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In This Issue

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Impediments to Quality in Higher Education Institutions : Could Holistic Pedagogy in Teaching Learning be the Way Forward?

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Quality has been variously defined as value, fitness for purpose or conformance to requirements (of customers). In the context of Higher Education Intuition (HEI), although it may sound blasphemous, students are now being considered as customers and industry or organizations where the students serve after passing out from HEI as consumer. Hence, conformation to customer requirement and ensuring customer satisfaction is the challenge, if not delight. But how successful are we in facing this challenge, given that only one third of the 900 plus universities have valid NAAC accreditation, which is considered as a primary step in the quality check process. Furthermore, we get to know that our HEIs are nowhere among the first hundred top institutes of the planet.

In this backdrop, the article seeks to put together i) some relevant data on HEI scenario in the country, ii) some of the impediments in inculcating a quality culture and iii) way forward to surmount it with a caveat that it may not fit everywhere, but would provide food for thought for policy makers at the highest level.

The HEI Scenario

There are 935 Universities in India as on February 1, 2020 as per UGC data, of which 409 are state, 127 are deemed to be universities, 50 are central and 349 are private universities. In last one year, the number of universities has increased by 3.5 per cent (935 from 903) and maximum increase has taken place in private university domain by 5.8 per cent (349 from 330). Quality assessment has not been even carried out in two third of the universities and there remains question mark over the state of quality culture in the universities having valid accreditation. There exists heterogeneity of different types: 298 universities are affiliating in nature and 394 are located in rural areas. Total enrolment in Higher Education (HE) is estimated to be about 38 million, with females constituting 48.6 per cent of the total enrolment. Gross Enrolment Ratio (GER), calculated for 18-23 years age group in 2018-19, in HE in India is 26.3 per cent. While for males GER is 26.3 per cent, it is 26.4 per cent for females. It is 23 per cent for Scheduled Caste while

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it is 17.2 per cent for Scheduled Tribes. Distance enrolment constitutes about 10.6 per cent of the total enrolment in HE, of which 44.3 per cent are female. Almost 80 per cent of the students are enrolled in UG level programmes. About 1.7 lac students are enrolled in PhD programme and 40,813 students were awarded Ph.D. level degree during 2018, 23,765 being male and 17,048 female students. The total number of foreign students enrolled in HE in India is about 47,000 with more than one fourth coming from Nepal, followed by Afghanistan (10 per cent) and Bangladesh (4.4 per cent). The Student Teacher Ratio in universities and colleges is 29 if regular mode enrolment is considered.

The Challenges: Why is it Difficult?

Some of the peculiar prevailing assumptions which either are serving as or have the potential to serve as impediments in inculcating quality culture are as follows:

- In the NET examination conducted for candidates completing or about to complete their Masters programme, it is a practice that those securing slightly higher marks are eligible for research as well as teaching in HEI and those securing less marks are eligible for teaching in HEIs including universities. The question that follows is that teaching in universities demand a lesser skill set when it is well known that the standard of teaching in universities has a ripple effect on undergraduate teaching with far reaching consequences in educational scenario of the country. When we compromise in terms of quality in entry point in teachers' recruitment in HEI, are we not inviting trouble for ourselves?

- In addition, there have been innumerable changes in essential requirement for becoming a teacher in HEI in the last two decades and the changes continue. It is well accepted that change is normal, but when such changes in policy take place with unfailing regularity having serious repercussion, are we not playing with quality?

- Sea changes have been brought about in teachers' career advancements in last one decade or so, and there have been series of amendments in the regulations. Has the API system brought any significant change in so far as the increasing quality in HEI is concerned? The list of approved journals virtually did put a stamp of endorsement on predatory journals. An idea may be made regarding the enormity of the problem, as more

than three fourth of the journals beat a hasty retreat when credentials were asked for; they are trying to make back door entry now. It is also a fact that many good quality old journals satisfying all required quality criteria still remain outside the CARE list. Should we not introspect? The gravity of the problem has been such that the requirement of publishing papers during pursuing research for PhD made mandatory is under consideration for being revoked. A decision before being properly institutionalized gets revoked; should we not think over so that there is a policy continuity. If we change the rule during a 50 over cricket match, it possibly becomes difficult for the players, the umpires and other stakeholders including future players. We may just think about the plight of a young researcher nurturing his dream to pursue research, or someone who has joined the programme following all India tests or one who has been working in a programme for three years.

- Another serious issue that calls for a discussion is the test mode through which a candidate is selected either for research or teaching. The aspirants are tested on their domain knowledge; there is no mechanism whatsoever to assess their commitment and passion for research or teaching, when it is well known that research possibly cannot be carried out amid trial and tribulations of different kinds, without perseverance, hard work and determination.

The Possible Way Forward: Holistic Pedagogy Teaching-learning in Changing Times

Long back, the Greek philosopher Heraclitus rightly said, "Change is the only constant." Nowhere is it more apt than a country's education because education is intimately linked to new discoveries and explorations and also societal demands and people's aspirations. In a country like India with a large population base and with population of children and young adults between the age of 6 years to 23 years in 2016 estimated to be 559.35million, education is crucially important for growth, development and for maintaining harmony in a society characterized by enormous diversity of all kinds.

In the year 2000, the number of students in the Indian higher education was eight million that increased to thirty-six million in the year 2017. This has been a massive growth, through improvement of

the University Grants Commission (UGC) mandated improvement of "access", and enhanced the Gross Enrolment Ratio (GER). The Gross Enrolment Ratio (GER) in higher education which is calculated for 18-23 years of age group has increased from 24.3 per cent in 2014-15 to 26.3 per cent in 2018-19. Gross Enrolment Ratio during last 5 years is given in chart -1.

Chart -1 Year-wise Gross Enrolment Ratio in India for Last Five Years
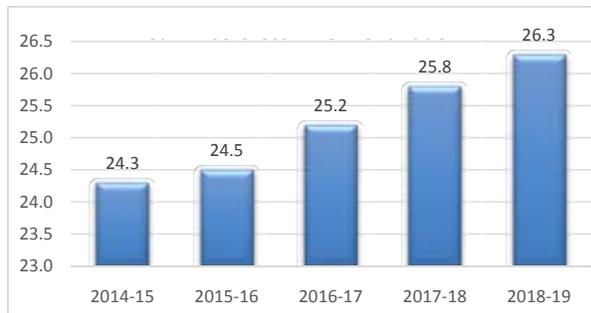
Internet connectivity in India has impacted education over the years. The internet user base in India crossed the 500 million mark in 2019. Digital adoption is prevalent in urban India, but is now gaining popularity in rural India too, due to internet awareness programmes by the government, increased availability of band width and cheap data plans. The number of internet users as well as smart phone users in India have increased over the past few years as depicted Figure-1.

Fig-1: Number of Internet and Smart Phone Users in India
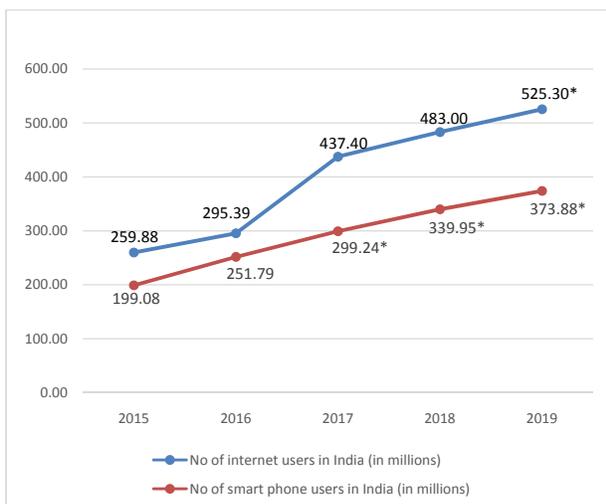
* Estimated figures

The number of internet users in India in the year 2023 is projected to reach 666.4 million. A considerable majority of internet users in India use internet on mobile phones since it is a cheaper option as compared to expensive landline connections requiring computers and related infrastructure.

While access could bring youngsters into the network, the infusion of technology-based learning became important and necessary in imparting education to this large population of students. This necessitated creation of virtual classrooms, smart boards, audio and video systems and so many other gadgets that brought the teaching and learning process closer and made handy. The rapid infusion of mobile technology in the remotest corner of the country and having easy access to mobile phones made educational contents available to students at the touch of their finger. Library became mobile, an alternative to classrooms emerged, and a feeling gradually started sinking the minds, "Technology is Education and Education is Technology." As the sentence is written, a jitter goes through the mind and also the spine that this article will not be received well by the lovers of technology. It needs to be highlighted that one of the authors of this article is an engineer and a great lover of technology and he believes that technology has been the greatest empowerment tool through which a civilization is moved and made in a new fashion. To be more precise, technology is a tool that may be used to impart education, and should not be misconstrued as education itself.

Let us now reflect on how internet connectivity in the country has impacted education over the years:

- Instead of depending on encyclopedias, students can now have answers to all their queries simply by searching for information on the internet.

- Learning experience has become more interesting and immersive with the introduction of smart classrooms. These connected classrooms with computer, audio visual facilities and access to internet, allow students to watch lessons and demonstrations on important academic concepts, videos on a wide range of subjects and even take virtual tours of places of interest.

- Learning apps use curriculum-based academic modules that students can use for self-learning through animation-based tutorials. Such apps can be designed to run on a mobile device such as a tablet or a smartphone and helps individuals to facilitate learning on their own terms and choice of location.

- Technology has also contributed in giving learners access to alternative courses that are not essentially mainstream or courses which are potentially difficult to get instruction for, like a skill development course on Mexican cuisine.

- Various e-learning platforms help in aptitude-testing of students by detecting their core academic strengths and weaknesses and also providing precise understanding and recommendations about their career choices, based on their academic, co-curricular and personality parameters.

The whole connectivity issue is linked to the expansion of the education base in the country. It also democratizes the education space. There is a possibility that class lectures are transmitted to the students of a college or a university through application of connectivity and technology. Lectures can be downloaded on individual mobiles using internet facilities and students can get adequately prepared before they enter classrooms. In such a scenario, a class can be a multiple communication space instead of a teacher giving discourse and students receiving knowledge and instructions silently.

Internet connectivity can be intelligently used to conduct class tests on multiple question papers and students taking the tests at a time of their convenience, both in terms of time slots and preparation on the subject. Students from diverse social and economic background can thus fit into the newly-emerging and continuously changing educational space by studying at hours not hitherto imagined and by appearing for examinations on flexible dates and times, not hitherto conceived. A question comes to mind: are the days of a rigid academic calendar for completion of courses in the realm of education near to extinction when academic flexibility in terms of completion time-frame reaches an asymptotic value?

In this technological space, where more and more on-screen teachers will impart education, what will happen to the classical pedagogy? Will we slowly see the decay and death of live student-teacher interaction? Will the influence of teachers on the students through their actual presence and movement slowly die down? Will we see a day when a teacher's life will no longer move a student? Will the "Idea" called "teacher" lose significance completely when technology of imparting education takes over the teaching process? That is what worries the teaching community sometimes. Teaching-learning process is not acquiring skills only. On top of that,

life skills cannot be taught on a technological space. Life must provide live demonstration of what the best education can provide. While technology will teach how to move in a fast-paced world and how to transmit information related to education, holistic pedagogy will transcend technological space and travel like light into the deepest core of human heart. The purpose of education is ultimately to create 'man' in man and examples only can catalyse the process of movement of man upwards, through an imaginary space to achieve what is known as the ultimate experience through education. Education must add "value" to life and will not subtract "humanness". Competent authorities of higher education have been advocating again and again to make "value" courses essential in all tiers of education, and higher education in particular. A recent incident reminds why value is so important in our education system. In a particular college, a student having irregular attendance was told to be regular. Then his father was sent for and requested by the college authority to ask his son to be regular in class. The boy's father expressed helplessness and informed the college authority that if he pestered much, the liberty-drunk boy might take a drastic step of committing suicide even. Such is the disconnect in life today. This is where value education is necessary and only a teacher, through his life and presence, can make a difference. There is, thus, a dichotomy between technological space of imparting education and an imaginary space of uplifting human spirit to achieve its highest potential. The imaginary space is a "human" construct and not a technological construct.

It is perplexing to visualize how the on-line system of education with extreme reliance on massive open on-line courses and without much presence of teachers, intervening the system directly through regular contact between teachers and students, will inculcate values in young individuals. Unless such students have been raised in deeply supporting families, the value system of such students is expected to be skewed. The on-line system may be good in terms of rendering new skill-sets and widening access, but demonstration of teachers' lives during the academic programme may not bepossible. Under the circumstances, it is felt necessary to add more value-based courses in on-line system of education. The recent budget 2020 of the Union Government puts more reliance on the on-line courses and in that context, the viewpoints presented by the authors might be particularly relevant. With an aim towards

digitization of Indian education system, budget 2020 proposed that the top 100 institutes in National Institutional Ranking Framework would offer full-fledged online education programmes at the degree-level for students of the weaker sections of the society. Budget 2020 made an allocation of Rs. 99311.52 crore in financial year 2020-21 for the education sector with Rs. 39466.52 being allocated to higher education and the rest being allocated to school education and literacy department. Though there has been a 5 per cent increase in budget allocation over last year, it may be mentioned that India has traditionally made inadequate public expenditure on education in comparison to other countries. The public expenditure on education as a percentage of GDP is below 3 per cent for India, while it is 7.5 per cent for Sweden and Bhutan, 7 per cent for Finland and Costa Rica, 6 per cent for Brazil, South Africa and Kyrgyzstan, 5.5 per cent for UK, Palestine and the Netherlands, and 5 per cent for USA, South Korea, Malaysia, Mongolia and Kenya. The 2017-18 financial audit conducted by the Controller and Auditor General (CAG) also reveals that education cess collected over the years amounting to Rs. 94036 crores are still lying unutilized in Consolidated Fund of India. Under investment in education will prove to be detrimental towards the future growth and development of the nation and hence the government should focus more on this important sector. At the same time there should be introspection at all levels as to how funding in higher education could be made more rational, connecting and assessing it with the demand requirement and overall need of the educated manpower of the country.

It may be a repetition, but it is necessary to remind all concerned associated with education that the purpose of education is not to create demons, but true humans. In academia, academic enlightenment is the real issue and one must strive to achieve that enlightenment.

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

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

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

Teacher Education in Maharashtra: Issues and Remedies

R T Bedre *

The eminent philosopher and the second president of independent India Dr Sarvepalli Radhakrishnan willed his birthday be celebrated as the Teachers' Day underlines the significance of teachers' contribution in the making of a civilized and responsible society. The East India Company brought the English Education Act (the McCauley Act 1835), the famous Wood's Dispatch (1854), and the British Crown through its Queen Victoria's Manifesto in 1858 and Indian Universities Act 1904 (the Curzon commission) took education as a significant tool to rule the colonized Indians smoothly. They paid more attention to the education of the natives whatever their intentions; the British sometimes to uproot and to supersede the indigenous education system introduced their own liberal education in lieu of the native skill oriented one. In free India, serous thoughts were given to school education, though focus has been the university education. Radhakrishnan Commission (1948), Kothari Commission (1964), Acharya Ramamurthi Commission (1986) and now Kasturirangan Committee (2019) took review of the existing education system in India during their respective terms and made recommendations for its better functioning. The Kothari commission underlined the significance of the role of teacher in the words, "Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective" (Z A Khan, pp.2).

National policy of Education (1986) also states that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no pupil can rise above the level of its teachers (Z. Khan pp.1-2).

Teacher education underwent many minor and major changes over the period of time to keep pace with the changing time and its mandates. Dr Gunjan Sharma observes that the first major change took place during the national Education Policy (1986-92) coincided with the economic reforms in the early 1990s. To quote him, "In this duration, there has been a massive rise in the social and economic aspirations

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leading to manifold increase in the demand for education across the unequal social fabric of India. There has been expansion and diversification of education at all levels accompanied with the concerns about quality and equity in education across levels (www.epq.in/engage/policy pp. 1-13).

As the recommendation of National Policy on Education 1986, National Council of Teacher Education (NCTE) established in 1993 as an advisory body to National Council of Educational Research and Training (NCERT), was given a statutory status in 1995 to formalize its function and to formally oversee standards, procedures and processes in the Indian education system. To meet the highly increasing aspiration of the society, expansion of education and thereby regulating the quality of education through proper formal training of teacher aspirants, and amendments, therein became mandatory function of NCTE.

Operating from its headquarter in Delhi and four regional offices located at Jaipur, Bangalore, Bhopal and Bhubaneswar, it has been functioning for expansion and maintenance of quality teacher education through its regulations brought in time to time for the following types of teacher education programs:

- Diploma in early childhood education program leading to Diploma in Pre-school Education (DPSE).

- Elementary teacher education programs leading to Diploma and Bachelor in Elementary Education.

- Degree programs leading to Bachelor and Master in Education

- Physical education programs leading to Diploma, bachelor and Master in Physical Education.

- Diploma in elementary education programs through Open and Distance Learning System leading to Diploma in Elementary Education (D. EI. Ed).

- Bachelor of education programs through Open and Distance Learning System leading to Bachelor of Education (B. Ed) Degree.

- Diploma in Arts Education (Visual Arts) program

leading to Diploma in Arts Education (Visual Arts).

- Diploma in Arts Education (Performing Arts) program leading to Diploma in Arts Education (Performing Arts).

- 4-yr integrated program leading to B.A. B. Ed/ B. Sc. B. Ed Degree.

- Bachelor of Education Program 3-yr (Part-Time) leading to Bachelor of Education (B. Ed) Degree.

- 3-yr integrated program leading to B. Ed. M .Ed. (Integrated) Degree.

Status of Teacher Education Programs at the National Level

Tables 1 and 2 indicate the gender wise enrolment in the various teacher training programs. The tables reveal that that except in Physical Education courses and PhD programs, the female share is higher than 60 per cent of the total enrolment. It also points to the fact that women look towards teaching profession as a preferred one because of its placement potential, security and nature of work.

NCTE has been striving to form norms and standards though its amendments in its regulations for the teacher education institutions seeking recognition for starting pre-service teacher training programs. It brought amendments in 2005, 2007, 2009, 2010, and 2011. NCTE has been active since its major change in the structure and curriculum of the undergraduate and post graduate programs in 2014. Its subsequent amendments in 2018 and 2019 detailed curricular, faculty requirements, their eligibilities, infrastructure, fee structure and eligibilities of prospective teachers at various levels. Though it seems to be very serious towards preparing the regulations, its implementation appears rather overlooked while granting recognition, its periodical reviewing in terms of infrastructure and teacher recruitments in the new teacher education colleges and institutions of teacher training programs at various levels which resulted in the deterioration of quality and losing its placement potentials. The difference in the number of respondent teacher education colleges in AISHE 2019 and its total numbers speaks of this negligence and points to the fact that everything with teacher training college and institutions is not well. Only 3151 out of 3759 have responded to AISHE.

Table -1 – Teacher Education Programmes in India

Sr. No.		No. of TEIs (stand alone institutes and colleges and universities	Male	%	Female	%	Total
1	D Ed	3759	102694	37	171171	63	273865
2	B Ed	2912	411306	33	812552	67	1223858
3	B P. Ed		22962	68	10750	32	33712
4	B. P E		12752	75	4048	25	16800
5	Shiksha Parangat		17	21	61	79	78
6	B A B Ed		8051	41	11168	59	19219
7	B Sc B Ed		7282	48	7700	52	14982
8	B Com B Ed		1	0.25	397	99.75	398
9	M A B Ed		355	35	448	65	803
10	M Sc B Ed		186	45	227	55	413
11	M Com B Ed		97	37	162	63	259
12	M Ed		17754	37	30071	63	47825
13	Shiksha Acharya		232	37	382	63	614
14	M P Ed		5802	69	2533	31	8335
15	Shiksha shastri		3022	50	3009	50	6031
		8					
	Total	6679	592243	36	1054679	64	1646922

Table -2 -- The Level-wise Enrolment in Education Courses

Sr. No.	Level	Male	%	Female	%	Total
1	D Ed	102694	37	171171	63	273865
2	UG	511255	35	938534	65	1449789
3	PG	78642	37	130694	63	209336
4	M Phil	421	34	818	66	1239
5	PhD	3117	51	3083	49	6200
	Total	696129	35	1244300	65	1940429

Table-3 State-wise Number of Teacher Education Colleges in India

Sr. No.	State	No of teacher education institutions/ colleges	No of teacher education universities
1	Rajasthan	328	1
2	West Bengal	325	1
3	Haryana	250	0
4	Gujarat	209	1
5	Uttar Pradesh	191	0
6	Tamil Nadu	188	2
7	Maharashtra	176	0
8	Bihar	171	0
9	Punjab	163	1
10	Madhya Pradesh	145	0
11	Karnataka	125	1
12	Kerala	109	0
13	Andhra Pradesh	80	0
14	Jharkhand	79	0
15	Jammu and Kashmir	68	0
16	Telangana	59	0
17	Chhattisgarh	52	0
18	Assam	42	0
19	Himachal Pradesh	38	0
20	Odisha	20	0
21	Puducherry	17	0
22	Delhi	15	1
23	Arunachal Pradesh	6	
24	Chandigarh	4	0
25	Dadara Nagar Haweli	1	0
26	Daman and Diu	1	0
27	Goa	3	0
28	Manipur	9	0
29	Meghalaya	4	0
30	Mizoram	1	0
31	Nagaland	6	0
32	Sikkim	3	0
33	Tripura	2	0
	Total	2912	8

Table 3 points to the large number of teacher education colleges and very few universities in major states. These numbers also indicate to the fact that five states top having higher number of enrolment in teacher training programs have 54.76 per cent students out of total enrolment in teacher programs. Quite interestingly, Rajasthan despite having the highest number of colleges and institutes is at its bottom in the five top states and Gujarat does not find place in the list even having 209 colleges and one university. The same may be said of Tamil Nadu where 188 colleges and 02 universities exist. These 2912 colleges with 08 universities have enrolled 12, 23, 858 students of which 812552(66 per cent) are female.

It is again to note that only 8 universities exist in seven states to monitor the quality of teacher education program. The states like Haryana, Maharashtra, Madhya Pradesh, Uttar Pradesh, Bihar, Kerala, Andhra Pradesh, and other states like Telangana, Jammu and Kashmir, and Chhattisgarh, Assam, Himachal Pradesh and Odisha having good number of teacher education colleges do not have universities. These states do not have proper mechanism for improving

teacher education quality except NCTE at the regional centers. It has definitely caused deterioration in the quality of teacher education as the existing state universities do not have competent mechanism.

Status of Teacher Education in Maharashtra

Maharashtra, the land of Mahatma Phule, Savitribai Phule, Dr B R Ambedkar and Mahrishi Dhondo Keshav Karve the pioneers of women education at school and university education, has the largest enrolment in the teacher education program in the country. It has the teacher training institutes and colleges with their intake as depicted in Table 4.

Maharashtra tops the enrolment of students in the teacher education institutes (stand alone institutes for D Ed- the mandatory eligibility for teachers at the primary level. As per AISHE report 2019, out of 2, 73,865 enrolment in the country, Maharashtra has 33, 454 students in teacher training program out of which 26, 304 (78 per cent) are women studying in 1,363 teacher education institutes. It underlines the significance of teacher education programmes for the female students of the state.

However, this glamorous picture of teacher education changed in Maharashtra after 2002. Before two decades admissions to teacher education colleges (particularly, diploma colleges) was paramount to employment as teacher in the government run primary/secondary schools. For poor class families it enjoyed the status as the MBBS for middle class ones. However, the first decade of the 21st century turned the picture against its counterpart in the 20th century. During this decade, the state government sanctioned D. T. Ed, B.Ed., M. Ed, B. P. Ed., and M. P. Ed., colleges to the private managements, most of who belonged to the ruling parties without any thought to the rate of employment likely to be generated in future. The affiliating agency- National Council of Teacher Education granted affiliation to these colleges without considering the availability of the infrastructure and teaching faculties.

Very soon, it proved to be a fatal decision affecting the quality of the teacher education in the state. Every roadside structure was turned into a college of teacher education without any transport or sanitary facilities there. Today the condition is that the most of these colleges excluding funded and managed by the state government are on the verge of closure. Today these structures have been turned either into English medium schools (as such schools are in vogue and passion/ fashion for the parents) or into their previous forms. The incumbent teachers (those are very few in number and hardly or ill paid) are found looking for the students as tier salaries can be paid only if the required number of students are admitted in these colleges. The students belonging to the reserved categories are allured as the state government reimburses tuition fee and other fees. The Central Admission Program (CAP) an authority constituted for admission by the state government has made the situation worse for them. Today most of the colleges fail to find both students and teachers.

Today the teacher education institutes and colleges face the problem of finding students, teachers and resources to meet the expenses which badly affects the quality. The demand and supply principle was totally overlooked. The state government of Maharashtra adopted the policy of permitting schools and colleges on permanent non grant basis and then on self financed basis. It freed the government of its responsibility of providing grant in aid to these colleges and lost its control and right to the recruitment in such

Table-4 Teacher Education Programmes and Institutions in Maharashtra

Sr. No.	Teacher education program	No of teacher education institutions/ colleges offering these programs	Intake	Remark As on
1	Pre-primary	1	50	2017
2	D Ed	1020	51000	2017
3	B Ed	552	55200	2018
4	B P Ed	30	9550	2017
5	M Ed	86	4300	2016
6	M P Ed	30	905	2017
7	BA/ B Sc B Ed	07	480	2017
8	B Ed M Ed	03	150	2017

schools and colleges. These newly started schools and colleges did not care to recruit the required number of teachers and if at all they did, salaries were paid at the pleasure and mercy of the school managements. It further reduced the enrolment in teacher training colleges and institutes where finding students became an issue. The vicious cycle of less students, less financial resources, less number of faculties, insufficient infrastructure and required learning resources which finally resulted into the complete absence of quality in teacher education programs. This caused the loss of placement opportunities for these programs.

Remedies

There are still many options to be explored to improve the conditions of teacher education in the state. Some of them are:

a) There needs to be uniformity in terms of regulating agencies, it has been divided among state government, affiliating university and NCTE. The up gradation of Institute of Advanced Studies in Education to the university status for quality maintenance is urgently required.

b) Policy decisions need to be based on the proper research studies.

c) As a curriculum reform, ICT should occupy a major component of teacher education programs for meeting the expectations of the new generation of techno- savvy learners and for enabling employability in the emerging online education sectors.

d) Duration of Bachelor in Education should be made a full-fledged course of three years at par with BA, B Com or B Sc.

e) As the government mechanism has all the data of schools, colleges, number of posts required and number of posts required, it should rationalize the requirement of the teacher training colleges and institutes of the State.

f) As a quality developing move, the government should make all the schools and colleges on permanent non-grant and self financed basis to recruit the vacancies, thereby, provide placement to the existing eligible pass out candidates. At present, the state government of Maharashtra has 128109 vacant teaching positions at school level; the recruitment drives needs to be undertaken.

g) The schools and colleges permitted on the permanent non-grant and self financed basis are outside the purview of government directives, the government should initiate measures to make recruitment as per the regulations of NCTE.

h) English medium schools and colleges recognized by CBSE, SBE and ICS have, by and large, been enjoying relaxation and thereby have remained outside the controlling of the state government; they need to be brought in line with the other schools and colleges for recruitment process.

i) The regulations regarding the eligibilities of the teachers in schools and colleges need to be revised, thereby accommodating more candidates as per NCTE Regulations 2005. (B Ed be allowed for elementary teaching posts)

j) The eligible graduates of teacher education programs be employed in open and distance mode instead of already employed teachers.

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Reforms in Higher Education in West Bengal: A Retrospective

Anirban Ghosh*

Education had been envisaged as the key to social transformation by the founders of modern India. It is the most important tool for economic and political transformation as well. A well educated populace equipped with knowledge and skills is essential for socio-economic development. Post-independent India witnessed a number of initiatives by the successive governments to increase access to education and also to bring equity and quality in providing education. Our present education system has failed to generate opportunities for self employment and to develop human and ethical values. Therefore there is a need to find out the ways to address the concerns of making education meaningful not only for development of individual but for social transformation and empowerment of all. We need to understand education as a vehicle not only for development of individual but for transformation of society at large. Education is the best means for a better future and for fostering the capabilities of creative thinking, leadership and innovation. Since education is in the concurrent list of the Indian Constitution, both the union and state Governments frame policies on education in India. But unfortunately, the educational system that has evolved in the process of institutionalizing education has resulted in societal values linked with formal degrees, the spirit of freedom, self expression which should have been an integral part of education is lost. Today there is a dire need to take stock of the changing needs of the ours. We have to link the education system with our life and needs for societal development.

To make education meaningful and effective, we need to redesign and restructure the education system relevant to the 21ˢᵗ century. Major problems of Indian higher education are inadequate and poor quality infrastructure and facilities, poor governance and wide spread geographic, income, gender and social disparities. The National Knowledge Commission (NKC) was set up in 2005 to take steps to ensure the quality of higher education. Access, inclusion and excellence were the basic recommendations of NKC on higher education. The reports also include the strategies for increasing the enrolment in higher education, providing equitable access to the socially underprivileged and weaker sections and ensuring quality at global standards. The major function of the Higher Education Institutions (HEIs) like colleges and universities is to provide education and training within a structured framework which combines research and teaching and linked to industry for a constant supply of qualified people for all fields of employment. They have also a social responsibility in fostering the intellectual and social development. The demand of higher education is ever increasing because, life in modern society increasingly demands specialized knowledge. The knowledge and skills are essential to:

i) maintain and improve living conditions,

ii) contribute in the activities of an organization in modern societies and

iii) cope with the growing complexity of work processes.

If we can recognize the major trends and challenges of higher education, then it is high time to develop innovative approaches in teaching-learning process in our education system. The speed of digitization is constantly challenging and affecting the way we work. These challenges require new skills and competencies which again have led to an increasing focus on and demand for lifelong learning by society. The HEIs must adapt to the changing needs of our society. Employers demand new skills set and competencies. The government and HEIs must govern in a rapidly changing environment where digitization and globalization are strong drivers for change. To meet societal needs of the work force of tomorrow, the HEIs have to respond in such a manner that they can contribute significantly without being degree generating mill.

Some Facts

The role of governments in higher education and the relationships of governments with institutions in this sector is very important. In India, governments play an important role in setting policies for higher education systems and provide funds to the universities and there are so many regulatory authorities like UGC, AICTE, NCTE etc. present in

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India who set the regulations for the HEIs. They have the responsibilities to ensure that public investments in higher education make a useful and cost-effective contribution to socio-economic development. The biggest challenge in a country like ours is to ensure access, equity and quality in higher education as rightly emphasized by NKC. A success in this endeavour needs enormous political will supported by adequate fund.

Since the year 2011, the Government of West Bengal has been initiating various steps to reform the higher education sector of the state with emphasis on three Es-Expansion, Equity and Excellence. Access to higher education is one of the most fundamental issues in our society. The objective should be such that all eligible individuals would become part of the mainstream education system. To make it possible a major expansion programme has been undertaken by the state government to meet the huge magnitude of apparent and latent demand in a meaningful way. To increase the access to higher education, the only way was to establish new higher education institutes (HEIs) viz. colleges and universities in the state. Generally, we used to find that the govt. colleges are located at the district headquarters. But all the new government colleges have been established in the remote areas of the State. Apart from the Government colleges, a good number of Government aided degree colleges have also been established in the districts like Bankura, Alipurduar, Coochbehar, Jalpaiguri etc. These colleges are giving the opportunities of higher education to the marginalized people of which most of them are first generation learners. The higher education is now not a dream to the aspirants of rural villages. The number of government general degree college has been increased from 17 in 2008-09 to 46 in 2018-19 (growth at 170.58 per cent) whereas the Government aided General Degree Colleges has been increased by 11.94 per cent from 2008-09 to 2018-19(Table-1). Universities today are no longer the exclusive preserve of the few but have become mass institutions of higher education. The percentage increase in number of state universities in 2018-19 compared to 2008-09 is 200 percent. Currently eleven private universities are operational in the state. [source: www.wbhed.gov.in].

The government has been trying to reach at the remotest corner of the state to bring the people in the higher education arena. So accessibility for further higher education increased in many folds. With this huge expansion in higher education, the State's Gross Enrolment Ratio (GER) increased to 19.3 per cent in 2018 from 12.6 per cent in 2011 (Source: AISHE 2018-19). It includes more people from disadvantaged backgrounds than ever before. The expectation to increase the GER to the derived target cannot be fulfilled without inclusive education. Inclusiveness may be achieved by reducing the regional, social and gender disparities with respect to access to higher education. The Graph-1 may give an idea about GER in higher education(HE) in the state of West Bengal over the last five years.

From the Garph-1, it is clear that there is a significant increase in GER in terms of participation of female and socially backward classes.

It was a welcome initiative of the government to establish Hindi medium government aided college (first of its kind in the state), three girls colleges, one women University. Apart from the general degree college, the government established two colleges for Teachers' Education (2015) and Physical education

Table 1: Growth in Number of Colleges and Universities since 2008-09 in West Bengal

	2008-09	2009-10	2010-11	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Govt. aided University	11	12	14	17	18	20	21	21	25	33
Private University	xx	Xx	Xx	xx	1	2	8	9	10	11
Govt. General Degree College	17	17	18	19	21	25	45	46	46	46
Govt.-aided General Degree College	402	414	432	438	447	448	450	452	450	450

Source: www.wbhed.gov.in

Graph-1-- Gross Enrolment Ratio in Higher Education in West Bengal

Legend: Total, Male, Female, SC, ST

Category	2014-15	2015-16	2016-17	2017-18	2018-19
Total	17.4	17.7	18.5	18.7	19.3
Male	19.1	19.1	19.8	19.9	20
Female	15.8	16.2	17.2	17.6	18.7
SC	12.8	12.8	13.5	13.8	14.1
ST	9.7	9.5	10.1	9.9	10.2
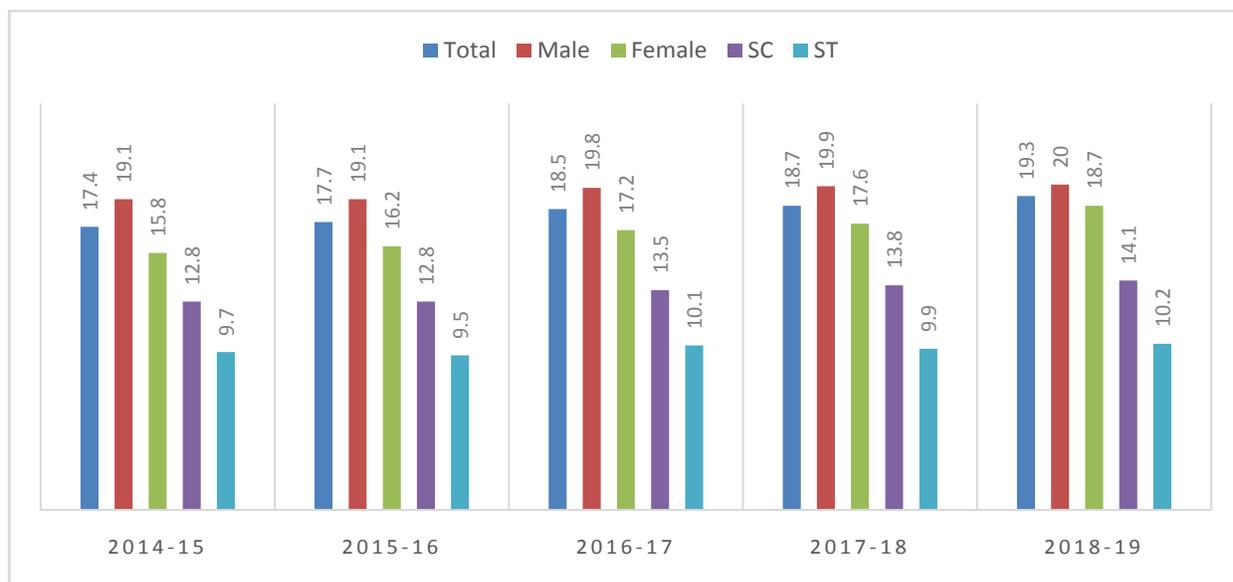
Source: AISHE Reports

(2019) exclusively for women. The challenge of accessibility has been possible to overcome through establishment of HEIs mostly in un-served or under-served areas of the state away from the urban or metropolitan areas. This step helps increase the participation of aspirants of higher education. As far as, equality is concerned, it is evident that over the years the participation in higher education has been increased significantly for the disadvantaged groups. In addition to the existing reservation policy for admission, the West Bengal Higher Education Institutions (Reservation in Admission) Act 2013 has been enacted to ensure the admission of OBC students without reducing the total number of seats available for the general category students. It ensures the access of OBC/ SC/ ST students in higher education sector. These initiatives have ensured an increase in the enrolment of disadvantaged groups.

The enrolment of SC and ST students in higher education have been increased from 16.09 per cent to 22.05 per cent in 2011-12 to 2017-18. During this period the enrolment of OBC students has also increased from 5.15 per cent in 2011-12 to 17.21 per cent in 2017-18 (Table-2).

The rise of feminist ideas has led to the improvement in women's condition throughout the world, in recent times. In India too, women education and empowerment has been the major preoccupation of both the Government and the Civil Society as it plays a very important role in the development of the country by helping in improving the quality of life at home and outside. The major obstacle lies in the fact that Gender Discrimination still persists in India and lot more needs to be done in the field of women education in India. It is seen that women's

Table 2: Growth in Enrolment of Different Categories Since 2011-12

Year	Female	SC	ST	OBC
2011-12	42.83	16.09	2.85	5.15
2012-13	43.34	16.65	2.92	5.93
2013-14	44.14	17.78	3.24	7.52
2014-15	45.59	18.49	3.30	8.85
2015-16	46.54	21.77	3.94	12.14
2017-18	46.87	22.05	2.71	17.21

Source: www.wbhed.gov.in

access to education is limited by many factors like social, economic, cultural and geographical factors. Even today in the villages and in some orthodox families, people strongly assert that women's place is only at home. Social taboos like safety for girls, abuse, violence etc. prevent women from education. As girls are not allowed to travel in those areas, they were not given education. The massive expansion in terms of number of HEIs in the remote areas of the state of West Bengal has helped in increasing the women participation in the state's higher education sector. The female enrolment has increased significantly from 42.83 per cent in 2011-12 to 46.87 per cent in 2018-19. The opportunities of higher education to the women in the state may ensure to i) build self-confidence, ii) participate in the decision making process of bringing about social change and iii) provide the means for economic independence. Not only the infrastructure has been developed, the financial assistance in terms of scholarship has also been increased many fold during the last couple of years. Specially the *"kanyashree"* scheme has the positive social impact --- on one hand it helps in retaining the girls students in higher education and on the other hand it stops the early marriage. All the colleges and universities in the state collect moderate tuition fees from the students under strict supervision of the government.

The expansion and equality cannot be sustained if there is no sufficient number of qualified teachers at the HEIs. The teachers play an important role in any higher education institution and they are the pillar of the students' success. Though a good number of teachers have been recruited for such institutions, most of the posts are lying vacant which affects the teaching-learning process of the entire higher education system. Today, HEIs are providing a varieties of courses depending on the nature of their task. The rate of development in the different disciplines themselves is such that no course of study can provide the skills needed for a life-time, so the institutions of higher education are increasingly obliged to offer continuing advanced coursesfor their own students and for the society as a whole, particularly in relation to the employment in global perspective. The development of curricula is also important to balance the knowledge gathered during the course of study in the college/ university and advancement of the knowledge while working. So the central task in the reform of HE also lies with the government to bring all the HEIs

under one umbrella for the greater interest of our society for harmonizing the common and industry linked syllabi. Inter-disciplinary courses should be developed and provision for students mobility by means of credit transfer scheme may be encouraged. Presently, there are number of Government aided and private universities within the state of West Bengal. The exchange programme of students and teachers between these universities may help improve the quality of teaching-learning process and research work. The government may initiate the Inter-University Exchange Programme for the benefit of the students and teachers. This initiative may help the rural based students to interact with the city based university teachers/ students for advancement of their knowledge. The exchange programme scheme may only be successful if there is a government initiative to this effect. It is also important to familiar the students with new technologies to make them accessible. The faculty must be offered short term course on computers and technologies. Electronic media are of great importance in making higher education a multimedia based teaching-learning system. We should use the communication technology in a maximum possible way to reach the remotest areas with quality content to overcome the shortage of good teachers.

The gain from the education of a student not only to the student concerned or to his parents but to other members of the society. The education of a student contributes to other peoples' welfare by promoting a stable and democratic society too. All the initiatives taken by the state government in West Bengal are targeted to ensure the --- i) *Expansion* -- establishing new colleges and universities at the remote areas, establishing the smart classrooms and extensive use of ICT, ii) *Equity* and *Inclusiveness* (by introducing an Act for reservation of OBC in addition to SC and ST, establishing the girls' college and university, Hindi medium college, introducing scholarship for meritorious but poor students etc.) and iii) *Excellence* (by recruiting quality teachers at colleges and universities, promoting research work etc.). During the last 8-9 years, various steps have been taken to reform the higher education sector. Some other significant measures adopted for the benefit of the students as well as to create a better learning environment at the HEIs are i) installation of CCTV, ii) constituting Anti Ragging Committee/ Quick Response Team, iii) campaigning for 'Tobacco Free Institutions' etc.

Academic Governance

Academic governance in academic institutions is a term which can be interpreted in a number of ways from the narrow concept of key academic issues such as course design and ensuring standards to a broader notion of all aspects of the governance which involve the academic-administration of the HEIs. There are also several other functions which are incidental to the core function relating to academic. They are budgeting, accounting, administering the staff and reporting on the overall performance to the government/ regulatory, funding authorities etc. These functions require observance of certain methods and procedures as laid down by the regulatory authorities like UGC, AICTE, NCTE etc. The State Governments also play a key role in maintenance and governance of the higher education institutions in the respective states. Since, the educational institutions are public institutions dealing with general public and using public fund, they should have appropriate methods and procedures pertaining to all the functions within and outside the institution and the public should be aware of these regulations and methods. It is this transparency in the academic administration that inspires confidence among the public. Sometimes, the HEIs forget to comply with the rules and regulations in the name of autonomy. Here government has the role to guide the HEIs to achieve its goals in a transparent manner and gain confidence from all the stakeholders like students, guardians and so on. Presently, the traditional concept of university autonomy is progressively getting diluted and the State government is imposing several regulations on the university management to ensure accountability for protecting the interest of all stakeholders. The recent reforms initiated in the domain of HE sector in West Bengal specially in the academic-administration area have led to a debate in the academic fraternity. Arguably, the state government has a proactive role in providing quality education / training and developing a skilled pool of work force for the society through the HEIs. However, the suggestions made by the Chancellor may be considered at the appropriate levels.

Conclusion

Since the number of HEIs has been increased significantly the increase in enrolment has also been noticed. Various steps at government level like setting up of new universities and colleges, women's hostels at remote areas have fulfilled dreams of higher education of hundreds of students. Apart from, free supply of books, mid-day meals different scholarships helped in overcoming the problem of dropouts and to transform the society into knowledge society. Presently, the education system has been changed and technology plays a major role in imparting education to new generation of students. We should blend the vocational component in the course curricula which are socially relevant to make our future generations to be more practical and employable in their day to day life. Both public and private HEIs should be ready and well equipped to meet the needs of the 21st Century learners. The government intervention in various aspects like affordability, access, relevance and quality that the university offers need to be reviewed and appropriate initiatives may be taken for the betterment of the society.

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Counseling: Are we Garnering a Misconstrued Concept in India ?

Shah Alam* and Talha Ahmad**

Legendry Greek Philosopher, Aristotle said, "Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human." The social nature of man accounts for profound connections with nature, fellow human beings, animals and the surroundings. Due to the complexity, our brains are extremely vulnerable to dissociation and emotional distress. Fortunately, we possess the tools to heal one another through communication. Counseling is one such wonderful tool which came into vogue in twentieth century. The term is prevalent in the western world since the beginning of the last century. In India, it gained attention and attraction from the 1970s.

The concept which apparently is very simple is most often misunderstood and misused by general public and some times by even the learned ones. Rather, the term counseling it is misinterpreted and misconstrued in India particularly, by the higher education institutions (HEIs). It is often used for advise to the students during admission to various courses in higher education institutions. The term therefore, becomes a buzz word twice a year. Firstly, at the time of publishing results of examinations, most importantly competitive examinations and secondly, at the time of admission. We have been witnessing that when students are likely to get their examination results, some students even go to the extent of suicidal ideation or in extreme cases, commit suicide. Then the government agencies, NGOs, and other organizations talk about counseling in real terms. But during admission the HEIs, provide counseling to the aspirants where they are informed about allotment of colleges on the basis of marks or ranks achieved by the candidate. In fact, it is not counseling, it is a kind of imposition or forced

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option, whatever is decided by the authorities based on their performance and achievement in the competitive tests and examination. Whereas on the contrary, counseling is totally different.

Counseling is a process where the emotionally disturbed are helped in dealing with their personal and interpersonal conflicts by the experts. It allows an individuals to have an opportunity to improve upon their understanding of themselves, including their pattern of thoughts, behaviours, feelings and the ways in which these may have been problematic in their lives. It is one of the many ways in which a person learns to cope with life and enjoy it. In fact, counseling is neither giving advice nor suggestion. It is neither providing direction nor coaching. Offering advice, directions, suggestions, coaching etc. is the opinion of others. It has nothing to do with the person who is facing a problem. These things are provided not based on understanding the interest, aptitude, IQ level of the seeker but based on the individual who provides the services. Hence, it is not counseling but merely the advice to a person.

In counseling, basically, the client comes to the counselor with fears, apprehensions, stress, confusion, insecurities, and other psychological issues. First, the counselor creates a positive atmosphere where the client feels free, comfortable and encouraged to speak so that a sound rapport is established. Without effective rapport counseling is impossible. A trained counselor can get the readiness of the client for counseling by applying active listening skills. Active listening is more than mere listening. This can be achieved by showing a legitimate interest in the client's problem. If a counselor listens actively then half of the problem is solved. The counselor must opt for verbal and non-verbal communication skills. Another critical skill for counseling is empathy which means the capacity to feel with and leads to peep in the private world of the client as it is the counselor's problem.

In other words, its ability to fully immerse oneself in other's viewpoints. The understanding associated with empathy is both cognitive and emotional. So, it takes into consideration the reasons and logic behind another are feeling. But the ethical aspect of counseling cannot be overlooked. Confidentiality should be maintained at any cost except a few exceptional events where the life of people and the integrity of the land of law is on the stake. In fact, in counseling, we need a person who is professionally trained in the field of counseling. A counselor must be theoretically sound and can understand the merits and demerits for the client.

A counselor must be well versed in conducting and interpreting psychological tests. The counselor while using psychological tests must keep in mind; the purpose for which he/she is using the test, comprehensive assessment using history and test scores, should know accurate scoring processes, test norms, having psychometric information, maintaining the integrity of test results and finally provide feedback on the basis on the basis of non-judgmental interpretations. The ultimate aim of the counselor is to take care of the interest and welfare of the client. The counselor must be equipped with different assessment techniques such as a non-psychological testing technique so that he/she may be able to draw a proper and accurate picture of the situation in which the client has explained his problems. Along with these, a counselor should have a sound theoretical background in psychology.

Hence, counseling is based on the philosophy of maintaining the dignity and confidentiality of the individual. It is meant for normal individuals and not for abnormal people as they are treated in psychiatry. It is a fact that we, as normal people, encounter many problems in our day to day life. It may be related to self, education, family and society. In many cases, we discuss our issues with friends, family members, or other people and get it solved. Still, there are many situations and conditions where we do not like to share our problems with friends, family members, wife, teachers, or others. In such a state, we need a person who can understand us and maintain confidentiality. Here a counselor is the most appropriate person with whom one can discuss the concerns and problems as counselors are ethically

and legally bound to maintain confidentiality and secrecy. So, counseling is the interaction between two persons in which one is professionally trained, called counselor, and the other who needs assistance is called the client. In the profession of counseling, the counselor is trained to maintain all the above-stated aspects including empathy, sympathy, being non-judgmental, and honest listener.

The other misconception about counseling is that counselors are only for crazy and weak clients. Further, counseling continues forever; it is only for people with mental illness, and only vulnerable students go for counseling. These are not facts at all. Anybody who is normal can go for counseling at any point of time if he/she requires objective assistance.

Another big misconception is that teachers can play the role of counselors. Nothing can be farther from the truth. In the beginning, the concept of counseling was popular in western countries, and the teachers played the role of counselor as during that time there wasn't any professional institutions and guidelines for the training of counselors. Their intention was only to inculcate values among students. Yes, it is a necessity and demand of present times also that a teacher must talk and instill value. However, a counselor can't do this job as he can't impose his own values on the client. How can a teacher play the role of a counselor since a teacher is trained only in the academic field and specialize in a particular subject whereas a counselor is trained in behavioral sciences? Basically, in counseling, a counselor after listening carefully to the client tries to identify the merits and demerits of a client, weaknesses, and strengths of the client and also tries to find out the genesis of the problems. Later, he assists the client to come out from the problem and it is up to the client to either accept the assistance or not. The counselor cannot impose his own decisions, values, solution on the client but provides safe space for the client to practice his free will, and explore the ways. The client has to choose the best which suites him. It is the final decision of the client, not the choice of the counselor. Therefore, the counselor prepares the client to make his own decisions for his problem after understanding his weak and strong points. The underlying philosophy of the counseling

process is to prepare and psychologically empower the client.

Thus, counseling focuses on the client's self-modification or change in behaviour. This can only be made possible with the help of a professionally trained persons in the field of counseling. During professional training, a counselor inculcates essential characteristics within himself such as openness, sympathy, honesty, warmth, objectivity, sensitivity, genuineness, and above all unconditional positive regard for the client.

The objectives of counseling is to understand the limitations, merits, and demerits, resources and finally make one's decisions for the betterment of self and society as well as effective adjustment in family, education, job, etc. In brief, counseling is a process that focuses on enhancing the psychological well-being of the client, such that the client is then able to reach their full potential. This is achieved by the counselor facilitating client's personal growth, development, and self-understanding, which in turn empowers the client to adopt more constructive life practices. This can be only be possible when a professionally trained counselor assists the client. On the other hand, so-called, self-made and self-declared counselors are not equipped with all these above characteristics and skills. Is it acceptable and permissible that self-declared counselors without professional training be allowed to do counseling and put oneself in risk ? ❑

COVID-19 CONCERN

An Appeal to Readers

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

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

#LetsBeatCoronaTogether

Stay Alert, Stay Safe

EDITOR

BOOK REVIEW

A Treasure to Preserve

Youd Vir Singh*

In the 21st century, when information from around the world is available on the click of a button, the pleasure of reading is still indescribable, especially when one has 'Limca Book of Records' in hands. The contributors, editors, publishers, photographers, designers and printers of this momentous publication should be complimented for bringing out this encyclopedic work related to achievements in India in various fields. The range and depth of the work is most comprehensive.

The volume in hand is the 30th edition of the book which is divided into 17 broad categories: The Human Story, Structures, Education, Media and Communications, Agriculture, Defense, Transport, Science and Technology, Visual Arts, Performing Arts, Adventure, Government, Medical Sciences, The Natural World, Literature, Business and Economy, and Sports. Each category is further subdivided into sub-headings. The book covers around 4,000 records, infographics and charts.

'Human Story' highlights the things made or achieved by an individual in different areas like, collection of coins, boarding passes, performing yoga *as an as* etc. In 'Structure' category, the book provides the interesting facts about forts and palaces, religious structures, bridges and dams, mechanical and general structures, modern structures and specialized structures in India. The information about pioneering things in the areas of education like, first school, college, universities and oldest Ph D/D Litt. holder etc as well as new records are covered under 'Education'. Under 'Media and Communication' the facts about first indigenous typewriters, paper making machine, first Hindi, Urdu and English magazines published in India etc. are maintained. While reading the information about defense installments in India,

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we feel proud on our forces. In 'Transport', 'Science & Technology', 'Visual Arts', and 'Adventure' section of the book lots of unknown facts are listed. The information about ancient Indian medical system to modern medical system is covered under 'Medical Sciences'. The facts and figures of 'The Natural World' are covered in such a way that one is tempted to explore all the places listed in the book for their uniqueness.

Being a student of Library Science, I was interested in the entries on library science course. There is a glaring discrepancy in what the book lists and what University Grants Commission (UGC) documents says. The Book mentions, "In 1942, the University of Bombay started the first part time course for a diploma in librarianship; in 1964, a full-fledged department of library science was set up to introduce the Bachelor of Library Science course. In 1967, the master's degree in MLibSc was started." As per UGC documents, the first library science school was started in Baroda in 1911 as a result of the interest taken by Sayaji Rao Gaekwar with the services of American Librarian Mr W C Bordon. The school had an independent entity and was not affiliated to any university.

In university sector, the first school of library science was started in Madras in 1929 by Madras Library Association in close collaboration with the University of Madras. Banaras Hindu University started a P G Diploma in Library Science in 1941. In 1944 University of Bombay started a Diploma Course. In 1947, University of Delhi established Department of Library Science providing for P G Diploma in Library Science, the post diploma course leading to the M Lib Science degree, and research course leading to doctorate (UGC, Library Science in Indian Universities, 1965).

The name of the first institute for Population Sciences should be corrected as, International Institute

for Population Sciences. For information under the heading, 'Top 10 All India from one Institute', on page 95, there is no foolproof source to check the authenticity and credibility of the facts. In 2019 three different coaching institutes claimed that NEET toppers were the students of their coaching institute. India's first floating post office started functioning in the year 2011 in Dal Lake (Jammu and Kashmir). This information can be included in the Postscript section of the Limca Book of Record.

To sum up, The Limca Book of Records-2019 is a collection of interesting and informative facts of India highlighting the country's indomitable, buoyant spirit and endeavour in every imaginable field. With reader-friendly infographics, charts and tables, the Limca Book of Records 2019 includes more than 1,000 images and all the diverse and riveting absolutes - such as records for the longest, tallest, fastest and heaviest - that have endured across time. The 'Sports' section in the book contains second most maximum coverage on different sports should interest sports enthusiasts. after the section 'Human Story'.

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

CAMPUS NEWS

UDAAN - 2020

A One-day HR Summit 'UDAAN – 2020' on the theme 'The Future of Work and Workforce Management' was organized by Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, recently. The objective of the Summit was to understand the impact of fast changing technologies on future of work and workforce management. Emerging technology is reshaping the world of work. Automation is revolutionizing business models, tools, tasks and delivery modes. The inaugural ceremony was commenced with the lightning of the lamp by eminent dignitaries, including the Chief Guest, Shri Amitabh Tewari, TCS Head, Indore; Dr. Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya; Shri Mahendra Pratap Singh Pawar, Coordinator ; and Dr. Kavita Sharma, Co-coordinator of the event.

Dr. Upinder Dhar formally welcomed all the dignitaries and the participants of the event. In his deliberations, he said that the emerging technologies are reshaping the world of work and the innovative ideas to improve work culture. Dr Upinder Dhar also said that time and environment is changing very fast. The nature of work is rapidly changing due to the penetration of the technology. A fine tune balance is required to handle work force dynamics and their needs. He added that technology has transformed the work place in last few decades and has also enhanced the productivity of the organization as well. He further added that in times to come Artificial Intelligence will impact the work culture to certain extent. Creativity, passion and imagination will be the prime drivers of the future workforce.

Shri Amitabh Tewari, Chief Guest of the occasion congratulated SVVV to create a platform for the enhancement of knowledge. In his deliberation Sh Tiwari discussed about opportunities provided by the corporate sector for the employees and to create a healthy and agile workforce. He also said that this era is the era of multitasking. Every organization seeks for the workforce who is agile, adept and can absorb the changes quite fast. Technology has introduced transparency in the overall productivity and performance of the workforce as well. The Inaugural session was concluded by vote of thanks proposed by Dr. Kavita Sharma, Co-coordinator of the Summit.

Inaugural ceremony was followed by the preliminary sessions. During Plenary Session-I, Dr. Namit Gupta, Director SVITS and Dr. R K Dutta, Director, SVITT were the Chairpersons. Mr. Praveen Barhanpurkar, CEO, Gujarat Road and Infrastructure Co. Ltd. explained that advancement of technologies has presented new challenges for the organization in attracting and retaining the best talent and also put forward the challenges for work force management, optimizing the workforce and evolution of talent partnership etc. He also shared his experiences of HR practices being followed and executed at his organization and how HR practices have streamlined the work flow at his organization.

Mr. Manoj Chhablani, Head Operations, Webagility proposed his innovative ideas on how to manage work culture and how to be ready for future by transforming organizational culture and structure. He also talked about the balance and relationship between work and work pressure and how technology can deal with it for the future workforce.

In Plenary Session-II, Dr. Rajeev Shukla, Director SVSM and Dr. Anand Rajavat, Director, SVIIT were the Chairpersons. Mr. Prafull Dhar, GM–HR, Flexituff discussed about the Human Resource Management and the impact of technologies on work force. He emphasized that up-skilling and re-skilling of work force is required. He also talked about the importance of happiness index and the way it is related to one's work. He also stated that the future work force has to be ready for transformational changes in the times to come.

Mr. M P Pareek, Director- HR, Mewar Consultancy discussed his expertise on emotional intelligence with reference to workforce management, shared his experiences about how to create a

conducive work place environment. He gave various tips of fostering productivity at the work place. In the valedictory session, Dr. Kavita Sharma Co-coordinator of the event presented the report of HR Summit and Mr. Mahendra Pratap Singh Pawar concluded the session with vote of thanks.

National Seminar on Transformation in Higher Education

The academic collaborative National Seminar on 'The Transformation in Higher Education : National Educational Policy, 2019 relevance with Accreditation and Autonomy' was organized by Internal Quality Assurance Cell, Bon Secours College for Women, Thanjavur, Tamil Nadu, recently.

Dr. S L Harikumar Registrar, Central University of Jharkhand delivered the inaugural address on the significance and role of National Assessment and Accreditation Council (NAAC) in Assessment and Accreditation in India. He addressed the gathering on the purpose of Higher Education and the driving essential key factors towards quality education in all HEIs. He emphasized that the education in HEIs must ensure Industry – readiness and employability.

Dr. S Karthik Kumar, Associate Professor, Department of English, Annamalai University, Chidambaram addressed the participants on the contemporary scenario in Higher Education and its challenges. He reiterated the vital role of teachers in transforming the student community align with global proficiency and prepare them with moral values to build a better nation.\Dr. F R Alexander Pravin Durai, Head and Associate Professor of Commerce, St. Joseph's College, Trichy delivered a lecture on 'Transformation on Quality in Higher Education'. He elaborated about the key goal of NEP- 2019 and all HEIs should ensure student centric teaching and learning system towards quality education. The institutions integrate their academic plan ranging from curricular improvement to social and interpersonal domains. Faculties should engage innovative and outcome based pedagogical approaches beyond standard lecture methods.

Mr. Syed Nazimuddeen, AGM, Learning Center, Unit of SF IT Systems, Singapore, elucidated on Effective Teaching and Learning Practices in line with 'Generation Z'. He demonstrated some ICT enabled effective teaching and learning modes. He listed out online resources and tools with technological advancement.

Mr. B Ahilan, Deputy Controller of Patents and Designs, Patent Office, Chennai, taught on Innovation and Intellectual Property Rights. He elaborated on the various facets of intellectual property rights. He gave brief insights into the law of patents, copyrights, trademarks, designs and remedies for violation of these rights. He explained about the procedure and processing of patent filing.

Dr. M G Sethuraman, Professor, Department of Chemistry, Gandhigram Rural Institute (Deemed to be University), Dindugul carried over the session on 'Quality Sustenance in Higher Education'. He described about the NAAC framework procedure for accreditation and assessment. He emphasised that the functioning of HEIs with accountability plays the substantial role on accreditation & assessment policy. He further stated that IQAC revolves around the quality principles for enhancing quality of education on campus for all stake holders.

Mr. Nayeem A Khan, HR Trainer, TCS, Chennai explained about the Building skills on techno-savvy with employability. He moderated the interactive talk with the participants on the key elements to be acquired towards employability. He elaborated the essentials that students should develop and update. He enlisted the job opportunities for graduates in technology based sectors.

Dr. M Swaminathan, Director of Management Studies, Bharath College of Science and Management delivered the valedictory address. Education is the basic ingredient for potential man power. In the recent time rapid change have been occurring the educational system which insists on three domains such as skill development, employability, and entrepreneurship. Every educational institution has the responsibility to impart quality education to virtualise and create skill India.

International Webinar on Role of E-learning during Lockdown

A two-days International Webinar on 'Role of E-learning during Lockdown: Academic Challenges and the Road Ahead' was organized by IQAC in collaboration with the Department of Education, Patna Women's College, recently. Nearly 600 faculty

members from national, international colleges and universities joined the webinar virtually.

"We all are amid an extraordinary situation emerging out of the global pandemic and the consequent lockdown. With this unprecedented lockdown everything has come to an abrupt halt and the academic world is not an exception. Because of the forced closure of educational institutions, the entire higher education system has been badly disturbed. In this type of situation e-learning has emerged as the most effective option – both for the students/ teachers as well as the college/ university management. The webinar is being organised at a time when all educational institutions are taking e-learning route to complete the syllabus due to corona virus lockdown," said the Principal of the college in her welcome address. Three special lectures were delivered by the resource persons during the three technical sessions of the Webinar. Father Dr G Valan Arasu, Principal, St. Aloysius College, Jabalpur spoke on the theme 'Adoption and Usage of e-learning Tools for Diverse Learners: Possibilities and Challenges'. Father Arasu with his co-presenter, Dr. Siby Samuel, IQAC Coordinator – St. Aloysius College highlighted on the extensive outreach of the wide range of e-learning tools amid the current situation. In the next session, Prof. Kaushal Kishore, Dean, School of Education, Central University of South Bihar delivered a lecture on 'Centrality and Invisibility of Teachers in e-Learning: Effective Strategies for Teaching and Communication'. In his in-depth discourse, Prof. Kishore emphasized on the role of teachers in carrying out effective learning techniques for e-communication. The last lecture of the first day of the webinar was on the topic 'Use of e-learning Strategies for Effective Mentoring, Spiritual Wellbeing and Peaceful Co-existence' that was delivered by Prof. Sunita Singh Sengupta, Dean and Professor, Faculty of Management Studies (FMS), University of Delhi. Prof. Sengupta in her very crisp address brought out the importance of spirituality and proper mentoring even for technical effectiveness. ❑