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*Celebrating
90
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#Let'sBeatCoronaTogether

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#Let'sBeatCoronaTogether

University Education : The Way Forward

Madhusudan Chakraborty

The spread of the corona virus has engulfed the entire world and most of the countries have chosen the option of complete lockdown to save precious lives. The pandemic has created an unprecedented situation. The devastating effects of the lockdown on the world economy are felt virtually in all spheres of life. It would take years before we could come out of the heavy recession and are able to resume business as earlier. In addition, the fear generated by the pandemic is unlikely to disappear even after vaccines and necessary medicines are made available to one and all. We have to wait for people in general to gain confidence that medication shall result in quick recovery from the attack of corona virus like that of any other disease. The end of pandemic is not in sight as the virus would continue to infect more and more people unless adequate protective measures are taken. Naturally life will not be the same again. We have to learn to live with the virus as the human race cannot be confined to home for ever.

The lockdown requires virtually all organizations to remain closed and the universities are no exception. The impact of the pandemic on the university education has drawn the attention of many and the education system has to adjust itself to accommodate the new reality. This article is an attempt to share some thoughts of the present author on the same. It is expected that issues raised here would receive due consideration of the academic leaders, the regulatory authorities in particular while modifying the existing policies or in formulating new policies.

University education has been evolving over centuries to keep pace with the changes all around. The universities across the globe are offering courses in a wide variety of domains through different modes. Students are travelling long distances to attend academic programmes that would empower them to make a living and fulfil their aspirations. The current pandemic has, however, posed a serious challenge to the on-going processes of imparting higher education. It is time the educationists, the regulatory authorities in particular, put their heads together and deliberate on the education system to be pursued now-on and work out the strategies and spell out the rules and regulations. The approach must be holistic and several issues need in-depth discussions before freezing on the options/alternatives to be followed in the forthcoming academic sessions.

The standard practice of imparting university education has so far been through regular lectures, tutorials and training in workshops, laboratories studios and moot courts. The teachers have the knowledge of the subject to be taught and know how the students learn in a classroom. The students normally understand the subject and get

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their fundamentals cleared progressively by attending lectures and tutorials paced over a semester. They also learn through hands on practice in workshops/studios and laboratories. Further the physical presence of teachers and students in universities offer an ambience that adds to the overall personality development in all students. But the current pandemic is forcing the universities to consider alternative modes of education and depend more on technology to continue with the academic programmes

At the moment the students have no option but to stay at home. The academic leaders have been pragmatic in engaging the students through online education. The universities are employing advanced technologies to reach out to the students at home and are teaching on digital platforms. Efforts are on to adhere to the academic calendar and guidelines have been issued regarding scheduling the examinations so as to minimise the losses the students are likely to suffer. The teachers are, however, facing a tough challenge in engaging a student community of uneven quality in a virtual classroom. The problem is more serious for students who do not have the same level or same quality of access to the digital platform.

Perhaps the process of imparting higher education in the universities on a digital platform has come to stay even in the post-pandemic world. Although both the teachers and students in most of the universities were not prepared for the current situation, they are learning and getting used to work from home. In fact the online education has been in vogue for quite some time. Many universities in the world have been offering courses online. Students all over the world are accessing such courses on a regular basis and even pursuing degree programmes to build a career.

It may be worthwhile assessing how does the online education compare with the standard classroom teaching and which programmes could be offered fully online. Under the lockdown period the students of basic science, life science, medical science and technology, pharmacy, engineering and technology are missing the workshops and laboratory practice. The absence of laboratory and workshop component for such students in the current session needs to be adequately compensated. The advocates of online education are likely to suggest replacing workshops and laboratories by training through simulation and thus offering degrees based virtually on distance mode. But the expertise gained through such distance online education as compared to learning based on hands on

practice may not be acceptable to the society at large. Modern education in these areas requires skills and knowledge base in advanced technologies through both simulation and hands on practice. The availability of such simulation package at the doorstep of every student is a matter of great concern. Further, all students pursuing science and engineering education must soil their hands in the workshop and laboratory and enjoy the happenings in reality.

The existing process of teaching through workshops and laboratory classes could be reviewed with safety of every student in mind. All students could be provided instructions online and the theory could be explained in virtual classroom prior to conducting the experiments in the laboratories. The length of laboratory hours could be reduced accordingly and a regime could be worked out so that comparatively less number of students attends such practical classes at a time.

The education system through classroom teaching makes attendance mandatory. A student is required to attend a minimum of seventy five per cent of the class subject-wise to be eligible for appearing at the semester examination. Unfortunately it has of late, been observed that a fairly large number of students are not willing to attend classes. Students having poor attendance records have even agitated in the past with the demand that they must be allowed to appear in the examination. It would be interesting to deliberate upon the issue of attendance after reopening of the universities, hopefully after a couple of months. The teachers and students are now getting used to the online education. It may so happen that the attendance in the class would not be preferred by many. Many parents would hesitate to send their children to the university for fear of infections. Teachers at times may like to opt for working from home. A situation is likely to arise where the universities may have to ask for options from students whether they would like to attend classes from home. Even teachers may also like to deliver some lectures from home on a digital platform.

The universities would be required to augment the infrastructure, both physical and intellectual. The IT infrastructure must be augmented acquiring advanced digital platforms and much improved connectivity. The teachers have to be provided with connectivity at home as well. That will help the teachers to deliver while working from home. The existing physical infrastructures have been put in place based on certain guidelines of the regulatory authorities and

may be inadequate in the current pandemic and even in the post-pandemic world. In case of compulsorily attendance, the universities have to provide more classrooms and better provisions in workshops and laboratories to avoid crowding. For example a sixty capacity classroom would accommodate a much lesser number of students to maintain social distancing. The faculty requirement would also go up for compulsory attendance. The classrooms have to be transformed into smart class rooms for both online and offline lectures that would need additional investment.

A roster could be worked out that will allow a teacher to deliver lectures from home if he/she so desires and students may be divided in groups with options of physical as well as virtual presence in the class. The problem would be more acute in case of new universities that are yet to place adequate infrastructure in place. The new universities would face a challenge of huge investment to cope up with the requirement of the post pandemic world.

The fully residential institutions like the IITs and even the universities offering hostel accommodation to the students need to work out suitable operational procedures to ensure protection of each and every student. Individual institutions will have to work out protocols to enforce new norms of safety. The practices of accommodating more than one student in one room in the hostels need re-examination. Both the students and the parents should be assured of safety. The students will have to play active roles in enforcing discipline in living area, dining hall and common rooms.

Teaching and research are both integral part of university education. While part of the teaching could be taken care of by online lectures and discussions, the experimental research requires the presence of teachers and researchers in the workshop and laboratories. Experimental research forms a major component of university education particularly in life science, basic science, medical science, pharmaceutical science, engineering and technology and must continue. Specific laboratories in universities are never shut down and remain accessible to researchers round the year. Post graduate students, research scholars (doctoral students) and faculty members engaged in theoretical work involving computation, simulation and modelling may, however, opt for working from home. It should be possible to work out schedules enabling the teachers and students to come to the laboratory on few days a week and work from home on the rest of the days. Teachers and doctoral students committed to research projects

must develop the habit of working beyond office hours and holidays in laboratories with adequate protection.

The higher education is primarily focused on turning out graduates suitable for gainful employment. The paradigm shift in the nature of employment in the recent past also demands that the university graduates are equipped with interpersonal skills, domain knowledge, skills relevant to the job and an analytical bent of mind to deal with day to day problems. Naturally the students as well the employers need to be assured of improved quality teaching. The teaching-learning process would thus require innovative approach under the current circumstances.

It would be interesting to check how the teachers are performing, how they are loaded and how much time they are able to allocate for preparations for the classes. The universities have to be judicious in allotting teaching load so that the teachers could devote a part of their time to prepare for the lectures and also have some time to engage in research. Those who have chosen teaching as a profession must be encouraged to augment their profiles through creation of new knowledge and publications. Absence of such incentives would demotivate the teachers that certainly would affect the quality of teaching. The current practice of teaching on a digital platform is an opportunity for the teachers to work from home instead of commuting to the university every day and to be more effective in their profession. The students should also feel relieved from the hassles of regular travel.

The main purpose of teaching cannot be just passing on the information to the students but to engage them in learning through active participation. In order to ensure that the quality of education is not compromised the teachers have to devise methods of reaching out to the students with the learning materials more effectively while the latter also need to come forward to learn in the absence of regular classroom ambience. It may no longer be necessary to stick to the usual university timings and a lot of flexibility needs to be introduced in promoting e-teaching and e-learning. A teacher could conduct classes anytime as per the conveniences of the students over the internet irrespective of the day of the week. The group of students need to agree to attend such virtual classes. A student should be able to access the e-learning materials prior to attending class at any point of time. Such practices would require development of safe, user friendly and robust e-platform by the IT sector involved in educational technology and the same should be accessible to all sections of the students at

a reasonable cost. The financially weaker section of the young students must be provided access to such platforms in the greater interest of the Nation.

The online education would require the teachers to prepare learning materials including reference books/ source materials and post the same well in advance on a site accessible to the concerned students. The students must be advised to study the same before attending the class. During the presentations in the lecture hour the students will have to interact, ask questions and achieve a good level of understanding of the subject. It, however, does not appear that a teacher would be able to take care of all the students in the given lecture or tutorial hour and will be required to allot extra time for the weaker section of the students. Such teaching-learning process must include weekly online test, assignments (problem solving, design, writing term papers, reviewing technical papers) depending upon the subject taught and the level of teaching and even guided study of books/journals. Grading students would be a challenge and the teachers have to devise methods of assessing students online. The students may also be asked to teach the entire class through online presentations some specific topics assigned by the teacher. At the beginning of the term the teacher shall assign the students a project each with a time line for submission depending upon the subject and the level of teaching. Although the students would be missing the classroom climate, they could use the social media for collaborative learning.

Taking advantage of the changes being introduced, the teachers should be encouraged to collaborate among themselves, design interdisciplinary projects for groups of students who would work together on online projects. Both the teachers and the students have to interact continuously while working on such projects and teachers must work out yardsticks for assessment of the individual students. The projects should be so designed that students could apply the knowledge they have gathered from different theory classes. Another concept that could be reintroduced is the system of open book examination. This will require the teachers to work hard in formulating questions from the syllabus taught with a view to find out whether the students have learnt the fundamentals and whether they could solve problems based on their knowledge level. Are they able to think and apply their knowledge intelligently by consulting learning materials and books for solving specific problems? Naturally the universities are required to design appropriate training programmes for the teachers so as to help them succeed in their mission in online education.

The current lockdown situation should be seized as an opportunity to innovate and develop new techniques to impart education that would be safe, user friendly, robust and accessible to all at a reasonable cost. The success of the modified teaching-learning process would depend on the availability appropriate technology and provided that every student is equipped with the gadgets and the required connectivity. Another challenge is to keep the weaker section students engaged continuously and make them interested in the subject. This would require enough patience and skills in every teacher for the success of the online education.

Many universities have been advertising about the placement of their graduates to attract students. Such advertisements would be of no consequence in the current state of economy across the globe and the situation is likely to continue for quite some time. Students and parents need to be aware of the situation. That, however, should not be a distraction for the students and the universities and must not result in compromising the quality education. Higher education must continue to thrive in the interest of the younger generation and their future irrespective of current set back on the economic front. Universities should continue to engage their graduates in research and development activities with some financial support as far as is practicable to meet the crisis of unemployment.

While the countries across the globe are facing unprecedented loss of jobs, many are considering the present state of affairs as opportunity for growth albeit in different directions. A country like India could think of a base for manufacturing so as to reduce heavy dependence on China. India missed the bus while China concentrated on manufacturing and India was happy with the growth of IT. Under the changed circumstances the country will need a huge manpower in the core sector. The industries would be required to augment the existing technologies and install modern manufacturing techniques. The engineering graduates have to be equipped with the knowledge and skills to work in modern industries. At the same time the basic skills have to be taught as we will still need skilled engineers to augment the manufacturing sector and fulfil our dream of Make in India. Competition will be very tough for employment that would be generated. It is the responsibility of the universities now to empower the young generation with the skill and knowledge base to face the challenges in the post-pandemic world. □

COVID-19 Disruption in Higher Education

Hema Raghavan

COVID-19 has disrupted our lives is the new truism oft repeated with a supercilious smugness on TV, on print and social media and in our incessant phone talk and whatsapp messages, as though the Oracle has spoken for the first time. Closely allied to it is the tongue-in-cheek truism that disruptions are a constant, that they occur periodically challenging human ingenuity to innovate and augur a new and a better world and therefore they should be welcome. The disruption triggered by Corona is different, of an unprecedented kind as it has impacted the whole of humanity and all aspects of life in ways that have never before been experienced. To be precise, COVID-19 has disrupted us on all dimensions of their personality --- the physical, the social, the mental and the psychological -- in ways that begs the question about human potential to rise like a phoenix and usher in a new world order. The new affliction spares none. The quality of Corona is not strained; it strikes him that receives it and him that escapes it (to tweak Shakespeare's lines on mercy). Everyone is either locked in his/her home or in a quarantine centre or in a quarantine hospital far from the madding crowd of the cities. The new normal is to nervously and anxiously wait for a corona free world. Hopefully such a waiting may not turn out to be yet another waiting for Godot.

The physical and the social trauma that Corona Virus or Covid-19 has unleashed is globally experienced by one and all, but its assault on our minds is devastating. For once, it is difficult to see the end of the tunnel as we are forced to navigate the uncharted territory of the pandemic. Human mind's incomprehension about the post pandemic world has struck at the very root of our being, almost bringing on a new existential crisis. We are helpless as we do not know how the virus behaves, how it affects us in so many varied ways, how long it will last or is it going to be a permanent fixture in our life-in short for want of an answer to understand it we seem to be floundering. The follow up questions

as how to conquer it and how to ease into a new post pandemic world that appears very different from what we have been used to make us nervous and edgy. All that is left for us to do is to wait, wait for the vaccine with the hope that it will drive away the virus. Isn't this what the Bible says: "Hope deferred maketh the heart sick, when it comes, it is the tree of life"

But before the vaccine is made, tested, produced and marketed in large quantities for the entire world population, there is an intermediate gap when the world has to transit from the earlier way of living and follow new guidelines such as maintain physical distancing, wear masks and avoid crowding to keep the Corona virus at bay.

Physical distancing is the most difficult to follow in educational institutions where teaching and learning are premised on collective and integrative activities. Education involves coming together of a large number of students, teachers, scholars, experts in different fields besides other administrative staff which makes physical distancing impractical and almost next to impossible.

Corona Virus has caught education in its tentacles and the questions that had revolved round quality of education have shifted to delivery of education to teeming millions of young boys and girls, young men and women. In the post pandemic period where the insistence on physical distancing is imperative, it is difficult to conceive of conventional classrooms in universities and colleges as they are constrained by space limitation. The rooms that have been designed to accommodate a minimum of forty students will have space for just 12-15 if physical distancing is strictly followed. Apart from classroom learning, students have laboratory work, physical education, NCC training and innumerable extra academic activities that include seminars, debates, art and crafts, music and dance, theatre etc meant for the wholesome development of every student.

Though today's debate is about online replacing conventional education, overarching this debate is the

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more important question as to what constitutes quality higher education and how well online teaching can be a substitute.

Policy makers, well aided by the administrators sitting in their sanitized rooms, strongly equipped with digital technology have come up with a quick fix solution of a clean switch to online mode of education as the best alternative in a new world where the threat of a pandemic revival has set in motion aloneness -- such as working from home or learning in isolation. What is not remembered is there are already a large number of open universities functioning, in addition to the newly introduced MOOC programmes brought on the SWAYAM portal, a government of India's digital platform. But the fact remains that the courses offered online or offline are one and the same with the sole difference that instead of facing the teacher, the student faces a virtual teacher. Today's new approach to go online is what we proverbially define as pouring old wine in new bottles.

Let us revert to the more important question as to what shall be the objective of higher education whether given online or in the conventional mode. What kind of higher education is being canvassed today? Mode is one thing, content is another. When Open University was conceived, it was to extend education to millions of young men and women who had no access to colleges and universities. Many of the students who joined and continue to join Open Universities are either in a job without a degree or out of school and failed to secure admission in a college. They all need degrees as degrees are valued for their employability. Unfortunately this has turned out to be a myth, for degree does not necessarily guarantee employment except increasing the possibility of securing one. So in the modern context, expectations associated with higher education relate mainly to its potential to fetch a job for the jobless and to those already employed the prospect of advancement in career. Viewed in this manner, higher education is not assessed in terms of quality but in terms of its potential for getting a job. Online education is valued as a cushion to the jobless for holding promise of an opportunity for employment. It hardly matters whether the student has an online or

classroom education: a degree is a degree is a degree, a degree by any name is worth it, though honestly speaking, preference is given to those who have a degree through college education

In their enthusiasm to showcase their plan for a new policy for higher education, our policy makers decry college and university education that turns out a large number of graduates who are not job worthy as they do not possess competence or skill to be employed. They often cite the corporate spokespersons who lament the lack of skill training among graduates and crib how they have to invest in time and money in upskilling and reskilling to make the young graduate fit for employment in their industrialized world. The new thinking among politicians is that higher education should factor in employers' demand for skills and not just knowledge or titles (degrees). Industry wants adequately skilled people in the workplace and institutions of higher education should serve the industry.

The Corona virus that has shut all educational institutions all over the globe has given a whip hand to those who had been viewing these higher pursuits and objectives of college education with skepticism and equating job solely with a degree. Such a demand as is prevalent today is for graduate students to be pedestrian workers and not scholars. The Market and the Industry and not the academics seem to set the curriculum. Vocational skills are valued over what has come to be seen as useless liberal education that focuses on learning world history, cultures, developing the ability to analyze and evaluate competing ideas, enabling to transfer information into action that benefits a large number of men and women in society and above all cultivating the head and the heart and bringing a synthesis of intellect and emotion. It is unfortunate that those who are at the helm of affairs today do not recognize that quality higher education means more than learning how to work. It provides the young with human development lens that enables them to develop social responsibility and citizenship. Central to quality education is the ability to focus, critically examine different issues, and foster human and social development. The future society depends on these young men and women and they have to be equipped

to address the society's needs and difficulties. Patience Mukwambo, the Academician from Zimbabwe writes: "When universities see quality in terms of human development, their role becomes more than production of workers in an economy. It gives them a mandate to nurture ethically responsible graduates. These more rounded graduates are better equipped to imagine an alternative future in pursuit of a better society, economically, politically and socially."

Skills Training cannot replace Higher Education. One of the reasons for a perceptible decline in social, political and intellectual discourses today is the decline in higher education caused by privileging skill training over knowledge cultivation. University education is much more than learning how to work. The new education policy seeks to replace conventional education by virtual education without recognizing the value of learning in college. Traditional University education is akin to community living and learning where there is interaction between peer groups of learners, between students and professors, scholars and experts, between graduates of different disciplines, between inter university and inter college students.

Online education, though an interim arrangement in a time of crisis cannot be a permanent fixture. It has its value now when the pandemic has shut all institutions and perforce learning has to shift to online. But online education that offers graduate courses to a large number of young students is only replicating classroom education, albeit with the use of technology. It has no scope for imparting skill training if such an objective is sought in higher education.

At this juncture when the whole of humanity is under the grip of the deadly virus, governments must take decisions that will shape the post pandemic world of the future. The virus is not a permanent visitor. It will meet with its end, may be after a few months, may be longer extending to a couple of years before the balance is restored and normal activities begin anew. Whatever decision we take today should factor in the health, economy and preservation of humanity. Hence short term measures should not be made permanent fixtures. Virtual classroom will breed aloneness and except for talking to the teacher to clear his/her doubts,

the learner has no one to communicate with. One of the fearsome outcomes of Corona Virus infected world is going to be the loss of communication, loss of person to person contact and loss of human solidarity. To fight this intangible and invisible monster of a virus, humanity has to come together. Where do we see this happening today? Maybe among scientists, doctors and researchers working in their laboratories. This is not the time to work in isolation but work in unison. Oxford University, University of Maryland, Texas, Michigan and a score of universities all over the world are leading the way towards discovery of a vaccine. Apart from the efforts to find a vaccine and a cure for Corona, we need thinkers, strategists and experts to map out a new world order. This is the function of higher education to generate ideas that factor in the present crisis and prepare us from experiencing future crisis of greater magnitude. Let us not lose sight of the value of conventional education as it brings together a community of thinkers who can contribute to the strengthening of mankind. Higher education has always produced people who have the ability to combine knowledge with practical application and form a potent group of experts who together can counter the present threat and plan for the future. He mistake we had unfortunately encouraged had been to package skill training in academic education.

We need good governance, we need wise governance, we need rational governance backed by science and we need compassionate governance. Who can offer such governance? The answer is 'epistocracy', a recent political coinage which refers to the experts who come out of the universities after threading through the web of education and have the unique ability to combine their subject expertise with political knowledge. Epistocracy as John Brennan in his book *Against Democracy* explains is not to supplant democracy but to complement democracy and provide expertise to frame policies for good governance. Our conventional mode of education has stood the test of time and given us outstanding well rounded intellectual leaders -from Mahatma Gandhi through Pt. Nehru, Ambedkar, Maulana Azad, Rajagopalchari, Abdul Kalam, Atal Behari Vajpayee, Manmohan Singh, Pranab Mukherjee to name a few. To label them as 'elitist', a term that has gained pejorative notoriety as

being anti democracy, is symptomatic of the decline in our moral, intellectual, social and political discourse. It also is a reflection of the bankruptcy of knowledge among our ruling class about elitists which in the words of John Rawls are those who possess and cultivate superior talents and use them for the benefit of the most disadvantaged in society. To appropriate John Rawls words, we deliberately put on a veil of ignorance on terms like 'elite' and 'elitism'. It is high time we uncover the veil of ignorance.

If universities and colleges which stand for inter connected humane learning are replaced by digital learning with students individually sitting in isolated corners where the only connectivity with the outer world is the net connectivity and not human connectivity, we deprive our world and the future world the value of collective wisdom and human solidarity. COVID 19 will soon become a footnote in the history of mankind. But if we have to prevent a recurrence of another COVID, we need to revert the present post-idea world of money, greed and materialism into a world of knowledge and ideas with a focus on preserving the planet and cultivating humanity.

Online education is good for the disadvantaged, but it cannot replace conventional education in classrooms meant for the intellectually and mentally advantaged and mean to bring about the reconciliation between egalitarianism and responsible liberalism. We need both and not one at the expense of the other.

One of the reasons for a perceptible decline in social, political and intellectual discourses today is because of the privileging of skill training over knowledge cultivation and the inability to read and write in chaste and polite language. University education is much more than learning how to work. So the new education policy which seeks to replace university conventional education by virtual education, where there is hardly any contact other than seeking answers and clearing doubts, may have to be tempered by the need to produce future humane administrators in charge of humane governance.

Humankind is now facing a global crisis, perhaps the biggest crisis of our generation. The decisions people and governments take in the next few weeks will probably shape the world for years to come. They will shape not just our healthcare systems but also our economy, politics and culture. We must act quickly and decisively. We should also take into account the long-term consequences of our actions. When choosing between alternatives, we should ask ourselves not only how to overcome the immediate threat, but also what kind of world we will inhabit once the storm passes. Yes, the storm will pass, humankind will survive, most of us will still be alive — but we will inhabit a different world.

Many short-term emergency measures will become a fixture of life. That is the nature of emergencies. They fast-forward historical processes. Decisions that in normal times could take years of deliberation are passed in a matter of hours. Immature and even dangerous technologies are pressed into service, because the risks of doing nothing are bigger. Entire countries serve as guinea-pigs in large-scale social experiments. What happens when everybody works from home and communicates only at a distance? What happens when entire schools and universities go online? In normal times, governments, businesses and educational boards would never agree to conduct such experiments. But these aren't normal times.

Let us not think about higher education as a binary issue between online and offline. Both have their importance in shaping the future humanity. The only caution to be observed is to hasten slowly. Let the pandemic run its race. Let us wait for it to subside and in the meantime make the most out of the available resources. Let us not throw the baby along with the bath water. The baby has had its safe cradle all these years and grown up. Let us continue to nurse, sustain and improve that cradle. It is just a matter of time --- a brief interregnum before the clouds disappear. Let us remember the quote from Samuel Beckett, "We spend our life, it's ours, trying to bring together in the same instant a ray of sunshine and a free bench." □

Attributes of An Ideal Teacher

Prof. A. Joseph Dorairaj*

Who is an ideal teacher and what are his/her attributes? The teaching fraternity and the general public have been debating these two questions for quite some time now and have also come up with lots of answers. Well, there is no 'finished product' called an ideal teacher who possesses all the qualities attributed to a great teacher. Nor is there any magical formula or algorithm to create one. And there is no academy as such which trains 'trainee-educators' and transforms them into ideal teachers. Learning to teach is a life-time endeavour and even after years of teaching no teacher can claim to have imbibed all the qualities that go into the making of a perfect teacher. In fact, long after retirement many teachers have wondered if they could have done better.

Some of the key attributes of an ideal teacher are discussed in this article. Realistically, it is not fair to expect all teachers to possess all these ten qualities. But the compromise is that it is possible for a good percentage of them to possess all these ten qualities to a good extent or possess in almost full measure many, if not all, of these ten attributes.

Passionate about Knowledge

An ideal teacher is passionate about knowledge. Like Tennyson's Ulysses who wants, "to drink life to the lees" and desires "to follow knowledge like a sinking star/Beyond the utmost bound of human thought," he/she is not satisfied with what he/she has studied and learnt. He/She pursues the holy grail of knowledge throughout his/her life. He/She is impatient with outdated concepts and theories and is on an unsatiate quest for the latest concepts and theories not only in his/her own discipline but also in related domains. He/She wants to constantly update him/herself and wants to be ahead of his/her times. He/She is fully aware that knowledge doesn't have boundaries, for its horizons are constantly pushed further and further away. He/she is not daunted by this realization but takes conscious efforts to be conversant with the latest trends and developments in his/her field.

An ideal teacher thirsts for knowledge. He/She searches for knowledge and not bits and pieces of

information. The bits and pieces of information gleaned from various sources are processed and transformed into knowledge through a hermeneutical process. It needs to be stressed that good teachers do not hanker after bookish and unprocessed knowledge which is not of any use to anyone. On the contrary, they pursue knowledge that is intellectually stimulating and at the same time useful to the society around, especially the disadvantaged sections.

A Multi-disciplinarian

An ideal teacher has a holistic outlook and does not break up knowledge into discrete components such as Mathematics, Economics, Physics and Chemistry and each subject into its constitutive units. Even though he/she has specialized in a particular subject such as Physics or Music or Philosophy, he/she is able integrate different subjects and has a comprehensive outlook of life. This demands and implies that he/she has at least a working knowledge of related subjects and is able to think in a multi-disciplinary manner.

We live in an era of specializations. Experts know more and more about less and less and lack a broad outlook of life. Inter and multi-disciplinarity are alien to them, for they have erected fences around them and their narrow specializations. Against this backdrop, an ideal teacher is one who traverses across disciplines with ease. He/She is able to think and critique from a multi-disciplinary perspective which definitely yields better ideas and insights. And he/she is able to inspire his/her students to think beyond their own subjects and adopt a multi-disciplinary perspective, insisting that knowledge is not fragmented and disjointed but synoptic and whole.

A Theorist

There are different kinds of teachers. There are those who live with traditional concepts and theories and don't bother to conceptualize and theorize on their own. They are content to live on borrowed concepts and theories. There are others who theorize but in a limited manner. They theorize only when the existing concepts and theories have become stale and have gone out of circulation. They theorize out of necessity. And there are those who try to adapt old concepts and

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theories to the modern times—sometimes successfully but mostly unsuccessfully.

But an ideal teacher constantly theorizes. He/She reflects on his/her own experiences and the contexts and conditions in which he/lives and theorizes from his/her own experiences. He/She is able to read the signs of the times perceptively and engineer and evolve relevant concepts and theories to address the problems and issues that different ecosystems pose. He/She not only theorizes but also translates theory into action, thus synthesizing theory and praxis.

An Effective Communicator

An ideal teacher is a fantastic communicator in the written as well as spoken modes, and in face-to-face as well as technology-assisted communication. He/She thinks and articulates clearly, critically and creatively. He/She speaks brilliantly and writes with a flair and uses tech tools to communicate confidently. A teacher's precious asset is his/her communication skill and without that he/she would be a misfit, for higher educational institutions promote those who can put their ideas across effectively.

An effective communicator is aided by clear, critical and creative thinking. Where there is no clarity of thought, there will surely be no clarity of expression. An adept communicator expresses his/her ideas, theses and theories clearly and does not bamboozle his/her students with empty rhetoric. He/She is aware that empty rhetoric is only a mask for hiding inane and inept ideas and theories. A powerful communicator will no doubt attract students and will be able to share with them his/her knowledge without much spillage.

Fosters in his/her Students a Spirit of Inquiry

An ideal teacher enjoys a special relationship with his/her students. He guides them, mentors them, comforts them and at the same time challenges them. He guides them when they are novices; comforts them when they are intellectually disoriented and emotionally dispirited; and challenges them when they are stuck in the cesspool of mediocrity and refuse to come out of their *gurus'* shadow. A great teacher wants to see his/her students become intellectually and emotionally independent.

There is a sharp difference in the mentoring system in the West and the East. The West, with its moorings in the Socratic-Platonic tradition, fosters in its students a spirit of inquiry where they are taught

to question everything. Nothing is sacrosanct to them and they critique everything. In the Eastern tradition, students are taught to revere their *gurus* and tradition. Against this backdrop, it has to be emphasized that an ideal teacher consciously and carefully encourages and trains his/her students to critique everything and take nothing for granted.

Adaptive and Tech-savvy

Earlier, a teacher was identified with chalk and duster. But today, especially in the context of COVID-19, the definition of a teacher conjures up images of one carrying a laptop strapped to his/her shoulder with headphones and wires dangling around his/her neck. An ideal teacher is open to and welcomes changes in all fields and adapts to the changed scenario, especially in the domain of technology, for the world of teaching-learning is tech-driven these days. Seminars have become Webinars and physical classrooms are converted into virtual classrooms. Against this backdrop, an ideal teacher is one who is tech-savvy and uses technology to further his/her teaching. He/She speaks in a language and idiom that is familiar to his/her students, for the millennials are born with technology and speak a digital language.

Two points need to be clarified in this context. An ideal teacher doesn't brush aside the legacy of face-to-face interaction and traditional pedagogies. At the same time, it should not be construed that he/she embraces technology just to sound modern and thereby appeal to the youth. He/She does everything with a purpose and knows that technology is a medium and, therefore, uses technology to put things across effectively. Ultimately, what matters is the transmission of knowledge and not the mode as such.

An Able Administrator

Today, a teacher has multiple roles to play. Earlier, he/she was seen almost exclusively as an individual who imparts knowledge to his/her students and his/her role was sharply defined. He/She was not mandated to be an administrator, a brand ambassador for his/her institution, and a fund-raiser. But today, his/her role has changed dramatically. He/She has to don several hats and one of them is being an administrator. He/She cannot shy away from organizing and coordinating events and seminars and other programmes.

An ideal teacher is not only a gifted teacher but also an able administrator. He/She organizes seminars and conferences in his/her department and sometimes

in collaboration with other departments. He/She conducts alumni meetings and plans and executes several co-curricular and extra-curricular activities and programmes. In other words, he/she performs and juggles multiple roles with relative ease.

A Caring Mentor

Many students come to colleges and universities with an emotional baggage and are distraught. Broken families, alcoholic fathers, fractured relationships, love failures, suicidal tendencies and other emotional problems weigh them down. An ideal teacher doesn't look at a student from a myopic perspective and reduce him/her to his/her register/roll number and books, notes and assignments. He/She is aware of the whole person and the emotional problems that he/she faces.

An ideal teacher doubles up as a mentor. He/She is not only a teacher but also a counsellor, a therapist, a guide, a motivator and a mentor. He/She listens to his/her students' problems non-judgementally and looks beyond academics. He/She offers emotional support and helps his/her students to come out of their problems and face life boldly. He/She gives his/her students the assurance that he/she is always there for them and lends them a helping hand and pulls them out of their emotional problems. In short, an ideal teacher is a mentor who cares for the wellbeing of his/her students.

A Community Builder

Students come from diverse linguistic, cultural, religious and ideological backgrounds. There are social, cultural and economic barriers between them, for our world has been "broken up into fragments/by narrow domestic walls". An ideal teacher reaches out to every student and takes him/her along with him/her. What is torn asunder by fanatics and divisive forces, he/she attempts to put them back brick by brick.

He/She takes a lot of efforts to free minds that have been ghettoized. He/She proclaims the message that humanity is one and inspires students to forget their differences and come together as one community. He/She creates a good rapport among students and builds bridges in the public sphere as well. Both inside the classroom and outside of it, he/she works tirelessly to bring people together and strives to eradicate

intolerance and enmity sown by religious bigots. In short, an ideal teacher is a symbol of unity and harmony and is a community builder.

A Committed Intellectual

Gramsci in "The Formation of the Intellectuals" talks of two kinds of intellectuals—traditional intellectuals and organic intellectuals. At the risk of simplifying and summarizing it can be noted that a traditional intellectual does nothing to disturb the status quo whereas an organic intellectual fights against the system. He/She does not parrot or echo the policies of the establishment but opposes it if they are unjust, thereby getting involved in political discourses. Said, in *Representations of the Intellectual*, declares that the intellectuals speak "truth to power" and engage in an oppositional discourse.

An ideal teacher is certainly not an armchair intellectual. He/She is called upon to be a committed intellectual, not necessarily an organic or a public intellectual. He/she has the courage to raise his/her voice against the establishment if it is pedantic, authoritarian and unjust. He/she is a specialist in his/her discipline and has the intellectual acumen as well as commitment to highlight the dialectical relationship between academics and politics. In this process, he/she transcends narrow disciplinary boundaries and talks and writes about issues and problems that impact human societies, especially the vulnerable sections. In this sense, he/she cuts across disciplines and talks about knowledge in general and becomes a spokesperson for humanity.

Conclusion

Is teaching a vocation or a profession? Are great teachers born or made? Is teaching an innate skill or something learnt by rigorous practice? The answers are not 'either/or' but both. Teaching is both a vocation and a profession. Great teachers are born but at the same time march towards perfection every day. Teaching is an innate skill but at the same time can be cultivated through arduous practice. It is abundantly clear that great teachers are gifted intellectuals. They are not esoteric creatures belonging to some "arcane priesthood" but are an integral part of our society and nourish us and our society with their theories, insights and commitment. They are a gift to humankind. □

Internationalization of Higher Education and Global Rankings

Ankita Masih* and Vidyapati**

Internationalization of higher education is the primary focus of all nations in this globalized era to improve the standards of educational institutions as well as to produce skilled and knowledgeable workforce for an economy based global market. Globalization opened several opportunities for India to engage with knowledge based economy . In order to build capacity, quality standards, relationship and creating human resource capital through international links, we must improve the quality of education we provide.

What is Internationalization?

Internationalization is the process of designing or modifying products to meet the needs of consumers in many countries or designing/making them in such a way that they can be easily modified, to fulfil the requirements. Internationalization is a broad term. It might mean designing a website or a web page in such a way that when it is translated from English to any other language, the aesthetic layout still works properly ensuring meaningful translations. This could be difficult to achieve as many words in Spanish/ French/ Mandarin have more characters than their English counterparts and while translating, it may change the complete sense.

Internationalization of Education

Internationalization of higher education demands multilevel complex initiatives from individuals, institutions, local bodies, state and centre. As education has always been an important state subject, it requires multilevel interventions from individuals, educational institutions, corporations, and the state in order to overcome multiple challenges and internationalize the same by integrating inter-cultural and multi-cultural dimensions into roadblocks towards internationalization of education. A comprehensive policy, strategic planning, strict innovative regulatory framework to balance the public - private partnership along with independent monitory body and standardized practices

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are the pre-requisites for India to become a hub in emerging higher education based globalized economy.

Internationalization has become a hot topic at policy level by authorities (Ministry and Government) and higher education institutions globally. The interpretations of internationalization are often largely associated with competition, markets and economy in the current scenario, but it is shifting from only human resource to joint research activities as well. Globally, higher education institutions are searching for ways to develop how to teach learning, research and student services. India is a no exception; it is also trying to follow the same path. There are some initiatives taken by the Indian government to promote internationalization of Education. Some are: General Cultural Scholarship Scheme (GCSC); the Global Initiative for Academic Networks (GIAN); and the Connect to India programme. Additionally, some leading Indian higher education institutions engage in student exchange programmes and academic collaborations with a number of foreign countries throughout the world through various programmes such as UK-India Education and Research Initiative (UKIERI) initiative, the Generation UK India initiative, the Indo-US 21st Century Knowledge Initiative and the Fulbright-Nehru programme. "Study in India Programme". Fellowships and institutional collaborations are designed to promote India as a destination for study (education hub). These initiatives suggest that the internationalization of higher education has found a place in Indian higher education system. Still, India's policies on internationalization of higher education have had limited or nil impact on the development. We need to take some strict actions to overcome the barriers.

Traditional vs. Emerging Pathways of Internationalization

The mobility of learners, professors, and research scholars is the most important and readily visible element of internationalization of higher education in any country. From ages Indian scholars have gone abroad to attain higher education and many great scholars from all over the world have been attracted to Indian universities even during ancient times like Takshsila, Vikramshila, Vallabhi, and Nalanda. These universities can rightly be called as 'pioneer universities' as they

introduced Indian culture, education and knowledge to the outside world. We earned a special respect globally in the past.

In past three decades, the number of learners enrolled in institutions outside their country of citizenship or birth has risen positively, from 0.8 million worldwide in 1975 to an approximate 5 million in 2016—a more than five times increase. Moreover, it is believed and expected that this number will grow to 7.2 million by 2025 with the probability that 400,000 Indian students will enrol in foreign institutions by 2024 compared to 255,030 in 2016. The growing numbers of mobile Indian students seem to indicate that India is becoming a leading actor in the international student market. It is now the second largest country sending students outside country after China. In contrast to the increase of outbound students, the numbers of international students (inbound) in India is discouraging sharply—in 2014 the number of international students in India was only 30,423.

Not only students are on the move, institutions are too. In present time, new term- ‘transnationalism’ is emerging as a pathway to internationalization. Academic institutions from one country operates in another; academic programs are offered in collaboration by universities from different countries. Higher education is increasingly made available to the masses through online education or open education. As per recent study in 2010 there are only a limited number of international collaborations—631 foreign institutions had activities in India of which 440 did so from their home campuses; 186 had twinning or some other arrangements with the involvement of local institutions. The programs offered by international collaborators in India are in the professional areas like management and engineering predominantly.

One of the primary strategy of internationalization is setting up of overseas campuses. A total of approximately 313 institutions have branch campuses across the world. According to Bert (2017), seven Indian institutions have campuses overseas—five in the UAE as well as programs in Mauritius and Nepal. Popular destinations for Indian branch campuses are often countries with a strong Indian Diaspora, particularly countries in the Gulf region, the Caribbean, Mauritius, Fiji, Nepal and Southeast Asia. Some private institutions like Birla Institute of Technology, Symbiosis International University and Manipal University promotes programmes like twinning programs, study

abroad programs, dual degree programs and branch campuses in other countries.

Many countries and academic institutions have developed strategies for internationalization of higher education. India is a developing country and hence been slow in identifying and responding to the necessity of internationalization despite the tremendous benefits that could occur due to limited availability and accessibility of resources. The data provided above highlights that India has experienced a rapid growth in student outflow, but it has not been able to attract a comparable volume of incoming international students. The volume of student inflow is not equivalent with developed neighbour- China. As a result, India is losing charm and glory as well as advantages such as generation of revenue (economic growth) and also diversity, develop, digitalize and modernize the country’s campuses with a globalized ambience. In research and post graduate courses along with other academic collaborations, India has a great deal yet to accomplish many tasks.

Quality Issues and Challenges Related to Internationalization

It is forecasted that by the year of 2025 the demand for international education will grow and rise upto 7.2 million students- a huge leap from 1.2 million students in 2000. Most of all of this demand will be met by mobility of the students resulting in growth of the number of new providers who are striving to deliver programs to students in their home countries. It is accelerating at an unprecedented rate. It is no longer just students, faculty, and researchers who are internationally mobile but also academic programs are being delivered across borders and branch campuses are being established in developing and developed countries around the world.

The new developments are intended to increase access of all the students to higher education and meet the appetite for foreign credentials, degree, career options and employment. There are some serious issues related to the quality of the academic courses offered, the integrity of the new types of providers (institutions) and the recognition of credentials. It is observed that there is an increase in the number of foreign degree selling factories (‘parchment’ only degrees) and accreditation mills (selling bogus accreditations for programs or institutions), and rogue for-profit providers (not recognized by national authorities) are realities that are often left unquestioned. These results in problems faced by students, parents, employers,

and the academic community in the long run. Nobody would have guessed two decades ago that international education would be struggling to deal with fake degrees and accreditations; academic credentials that are earned but not recognized; and non-regulated 'fly by night' institutions. Having said that, we must not forget to acknowledge the innovative developments by bona fide and genuine new providers and universities who are striving and working hard in delivering high quality programs and legitimate and meaningful degrees through new types of arrangements and partnerships (franchise, twinning, branch campus). The perpetual issue of balancing cost, quality and access significantly challenges the benefits and risks of cross-border education.

Academic Mobility

Today, expansion of academic mobility schemes is a hallmark of internationalization. Two and a half decade ago, nobody would have anticipated that international academic mobility for students, research scholars and academicians have the capacity to grow and develop into a highly competitive multi-million-dollar international recruitment business and help in economic growth of the country. Most of the developed nations and several developing countries are investing in higher education sector and major marketing campaigns to attract the best and brightest talent to study in their institutions and work in their countries in order to supply the 'brain power' for innovation and research agendas. Internationalization of higher education has also helped in keeping a check on 'brain drain' in developing countries where bright students tend to go abroad usually to western nations for higher studies and better future prospects. Neither the complexities, disadvantages and challenges related to academic and professional mobility should not be underestimated nor the potential benefits should be ignored. The original goal of helping students of developing countries is to complete a degree in another country and then return home to contribute to economic development of their nation is fading fast as nations compete in the 21st century brain race and people are going crazy for materialistic things.

To improve the opportunities for employment of students, we require joint programs which are intended to provide a rich international and comparative academic experience. But, with all new ideas, some points needs attention. For example, in many cases, double degrees can be merely double counting of one set of course credits. Situations might exist or arise where two/three

credentials (one from each participating institution) are conferred for little more than the work load required for one degree. While it may seem alluring for students (and potential employees) to have two degrees from institutions in two different countries, the situation may be seen as academic fraud if requirements for two full degree courses are not completed or differentiated learning results are not achieved.

Massive Open Online Courses

It is quite evident that Massive Open Online Courses (MOOCs) have a positive impact on internationalization of higher education. MOOCs play a powerful role in widening the access to non-formal learning opportunities which is still an underdeveloped area of international higher education and requires special attention. Now, the question arises, how long it will take before the majority of MOOCs will be able to offer formal credentials accredited by the providing institution or a third party. Further, it is apparent that it is still difficult to provide platforms for students to customize their own menu of programs by combining courses offered by local, regional and international public and private providers according to their individual needs through face to face, distance or a combination of the two.

Universities Rankings

These days ranking system has become very popular. We tend to rank everything right from educational institutions to railway stations and airports. Hence, international and regional rankings of universities/institutions have also become extremely popular and complicated in the last five years. There is a heated debate about their validity, reliability, authenticity, credentials and value continues. But at the same time, it can be stated that a measurable result of internationalization is the achievement of a specific position in one or more of the global ranking tables and leagues. But it is not hundred percent true that the purpose of a university's internationalization efforts is merely to improve global brand or standing. This often confuses an international marketing campaign with an internationalization plan. The former is simply a promotion and branding exercise; the latter is an intense strategy to integrate an international, multicultural and global dimension into the goals and teaching-learning, research and service functions of a university.

Conclusion

It is high time for India to understand need and advantages of internationalization of higher education

and capitalize on its strengths. As mentioned earlier, India had a good reputation as a provider of quality higher education in ancient time. Now it is time to regain the reputation and dominate once again. In context of South East Asia, India has a well-established education system in comparison to other nations which have small higher education sector. Moreover, the higher education experience in India seem to be often more affordable when compared to other developed nations.

India must develop special 'education zones' in different regions along with the conditions important to make these regions/ locations appropriate to attract internationally mobile students. Strategies for improving quality of existing higher education institutions, curriculum, teaching learning environment, availability of resources will help India not only attract international students, but also check the outflow of Indian students and eventually brain drain. Currently, international collaborations for faculty exchange, curriculum development, student exchange, joint research, training, internship etc, are a result of initiatives taken by individual institutions, rather than public policy. Public policies must be developed to look after the above mentioned issues. These initiatives are mostly concentrated in the private sector of education system in India. Internationalization is also concentrated in specific cities and regions like metropolitan cities, but India needs to develop measures to develop national approach to reap the academic as well as economic benefits that results through focused, well drafted policy that would eventually expand the horizons of opportunities for international collaboration in both the state and private sectors.

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International Webinar on Exploring and Understanding the COVID-19 Pandemic

An International Webinar on ‘Exploring & Understanding the COVID-19 Pandemic’ was organized by Chhatrapati Shahu Ji Maharaj University(CSJMU), Kanpur recently to address the different aspects of COVID-19. The Webinar had eminent speakers from across the globe. More than 1000 participants attended this International Webinar which included educators from prominent universities and institutes, academicians, and research scholars from all over the world. All plenary sessions were followed by a brief questions and answers session wherein the participants interacted with the experts.

Prof. Neelima Gupta, Vice Chancellor was the Patron of the Webinar. Dr. Rashi Agarwal and Dr. Sandesh Gupta from UIET, CSJMU conveners of the Webinar initiated the event with welcome note. Prof. Neelima Gupta, the Vice Chancellor, CSJMU delivered the Keynote address on the theme ‘COVID-19: Coping with Present Day Challenges’. Lamenting about the severe reality of the current situation, she discussed the process of creating a vaccine for COVID-19 that is presently going on and the significance of the convalescence period is in this process. She also pointed out the various steps that can be taken to meet the challenges posed by COVID-19 such as taking precautions issued by the Ministry of Health & Welfare, formulate effective and safe vaccines and improve our lifestyle. We can also leverage technologies and innovative solutions, bioinformatics, datasets, apps for diagnostics to fight against COVID-19.

Mr. Aditendra Jaiswal, Lead Enabler, Srijan Sanchar shared his thoughts on the volatile situation created due to the declining condition of the economy during this pandemic and ‘How Should Startups Prepare to Survive Post COVID-19. He said that a lot of businesses might be totally wiped out and there will be a demand for startups that can absorb the demands of these businesses. 3 trillion worth of economy will possibly move out of China and India should be ready to take advantage of this responsibility as the supply chain of many businesses has been disrupted. He gave the example of the demand for ventilators and how

India has stepped up to take up this responsibility. He discussed Value Added Services and Open Source Technologies as opportunities to create products that serve the demand in the economy right now and the significance of the convalescence period. He also talked about the One District One Product scheme in Uttar Pradesh and how startups can use this to empower the migrating workers and create new employments.

Dr. Ruchit Agrawal, MBBS, DEM(RCGP, UK), MRCEM(UK), FACEM(Aus), Consultant, Emergency Medicine & Senior Faculty, School of Medicine, UoW. Co-Director Emergency Medicine Training, Wollongong Hospital, NSW, Australia spoke on ‘COVID-19: Challenges in the Healthcare System’. He talked about the history of pandemics and the challenges with COVID-19. He said that due to high Ro and asymptomatic nature of COVID-19, it is overwhelming the healthcare system. There are limitations with wards and equipment, hospital staff is under stress. Another challenge is that patients do not come with a label or diagnosis. He talked about treatment challenges like spread of virus through O₂ delivery devices, delays in results, false negatives and how some of the existing medications for chemotherapy, rheumatology, etc. can modify the virus. Hospitals preparedness includes cancelled leaves of staff, re-employing retired staff, recruiting more staff among the other steps, he said. Protecting the staff is also a priority during this pandemic. Operation theatres are closed which increases the ICO availability and more isolation wards have been created and the hospital has been divided into hot and cold zones. The society and community also helps by motivating, dedicating shopping hours to essential workers, staying home and avoiding unnecessary hospital visits.

Mr. Manav Khanna, Cloud, Identity & Data Security Product Management Leader, THALES, Texas, US and a TEDx Speaker talked on ‘How to Combat Anxiety and Stress Due to COVID-19’. He said that we are living in a time of adversity and uncertainty due to the pandemic, therefore, it is important to understand the impact of this has on our mind. The thought of COVID-19 creates images and ideas of the present conditions and our mind reacts with anxiety and stress. This can cause us to create

fears in our minds that might not necessarily be true. We should therefore break down our experience into outer and inner experience.

Hence, we should take control of these reactions and anxieties because any added stress makes it harder to deal with the existing stress and anxiety in our mind and to heal. This anxiety manifests itself physically as well and we should take care of ourselves by paying attention to these sensations. If we make ourselves aware of how our mind and body is reacting by observing the thoughts and the sensations that come with them, we can take care of the discomfort by directing our breathing towards it.

Mr. Khanna suggested that we should take at least 5 minutes at the start and end of our day to do this because our mind may wander but the breath is a constant. He said that we can apply these tools to any situation that induces anxiety in our minds. He also pointed out that we can take the opportunity of the lockdown to focus on taking care of our minds and body. He concluded by saying that the mind comes first and the body follows and that we are bigger than our fears and if we take care of our mind, our mind can take care of everything else.

Mr Divya K S Rathore, Release Train Engineer, Elektta Ltd, UK discussed the “Effect of COVID-19 on IT Industry”. He talked about the various sectors that will impact IT, ITeS and beyond and how there is a boom in the economy after any such intense situation as there is demand and improved credit. He discussed the outsourcing industry in India and huge IT workforce that is currently working from home. This has brought to the attention that the companies need only 25 per cent of their workforce in the office at a time. The pandemic has also affected how professional meetings are conducted in various sectors and activities like education and research, policy making sessions, workshops, online vendors, recruitments and associated networking events. He discussed these effects in detail and suggested solutions for the same. He also talked about the merits and demerits of the challenges and their solutions. In conclusion he talked about how the fight against COVID-19 may be unpleasant but it can also be a catalyst for remarkable technical progress.

International Webinar on Emerging Challenges in Teaching Literature and Language in the Virtual World

An ‘International Webinar on Emerging Challenges in Teaching Literature and Language in the

Virtual World’ is being organised by the Department of English, Govt VYTPG Autonomous College, Durg, Chhattisgarh on 7 & 8 June, 2020. Teaching per se, is a challenging job. The compelled lockdown due to spread of COVID 19 has made it all the more challenging for the teachers as they have to experiment with new teaching methods with the classrooms becoming virtual spaces. With online teaching or video instruction etc as optional or alternative methods of teaching, the teachers are now facing the additional challenge of learning the technology. Teachers of Language and Literature are no exception. In view of this, the Webinar is being organised to get together and discuss the challenges and find possible solutions that will be best for the students.

Govt VYTPG Autonomous College, Durg, founded in 1958, is the largest and most renowned college of Chhattisgarh. It is accredited with A+ by NAAC and has been recognized by UGC as the College with Potential for Excellence (CPE), receiving the grant under 3rd Phase of the Scheme. The College is a melting pot where diverse cultures of urban and rural India merge and it enjoy the unique status of catering to the needs of both the urban and the rural students. It also has the distinction of being one of the 20 prominent institutions across the country to have been selected for providing suggestions on National Higher Education Qualification Framework (NHEQF) of India.

Established in the year 1958, the Department of English of the college has been identified as ‘Star Department’ under UGC-CPE Scheme. The founder faculty including stalwarts and erudite scholars like Prof S B K Murthy, Prof M K Khan, Prof R S Chandani, Prof Suresh Chandra Sharma etc ensured a strong foundation and industrious culture in the Department. At present it has eight permanent professors and offers courses at UG, PG and Ph D levels. It is a recognized research centre of the University. In terms of infrastructure and resources the Department has a Language Lab setup under CPE scheme of UGC. It is well equipped with ICT facilities, high quality software and books, CDs and DVDs along with other basic amenities.

Dr. Aruna Palta, Vice Chancellor, Hemchand Yadav University, Durg and Dr. R N Singh, Principal, Govt VYTPG Autonomous College, Durg are invited to grace the inaugural function. Some of the invited speakers are Dr. Nadezda Stojkovic, Associate Professor in English for Specific Purposes,

University of Nis, Serbia, Dr. Ashok Thorat, Director, Institute of Advanced Studies in English, Pune, Dr. Dhanashree Thorat, Asst. Professor of English Mississippi State University, US; Dr. Solzica Popovska, Faculty of Philology Blaze Koneski, Skopje; Ss Cyril and Methodius University, North Macedonia; Dr. Rooble Verma: Associate Professor, Head of the Department of Foreign Languages, Vikram University, Ujjain.

Fees for Registration to the Webinar is Rs 500 /- for Indian delegates and 20 \$ for overseas delegates. Early Bird registration for Indian delegates is Rs 300/-. For further details, contact Dr Somali Gupta, Organising Secretary of the Webinar on Ph.no. 9893081194 or Email: somaligupta@gmail.com. □

AIU NEWS

Central Zone Vice Chancellors Meet 2019-20 Report

The Central Zone Vice Chancellors Meet (2019-20) of the Association of Indian Universities (AIU), was hosted by Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur, Chhattisgarh on 25th-26th November 2019. Shri Shekhar Dutt, former Governor, State of Chhattisgarh graced the occasion as the Chief Guest and Dr. Pankaj Mittal, Secretary General, AIU presided over. Prof G D Sharma, Vice Chancellor, Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur convened the Meet. The inaugural function was attended by more than sixty Vice Chancellors of Central Zone, Government officers of the state, representatives from NAAC, faculty members and research scholars of the University. Dr Alok Mishra, Joint Secretary, AIU was the Nodal Officer of the Meet and Mr Vijendra Kumar was the coordinator. Dr S Rama Devi Pani, Editor University News was the Nodal Officer for Academics and Chief Rapporteur of the Meet. Dr H S Hota, Associate Professor and Head, Department of Computer Science and Application (CSA) Atal Bihari Vajpayee University, Bilaspur was the Nodal Officer at the host university.

In his inaugural address, Shri Shekhar Dutt Ji brought to the fore the progress made by Indian civilization in the past 5,000 years and called for revolutionary orientation of higher education for the ensuing 500 years. HEIs must work with higher aims and resolution to build futuristic academic legacies. Education should keep on reinventing and must be inclusive of innovations. He opined: education and skill being two sides of the same coin, existence of one without another is meaningless. Laying emphasis on the significance of good communication

skills for progress, he stressed on the importance of good command over language for effective verbal and written expressions. He also highlighted the importance of sports and culture for the holistic development of body, mind, and spirit. The inaugural address was concluded by raising awareness on environmental issues, imminent crisis, and the need for preservation of natural resources. The Chief Guest released the Special Issue of the University News edited by Dr S Rama Devi Pani.

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

innovative governance strategy is the need of the hour to improve access.

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

Session on Interface with Apex Bodies

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

1. The students' induction program should be made mandatory in all HEIs. Systematic design and implementation of the induction program should be an integral part of the curriculum.
2. The obsolete curriculum should be redesigned and revitalized with updated technology, futuristic orientation, and industry demands.
3. Faculty recruitment in technical institutions be based on eligibility tests; assessing subject knowledge, pedagogy, teaching aptitude, and communication skills.
4. Teachers' training should be mandatory for all teachers to ensure updating their knowledge, skills, and pedagogies regularly.
5. Well defined monitoring mechanism must be in place for ensuring quality in higher education. Research and innovation must be an integral part of the HEIs system with the engagement of all faculty members.
6. Research Parks and incubation hubs should be developed to accelerate the research environment.
7. Utilization of SWAYAM platform be encouraged to enhance reach and quality education access.
8. Every institution should prepare for NAAC

accreditation. A comprehensive understanding of the prevailing accreditation process is a must to ensure proper groundwork and documentation as mandated by NAAC.

9. Institutions should utilize the optional framework which has been provided for the accreditation process in case they have extra activities to deliver.
10. NAAC should also disclose the parameters of scoring to enable HEIs to have well defined & aligned objectives, assessment of SWOT and they may prepare accordingly.
11. AICTE should carry out an assessment of demand and supply of trained professional human resources. Accordingly, it may slow the pace of granting new approvals to ensure equilibrium in intake capacity and actual admissions.
12. HEIs imparting quality education should be strengthened instead of increasing the number of new institutions.

Session on Reforming Internal Governance of Universities

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

1. The prevailing governance models are not effective in India. Therefore, there is an urgent need for a new governance model catering to bring excellence in higher education.
2. Excellence in governance in HEIs can be achieved through innovation, passion, motivation, inspiration, competence & engagement of and communication among all stakeholders of HEIs.

3. A culture of excellence can be achieved through partnerships, collaborations, co-construction, effective policy influence, and implementation.
4. It is imperative for HEIs to formulate a well-defined policy of good governance. Institutions, therefore, should act strategically in formulating plans and policies critical for good governance.
5. Good governance policy should be all-encompassing of transparency, equity, accountability, and inclusiveness and it should be homogeneously implemented.
6. Governance reforms should be based on the basic nature and function of the University. Specific policies may be formulated considering functions of the universities.
7. Autonomy, accountability, flexibility, effective communication, trust, and transparency of operation must be ensured at all functional levels.

In view of International rankings, university governance should define directions for functionalities, short and long term objectives.

Session on Sectoral Governance: Ensuring Autonomy for Excellence

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

Based on the structure of HEIs, multiplicity of funding and other resources by the center, state and private entities should be discouraged, rather equal opportunities should be provided for all academic institutions.

Regulators need to modify their functions as enablers contributing to the progress of universities rather than controlling/policing the universities.

Various dimensions of technology need to be integrated in different operations of universities for ensuring good governance.

An ecosystem of mentorship should be created by AIU with a strong mentorship role and handholding the universities in creating an efficient governance system. Youth are to be mentored to accept, adapt, and navigate challenges.

Universities should provide autonomy and resources to faculties for research & innovation and should ensure accountability.

An effective grievance redressal system must be established in universities to ensure focused quality teaching and research by the faculty without unnecessary diversions of safety, security, administrative concerns etc.

Session on Access to Higher Education in India: Issues, Strategies and Challenges

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

1. The cost-benefit analysis of the University should be done to evaluate the role, functions, and requirements.
2. The syllabi should be upgraded and designed keeping the Indian perspective and knowledge system in mind.
3. Admissions at the university should be done for courses rather than for programmes. The degree should be awarded in a programme wherein a student has earned mandatory minimum credits for the respective program.
4. In a country like India with a humongous and diverse population, it is imperative to adopt a technology-based learning system to enhance access and inclusivity.
5. The synergistic approach may be adopted by the universities to plan and work together, in order to improve and sustain equity and quality.
6. The challenge of rethinking and redesigning of Indian Higher Education system needs to be addressed immediately following the prevailing competitive environment.
7. There is a need to improve access at the school level to provide a proper feeder population at the higher education level. Departments of School

and Higher Education at MHRD should jointly make efforts to increase the enrolment at both levels.

8. Member universities of AIU should come forward for academic collaboration and value-based learning to improve the quality of higher education.
9. Recruiting good teachers, training teachers, and retaining good teachers at the school level will positively impact the gross enrolment ratio at the higher education level.

Valedictory Session

Chief Guest of the Valedictory Function was

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

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. □

Article Review*

Bhushan Patwardhan, 'Re-imagining Indian Universities: Learning from the Glorious Past', Scholarly Article in Weekly E-Essay Series, No.(1), May 15, 2020, Association of Indian Universities Website.

Prof Bhushan Patwardhan in his thought provoking and scholarly article 'Re-imagining Indian Universities: Learning from the Glorious Past', has succinctly brought out the inherent ethos of the ancient higher education system which has over a period of time provided the much needed panacea to the existing maladies faced by the higher education in the country today. In his inimitable style, he has vividly visualised the changes the higher education system has gone through over a period of time and the inter-connect where-in, the rich experiences of times of yore can provide the goals and directions to the contextual challenges faced by the higher educational scenario today. In a nut-shell, the article reveals the open-mindedness and progressive thinking of our ancient thinkers and educationists.

The article emphasises on taking 'cue from the past' and truly passes through the path of progressiveness reminding the institutions and universities of higher learning to contemplate meticulous self-study and re-evaluate their institutional mission to establish greater holistic way of imparting knowledge thereby to create a place for '*Learning Society*' by adapting the pragmatic and prudent approach of ancient Indian Education System. Thus, he clearly brings out a new beginning for the Indian Higher Education Scenario and is buoyant on the aspect of renaissance of '*Bharatiya Asmita*'.

In India, historically almost all major changes have been experimented and implemented in the past in the field of Higher Education. Prof. Bhushan Patwardhan asserts that universities and higher education institutions in the country should take a proactive stance, this in spite of the overwhelming obstacles that are practiced by retaining insipid Education System

* S.C. Sharma, Director, National Assessment and Accreditation Council, Opp. NLSIU, PB 1075, Nagarbhavi, Bangalore-560 072, India

deftly infused by the remnants of British Raj. In my opinion, his vision of '*Re-Imaging Indian Universities*' is one of the transformational planning that directly connects the society by its deep reverberations. In my opinion, while the educators in every discipline value for '*sophistication*' and '*contemporaneous*' in the methodology of imparting knowledge, however, these skills of intricacies are subjected to the societal acceptance, except the intellectual and cultural traditions which always remained static. In this task, Bhushan Patwardhan showcases India's intellectual treasure, viz., *darshanas*, *shastras*, greatest socio-political thinkers, educationists, early proponents of *Gurukulas* and *Kula Gurus*, various schools of thoughts which existed in ancient India.

Prof. Bhushan Patwardhan, in his article has elaborately articulated about the ancient Education System by various perspectives i.e., psychological, social background, educational and in an empirical research perspectives, noting that these factors put together have contributed to a great extent to the Education in the country. He subtly analyses the barriers for the growth of intellectualism in our country from the socio-cultural perspective. From this viewpoint, this article seems to be more rational with appropriate justification, since expression of ideas and suggestions made by Bhushan Patwardhan are written in more amenable language with extensive and in depth analysis.

I strongly opine that this erudite article by Prof. Bhushan Patwardhan, could be perceived as a practical guide for educators, academic-administrators, policy makers, academicians, faculty and all other stakeholders who are interested in improving the quality and effectiveness of the academic programmes in the country in the near future and I personally feel that these are the essential conditions for successful academic improvements.

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of Dec 2019-Jan2020)

Anthropology

1. Dwivedi, Upasana. **Medical travel: An exploration of alternative medical system in Rishikesh Uttarakhand India.** (Dr. Sonia Kaushal), Department of Anthropology, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Business Administration

1. Rakesh Kumar. **Impact of Foreign Direct Investment on productivity and profitability of private sector banks.** (Prof. Sultan Singh), Department of Business Administration, Chaudhary Devi Lal University, Sirsa.

Commerce

1. Chaurasia, Anuradha. **Bharat mein swasthey beema vyavasaye kee vartman isthithi evam sambhavnaye.** (Prof. D K Nema), Department of Commerce, Dr Harisingh Gour Vishwavidyalaya, Sagar.

2. Chavda, Bhupendra Jeevabhai. **Financial review of several financial institutions providing gold loan in India.** (Dr. B V Moradiya), Department of Commerce, Saurashtra University, Rajkot.

3. Lalzuitluangi. **Entrepreneurship development in saitul sericulture cluster in Mizoram.** (Dr. Rama Ramswamy), Department of Commerce, Mizoram University, Aizawl.

4. Radadia, Pravinkumar Gopalbai. **Analytical study of consumer preference for mutual fund as an investment option amongst the working women of Rajkot City.** (Dr. B V Moradiya), Department of Commerce, Saurashtra University, Rajkot.

5. Ravinder Kumar. **Impact of micro finance on rural poverty alleviation in Haryana.** (Dr. Subhash Chand), Department of Commerce, Kurukshetra University, Kurukshetra.

6. Roy, Blessy. **Financial literacy among working women in higher education sector of Rajasthan.** (Dr. Ruchi Jain), Department of Commerce, IIS University, Jaipur.

Economics

1. Almeida, Kavita Robert. **Vasai talukyateel swayamsevi sanstha ani shasan puraskrit bachatgantacha tulnatamak abhyas.** (Dr. Veena Devasthali), Department of Economics, S.N.D.T. Women's University, Mumbai.

2. Bahram, Ramesh. **Impact of democracy on economic development of Afghanistan.** (Dr. M. M. Goel and Dr. Ashok Kumar Chauhan), Department of Economics, Kurukshetra University, Kurukshetra.

3. Chavda, Renuka Bhayalalbai. **Economics of tourism sector: A case study of development of tourism sector in Gujarat.** (Dr. R D Senjaliya), Department of Economics, Saurashtra University, Rajkot.

4. Itewar, Madhukar. **An analytical study of Pradhan Mantri Gram Sadak Yojna (PMGSY) and its impact on rural economy of sugar district.** (Dr. Utsav Anand), Department of Economics, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Education

1. Bhadaraka, Narendrakumar Hamirbhai. **A study of Pragna approach attitude towards primary school teachers.** (Dr. Sushilkumar Dubey), Department of Education, Saurashtra University, Rajkot.

2. Das, Kiranbala. **Psycho-social variables as the correlates of learner achievement.** (Dr. Durga Charan Rana and Prof. Subhash Chandra Panda), Department of Education, Utkal University of Culture, Bhubaneswar.

3. Kathad, Gautam Gokal. **Accomplished values from the tales of main Upanishadas.** (Dr. Ranjitsinh P Pawar), Department of Education, Saurashtra University, Rajkot.

Home Science

1. Chaudhary, Shweta. **Enrichment of organic kitchen waste through microbial inoculation and its application quality.** (Prof. Sunita Mishra), Department of Human Development and Family Studies, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Choudhary, Shikha. **Prevalence of anaemia among school going children aged (6-11) years and their dietary assessment in Bhagalpur Municipal Corporation area.** (Dr. Pramila Prasad), Department of Home Science, T M Bhagalpur University, Bhagalpur.

3. Khan, Asma. **Development of woolblended yarns and fabrics for apparel construction.** (Dr. Radha Kashyap and Dr. D B Shakyawar), Department of Fashion & Textiles, IIS University, Jaipur.

Journalism & Mass Communication

1. Manish. **Expression of reality and exploitation: Study of Ritwik Ghatak films.** (Dr. Manasvi Maheshwari Prof. Ambrish Saxena), School of Journalism and Mass Communication, K R Mangalam University, Gurugram.

Law

1. Agarwal, Poonam. **A study of the legal framework for the control and regulation of inter country water sharing since 1973 with special reference to Indo-Bangladesh water sharing.** (Prof.

G Chakraborty), Department of Law, University of North Bengal, Darjeeling.

2. Khaled, Abdalhadhi A Hamad. **Legal regime of pollution of marine environment from oil: A comparative study.** (Prof. Y P Rama Subbaiah), Department of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Khan, Mohammad Atif. **Need of international competition agreement to promote an effective antitrust enforcement in the light of economic globalization.** (Dr. Deepak Kumar Srivastava), Department of Law, Hidayatullah National Law University, Chhattisgarh.

Management

1. Arora, Chetna. **Influence of children on parents' purchase decisions: An empirical study.** (Dr. Saloni P Diwan), Department of Management, Kurukshetra University, Kurukshetra.

2. Banerjee, Rahul. **A study on cross border trade policies and developments on the global economy with special reference to India.** (Dr P Gahan), Department of Management, Sambalpur University, Sambalpur.

3. Dwivedi, Divya. **Talent attrition and retention in special reference to automobile industry in Haryana.** (Dr. Ruchika Yadav), School of Management and Commerce, K R Mangalam University, Gurugram.

Physical Education & Sports

1. Amit Kumar. **Study of physiological and psychological variables of combat sports and team sports of Haryana Universities.** (Dr. Ashok Kumar Malik), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

2. Jaipal. **Study of awareness and attitude of sports person and non sportsperson of Haryana towards doping.** (Dr. Ashok Kumar Sharma), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

3. Lohchab, Priya. **Usage of information and communication technology in physical education: Attitude and competency of**

university students. (Prof. Ravinder Pal Ahlawat), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

Political Science

1. Bhandari, Vikas. **Rise, role and achievements of Bhartiya Janta Party: With special reference to 2014 elections.** (Dr. Mangaleshwari Joshi and Dr. Virendra Chawre), Department of Political Science, Vikram University, Ujjain.

2. Bhat, Sajad Ahmad. **Indo-Japan relations in 21st century: A study.** (Dr. Virender Chawre), Department of Political Science, Vikram University, Ujjain.

Psychology

1. Bihola, Dilipsinh Vakhatsinh. **A comparative study of mental health, suicidal tendency and emotional intelligence of higher secondary school students with reference to faculty, gender and area difference.** (Dr. R G Meghnathi), Department of Psychology, Gujarat University, Ahmedabad.

2. Chandani Kumari. **Kya shikshit berozgaar yuvtiyoan ke jeevan santosh par berozgari kee avdhi ka prabhav padta he?: Ek anubhavik adhyayan.** (Prof. Balanad Sinha), Department of Psychology, T M Bhagalpur University, Bhagalpur.

Public Administration

1. Chauhan, Rekha. **Emerging trends in jail administration: A study of Haryana State.** (Prof. Rajbir Singh Dalal), Department of Public Administration, Chaudhary Devi Lal University, Sirsa.

Sociology

1. Chandoliya, Manoj Kumar. **Naukarshahi par suchana prodhyogiki ke prabhav ka ek samajshastriye adhyayan: Sagar Jile ke vishesh sandarbh mein.** (Prof. Shrinath Sharma), Department of Sociology and Social Work, Dr Harisingh Gour Vishwavidyalaya, Sagar.

2. Kerasiya, Kalpeshbhai Kanjibhai. **Effect of industrial relation on labour society.** (Dr. H P Sondarva), Department of Sociology, Saurashtra University, Rajkot. □