possibly arises is that can these *Agniveers* be facilitated to acquire graduation? This aspect may not be very difficult to address, given the various options like open school, distance learning, online learning etc.

It is time, instead of creating a phobia that the *Agniveers* are likely to be unemployed after four years in defence service(s) by creating a mental block that they will be incapable of building future careers on their own and offer them crutches like reservation, preferential treatment etc., it is more appropriate to create an environment to build confidence in them that they have equal competence like others and opportunities to excel. Given the changing nature of the employment ecosystem whether an individual enters the job market from the *Agniveer* background or otherwise, the challenge of ‘upgrading of skills’ will remain.

On the other hand, whether the Agnipath scheme is suitable for the needs of the defense forces is best left to the field experts to decide and avoid speculations to the contrary by all and sundry. Moreover, possible course corrections can be undertaken in the scheme by learning that occurs over time.

Does the other contentious issue relate to the pension? Is it fair to deny pensions to those individuals who have put their lives on the line for the country's protection? A categorical answer to this question will remain elusive. Decision-making involves balancing various competing needs. As the economy evolves, we may reach a more comfortable position. Till then working out various options is a hard reality. It may not be out of place to note

that the Government of India from January 2004 has done away with a pension scheme for all its employees (including teaching faculty who are considered Nation-builders) and they need to opt for Contributory National Pension Scheme. It is unfair if you compare this with employees who have the benefit of the pension scheme.

In conclusion, as -Steve jobs observed "you can't connect the dots looking forward you can only connect them looking backwards." So, you have to trust that the dots will somehow connect in your future. You have to trust in something- be it your gut, destiny, life, or karma. This approach has never let me down, and it has made all the difference in my life.

□

Guidelines for Contributors

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

- A. 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.
- B. 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.
- C. All the manuscripts should typed in double-space with 12 point font and ample margin on all sides on A 4 size paper.
- D. 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.
- E. One author should be designated as the corresponding author.
- F. Notes, if any, should be given as Endnotes not as Footnotes.
- G. Figures include relevant captions, tables include titles, description, source etc.
- H. Figures and table citations in the text match the files provided
- I. Manuscript has been 'spell checked' and 'grammar checked'
- J. References should be given at the end of the manuscript and should contain only those cited in the text of the manuscript. The full reference should be listed at the end in alphabetical order running the following style:

- **Books**

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

- **Articles**

Over, R.(1982). Does research productivity decline with age?

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**

Mazumdar, T (Year, Month, Date Published). Article Title. Retrieved from URL.

Dr. S Rama Devi Pani

Editor, University News

Association of Indian Universities

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THESES OF THE MONTH

SOCIAL SCIENCES

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

Anthropology

1. Jamatia, Mariam. **An anthropological study of Jamatia Hoda, the traditional institution among the Jamatia of Tripura.** (Dr. Getika Ranjan), Department of Anthropology, North Eastern Hill University, Shillong.
2. Pojar, Tsiapisa. **A dental morphometric and genetic study on the ethno-origin of the Pochury and Rengma Nagas.** (Dr. B T Langstieh and Dr. Brian E Hemphill), Department of Anthropology, North Eastern Hill University, Shillong.

Commerce

1. Ankalle, Santosh Rajkumar. **The financial study of Agriculture Produce Market Committee of Latur District.** (Dr. R V Tanshette), Department of Commerce & Management, Swami Ramanand Teerth Marathwada University, Nanded.
2. Arif, Ahemad Subhani. **A critical study of cash dividend policies and its influence on the yield of common stock: With special reference to bank listed on BSE.** (Dr. T M Shinde), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.
3. Bhanji, Akanksha Shivaji. **A study of HRD practices followed by the Commerce College affiliated to Swami Ramanand Teerth Marathwada University, Nanded.** (Dr. A N Shelgenwar and Dr. B T Chavan), Department of Commerce & Management, Swami Ramanand Teerth Marathwada University, Nanded.
4. Bhutada, Varsha Rameshwar. **Parbhani Jilhyateel anudaaneet shaikshanik sanstheeteel mahila karamcha yancha aarthik sthithichey adhyayan.** (Dr. S S Agrawal), Department of Commerce & Management, Swami Ramanand Teerth Marathwada University, Nanded.
5. Borgave, Venkat Kashinath. **Human resource management in education sector: A study of primary education in Parbhani District of Maharashtra State.** (Dr. S P Pawar), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.
6. Camdir, Yab Rajiv. **Dynamism of labour in Arunachal Pradesh: A study of dependency syndrome,**

issues and labour welfare. (Dr. Philip Modi), Department of Commerce, Rajiv Gandhi University, Itanagar.

7. Deshmukh, Deepak Ambadasrao. **Marathwada Vibhagachya vikasat laghu udhyogachey yogdan vishesh abhyas-Beed Jilhyateel laghu udhog: 1 April 1999 te 31 March 2009.** (Dr. H W Kulkarni), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.
8. Dudhal, Shrikant Chandrakant. **A study on retailers practices towards soft drinks, with special reference to Solapur District.** (Dr. Kachave M D), Department of Commerce & Management, Swami Ramanand Teerth Marathwada University, Nanded.
9. Iyer, Sriram Sambashivan. **Impact of core banking on consumers of State Bank Group in Nanded District.** (Dr. Harnawale C K), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.
10. Jadhav, Ganesh Kantilal. **A study of economic development in Marathwada Region through poultry industry.** (Dr. V K Bhosle), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.
11. Kalita, Rajashree. **Job related stress among employees of different government organizations of Assam: A comparative analysis.** (Prof. S K Jena), Department of Commerce, Rajiv Gandhi University, Itanagar.
12. Khandagale, Ramesh Tarakram. **Beed Jilhyateel Nagri Sehkari Bankachya arthik isthithichey toulmik adhyayan: 1 April 1999 te 31 March 2009.** (Dr. H M Kulkarni), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.
13. Kulkarni, Sagar Sharad. **Impact of occupational stress on job performance among MSRTC bus drivers and conductors with special reference to Beed District.** (Dr. P S Trimukhe (Kawale)), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.
14. Pandit, Amit Anil. **A study on the challenges and opportunities of apparel retailing in Thane District.** (Dr. Kunal Badade and Dr. S S Agarwal), Department

of Commerce & Management, Swami Ramanand Teerth Marathwada University, Nanded.

15. Sakhare, Annasaheb Vasant. **A study of impact of consumer behaviour and brand equity on durable products with special reference to Solapur District.** (Dr. B D Kompalwar), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

16. Sawlani, Varsha Srichand Kavita. **A study of inclination of housewives towards online shopping of apparel in Thane District.** (Dr. Jadhav P S), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

17. Somani, Sushma Govindlal. **A study of consumer right awareness in Parbhani District.** (Dr. Ashok D Kalam), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

18. Tabasum, Heena. **Savings and investment pattern of workers in organised and unorganized sector in Malnad Region: An empirical study.** (Dr. S Venkatesh), Department of Commerce, Kuvempu University, Shankaraghatta.

19. Varma, Priya Parashramji. **A study on job satisfaction of women in education sector with reference to Latur District.** (Dr. S S Jadhav), Department of Commerce & Management, Swami Ramanand Teerth Marathwada University, Nanded.

20. Yelgulwar, Vijaya Hanmantrao. **A study of work life balance among married women working in selected government offices of Nanded District-Maharashtra.** (Dr. Pawar P T), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

Economics

1. Khomsum, Wangdi. **Commercialization of agriculture in Arunachal Pradesh: An economic analysis.** (Prof. Vandana Upadhyay and Prof. N C Roy), Department of Economics, Rajiv Gandhi University, Itanagar.

2. Khound, Kaveri. **Ethnic conflicts and socio-economic development: A case study of Bodoland Territorial Area District of Assam.** (Prof. Utpal Kumar de), Department of Economics, North Eastern Hill University, Shillong.

3. Mansare, Abhay Vishnu. **Nanded Jilhateel krishi utpadan, vyaya, kimant ani vatavaran badal yanchyateel paraspar sambandhachey aarthik vishleshan.** (Dr. Pramod P Lonarkar), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

4. Mohanty, Saswati. **Inter relationship of sub-national debt with the composition of public expenditure, economic growth and fiscal transfer.** (Dr. Vibhiti Patel), Department of Economics, S.N.D.T. Women's University, Mumbai.

5. Nongsiej, Kyntiew Kupar. **Impact, usage and maintenance of selected assets created under Mahatma Gandhi National Rural Employment Guarantee Act in South West Khasi Hills District, Meghalaya.** (Prof. S C Srivastava and Prof. D C Kalita), Department of Rural Development & Agricultural Production, North Eastern Hill University, Shillong.

6. Shanmukhappa, M T. **Reforms and growth of state taxes: A case study of Karnataka.** (Prof. T R Manjunath), Department of Economics, Kuvempu University, Shankaraghatta.

7. Sowmya, K. **An economic analysis of road transport: A study in Chitradurga District.** (Dr. B Jayarama Bhat), Department of Economics, Kuvempu University, Shankaraghatta.

Education

1. Awasthi, Yogesh Kumar. **A critical study of philosophical and academic facts with research to Shri Ravindranath Tagore and Shri Aravind Ghose.** (Prof. Devi Prasad Dwivedi), Department of Education, Central Sanskrit University, New Delhi.

2. Awasthi, Anil Kumar. **A critical study of growth and development in context of Upanishad-Pancha-Kosha.** (Prof. Devi Prasad Dwivedi), Department of Education, Central Sanskrit University, New Delhi.

3. Bauri, Bamapada. **An analytical study of the factors related to the development of mental health in main Upanishads.** (Prof. Vijaypal Kachhwah), Department of Education, Central Sanskrit University, New Delhi.

4. Das, Arjun. **A study on the factors of job stress of the teachers of secondary level in North 24 Paraganas District of West Bengal.** (Prof. Vijaypal Kachhwah), Department of Education, Central Sanskrit University, New Delhi.

5. Giri, Madhuri Govind. **Matimand vidhyarthya koushaley vikasasathi adhyapan karyenitachey viksan va parinamkarakta: Ek abhyas.** (Dr. A P Gingine), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

6. Kharshandi, Ibadasuklin. **Assessing job quality and its implication on security of street vendors**

in Shillong. (Prof. E Jyrwa), Department of Adult and Continuing Education, North Eastern Hill University, Shillong.

7. Kichu, Tiamongla. **Status of technical and vocational education in Nagaland.** (Dr.N.Amareswaran), Department of Education, North Eastern Hill University, Shillong.

8. Kurude, Renuka Shankarrao. **Sane Gurujichya shaikshanik vicharanchi balshikshan kshetrateel upyuktta: Ek chikitsak abhyas.** (Dr. N H Kulkarni), Department of Education, Swami Ramanand Teerth Marathwada University, Nanded.

9. Lamare, Toba. **Influence of socio economic status on academic interest and academic achievement of the secondary school students in Meghalaya.** (Dr. E B Myrthong), Department of Education, North Eastern Hill University, Shillong.

10. Malakar, Piyali. **A comparative study of the attitudes of teacher-educators and teacher-trainees of North 24 Pargana District Of West Bengal towards human rights awareness.** (Prof. Nirmala Panigrahi), Department of Education, Central Sanskrit University, New Delhi.

11. Nonglait, Ferrando Lyngdoh. **Problems and challenges of rural students in higher education in Meghalaya: An exploratory study.** (Dr. E B Myrthong), Department of Education, North Eastern Hill University, Shillong.

12. Pahsyntiew, Ayophika Wallang. **Self-concept and happiness in relation to academic achievement among higher secondary students in Meghalaya.** (Dr. R Rymbai), Department of Education, North Eastern Hill University, Shillong.

13. Prushotam. **A comparative study of emotional maturity and social maturity among Sanskrit and non Sanskrit students at graduation level.** (Prof. Lakshmi Nivas Pandey), Department of Education, Central Sanskrit University, New Delhi.

14. Raviya, Tejalben Rameshkumar. **Construction and effectiveness of language game programme for development of English vocabulary.** (Dr. S I Bhoraniya), Department of Education, Saurashtra University, Rajkot.

15. Upender Kumar. **Adjustment of secondary school teachers in relation to their occupational stress, job involvement and job satisfaction.** (Dr. Rajvir Singh), Department of Education, Kurukshetra University, Kurukshetra.

16. Vaghasiya, Lopamudra Ranchodhbhai. **Construction and standardisation of vocational**

interest inventory for the students of secondary school. (Dr. B B Ramanuj), Department of Education, Saurashtra University, Rajkot.

17. Vidja, Suresh Ratilal. **The study of the professor's opinions accordance with two years B.Ed college education in Saurashtra Area.** (Dr. Ashaben M Patel), Department of Education, Saurashtra University, Rajkot.

18. Zangmu, Lama. **A study in psychoactive substance abuse among adolescents in Arunachal Pradesh.** (Prof. Kesang Degi), Department of Education, Rajiv Gandhi University, Itanagar.

Journalism & Mass Communication

1. Chhetri, Rajani Karki. **Reconstruction Khasi ethnic identity on social media: A netnographic study on an online group.** (Dr. George Plathottam), Department of Mass Communication, Assam Don Bosco University, Guwahati, Assam.

Law

1. Avhad, Vikram Ambadas. **Analytical study of status of Euthanasia in India from medico-legal perspective; Comparative study with Belgium, Luxembourg and the Netherlands.** (Dr. P D Joshi and Dr. M L Dharmapurikar), Department of Law, Swami Ramanand Teerth Marathwada University, Nanded.

2. Bembalge, Sarita Mahadev. **Impact of Universal Declaration of Human Rights on Indian Judiciary with special reference to fundamental rights.** (Dr. Meer Basharat Ali), Department of Law, Swami Ramanand Teerth Marathwada University, Nanded.

3. Chauhan, Narendrabhai Pallavi. **Study the role of judiciary in the development of women's rights in Indian family laws- with special reference to property rights.** (Dr. Vimalkumar R Parmar), Department of Law, Saurashtra University, Rajkot.

4. Kadamb, S Rajwantsingh Surendrasingh. **A critical study on SC and ST (Prevention of Atrocities) Act, 1989 with special reference to Nanded.** (Dr. Pratibha G Chavan), Department of Law, Swami Ramanand Teerth Marathwada University, Nanded.

5. Karanjule, Sarika Kantilal. **Protection of women working in unorganized sectors as a domestic workers: An analytical study with human rights perspective.** (Dr. Pratibha G Chavan), Department of Law, Swami Ramanand Teerth Marathwada University, Nanded.

6. Singh, Uday Pratap. **Evaluation of United Nations Charter principles on use of force and state**

practices: A critical legal study with special reference to Israel, Russia and USA. (Dr. Aparna Singh), Department of Law, Dr. Ram Manohar Lohiya National Law University, Lucknow.

Library & Information Science

1. Hanwate, Mitesh Ashok. **Problems and prospects in libraries of Kendriya Vidyalaya in Maharashtra and Goa state.** (Dr. R S Pawar), Department of Library and Information Science, Swami Ramanand Teerth Marathwada University, Nanded.

2. Hazarika, Hirak Jyoti. **DICOM based medical image repository using Dspace.** (Dr. S Ravikumar and Dr. Akash Handique), Department of Library and Information Science, North Eastern Hill University, Shillong.

3. Mallikarjuna, B. **Access and use of information resources by working journalists in Karnataka with special reference to print media.** (Dr. Satosh Kumar K T), Department of Library and Information Science, Kuvempu University, Shankaraghatta.

4. Narasappa, K C. **Use of information resources and services by teachers of pre-university colleges in Shivamogga District: A study.** (Dr. P Dharani Kumar), Department of Library and Information Science, Kuvempu University, Shankaraghatta.

5. Rao, Aditi. **Health information literacy among rural women: A Case Study of Ambala Division of Haryana.** (Dr. Ashu Shokeen), Department of Library and Information Science, Kurukshetra University, Kurukshetra.

Management

1. Khushboo. **A study of factors affecting purchase and renewal of health insurance in India in context with Delhi-NCR.** (Dr. Rashi Banerji), School of Management and Commerce, Manav Rachna International University, Faridabad.

Physical Education & Sports

1. Kumaraswamy, K. **A study on facilities, programme, job stress and job satisfaction of physical education personnel working in training colleges of Karnataka State.** (Dr. Appanna M Gasti), Department of Physical Education, Kuvempu University, Shankaraghatta.

2. Lone, Firdous Ahmed Lone Mohd Ramzan. **Effect of weight training on selected anthropometric and physiological variables among sedentary students.** (Dr. Gomchale M S), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

3. Mantri, Deepak Laxman. **Development of short-catching skill test for under 19 cricket players of Maharashtra.** (Dr. Manoj Reddy), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

4. Patil, Sanjay Ramchandra. **Maharashtrateel paramparik khel mandlancha karyacha aadava.** (Dr. Ganacharya V N), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

5. Vadhiya, Chandrakant Jamnadas **Parental attitude towards childhood obesity and physical activity.** (Dr. Arjunsinh C Rana), Department of Physical Education, Saurashtra University, Rajkot.

Political Science

1. Bangar, Akash Sheshrao. **Hingoli Vidhansabha matdar sanghateel lokpratinidhiancha vidhimandal kaamkajateel sebhag: Ek chikitsak abhyas kalkhand (2009 te 2009).** (Dr. Vilas Aghav), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

2. Chapaji, Gunderao Sumed. **Dr. Janardhan Waghmare: Ek rajkiye naitritav chikitsak abhyas.** (Dr. B R Lakshete), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

3. Waghmare, Sunil Malhari. **Dr Babasaheb Ambedkarancha jati antacha lada ani dharmatrachi chalvaal: Ek abhyas.** (Dr. Shinde R D), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

Psychology

1. Davera, Nishaben Nareshbhai. **The role of stress and locus of control in depression and quality of life among human resource managers.** (Dr. R G Parmar), Department of Psychology, Rajiv Gandhi University, Itanagar.

2. David, Blessy Elizabeth. **Effect of nutrition and psychosocial stimulation on the development of children: An intervention-based study on Malnourished children of Madhya Pradesh.** (Prof. P K Rai and Dr. Sanjay Kumar), Department of Psychology, Dr Harisingh Gour Vishwavidyalaya, Sagar.

3. Devkaran Singh. **Frustration tolerance in relation to personality, emotional intelligence and family environment.** (Dr. Rohtash Singh), Department of Psychology, Kurukshetra University, Kurukshetra.

Public Administration

1. Deshmukh, Digvijay Venkatrao. **Avshranaat**

prashasan va nagrikanchi bhumika: Vishesh sandarbh Marathwada. (Dr. Ingale U L and Dr. Katturwar B R), Department of Public Administration, Swami Ramanand Teerth Marathwada University, Nanded.

2. Tigote, Rahul Vankatrao. **Mahila arthik vikas Mahamandal Ambalbajawaniteel loksanchaleet sadhan kendrachi bhumika ek prashaskiye abhyas, vishesh sandarbh: Latur Jilha.** (Dr. Waghmare S P), Department of Public Administration, Swami Ramanand Teerth Marathwada University, Nanded.

Social Work

1. Daisy, K.J. **Effects of psychosocial intervention program on promoting the mental health of the children of migrant workers by strengthening their self efficacy.** (Dr. Lukose P J), Department of Social Work, Assam Don Bosco University, Guwahati, Assam.

2. Diwane, Alka Jaykumar. **Situational analysis of reproductive health of adolescent married women of rural Maharashtra.** (Dr. Niranjankumar sardar), Department of Social Work, Swami Ramanand Teerth Marathwada University, Nanded.

3. Kamble, Anil Piraji. **Aurangabad Jilhyateel daridrey nirmulnat Rashtriya Gramin Jeevanonate Abhiyan (NRLM) chya bhumikecha mulyankanatamak abhyas.** (Dr. N J Shaikh and Dr. M A Kapurderiya), Department of Social Work, Swami Ramanand Teerth Marathwada University, Nanded.

Sociology

1. Bavaskar, Govind Dattatray. **Mahila shikancha kotumbik ani noukri visheyak bhumika sangharshacha samajshastriye abhyas vishesh sandarbh Beed Jilhya.** (Dr. Ram Wagh), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

2. Gajbhare, Chandrakant Gautam. **Marathvadyateel mahanubhav panthiye Tapasvini/ Sadhvi/ Istri jeevan: Ek samajshastriye abhyas.** (Dr. Shende K C and Dr. Sandeep Gore), Department

of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

3. Muchhadiya, Dayaben Devjibhai. **A study of the problems of youth in scheduled castes: With reference to Lalpur Taluka.** (Dr. H P Sondarava), Department of Sociology, Saurashtra University, Rajkot.

4. Patil, Sulbha Manikrao. **M Basaveshvarachya vicharantun linganyat mahilanchey sablikaran: Ek samajshastriye vishleshan (Vishesh sandarbh Latur Jilhya).** (Dr. Ulka Deshmukh and Dr. Vinod Jadhav), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

5. Sarmah, Sadhana. **A sociological study on fertility and mortality among the tea garden labour community of Dibrugarh District, Assam.** (Dr. Shinde A T), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

6. Vasava, Ankita Dhanabhai. **A study of problems origins in police staff family: Reference to S R P F group-8 and group-13 Rajkot.** (Dr. Jayshree M Nayak), Department of Sociology, Saurashtra University, Rajkot.



Tourism & Hospitality Services

1. Choudhury, Rashmi Ranjan. **Community participation in tourism: A case study of Chilika Lake, Odisha.** (Dr. S K Dixit), Department of Tourism and Hotel Management, North Eastern Hill University, Shillong.

2. Eshan, M R. **Impact of training and development on employee motivation: A study on star hotels in Karnataka.** (Dr. Binoy T A), Department of Tourism Administration, Kuvempu University, Shankaraghatta.

3. Kamal Kumar. **Ecological and cultural sustainability of pilgrimage tourism: A case study of Mathura - Vrindavan circuit.** (Dr. S S Boora), Department of Tourism Management, Kurukshetra University, Kurukshetra.

□

 **Chowgule Education Society's
PARVATIBAI CHOWGULE COLLEGE
OF ARTS AND SCIENCE, (AUTONOMOUS)** 
Accredited by NAAC with Grade 'A+'
Best Affiliated College - Goa University Silver Jubilee Year Award
P. O. Fatorda, Gogol-Margao, Goa 403602

**Applications are invited for the post of
PRINCIPAL**

Applications with full Bio data are invited from dynamic and astute academicians for the post of Principal (Unreserved).
Minimum qualifications required for the post are as follows:
A) ELIGIBILITY (Please refer Statute SC-16 of Goa University)
i) Ph.D Degree
ii) Professor / Associate Professor with a total service / experience of at least Fifteen years of Teaching / Research in Universities, Colleges and other institutions of Higher Education.
iii) A minimum of 10 Research Publications in peer reviewed journals or UGC listed journals, out of which at least two should be in Scopus / Web of Science Journal.
iv) A minimum of 110 Research Score as per Appendix II, Table 2 of Goa University Statues.
B) ESSENTIAL:
a) Knowledge of Konkani Language. Additional knowledge of Marathi shall be desirable.
b) 15years Residence Certificate in Goa, issued by competent authorities.
C) TENURE:
Five years, extendable for another term of five years on the basis of performance assessment by a committee.
D) SERVICE CONDITIONS & SCALE OF PAY:
As prescribed by Directorate of Higher Education, Govt. of Goa, Goa University and other competent authorities from time to time.
Please submit application complete in all respects, with photograph, along with self-certified photocopies of statement of marks of all public examinations from S.S.C. onwards, copy of 15years residence certificate, experience certificate, publications, research score sheet etc. Should reach the undersigned at the address given above within 30 days from the date of publication of this advertisement by superscripting on the Envelope "Application for the post of Principal of Parvatibai Chowgule College of Arts & Science (Autonomous).
(For those in employment, application are to be forwarded through proper channel)
Place: Margao-Goa. VICE PRESIDENT
Date: 25/07/2022

**MARTHOMA COLLEGE FOR WOMEN,
PERUMBAVOOR**
(Affiliated to Mahatma Gandhi University, Kottayam,
Re-Accredited by NAAC with B+grade)
Kerala-683 542
Phone : 0484 2522723 • Fax: 0484 2520823
Mob : 9446438500
Email: mtcwprrecruitment@gmail.com, mtcwpr@yahoo.in

WANTED

Applications are invited from eligible candidates for the following posts. Age and Qualifications as per UGC/University/Govt. rules. Apply within 30 days in the prescribed form which can be had from the college office on payment of Rs. 1500/- (1600/- by post).

Assistant Professors
PWD -"Visually impaired" - Mathematics - 1*
Community Quota - History - 1
- Malayalam - 1

The community vacancy will be treated as open, in the absence of sufficient applications from the members of the Mar Thoma Syrian Church. So candidates belonging to the general category may also apply.*As per the G.O (Ms) No. 242/2022/HEDN dated 18/05/2022, one post of the open category (Mathematics) published in the notification dated 02/05/2022 will be treated as PWD (Persons with Disabilities) category as mentioned above.

Sd/-
Manager

Date: 15-07-2022


Abhay Shikshan Kendra's
**RAJARSHI SHAHU SR. COLLEGE OF ARTS,
COMMERCE & SCIENCE**
Municipal School Bldg, 3rd Floor, Joglekar Wadi, Sion (E), Mumbai- 400 022.
MINORITY

**APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS
FROM THE ACADEMIC YEAR 2022-2023.**

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	--	01	01-OPEN
2.	Assistant Professor	Accountancy	01	01-OPEN
3.	Assistant Professor	Economics	01	01-OPEN
4.	Librarian	---	01	01-OPEN

The above posts are open to all, however candidates from any category can apply for the post.
Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10th March, 1998, 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.
Candidates having knowledge of Marathi will be preferred.
"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University circular No.TAAS/ (CT)/ICD/2018-19/1241, dated 26th March, 2019 and revised from time to time"
The Government Resolution & Circular are available on the website mu.ac.in
Applicants who are already employed must send their application through proper channel. Applicant are required to account for breaks, if any in their academic career.
Application with full details should reach the SECRETARY, RAJARSHI SHAHU SR. COLLEGE OF ARTS, COMMERCE & SCIENCE, Municipal School Bldg., 3rd Flr, Joglekar Wadi, Sion (E), Mumbai- 400 022. Within 15 days from the date of publication of this advertisement. This is University approved advertisement.
Sd/-
SECRETARY

 **CENTRAL UNIVERSITY OF RAJASTHAN**
(A Central University established by an Act of Parliament)
NH-8, Bandarsindri, Tehsil Kishangarh, Ajmer (Raj.)-305817

CURAJ/R/F. 138/2022/1149 Date: 28.06.2022

ADVERTISEMENT

Applications in the prescribed format are invited from eligible Indian Citizens for the posts of **Controller of Examinations** to be filled on direct recruitment/deputation basis and **Medical Officer (Female)** to be filled on direct recruitment basis in the University. For application, details of minimum eligibility, emoluments, age of Superannuation and other service conditions, please visit University website i.e. www.curaj.ac.in . The notification for any future amendment will be published on University website only.

Name & No. of post, category and Pay Level:

- Controller of Examinations (01-UR) Pay Level-14, [Rs. 144200-218200]
- Medical Officer (Female) (01-UR) Pay Level-10, [Rs. 56100-177500]

Age Limit :

- For the post of Controller of Examinations preferably below 57 years of age, on closing date of the advertisement.
- For the post of Medical Officer (Female) not exceeding 40 years of age, on closing date of the advertisement.

Application Fee: Rs. 1500/- (for Gen./ OBC/EWS category),
Rs. Nil - (for PWD/SC/ST/Women category)

Last date for submission of Hardcopy of Application Form along with all self-attested documents: 05/08/2022 upto 5:00 PM.

Registrar


हरियाणा केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF HARYANA
 (NAAC Accredited 'A' Grade University)
 MAHENDERGARH (HARYANA)-123031



EXPRESSION OF INTEREST & TENDER NOTICE FOR VARIOUS SERVICES

Expression of Interest (Eoi) are invited from interested firms/ companies for providing following services at Central University of Haryana Campus (a) Security Services (b) Housekeeping and Cleaning Services. Sealed tender are also invited from interested firms/ companies for providing Horticulture Work. Last date for submission of duly filled form is **10.08.2022**. For further details and Application Form visit www.cuh.ac.in
REGISTRAR

Shri Balasaheb Mane Shikshan Prasarak Mandal, Ambap
Shri Balasaheb Mane Shikshan Prasarak Mandal's
Ashokrao Mane Group of Institutions
(Permanent Non-Grantable)
 Vathar Tarf, Vadgaon, Tal. Hatkanangale,
 Dist. Kolhapur – 416 112 (Maharashtra)
 Ph. 0230-2407740, 60 • Fax: 0230-2407750
 Website: www.amgoi.org, email : director@amgoi.edu.in
 Affiliated to Dr. Babasaheb Ambedkar Technological University,
 Lonere- 402103

RECRUITMENT

Applications are invited from eligible candidates for the following **Permanent Non-Grantable** position:

Designation of the Position	Total Vacancies	Category wise Vacancies
Director	01	Open - 01

Conditions:

- Educational qualifications, Experience, Pay Scales, etc. applicable for the post is as per the norms specified by AICTE, Govt. of Maharashtra & Dr. Babasaheb Ambedkar Technological University, Lonere, Dist. Raigad & as modified from time to time.
- Those who are in service they should apply through proper channel.
- In case of the post of Director/ Principal, the appointment is on tenure basis for the period of five years or date of superannuation, whichever may be earlier, and may be extended by one more year.
- Application received after the last date will not be considered. The college will not be responsible for any delay including postal delay, if any.
- Incomplete application or applications without the attested copies of supporting documents will not be entertained.
- No T.A., D.A. will be paid for attending the interview.
- The applications giving full particulars and attested copies of all the supporting documents should reach to the undersigned **within 21 days** from the date of publication of this advertisement.

Sd/-
President

Place: Vathar Tarf, Vadgaon
Shri Balasaheb Mane Shikshan Prasarak Mandal, Ambap

SHRI GANESH SHIKSHAN SANSTHA'S
SHRI ASARAMJI BHANDWALDAR ARTS, COMMERCE & SCIENCE COLLEGE,
 DEOGAON (R), TQ. KANNAD, DIST. AURANGABAD-431115 (M.S)
UGC NAAC Re-Accreted "B" Grade
Phone No. (02435) 299469

Application are invited for the Post of **Principal** (Grant-in-aid) at our College

Sr. No.	Name of Post	No. of Post	Category
1.	PRINCIPAL	1	Open to All

Note :

- Essential Qualifications :** As notified by the UGC, Govt. Maharashtra and Dr. Babasaheb Amedkar Marathwada University, Aurangabad. (Experience, Age & Pay Scales shall be as per 7th Pay Government Resolution dated 8th March, 2019 and 10th May, 2019 with amendments and additions).
- Candidates should submit their API score record as per the UGC norms.
- The appointment to the said post will be for a tenure of 5 years from the date of appointment or upto attainment of superannuation whichever is earlier as per Govt of Maharashtra, Dr. Babasaheb Amedkar Marathwada University, Aurangabad and Shri Ganesh Shikshan Sanstha, Deogaon, Rangari.
- Pay scales and service conditions shall be according to Govt. of Maharashtra, Dr. Babasaheb Amedkar Marathwada University, Aurangabad and Shri Ganesh Shikshan Sanstha, Deogaon, Rangari.
- The said post is subject to the approval by Dr. Babasaheb Amedkar Marathwada University, Aurangabad, UGC and Government of Maharashtra Regulations.
- Candidates already employed should apply through proper channel.
- Joint Director, Higher Education, Aurangabad NOC No. JDHE Aurangabad/NOC/2019/45 date 13/05/2022.
- The selection process and the appointment to the said post is subject to the judgment/outcome of Writ Petitions No. 12051/2015 and 15737/2019 filed in Aurangabad Bench, Mumbai High Court and the Supreme Court, respectively.
- No TADA** will be payable to the candidate.

Only eligible and qualified candidates should apply **within 15 days** from the date of publication of this advertisement giving their complete bio-data/resume to the President/Secretary Shri Ganesh Shikshan Sanstha, Deogaon, Rangari.

President
 (Dr. Prakash Bhandwaladar)

Secretary
 (Shri. L.D. Bhandwaladar)



Vidya Vikas Mandal's
GOVIND RAMNATH KARE COLLEGE OF LAW
(Affiliated to Goa University)
G.R. Kare Road, Tansor-Comba, Margao-Goa 403 601
Tel: 0832-2722544/2722546 • Website: www.grkarelaw.edu.in
(Re-accredited by NAAC with 'B++' Grade, CGPA 2.78 on a 4.0 point scale)

B.A.LL.B. PROGRAMME (Grant-in-aid)
ACADEMIC YEAR 2022-23

REQUIRES

1. **Assistant Professor in Law** – Full-time on regular basis - 1 post (reserved for ST category).
2. **Assistant Professor in Law** – Full-time on contract basis -6 posts (1 post reserved for PH; 1 post reserved for OBC; 4 posts of General Category). [Appointment for one of the 6 posts is up to 28/02/2023, being a Study Leave Vacancy].
3. **College Counsellor** – Full-time on contract basis 1 Post (General Category).

For Mandatory requirements of all posts, essential qualifications for posts at Sr. No. 1 and 2 and qualifications for post at Sr. No. 3 as well as other requirements, refer to website of the College.

Complete hard copy applications in all respects along with self-attested photostat copies of statement of marks and passing certificates of all public examinations from SSC onwards, including a valid Certificate in respect of reserved category, issued by the Competent Authority, wherever applicable, shall reach the office of the Principal **within 20 days** from the date of publication of this advertisement.

Pay scale and other service conditions shall be as per the Statutes and Ordinances of Goa University, UGC and Rules of Directorate of Higher Education, Govt. of Goa.

(Dr. Saba Da Silva)
Professor & Principal

NIRMALA EDUCATION SOCIETY

Nirmala Nivas
Altinho, Panaji, Goa

Applications are invited for the Permanent full time post of **Principal** of Nirmala Institute of Education from the academic year 2022-2023.

Applications should be received **within 20 days** from the date of Publication.

For Essential Qualifications, requirements, tenure, pay, service conditions and other details, kindly check the Institute website: nirmalainstitute.org

The Management reserves the right to accept or reject the applications without assigning any reason thereof.

No TA or DA will be paid to answer the interview.

Vice President
Nirmala Education Society

20/07/2022

NIRMALA INSTITUTE OF EDUCATION

Altinho, Panaji, Goa

Applications are invited for the Permanent full time post of **Assistant Professor in Education** (with specialization in **Geography**) (General Category-01) at the Nirmala Institute of Education from the academic year 2022-2023 onwards.

Applications should be received **within 20 days** from the date of Publication.

For Essential Qualifications, requirements, tenure, pay, service conditions and other details, kindly check the Institute website: nirmalainstitute.org

The Management reserves the right to accept or reject the applications without assigning any reason thereof.

No TA or DA will be paid to answer the interview.

20/07/2022

Officiating Principal

Devi Sharvani Education Society's
V. M. SALGAOCAR COLLEGE OF LAW
Miramar, Panaji, Goa-403 001
Ph. No. 0832-2462225 • website: www.vmslaw.edu.in

APPOINTMENTS

Applications with photograph and full bio-data along with self-attested copies of educational qualifications, marks and percentage secured from S.S.C. onwards, experience, birth certificate, and other relevant certificates are invited for the posts of:

1. **ASSISTANT PROFESSOR (REGULAR – FULL TIME) – RESERVED FOR ST**
 - a. ASSISTANT PROFESSOR IN ENGLISH – 01 POST
 - b. ASSISTANT PROFESSOR IN ECONOMICS – 01 POST

Qualifications:

Post Graduate with 55% and above in the concerned subject with NET/SET. Pay and terms and conditions of service are those laid down by the Goa University, Directorate of Higher Education, Porvorim and other competent authorities from time to time.

A relaxation of 5% shall be provided for the SC/ST/OBC (Non-creamy layer)/Differently-abled (physically and visually differently-abled) categories.

N.B.-

1. If suitable /Qualified candidates are not available from Reserved Category, candidates from General Category may be considered for Contractual Appointment. Candidates without NET/SET may also apply.
2. **ST candidate should produce certificate issued by Government of Goa.**

For the above posts, 15 years residential certificate in Goa and knowledge of Konkani is essential and knowledge of Marathi is desirable. Scale of Pay and other service conditions are as prescribed by Government of Goa and Goa University.

Application with full bio-data should reach the undersigned **within 15 days** from the date of publication of this advertisement. Applications received after prescribed date/incomplete and or without relevant self-attested documents as mentioned in the advertisement will be rejected and no intimation will be sent to the applicants in this regard.

PRINCIPAL

DNYANVARDHINI ADHYAPAK MAHAVIDYALAYA (B.Ed), Hingoli**Wanted**

Applications are invited for the post of **Principal** to be filled in **Dnyanvardhini Adhyapak Mahavidyalaya (B.Ed), Hingoli** permanent (**Non-Granted**) run by Sharad Pratibha Pratishtan, Nanded. Eligible candidates should submit their application along with necessary documents **within Fifteen days** from the date of publication of the Advertisement by registered post only.

Sr. No	Name of the Post	No. of Post	Reservation
01	Principal	01	Open (Unreserved)

Educational Qualification:

- 1) Academic and Professional Qualification will be as prescribed for the post of Lecturer;
- 2) Ph.D. in Education and;
- 3) Ten years teaching experience out of which at least Five years teaching experience Secondary Teacher Education institutions provided that, in the event of non-availability of eligible and suitable candidates for appointment as Principal/Head as per above eligibility criteria, it would be permissible to appoint retired Professor /Head in Education on contract basis for period not exceeding one year at a time till such the candidates complete Sixty five years of age.

The term of appointment of the College Principal shall be tenure with eligibility for reappointment for one more term only after a similar selection committee process.

Salary and Allowances

Pay scale as per the UGC, State Government & Swami Ramanand Teerth University's rules from time to time (Pay scale Rs.37400-67000+AGP Rs.10000).

Note

- 1) Prescribed Application form is available on University Website (www.srtmun.ac.in).
- 2) No TA/DA will be paid to attend the interview.
- 3) Eligible candidates those who are already in services should submit their application through proper channel.
- 4) All attested Xerox copies of certificates and other relevant document should be attached to the application form.

Address for correspondence: President/Secretary, Sharad Pratibha Pratishtan Nanded run by **Dnyanvardhini Adhyapak Mahavidyalaya (B.Ed)**, Hingoli, Ramakrishna Nagar, Akola Bypass, Hingoli-431513.

President/Secretary

ATTENTION : SUBSCRIBERS UNIVERSITY NEWS

The NEW RATES of Subscriptions effective April 01, 2020 shall be as per following:

	Institutions Rs.	Teachers/Students/Individuals* Rs.	*AT RESIDENTIAL ADDRESS ONLY
1 year	1,250.00	500.00	
2 years	2,200.00	900.00	

The payable amount is required to be remitted **in advance** by any of the following modes of payments:

- a) AIU WEB Portal (b) Cash Deposit (c) Demand Draft/At Par Cheque and (d) NEFT/RTGS/Net Banking/G-Pay/BHIM APP, etc.

1	Bank Account No.	0158101000975 (Saving)
2	Beneficiary Name and Address	ASSOCIATION OF INDIAN UNIVERSITIES 16, Comrade Indrajit Gupta Marg, New Delhi – 110 002
3	Bank & Branch Name	CANARA BANK, DDU MARG
4	Bank's Address	"URDU GHAR", 212, Deen Dayal Upadhyaya Marg, New Delhi – 110 002
5	Branch Code	0158
6	IFSC Code	CNRB 0000158
7	Contact No. & E-mail ID	(011) 23230059 Extn. 208/213 (M) 09818621761

THE NEFT/RTGS/ONLINE PAYMENT TRANSACTION/UTR NUMBER MUST BE SENT BY MAIL IMMEDIATELY WITH COMPLETE MAILING ADDRESS & PIN CODE FOR LINKING AND ITS SETTLEMENT AT OUR END.

*For further information/enquiries, send Mail at : subsun@aiu.ac.in / publicationsales@aiu.ac.in
Website : <https://www.aiu.ac.in>*

Maharashtra Shikshan Mandal
Rajmata Jijamata Adhyapak Mahavidyalaya
Latur, Dist. Latur (B.Ed.)

WANTED

Applications are invited for the post of Perspectives in Education, Pedagogy Subjects, Health & Physical Education and Performing Arts to be filled in **Maharashtra Shikshan Mandal Latur's Rajmata Jijamata Adhyapak Mahavidyalaya, Latur, Dist. Latur (B.Ed.)** (Permanent Non-Granted). Eligible Candidates should submit their application along with all necessary documents **within 15 Days** from date of publication of this Advertisement by registered post only.

Sr. No.	Position	No. of Posts	Nature	Reservation
	B.Ed.			
1	Perspective in Education	14	Regular	Open 05, SC 02, ST 01, VJA 01, NTC 01, OBC 03, EWS 01
2	Pedagogy Subject (Math, Science, Social Science, Language)			
3	Health & Physical Education			
4	Performing Arts (Music/Dance/Theatre) Fine Art			

Qualifications :- As per UGC & NCTE (2014 Rule)

The faculty shall possess the following qualification:

A) Perspective in Education or Foundation Courses

- i) Post Graduate degree in Social Science with minimum 55% marks.
- ii) M.Ed. degree from a recognized university with minimum 55% marks.

OR

- i) Postgraduate (M.A) degree in Education with minimum 55% marks.
- ii) B.Ed/B.El.Ed. degree with minimum 55% marks.
- iii) SET/NET/Ph.D. in Education.

B) Curriculum and Pedagogic Courses

- i) Postgraduate degree in Sciences/Mathematics/Social Sciences/Languages with minimum 55% marks.
- ii) M.Ed. degree with minimum 55% marks.
- iii) SET/NET/Ph.D. in Education.

C) Health & Physical Education

- i) Master of Physical Education (M.P.Ed.) with minimum 55% marks.
- ii) SET/NET/Ph.D. in Physical Education.

D) Performing Arts (Music/Dance/Theatre) Fine Art

- i) Post graduate degree in Fine Arts (MFA) with minimum 55% marks.

OR

- i) Post graduate degree in Music/Dance/Theatre Arts with minimum 55% marks.
- ii) SET/NET/Ph.D. in Fine Arts.

Salary And Allowance Pay: Scale as per UGC State Government & Swami Ramanand Teerth Marathwada University, Nanded rules from time to time.

NOTE:

1. Prescribe application form is available on the University **Website : (srtmun.ac.in)**.
2. No T.A/D.A will be paid to attend the interview.
3. Eligible candidates those who are already in services should submit their application through proper channel.
4. 3% Reservation for handicapped and 30% for woman candidates.
5. All attested Xerox Copies of certificated and other relevant document should be attached to the application form.

Address of Correspondence

Secretary,
Maharashtra Shikshan Mandal,
Kendre Building, Shiv Nagar, Latur,
Pincode – 413512 (Maharashtra)
Mobile No. 9765222279

RAMDAS ATHAWALE ARTS & COMMERCE COLLEGE

Nilanga (Permanent Non-grant), Dist. Latur

run by Hon'ble Ramdasji Athwale Vicharmanch, Latur

WANTED

Application are invited from the eligible candidates for the following full time posts in **Ramdas Athwale Arts & Commerce College, Nilanga** (Permanent Non-grant), Dist. Latur run by Hon'ble Ramdasji Athwale Vicharmanch, Latur. The application duly completed in all respect should reach on the following address **within 15 days**. The candidates of reserved category should send one copy of application to the **Assistant Registrar, Special Cell, S.R.T.M. University, Nanded**.

Sr. No.	Subject	Total Posts	Reservation
1	Marathi, English, Hindi, Economics, Sociology, Music, Psychology, Military Science, Library & Information Science, Geography, Mathematics, Sanskrit, Pali, History, Political Science, Librarian, Director of Physical Education	24	Open 08, SC 03, ST 02, VJ (A) 01, NT-B 01, NT-C-01, NT-D/SBC 01, OBC 05, EWS 02

1) Assistant Professor/Librarian/Director of Physical Education

Eligibility (A or B)

- A. i) A Master's Degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.
- ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SET or who are or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SET.

Provided the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulation of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/ Colleges/Institutions subject to the fulfillment of the following conditions:

- a) The Ph.D. degree of the candidates has been awarded in regular mode only;
- b) The Ph.D. thesis has been evaluated by at least two examiners;
- c) An Open Ph.D. viva voce of the candidate has been conducted;
- d) The candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a referred journal; and
- e) The candidate has presented at least two papers, based on his/her Ph.D. work in conference/seminars, sponsored/funded/supported by the UGC/ICSSR/CSIR or any similar agency.

Note

- 1) The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic affairs) of the University concerned.
- 2) NET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SET is not conducted. However, Ph.D. degree shall remain the minimum eligibility for appointment of Assistant Professor in such disciplines.

OR

B.

The Ph.D. degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

- (i) Quacquarelli Symonds (QS);
- (ii) The Times Higher Education (THE) or
- (iii) The Academic Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai)

Note : The Academic score as specified in Appendix-II (Table 3A) for Universities, and Appendix II (Table 3B) for Colleges, shall be considered for short-listing of the candidates for interviews only, and the selections shall be based only on the performance in the interview.

Correspondence Address : President, Hon'ble Ramdasji Athwale Vicharmanch, Latur C/o Ramdas Athwale Arts & Commerce College, Krishi Utpanna Bajar Samittee Building, 2nd Floor, Adat Line, Nilanga, Tq. Nilanga, Dist. Latur-413521 (M.S.) Contact : 07263829878

President

Sonopant Dandekar Shikshan Mandali's
**SONOPANT DANDEKAR ARTS, V.S. APTE COMMERCE AND
M.H. MEHTA SCIENCE COLLEGE**

At. Kharekuran Road, Palghar (W), Dist. Palghar 401 404

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS POSTS**
FOR THE ACADEMIC YEAR 2022-2023

AIDED

Sr. No.	Cadre	Subject	No. of CHB Posts	Total No. of CHB Posts	Post Reserved for
1	Assistant Professor	Accountancy	02	48	SC - 06
2	Assistant Professor	Botany	06		ST - 04
3	Assistant Professor	Chemistry	12		DT (A) - 01
4	Assistant Professor	Commerce	02		NT (B) - 01
5	Assistant Professor	Economics	04		NT (C) - 02
6	Assistant Professor	History	02		NT (D) - 01
7	Assistant Professor	Mathematics	04		OBC - 09
8	Assistant Professor	Physics	02		SBC - 01
9	Assistant Professor	Geography	01		EWS - 05
10	Assistant Professor	Psychology	01		OPEN - 18
11	Assistant Professor	Zoology	10		
12	Assistant Professor	Hindi	02		

The posts for the reserved category candidates will be filled in by the same category candidates (Domicile of State of Maharashtra) belonging to that particular category only.

Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.**

Candidates having knowledge of Marathi will be preferred.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-I dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time”.

Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-2022 dated 25th January, 2022.

The Government Resolution & Circular are available on the website : mu.ac.in

Application with full details should reach the **PRINCIPAL, S.D. ARTS, V.S. APTE COMMERCE, M.H. MEHTA SCIENCE COLLEGE, PALGHAR, Kharekuran Road, Palghar (W), Dist. Palghar – 401 404 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
PRINCIPAL

Shramjivi Samaj Kalyan Mandal's**PUNYASHLOK AHILYADEVI HOLKAR MAHAVIDYALAYA, RANISAWARGAON****WANTED**

Applications are invited for the post of **Principal** (Granted) to be filled in Shramjivi Samaj Kalyan Mandal's Punyashlok Ahilyadevi Holkar Mahavidyalaya, Ranisawargaon, Tq. Gangakhed, Dist. Parbhani. Eligible candidates should submit their application along with all necessary documents **within Fifteen days** from the date of publication of the advertisement by Registered post only.

Sr	Name of the post (Designation)	Number of post	Reservation
01	PRINCIPAL	01	Unreserved

Educational Qualification:-**A. Eligibilities:-**

1. A Master's Degree with at least 55% marks (or an equivalent grade a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D. Degree in concerned/allied/relevant discipline (S) in the institution concerned with evidence of published work and research guidance.
3. Professor/Associate Professor with a total experience of fifteen years of teaching / research in Universities, College and other Institutions of Higher Education.
4. A minimum of 10 research publication in peer reviewed or UGC listed journals.
5. A minimum of 110 research score as per Appendix II, Table 2 of UGC Regulations 2018.
6. Academic Eligibility and other rules regulations as per UGC Regulation 18 July 2018 and Govt. Resolution No. Misc-2018/C.R.56/UNI-1 Date 08 March 2019.

B. Tenure:-

A College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance assessment by a committee appointed by the University, constituted as per these Rules.

Salary & Allowances:-

Pay Scales as per the UGC, State Government of Maharashtra and Swami Ramanand Teerth Marathwada University, Nanded Rules from time to time.

NOTE:-

1. Prescribed application form is available on the University **website (www.srtmun.ac.in)**.
2. No T.A.D.A. will be paid to attend the interview.
3. Eligible Candidates those who are already in services should submit their application through proper channel.
4. All attested Xerox Copies of certificates and other relevant documents should be attached with the application form.
5. The original certificates must be provided at the time of interview.

Address for correspondence

The Secretary, Shramjivi Samaj Kalyan Mandal, Hadolti
C/o Punyashlok Ahilyadevi Holkar Mahavidyalaya,
Ranisawargaon, Tq. Gangakhed, Dist. Parbhani-431536

Secretary**Shramjivi Samaj Kalyan Mandal, Hadolti**