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In This Issue

COVID-19 and Higher Education: Some Issues

Sanjay Gupta* and Suresh Garg**

We are living in terrible times dominated by COVID-19 virus, which has locked down all economic activity in the world. The impact of the virus is so acute that most National Governments are advising, and some are coercing, their people to stay at home to be safe. Though the fight is between unequals--the mightiest of all natural creations (humans) and the non-living microscopic entity (virus), no country on this planet has remained untouched by the devastating impact of the pandemic caused by the latter. Nations such as US, Russia, UK, France and China, which have developed missiles and nuclear devices that can destroy our planet in a matter of minutes and have changed world order to satisfy their prejudices, dominated space and boast of conquering the cosmos, built airplanes that can travel at supersonic speeds and transport hundreds of people several thousand kilometers at a stretch, are failing to win the battle. This is particularly surprising because the enemy is so tiny that we need the most powerful microscopes to view its structure and cannot travel more than a few feet at a time by itself. (It is another matter that human migration has contributed and made the presence of Covid infections universal.) As of now, about six million people have been infected and more than 350 thousand precious lives have been lost the world over. The worse is that as of now no reliable treatment (medicine/vaccine) seems to be on the horizon to comfort people. The number of infected people continues to increase with every passing day; the findings of researchers on mutating virus seem to lead us into wilderness. In the present scenario, no one is sure about the origin of the virus, though allegations are flowing thick and fast between the affected and the accused. The situation is so bad that the battle has reached the forum of World Health Organization and is being fought relentlessly by opposing groups.

As we know, almost every country sealed the international air, water and land borders for many days to contain infections. No physical movement was allowed even by believers in free trade or in places of worship by the most ardent practitioners of religion. About 1.4 billion students and 60 million teachers were forced to stay away from the classrooms. Economy came to stand still in most countries and loss of jobs led to mass unemployment. In India alone, 27 million youth were unemployed in April 2020. In short, health crisis is staring in our face due to non-availability of cure against the virus, a humanitarian crisis is looming large because the poor have lost job and are failing to support themselves or their families and we have economic crisis due to substantial decline in trade and manufacturing in every country. These threaten us to undo growth and development achieved with several decades of work.

Associate Professor, School of Sciences, IGNOU, New Delhi-110068. Email: drsgupta@gmail.com
Vice Chancellor, Usha Martin University, Ranchi-835103. Email: vc.ushamartin@gmail.com

It is universally accepted fact of life that our world is made of opposites: day and night, good and evil, donor and acceptor, vices and virtues and so on. In COVID-19 pandemic, rich are making donations in cash and kind (food, medical kits and medicines) to help the less fortunate. This is evidence of their faith in the philosophy of sharing and caring, seeking joy in giving, brotherhood and togetherness; values forgotten in the era of mass consumerism. This is notwithstanding the fact that the poor are suffering the most as exemplified by the tragedies of migrant labor in India. In spite of the fact that even the most powerful have been forced by the invisible enemy to be on their knees, some devotees still believe that Corona is curse of the Almighty and He shall come to their rescue; humans have no right to interrupt His scheme of things. On the other hand, ironically even in these difficult times, most political leaders are indulging in petty politics and giving only lip service to the distressed population. Similarly, private technology companies are harnessing the opportunity for monetary gains by poaching the uninitiated and extending solutions for activities such as on-line teaching, on-line continuous and term-end examinations, etc. Nevertheless, some well meaning institutions are conducting Webinars to create awareness about various issues ranging from challenges and opportunities to Art of living in COVID-19 times.

In these gloomy times, several variations of the use of electromagnetic waves have come to the aid of human civilization. On the economic front, financial transactions have been facilitated by using online banking. Similarly, on the social front, connection with the loved ones across oceans and mountains is being facilitated by ICTs.

The question that we wish to ponder here is: Would COVID-19 pandemic prove watershed for higher education? That is, would delivery of higher education witness newer models and mechanisms based on technology? Does it mark the beginning of end of the chalk and talk method? As such**,** higher education is swimming against the tide and ramifications of COVID-19 crisis seem to be unprecedented in our lifetimes and unknown to us. Different stakeholders have been affected in different ways. It is argued by many that post COVID-19, the world of teaching-learning will change for forever while some feel that impact of crisis shall be temporary, though challenges are huge. There is lurking fear amongst higher education providers about the safety and health of various stakeholders. It is being increasingly believed that there is urgent need of putting a contextualized system in place so that higher education institutions can identify possible gaps and verify preparedness measures to safeguard against COVID-19 infections before the society goes back to pre Covid normal. We here discuss some of the serious challenges presented by the pandemic to higher education. \

Challenges to Higher Education in COVID-19 Crisis

Extend Access to and Success in Learning

We now know that all educational institutions—from play schools to universities and training centers—have been shut down in every country to avoid the spread of virus. But the pandemic has greased the wheels for technology to enter into higher education so that instruction can be imparted as conveniently as before. (Cambridge University and Manchester University have decided to offer one full year (2021) programmes on-line since they believe that social distancing requirements and corona virus would stay for some time.) Does post-pandemic future entail partnerships between the largest tech companies such as Facebook, Google, Infosys, TCS, etc. and leading universities to improve success? It is hoped that such partnerships would help collaborating universities to increase access (hence GER) and quality of education through offer of highly valued online-offline programmes and alter the landscape of higher education to sustainable inclusion. In the Indian context, leading educationists are of the view that sustaining on-line education for long would be challenging as far as high quality, cost-effective inclusive education, training and retraining is concerned. However, by forging collaboration between open universities (national and state), premier conventional universities/IITs/IIMs/ national centers of eminence and tech companies, it should be possible to overcome the challenges. We are of the view that if such partnership can be successfully negotiated, the outcome would be marvelous, particularly in respect of continuing the tradition of advance learning and overhauling Indian higher education.

Producing Employable Graduates and their Acceptability

There is growing evidence that majority of graduates produced by the Indian Higher Education Institutions (HEIs) are unemployable because they pass their examinations on the strength of rote learning without understanding the subject matter. They fail

to develop intellectual creativity needed for problem solving, independent thinking, conflict resolution through effective negotiations and such other 21st Century skills. This is essentially because our HE system has been examination centric with teacher as sage on the stage. However, increase in access to the latest pedagogies and techniques via blended learning should help bring about a paradigm shift in providing ambience for an Innovation eco-system more than ever before and should produce employable and skilled graduates. Moreover, technology supported research should nurture entrepreneurship by enhancing access to international best practices. However, managing employer groups to change their mindset and accept learners trained predominantly through technology would be real challenge.

Training Teachers

Training Teachers in on-line pedagogy poses herculean challenge since their numbers in our country are astronomical. This is notwithstanding the view of leading experts that on-line education should be thought of as stop gap arrangement to F2F classes. Moreover, the attitude of F2F teachers towards on-line teaching-learning is similar to that of a skeptic. Moreover, due to serious stress on economy, creation of requisite e-technology infrastructure in/by every institution (located in metropolitan or rural settings) would not be possible. Further, since the pedagogy of F2F and on-line teaching are vastly different, rigorous training of all teachers in on-line teaching-learning methodologies would be absolutely necessary to meet acceptable quality standards.

Assessment

It is said that one cannot raise a grand artifact of architecture without quality materials and skilled construction workers. Similarly, for high ranking and recognition, a university as learning organization has to compete on benchmarks related to quality of testing, evaluation, assessment, research and academic development of their graduates. To mitigate difficulties of learners, regulating agencies such as UGC and AICTE as well as MHRD and state agencies are advising adoption of on-line examinations in Covid period. As of now, not many institutions have reliable experience in conducting on-line examinations, though a few tech corporate and institutions offering open education claim to have some sort of expertise in conducting on-demand examinations. However, we are of the considered view that everyone is "rushing

for gold" but only a judicious mix of on- and off-line examinations would be a prudent option. But it demands serious training of all those involved in testing.

Availability is not Accessibility

There is general perception in the society that in moving from hand holding to screen holding system, there would be huge challenge in educating heterogeneous group of learners coming from diverse social, economic, religious and regional backgrounds with different study habits and learning styles. The challenge is further compounded by the need to develop competent human capital and create quality infrastructure in a country of the size and diversity of India. Exclusive efforts made to take education Direct to Home, use EduSat, NPTEL courseware and SWAYAM portal have achieved extremely limited success because the poor are unable to access available technology.

Social Distancing

Social distancing as a mandatory regulation is bound to throw big challenge to every higher education institutions as far as accommodating learners in full strength is concerned till society either develops herd resistance against the virus or we go back to pre-Jan 2020 times by defeating corona. In fact, observance of social distancing shall generate huge pressure on higher education institutions as effective class strength will have to be reduced to almost half (or even less) of sanctioned strength. There would be implications for faculty time as well as space cost, particularly in densely populated metropolitan cities/ classes. Though a theory class could be handled through online teaching-learning, providing hands-on experience in particular would pose pragmatic spatial and temporal problems.

The Emotional Tenor

The emotional tenor of COVID-19 conveys a sense of fear, uncertainty and loss to a large majority in society due to ever increasing number of infections caused by the invisible enemy and huge loss of lives the world over. (Continued confinement is reported to have increased domestic violence and tensions in the household.) The education fraternity is worried about institutional safety and learners' health. There is a growing and urgent need of a contextualized system which can help the universities and training centers in identifying existing gaps and verify preparedness

measures to tackle stress and mental agony of all stakeholders. Though University Grants Commission has mandated every institution to constitute COVID-19 Task Force to look into issues arising from stress and agony, we are of the considered view that for the impact of COVID-19 Task Force to be meaningful, a medical expert should be associated with it.

Hygiene and Wellness

In our country, people pay little attention towards personal hygiene due to ignorance about its connection to wellness. It is not without reason that Father of the Nation treated cleanliness as second only to God and Hon'ble Prime Minister Narendra Modi has been emphasizing it for quite some time. This aspect has acquired serious dimensions in corona time. In order to beat the virus, everyone is being advised to wash hands with soap periodically and disinfect with sanitizers, even if one is confined to home. (In recent days, highly perturbing news are being highlighted that continuous use of sanitizers can cause serious harm to skin.) Moreover, one must wash clothes in hot water and take bath on returning home, if one has to necessarily go out. In such a scenario, issues of hygiene and wellness are bound to pose serious challenges with far reaching consequences for all stakeholders when educational institutions become functional.

Cybercrime

There is huge increase in frauds and crimes, including cybercrime, in this terrible crisis. According to the UN disarmament chief, the increase in malicious emails is about 600 per cent. Some organized groups are attacking health care organizations and medical research facilities making the difficult task more tedious. According to her, "growing digital dependency has increased vulnerability to cyber attacks". Similarly, law and order agencies as well as the society are faced with a difficult challenge from rogue elements and delivery agents, particularly in Indian metro cities.

Values and Covid Crisis

In India, teachers were admired for their humane qualities and it was common knowledge that they 'invested their life' in students without being touched by the material riches. This had multiplier effect and created an intrinsic relation between education and values. However, life is transient and fleeting and the situation, as it obtains now, has changed drastically.

In the present day materialistic society, finer qualities of life and virtues have declined considerably. One witnesses growing dehumanization of soul and decay of humaneness, i.e. *crisis of human spirit,* since wisdom and values are not in equilibrium. And we could neither be proud of the moral standards of *digital natives* (learners) nor of the *conscience keepers* (teachers).

It is agonising for mind and soul that individuals belonging to learned and nationalist professions are reportedly indulging in unethical conduct due to lure for lucre or honey trap in complete disregard to their professional obligations. Such an irresponsible behaviour brings forth Gandhiji's saying that "numeracy and literacy neither constitute wisdom nor help character building". There is need to *shape* the mind and create better human beings as in the present day multi-cultural world order, only wise individuals endowed with values can help avoid conflict and promote harmonious co-existence.

Values are characterised variously: as religious and spiritual attributes (which we as individuals and collectively as society consider important); universal values such as truth, honesty, integrity, love, compassion, sharing and caring; intrinsic--truth, beauty and goodness; technical--Perfection collaboration, and thoroughness in task/job/profession. Practicing non-violence for peace implies pursuit of several inter-related values such as self-discipline, unity, harmony, friendship, faithfulness, sincerity, inclusivity, togetherness, etc. Universal values are absolute and have global approval. But time and location specific values differ with culture, religion or country. National/regional values are mostly cultural, social and moral. Gratitude, indebtedness and Ahimsa are vital values in Indian culture. We are grateful to our parents for our up-bringing and character building; obliged to our teachers for providing knowledge and skills; and to Mother Nature for various gifts which make life comfortable and enjoyable. All such values form part of Indian heritage and culture. Lack of values is likely to breed confusion and complexities.

Despite various serious negatives, COVID-19 has brought forward some interesting positives and re-ignited values such as collaborations and partnerships among medical scientists and researchers of rich and poor, advanced and developing countries in search of medicine/vaccine to eliminate COVID-19 infections and minimize loss of precious human lives. Most of

them are sharing their research findings and assets for well being of international communities. Air lifting of several billion tablets of hydoxychloroquine from India to advanced countries of the west including US and UK as well as countries in her neighbourhood is the best example of sharing and caring. In fact, COVID-19 has put renewed emphasis on Indian values such as seeking joy in giving, brotherhood and togetherness; values forgotten by the international community in the era of mass consumerism. That is, the microscopic organism has made us more humane. In the Indian context, COVID-19 has inspired the leadership to move towards self-reliance and have faith in indigenous products, i.e., being vocal about local.

In COVID-19 crisis, the world moved towards increased technological innovation and on-line education to continue the tradition of advanced teaching-learning. While students learnt in the safety of their homes since all universities were forced to close their campuses, Face-to-face (F2F) teachers adapted, with limited success, to the new mode of imparting instruction. The myth that education could be transacted most effectively within the four walls of the university exploded within a few months (though open education providers failed to achieve it in decades). Some purists in academia, who had been most ardent critics of ICT supported delivery of knowledge and criticized, even ridiculed, it as less effective and secondary mode of learning, are its admirers/advocates. (This is in spite of the fact that ICTs have revolutionized the mode of transacting education and brought about synergies across continents and made up for lack of resources—physical, economical and intellectual: live lectures, once recorded, could be shared with the learners, who could learn details as suited to their convenience.) The point we wish to make is: On-line education is not an option; it is synonymous with quality as "wave of future". However, since development of technology is not uniform, online learning cannot be seen as the only solution for remote, rural and resource-starved communities. This is notwithstanding the fact that since 1970s ODL institutions have shown that quality teaching-learning at a distance is possible using a range of tools and technologies. To summarize, developments in web technologies and increased access to mobile applications have opened vast new possibilities. And only those solutions would prove effective that are tailored to specific needs and contexts.

Other spin-off positives include distinct improvement in environmental pollution (of air and water). Air quality index came down below the normal mark even in the most polluted cities of the world; carbon-di-oxide levels dropped in India. People in Kolkata, Bareilly and Kathmandu claim to have seen with unaided eye the ice capped Himalayan Mountains, including Mt Everest, several hundred miles away.

The Way Forward

Leading educationists, technocrats, bureaucrats and political masters have to pool their intellectual assets to evolve a balancing act between lockdown and graded unlocking as a way forward—*Jan Bhi, Jahan bhi*--to save lives as well as economy. This act is extremely delicate as second wave of infections could have disastrous consequences, as in case of Spanish flu in 1918. Moreover, ripple effects of COVID-19 pandemic are expected to have permanent impact on education.

It is universally accepted that corona virus is here to stay till such time an antidote, a vaccine, becomes available or heard immunity develops against the virus. That is, we have to learn to live with the virus since lockdown cannot be permanently enforced. Under such unprecedented and extraordinary circumstances, the way forward, in our considered view, would involve taking Certain which are Discussed here steps:

The national governments should slowly ease lockdown restrictions for resumption of businesses, opening the economy and restore supply chains shattered by the virus. Entrepreneurs as well as common people would be required to take calculated risk while manufacturing and trading activities restart. However, everyone involved in this effort will have to observe mandatory social distancing as well as cleanliness and hygiene guidelines to limit the spread of highly contagious virus.

The education fraternity, including practitioners and providers of higher education, has genuine concern about making institutions safe for the learners since the future is full of uncertainty. The way forward for them seems to be adoption of a cultural change—remote learning; a paradigm shift towards blended learning in virtual and flipped classroom modes. But there is a caveat: These models depend on availability of Internet connectivity, which costs money. Nevertheless, we should embrace technology

pro-actively and conform to teaching-learning on-line since technology is scalable, efficient and more productive. That is, it can help us to extend access to the marginalized and educationally disadvantaged and increase GER. Moreover, it will bring in more objectivity and transparency since the details would be open for public scrutiny. With online education getting national recognition, this is good time to stop making distinction between F2F education, on-line education and ICT supported education; these modes should be accorded same parity of esteem in higher and further education as well as employment. Moreover, higher education system should tap into countries' digital capabilities now that COVID-19 has lessened some of the pre-existing and systemic challenges.

India has the third largest education system in the world with about 1000 universities, 40,000 colleges and 11000 stand alone institutions of eminence. Most of these institutions are located in urban areas and F2F mode is regarded most viable for transaction of education. This is in spite of the fact that open universities and distance education institutions cater to almost 0ne-third learner population in higher education. However, this crisis has highlighted that time is now to draw a online education policy. (The decision of GOI to allow 100 top universities to offer online education should be seen in this perspective as a welcome development for mainstreaming online education.)

Develop a national consortium for on-line educators to share their experiences in delivery of education and how to overcome various challenges. A related aspect would be capacity building and training conventional educators in the design and pedagogy of open teaching-learning.

With on-line education, focus would shift from teacher-centered to learner-centered teaching-learning. Learners could be asked to come to class on alternate days to discuss their difficulties or in shifts in order to maintain social distancing. This though will have cost implications for all stakeholders.

The world community will have to practice values such as inclusion and brotherhood, Ahimsa and peace to support and safeguard all life forms against corona infections. This implies a shift in thought process for those who take pride in developing ICBMs and nuclear warheads.

The Indian premier has advocated self-reliance with focus on land, labor, liquidity and law in the overall ecosystem of *Vasudhaiva Kutumbakam*. However, as far as enforcing lockdown 5.0 is concerned, the National Government has decided to go by the advice of Provincial Governments. In fact, in Federal democratic set up, this is the right approach as every provincial government is better placed to account for local factors in their respective jurisdictions.

To sum up, COVID-19 is not the first crisis to devastate the world, and it certainly would not be the last. But history is witness that it's possible to come out stronger than before. For instance, the great recession of 1930 put the world in a spin. Similarly, the world emerged stronger after surviving the Spanish flu of 1918. After the WW2, Japan and Germany were completely in tatters but they became prosperous and emerged as very strong economies by fostering a culture of market-creating innovations with the help of companies like Sony, Honda, Mercedes, etc.. The same can be said of South Korea and many others that were impacted by wars, pandemics and economic recessions. These events give us hope that the world would be a better place to live post COVID-19. ❑

Quality Improvement Programmes in Indian Higher Education

Renu Batra* and Neethu S Thulaseedharan**

In India, there is an immense demand for quality higher education institutions for producing employable, efficacious graduates well equipped with crucial skills, knowledge, values and ethics needed for leading a rewarding professional life. The major challenges that retracted the higher education system in the country from the advanced global mainstream comprise upholding state-of-the-art curriculum, upgrading and maintenance of quality teaching, maintaining academic standards in research and services, national level accreditation of HEIs and assimilation of latest technologies that can revolutionize the way of learning.

It is with the objective of unraveling these challenges and setting in motion a process of in-depth reforms in higher education in the country, University Grants Commission has adopted Quality Mandate and its objectives for refining the quality in Higher Education Institutions.

Quality of Higher Education is the most crucial element that decides the future of any country and it necessitates utmost attention and constant assessment to foresee prospective outcomes especially in a developing nation. In global rankings and research metrics of Higher Educational Institutions (HEIs), Indian HEIs are persistently found to be far behind compared to other World Universities. In the latest Quacquarelli Symonds (QS) Graduate Employability Ranking 2020, only four Indian Higher Education Institutions made a place in first 200, among that three are IITs. Though Indian Higher Education is the third-largest education system in the World after the United States and China, its Gross Enrolment Ratio (GER) is currently at 26.4 per cent significantly lags the world average as well as the GER of foremost western countries.

India's standing for the high quality of its educated workforce is made on the few hundred thousand graduates of its elite institutions who have excelled in India and abroad. A substantial part of this reputation is ensued from the transparent competitive screening procedure used to select a small number of the brightest

* Finance Officers, Jamia Millia Islamia, New Delhi-110025, Formerly Additional Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi. E-mail: renu.ugc@nic.in
**Education Officer, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi-110002. E-mail: neethuthulasi.ugc@gov.in

entrants in the leading HEIs (Sunder, 2012). It is a fact that, leading HEIs like IITs, NITs and IIMs at the top end of the quality ladder provide almost immediate employment to their pass out students. Critically, it is the 40,000 plus general degree colleges, particularly in Government sector, producing BA, B.Sc, & B.Com graduates covering the major portion of the student base, are facing the problem of unemployability caused by absence of requisite skills looked for by industries (MHRD, 2019). Public funded HEIs being viewed as torchbearers for altogether growth of the country, these institutions should guarantee, quality Higher Education, accessible to all particularly learners from rural deprived upbringings and the quality of education imparted justifies value for the public money spent on and guarantee this education boosts the rapid buildout of the skills that we need as a developing nation.

Out of the annual estimated 26 million children born in India, a thin top layer of about 0.1 per cent which set foot in few top HEIs is no longer adequate for India's budding economy. To boost overall progress, India has to find a prompt way to impart quality higher education to an additional few million through public funded HEIs (Sunder, 2012).

Accomplishment of strategic objectives by HEIs in the country is influenced by numerous existing factors such as shortage of well qualified teaching faculty, inefficacies of policies/reforms made by government and regulatory authorities from time to time, inadequate fiscal support from government and other agencies, lack of decision making capacity of leadership, sporadic revision of curriculum etc. Imagine, graduates from India if trained in a different way from the very beginning, educators might have taught them the right method of living, thinking, analyzing, prioritizing, planning, decision making – their life would have been different in a better way, definitely more rewarding than the present one.

Amid major number of graduates in India, the ability to think out-of-the–box and self-confidence level for taking risks for chasing innovative ideas is absolutely missing. By 2030, India will be amongst the youngest nations in the world with nearly 140 million people in the college-going age group, one in

every four graduates in the world will be the product of the Indian Higher Education system. We should read this along with the Aspiring Minds National Employability Report, based on a study of more than 150,000 engineering students who graduated in 2015 from over 650 colleges, 80 per cent of the engineering graduates are not employable for core engineering jobs and it also revealed only 1 per cent engineering students undergo credible training or internship during their graduation years (Times of India, 2016).

Keeping in view the alarming condition of deteriorating quality in Higher Education in the country, and with the aim of enhancing employability and prepare the graduates for a rewarding career by setting in motion a process of in-depth reforms in higher education in India to transform it in par with global standards, University Grants Commission in its 532nd Meeting held on 24.05.2018 approved Quality Mandate and its objectives set for improving the quality in Higher Education Institutions in the country.

The Quality Mandate of UGC

University Grants Commission has adopted Quality Mandate with five objectives and 10 verticals for improving the quality in Higher Education Institutions (HEIs) in the country (ugc.ac.in). The objects and verticals are enumerated here.

Quality Mandate Objectives

All HEIs shall strive to fulfill the following Objectives by 2022:

i. Improve the graduate outcomes for the students, so that at least 50 per cent of them get access to employment/self-employment or engage themselves in aim of higher education.

ii. Encourage link of the students with the society/industry such that at least 2/3rd of the students involve in socially productive activities during their period of study in the HEIs.

iii. Educate the students in crucial professional and life skills such as effective communication skills, leadership skills, social skills etc; instill professional ethics, universal human values and the spirit of innovation/entrepreneurship and critical thinking among the students and promote avenues for display of these talents.

iv. Ascertain that teacher vacancies at any point of time does not exceed 10 per cent of the sanctioned strength; and 100 per cent of the teachers are trained in the latest and emerging trends in their respective subject domains, and the pedagogies that translate their knowledge to the students.

v. Every HEI shall get NAAC accreditation with a minimum score of 2.5 by 2022.

Quality Mandate Verticals

The following initiatives shall be undertaken by HEIs to achieve the objectives of Quality Mandate:

i. Induction Programme for students.

ii. Learning Outcome-based Curriculum Framework (LOCF)-revision of curriculum in regular intervals.

iii. Adoption of ICT based learning tools for effective teaching-learning process.

iv. Impart Life Skills for students.

v. Social and Industry connect for every HEI: Every HEI shall adopt at least 5 villages for exchange of knowledge and for the overall social/economic betterment of the village communities.

vi. Examination Reforms-test the concept and application; exit examinations.

vii. Tracking of the student progress after completion of course.

viii. Induction training for all new teaching faculty, and annual refresher training for all teachers - role of the NRCs; and mandatory leadership/management training for all Educational Administrators.

ix. Foster quality research by faculty and creation of new knowledge.

x. Mentoring of non-accredited institutions, so that every institution can get accreditation by 2022 (ugc.ac.in).

In the past, the Government and Regulatory establishments in the country have predominantly focused on the expansion of Higher Education for benefitting a larger population that ensued in colossal growth in the number of Higher Education Institutions in the country compromising the value and quality of the system. To immediately address the declining quality and fading values of higher education system in the country and upturn the employability of graduates, the initiatives to be undertaken by the HEIs as part of the UGC Quality Mandate are to be implemented in a tight rein.

Initiatives under Quality Mandate Verticals

Each of the Quality Mandate Vertical is elaborated in this sub section.

Vertical-1: Induction Programme for Students

Worldwide, Higher Education system is transforming from teacher centric to learner /student centric style. A Higher Education Institution's soul persists in the impact it leaves on the life of its learners. With the deep intention to strengthen the new entrants in Higher Education during their transition from School to University/College and make their assimilation in new academic life tranquil, University Grants Commission has initiated conduct of Student Induction Programme (SIP) in Institutions of Higher Learning. Sincere implementation of induction programmes by HEIs at the commencement of undergraduate days will reassure both the students and teachers setting the pace for fruitful teaching learning experience. UGC has formulated, '*Deeksharambh -A Guide to Student Induction Programme*', available on UGC official website (www.ugc.ac.in) to provide strategies to the faculty for organizing Student Induction Programmes in their institution, that offers the new entrant a brief sketch of the complete realm of University life.

Goal

Develop the inherent competencies and kindle positive attitude in new entrants of higher education, by inculcating in them the soul and values of the HEI and making the change from school to College/University visibly pleasant by cultivating a sense of intimacy and an awareness of their privileges and responsibilities.

Prologue

Experience in a Higher Education Institution must be an enlightening expedition for the student, which will make the individual realize their best self and unveil all the inherent talents/skills within them. '*Deeksharambh* - Student Induction Programme' is meant for the new entrants of higher learning, to make them adjust with the new institution, draw their interest towards scholastic awareness, slowly lessening competition and enable them work for the best in everything, promote bonding within them to build intimacy between educators and fellow learners, open new horizons of life leading to character building.

Mentoring sessions blended in the SIP sessions based on Universal Human Values such as Truth, Righteous conduct, Love, Non-violence and Peace can act as a source of the high-order inspiration towards this nation's traditional values and culture and instill in them self-awareness and sensitivity, feeling of equality, compassion and oneness towards the society in large. Empower the incoming students to better reflect their bond with families, which can be extended to the Institution of Higher learning as a family, unite students among themselves and with teachers, so that they can share any difficulty they might be facing and make them confident enough to seek help if needed without shy.

In order to guide the students and make them better equipped for the challenges of collegiate academics, the guidelines cover a number of different facets including Socializing, Associating, Governing & Experiencing (SAGE) ugc.ac.in:

> *Socializing*: Meeting classmates, senior students, Lectures by renowned persons etc.

> *Associating:* Visits to the Dept./Branch/Programme of study, other Departments & important places on campus, local area, city and so on.

> *Governing*: familiarization of HEI rules and regulations, student support etc;

> *Experiencing*: Subject specific lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc. ugc.ac.in.

Vertical-2: Learning Outcomes Based Curriculum Framework

Higher Education curriculum can be viewed as an enlightening material reflecting diverse knowledge that is incessantly framed by the necessities and demands of society. The initiative is intended to revise the curriculum, in par with global trends in higher education, by adopting Learning outcome based curriculum framework (LOCF) that comprise graduate attributes, the expected learning outcomes, that a learner must master on the fruitful accomplishment of the undergraduate Programme.

Incessant endeavors are essential for institutionalizing an outcome-based higher education system and boosting employability of graduates through curriculum reforms, upgrading academic resources and learning environment, raising the quality of teaching and research across all institutions of higher learning. Decide on course objectives which promote high order

thinking skills such as Analysis, Synthesis, Evaluation and Creativity, UGC has framed subject-wise documents on Learning Outcomes-based Curriculum Framework (LOCF) for Undergraduate Education, available on UGC website (www.ugc.ac.in). Higher education qualifications are awarded on the rationale of demonstrated attainment of outcomes (that define specific knowledge, understanding, skills, attitudes and values) and academic standards anticipated of graduates of a programme of study. Revolutionizing the curricula by preparing it more responsive to societal and learner needs, guarantees laying the foundation for lifelong learning for each learner (ugc.ac.in).

Goal

Facilitate HEIs to devise graduate characteristics, qualification descriptors, programme learning outcomes and course learning outcomes that are projected to be attained by a graduate and uphold national standards and international comparability of learning outcomes and academic standards to guarantee global competitiveness and to enable graduate mobility. LOCF offer HEIs an essential point of reference for planning teaching-learning strategies, assessing student learning levels and regular review of programmes and academic standards.

Prologue

The basic premise of LOCF approach is to align the traits to be attained by a graduate, with Programme Learning Outcomes and Assessment process. i.e. learners realizes what is anticipated of them and educators know what they are likely to teach. It clearly enumerates what learners finishing a particular programme of study are expected to perceive and be able to do at the end of their undergraduate programme of study.

Imparting LOCF methodology traits like cross-cutting competencies such as Effective Communication, critical & Creative Thinking, sustainable development, social justice, Effective Problem solving, Analytical Reasoning, Research-related Skills, Cooperation, Scientific reasoning, Reflective thinking, Computer Literacy, Self-directed learning, Multicultural competence, Moral and Ethical Awareness, Leadership Qualities, Lifelong Learning be instilled in graduates in addition to domain specific profciencies (ugc.ac.in). Even though every learner is treated as unique, the graduate attributes reveal the set of qualities a learner is expected to possess including the understanding of

domain, competencies and attitudes attained through undergraduate education at the HEI. Institutions when devising the graduate attributes should keep in mind to ensure the demonstrated attributes reflects globally viable development practices, teach the learners to reverence diversity and instill incessant strive for excellence with a deep passion for emancipation and empowerment of humanity. UGC with the help of subject specific Expert Committees framed templates of competency-based, context-dependent experiential curriculum that focus on learners elucidate mastery of efficacious professional life.

The framing and implementation of curricula based on expected learning outcome is a go-ahead cyclic process that requires reassessment and adaptation over time. Some learning goals may be globally appropriate, there are also specific national, regional or locally relevant concerns that the curriculum needs to be addressed from time to time. Specific plans shall be laid for the dissemination of new curricula and anticipated learning outcomes, in order to make educators aware of their existence and of the time demanding change in traditional teaching practices. The execution of the devised curriculum framework is a multifaceted process which occurs over time and be accomplished through sharing ideas and expertise amongst educators in the country.

Vertical-3: Adoption of ICT Based Learning Tools for Effective Teaching-learning Process

Hi-end technology has been globally recognized to augment efficacy of Higher Education, its present form being the Massive Open Online Courses (MOOCs) (www.thegoardia.com). In this digital era with rapidly changing employment patterns, workforces need to be reskilled and upskilled, that demands lifelong learning through online courses. Owing to rapid advancements in Information and Communication Technology (ICT) and Global Interconnections, Higher Education System has grown exponentially in the past few years to meet the demands of talented youngsters, curbing digital gap and to cultivate a knowledge society. Extensive ICT and Massive Open Online Courses (MOOCs) offer exposure to learners, especially in Higher Education Institutions in underdeveloped and remote areas to learn online, get online certification and getting guidance by access to high quality information, economically viable and accessible higher education resources. MOOCs provide a flexible learning platform which is perhaps a valued add-on to class room learning.

Goal

Train the graduates for the futuristic professional scenario, by blending ICT based teaching learning tools and add-on online MOOCs courses from SWAYAM Platform as part of the curriculum and thereby make learners to get acquainted to lifelong learning and enable academic faculty adapt to state-of-the-art practices in the delivery of the curriculum.

Prologue

Demand for skilled and competent professionals is ever escalating in the current globalized society. To intensify the quality of Higher Education, ICT play a key role in concocting course material, delivering and dispensing content, communication amongst learners and educators, creation, delivery and presentation of lectures and academic research. Advanced ICT tools that is utmost relevant to effectual education like teleconferencing, audio conferencing, broadcasts, interactive counseling, and interactive voice response system etc. be efficaciously brought into the higher learning scenario to achieve expected denouement. ICT tools certainly offers the requisite revolutionizing in the learning conditions in a higher education institution.

Government of India's SWAYAM platform is designed to achieve the three fundamental values of Education Policy - access, equity and quality. Its prime aim is to provide the best teaching learning resources to all, especially the most disadvantaged. MOOCs through SWAYAM pursue to bridge the digital gap for learners who have previously lingered untouched by the mainstream digital uprising. UGC has already issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 advising the HEIs to identify courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM (ugc.ac.in). MHRD supported, National Programme on Technology Enhanced Learning (NPTEL) initiated by seven IITs along with the Indian Institute of Science, Bangalore in 2003, to provide quality education to everyone, is already conducting Advance and Basic Level courses through MOOCs. NPTEL aims to create web and video courses in all main streams of engineering and physical sciences at the UG and PG levels and management courses at the PG level.

For best use of ICT for teaching learning process, other initiatives UGC has undertaken, comprises Online learning through E-PG Pathshala, National Digital Library (NDL) and University Grants Commission (Online Courses or Programmes) Regulations, 2018- for the grant of Certificate or Diploma or Degree, through online mode, delivered through interactive technology using internet.

Vertical-4: Life Skills (Jeevan Kaushal) for Students

According to Cardinal Newman the key role of an HEI was to provide its learners a "perfection of the intellect... the clear, calm, accurate vision and comprehension of all things" that facilitates the individual to make good judgments[5]. Life Skills (Jeevan Kaushal) comprising effective communication, social skill, time management, problem solving ability, decision making capacity, leadership ability and integrity play a crucial role in boosting the employability of Graduates and enrich personal growth and concoct them to be active participants in a democratic society. Life Skills will empower graduates with requisite self-confidence that will enable them to offer constructive, out-of-the-box yet sustainable solutions to the problems they face in their professional as well as personal life. Graduates shall need to apply learnt knowledge in unaccustomed and advanced circumstances. The usage of their extensive knowledge and skills will be arbitrated by their attitudes and acquired human values like respect for fellow humans, environment etc.

Ideally, Higher Education System in the country should assimilate sustainable life style education with successful professional life skills. Development of successful educational responses requires transformation of the extant system by making it more attuned to societal challenges and evolving skills relevant for the global scenario[2]. Produce aptly skilled workforce, Life skills cover the set of aptitudes acquired by an individual via classroom learning or life experience that can help them to effectually deal with problems met in contemporary career life. This embraces the core skills each individual must own internally as well as externally for the betterment of self and the society as a whole. Adoption of life skills is the key factor to achievement and quality in a rewarding professional and personal life. By learning these skills each learner be able to cultivate critical and creative thinking, be able to co-operate instead to compete with fellow beings and learn to be unbiased by gender, age,

caste, religion or nationality by being an empowered graduate.

Goal

Empower the graduates by embedding the vital skills essential for global employment and leading an efficacious professional life, by strengthening the knowledge, skills and dispositions believed to be the best requisites of the current Industry and by offering ample addendums in the curriculum that enhance the dispositions inherent in each learner, thereby making them realize 'What he/she can do to make the system work for them' and educate them socially responsive and humane.

Prologue

Life Skills that portrays a globally competent professional comprise etiquette, ethics, attitude, common sense, decision making capacity, problem solving ability and perceived reality for promoting social progress. To impart Life Skills (Jeevan Kaushal) in aspiring learners we can make use of the treasure tradition of this great land, where master minds lived, and set values for others to look up to.

UGC with Experts in the field developed Curriculum on Life Skills (Jeevan Kaushal) for Under Graduate Programme available on UGC website (www. ugc.ac.in).

The Life Skills (*Jeevan Kaushal*) curriculum comprises of four modules:

a) Communication skills

b) Professional skills comprise career skills and team skills

c) Leadership and Management including Entrepreneurial skills

d) Universal Human Values including Yoga and Service

The Life skill curriculum necessitates the active participation of the learners and the faculty. The objectives of the course are:

- To develop one's ability to be fully self-aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.

- To increase ones knowledge and awareness of emotional competency and emotional intelligence at place of study/work.

- To provide opportunity for realizing ones' potential through practical experience.

- To enhance interpersonal skills and adopt good leadership behavior for empowerment of self and others.

- To set appropriate goals, manage stress and time effectively.

At the end of the programme learners will be able to**:**

1. Gain Self Competency and Confidence

2. Practice Emotional Competency

3. Gain Intellectual Competency

4. Gain an edge through Professional Competency

5. Aim for high sense of Social Competency

6. Be an integral Human Being (ugc.ac.in)

Vertical-5: Social and Industry Connect for Every Institution

Innovation originates not from individual intelligence and working alone, but through joint effort and solidarity with others to extract existing knowledge to create new knowledge (OECD 2018).

"India is home to among the biggest start-up eco-systems in the world. This is indeed a great time to innovate in India! These and many other transformations have the dreams and aspirations of the youth of India at their core. For every challenge, we have young minds to find innovative solutions to over-come them. The world today offers more opportunities than ever before. You have the power and potential to do extra-ordinary things, which will impact generations to come," said Shri Narendra Modi, Hon'ble Prime Minister of India.

Having profited immensely from India's prevailing educational capacity, industry has backed little to the creation of additional higher-education capacity or to the improvement of its quality (Shyam Sunder 2012). The crucial goal of any Education Institution of higher learning is to create skilled, highly sought after, globally competent professionals through quality education. To prepare its graduates for immediate employment Higher Education Institutions should seek expectations of Industry from fresh graduates and exploit the fiscal/resource support of Industries to engross its knowledgeable professionals.

Goal

Intensify University-Industry interactions to identify the core knowledge/skills expected from graduates to enhance employability, to strengthen laboratories and research facilities in HEIs and to encourage faculty to take up innovative R&D related to social needs thereby creating an entrepreneurial eco-system in the campuses.

Prologue

Framing the curriculum social and Industry pertinent would only be the authentic way to ensure a highly employable and skilled talent pool. UGC has taken initiatives for revisiting the guidelines framed in 2015 for the scheme of "Establishing University Industry Inter Linkage centers" in the universities and with the support of an Expert Committee developed a concept note on 'Enabling and Enhancing University Industry Linkages', available on UGC official website (www.ugc.ac.in).

University-Industry (U-I) collaborations promote far reaching and enduring socio-economic impact that cannot be achieved by working in silos. Active rendezvous of industry personnel in academic activities along with exposure to students/research scholars to industrial settings through internships help in development of the anticipated skill-set for the industry. To develop futuristic system focus should be on latest development in the industry and imparting advanced teaching learning tools in content delivery. Sustainability can be achieved only through Innovation by adapting different teaching methods and by providing flexibility for students, but the existing higher education system in the country lacks the facilities requisite for innovation.

Accomplish a dynamic learning system integrating latest facets in industry, transformation is literally required in the traditional mind-set of existing faculty especially in public sector HEIs. To accomplish this Industry or entrepreneurial training can be introduced for academic faculty. Concept note developed by UGC recommends , multi-layered policy interventions to U-I synergism, entrepreneurial eco-system, industrial reorientation of university programmes and curricula, developing university-industry connect, exploiting reciprocal knowledge through mobility between university and industry, establishing technology innovation centres in frontier areas and incentivization in academia. The document also recommends HEIs to set-up a dedicated Technology Innovation Entrepreneurship (TIE) Cell that will perform the following functions (ugc.ac.in):

- To act as a hub of innovation that nurtures and supports creativity, Intellectual Property (IP) and entrepreneurship in the campus;

- To act as a 'knowledge repository' for technology and innovations in HEIs and be the industry-liaison office to facilitate technology transfer to enterprise;

- To catalyze entrepreneurial activities in the campus through creation of Incubation Centers, Growth Phase Centers and Technology/Research Parks;

- To organise entrepreneurship development pro-grammes to encourage and nurture entrepreneurial skills of students and academic faculty;

- To facilitate training programmes for development of Human Resource ;

- To facilitate and develop inter-departmental collaborative projects for sourcing financial resources from various government departments;

- To conduct studies in the areas of technology, innovation and entrepreneurship and to document case studies of start-ups for using them as study material and learning aids, etc.

HEIs should be fortified to form pre-incubation facilities to nurture entrepreneurial ecosystems and link these to other universities to form hubs and may adopt a cluster approach and create 'Knowledge Cluster' by linkage with local industries. HEIs should think of setting up technologically advanced Incubators with the financial and resource support of the Industry/ Professional Organizations. HEIs shall introduce Programmes in which students get opportunity to have industry internship to improve their skills and knowledge in multi disciplines. Universities can set up a distinct cell solely for research evaluation purpose and 'Pre-Incubation centres' in departments and even think about setting up Research parks for R&D in collaboration with industries in HEIs.

UGC has finalized a course on**,** 'Fostering Social Responsibility Community Engagement of HEIs in India'. It also suggests amendments in the curriculum of existing courses to reorient them towards community engagement. It is a 2 credit course of duration of 30 hours and it has been mentioned that at least 50 per cent of the curriculum transaction take place in-field.

Vertical-6: Evaluation Reforms

Evaluation plays a decisive role in improving the quality of Higher Education system. To make evaluation further meaningful, it should be connected to 'Learning Outcomes' and Institutional goals. It is with this intention UGC prepared the report on 'Evaluation Reforms in Higher Educational Institutions in India', available on UGC official website (www.ugc.ac.in). The report focuses on the evaluation of students based on continuous assessment modes, the grading system, question bank system as a collaborative efforts of many experts for setting of good quality question papers and effective usage of technology for the conduct of examination.

Goal

Transform the extant evaluation system by promoting assessment thru 'continuous evaluation' of students' performance by linking it with learning outcomes, not just in terms of a student's knowledge, but based on his/her proficiency of concepts, employability, life-long learning skills, life skills, attitudes, ethics and values that ensure deep meaningful learning.

Prologue

Learning Outcome Based Education accentuates the value of establishing a 'clear picture of what is significant for learners and an assessment method that guarantees that learning ultimately happens'. The assessment must be designed with learner attributes in mind, which has clear linkage to Program Education Objectives and Outcomes.

A wide range of assessment methods, having distinct utility advantage and limitations for evaluating students comprise:

- Written mode comprise exams/dissertations/Article review/Journal writing/Case studies etc

- Oral mode comprises viva/Group discussion/Role play/Rapid Fire Questions etc.

- Practical mode encompasses Lab work/Computer simulation/ Craft work etc.

- Integrated mode like Paper presentation/seminars/ field assignment/poster presentation etc. Tools like rubric or scoring guide for assessment can be utilized to interpret and grade students on any kind of work against criteria and standards and thereby increase objectivity in assessment and reduce subjectivity.

In essence the assessment should test the learning outcome, knowledge gained and, attitude developed and skills mastered during graduation. The report recommends, at least 40 per cent evaluation should be through internal and continuous assessment and the rest 60 per cent be through terminal examination.

To achieve the evaluation objectives, the Higher Education Institutions must make use of available technology, automation in various examination stages, ICT based learning etc. A National Board shall be established for conduct of Examination 'On-Demand'. Result declaration process should be strengthened and Higher Education Institutions should blend in advanced features for timely declaration of results, clarity of interpretation of the result card, its comprehensive format, verifiability etc.

Vertical-7: Student Career Progression and Alumni Network

Tracking student career progress after Higher Education and utilizing the tracked information to assess the impact of Higher Education reforms and to make improvements, UGC has framed policy document with Experts in the field for implementation and available on UGC official website (www.ugc.ac.in). For tracking student progress after Undergraduate / Postgraduate degree, Higher Education Institution can strengthen alumni network in order to find more about graduate development paths. Under this initiative of Quality Mandate, HEIs have to monitor student career progression at every stage, in this age of 'Student centric learning'.

Goal

Observe the tendencies in student progress after obtaining degree from a Higher Education Institution, by strengthening alumni network, to facilitate 'evidence based policymaking/designing new Programmes' by institutions & to support Regulatory bodies to masterly implement higher education reforms.

Prologue

Computer based administrative data congregated in administrative procedures in HEIs, if effectively used and updated, can be exploited as a rich source of potential student progress tracking information. Alumni networks should be established in all HEIs that

can nurture long-term relationship with its graduates. The alumni networks can outspread beyond student career progression, and can be leveraged for mutually beneficial engagement with the alumni and the Institutions of higher learning (ugc.ac.in).

Until proper data policies are devised by the concerned regulatory authority on various aspects of collection, maintenance and use of student and alumni data by HEIs, institutions may use professional alumni database management platforms that can offer them with the requisite functionality with high security and can later be migrated with the central platform, once it is ready. Policy document prepared on the initiative available on UGC official website (www.ugc.ac.in) recommends development of a centralize database platform for the use by the HEIs. Access to HEI database should be restricted with full history-saving and post-access audit trail. Access is typically provided only after entering into appropriate non-disclosure agreement. Policy document also recommends establishment of a suitable cell to sensitise and support the HEIs to establish the alumni database and initiate further activities.

The HEI alumni database can be well utilized to identify and communicate with the alumni and thereby they can be further involved with various beneficial endeavours in the institution. Creating and maintaining updated alumni database may be the prime responsibility of the alumni-engagement wing of the HEI.

University leadership should take initiatives for obtaining robust response rates from alumni, by convincing alumni this data collection is for the sole purpose of enhancing the quality of the institution, its teaching and learning & its strategic development and also for the research/improvement in existing Higher Education system in the country and not for fundraising/ retention, and thereby make it essential for alumna to provide information. The alumni-relations wing of the University, typically headed by a senior official of the HEI, should take initiatives to cultivate the bond with Alumni thereby promote lifecycle alumni engagement by focusing on continuous alumni involvement beginning as soon as student enrolls and extending throughout life. Moreover they can be in close contact with Academic affairs wing that design new academic programs, by providing forecast on high placement rate and thereby helping devising innovative academic courses that will create better job prospects for the graduates of the institution.

Vertical-8: Faculty Induction Programme (FIP)

The key ingredient to Quality Higher Education is the availability of high-quality intellects to teach-educate, expose, explore, innovate and inspire – the students. To achieve this Higher Education System in the country must be able to attract thoughtful, creative and fearless minds to teaching Profession[1]. Few outstanding academicians with own efforts improved their subject competence along with awareness of policies, governance and administrative structures. However in reality shortage of passionate educators and lack of measures to retain and attract well qualified wonderful people to teaching profession is one of the main impediments in transformation of Higher Education in the country. Teaching in Higher Education is ethically and intellectually demanding exercise. Fresh teaching faculty needs conscientious training and opportunities for continuous professional development along with academic and professional exposure. Contrasting teachers in school education, faculty in higher education usually taken up the profession without any formal preparation in teaching, assessment or in latest trends.

One of the mandates set by the University Grants Commission is the development and implementation of a high quality Faculty Induction Programme for newly recruited faculty in higher education institutions. This aims to support new teachers to advance their teaching and management skills, fine-tune to the culture of the HEI, and better realize their professional responsibilities. The Commission has designed a formal, systematic Faculty Induction Programme for transition of new teachers into well-equipped academicians.

Goal

To improve the value and efficacy of academic and administrative process of institutions of higher learning, train teaching & non-teaching faculty for a healthier morale and to equip them with state-of-the-art tools and resources, thereby enable them to produce exceptional output within the limits established by the present higher education system.

Prologue

The Faculty Induction Programme aims to expedite fresh academic faculty:

a. Recognize their roles and responsibilities as efficient academicians

b. Acquaint themselves with the functioning, governance, rules, regulations and professional expectations in HEIs

c. Realize the importance of self-development, socio-emotional development of students and the importance of nurturing professional ethics and human values in higher education

Another initiative of MHRD, Annual Refresher Programme in Teaching (ARPIT) is an ongoing exercise for career advancement of faculty. It is a major and unique programme for online professional development of 15 lakhs higher education faculty using the MOOCs platform SWAYAM. For implementing ARPIT, discipline-specific National Resource Centres (NRCs) have been identified, which has to prepare online training material with focus on latest developments in the discipline, new & emerging trends, pedagogical improvements and methodologies for transacting revised curriculum. The training materials will be uploaded and made available through SWAYAM. NRC will publish the list of the faculty who has been certified. The NRCs will revolutionize professional development of faculty by catering to massive numbers by leveraging ICT and online technology platform of SWAYAM (MHRD, 2019).

Leadership for Academicians Programme (LEAP) is a three weeks flagship Leadership Development training programme (2 weeks domestic and one week foreign training) to fulfill a long perceived need of preparing senior faculty, such as Deans, Head of Departments for future governance roles as leaders in academic institutions.

Vertical-9: Foster Quality Research

A. Scheme for Trans-disciplinary Research through Higher Education Institutes for National Development and Entrepreneurship (STRIDE) and Consortium for Academic & Research Ethics (CARE)

A gentle contrast amongst India's R&I investments vis-à-vis international standards, shows that India's R&I investments are far below the par. Our nation persistently lags behind in the number of patents and quality publications generated. One of the fundamental duties of an HEI is to address the complex problems of society by its curriculum transformation by engaging its academic faculty and students in borderless trans-disciplinary and trans-cultural research. There is a persistent need for thought-provoking multi-disciplinary research for creation of new knowledge eco-systems in the country.

Trans-disciplinarily approach is for harmony of knowledge beyond disciplines and it entails far-reaching interaction amid and beyond disciplines from a real life problem based perspective to conquer artificial boundaries among disciplines. Its idea encompasses trans-cultural values, mysticism and creativity. Infusion of the concept into the curriculum demands borderless discourse on the campus and results in reinforcing single disciplinary scientific knowledge deepened by the individual by reconstructing it in correlation with other disciplines practically reflecting realness of human living and its phenomena.

Goal

Promote Quality trans-disciplinary Research pertinent to national development by faculty and students, to inculcate innovative thinking for creation of ground-breaking knowledge and thereby inspire academic faculty to evolve as eminent academicians and to fund high impact national network projects in the identified thrust areas in humanities, human sciences and Indian knowledge systems.

Prologue

With the aim of transforming Higher Education research with the revolutionary idea of trans-disciplinary research, University Grants Commission introduced a new scheme to promote quality research by faculty and students, which would promote creation of new knowledge, inculcate innovative and cognitive thinking and improve quality of doctoral research 'Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE)'. The scheme is envisioned to reinforce the research culture and innovation in HEIs and inspire students and faculty to contribute meaningfully to the national progress with trans-disciplinary study. The MHRD has already publicized vivid schemes including IMPRINT (Impacting Research Innovation and Technology), IMPRESS (Impactful Policy Research in Social Science), SPARC (Scheme for Promotion of Academic and Research Collaboration) and STARS (Scheme for Transformational and Advanced Research in Fundamental Sciences).

The scheme STRIDE setting thrust on research capacity building, trans-disciplinary study facilitating national growth and high impact research in the thrust areas of humanities, arts and Indian languages and knowledge systems.

In Trans-disciplinary research, researchers from varied disciplines conjointly craft new conceptual, theoretical, methodological innovations that excel beyond discipline-specific methodologies to address socially pertinent issues. The scheme will provide assistance to research projects that are socially relevant, locally need based, nationally important and globally significant. In spirit, it speaks the societal impact of knowledge as the main aim of research. It produces harmony of intellectual frameworks beyond the disciplinary viewpoints and elucidates problems by going beyond disciplinary angle to involve various stakeholders. Trans-disciplinary research creates knowledge through use of multi and inter-disciplinary notions and integrates new philosophies among science and society.

The scheme STRIDE support comprehensive innovations relate to conception, development and assimilation of new ideas, inceptions and practices for public good and supporting civil society. Trans-disciplinary research for national development will be focused on solution driven efforts addressing requirements of local/ regional communities and national primacies.

STRIDE shall support basic, applied and transformational action research for national progress to attain Sustainable Development Goals (SDG) which emphases on overall human advancement.

Research grant support through STRIDE Scheme consists of three components:

1. Research Capacity Building
2. Trans-Disciplinary Research and Social Innovation for National Development
3. High Impact Trans-Disciplinary Research in Humanities and Human Sciences (ugc.ac.in)

B. Consortium for Academic and Research Ethics (CARE)

To compete with global criterions of high quality research, in all academic disciplines under its purview, the University Grants Commission (UGC) established a devoted Consortium for Academic and Research Ethics (CARE).

Goals of Consortium for Academic and Research Ethics (CARE) comprise the following

- To promote quality research, academic integrity and publication ethics in HEIs
- To promote high quality publications in reputed journals
- To develop a methodology for identification of good quality journals.
- To prevent publications in predatory/dubious /sub-standard journals.
- To create and maintain a "UGC-CARE Reference List of Quality Journals" (UGC-CARE List) for all academic purposes.

Vertical-10: Mentoring of Non-Accredited Institutions (PARAMARSH)

As the number of HEIs in the country increased exponentially, to address the concern of its stakeholders about quality, the only yardstick existing to decide on institutional value is NAAC accreditation. Total Number of HEIs accredited by NAAC is merely 8396, covering 358 Universities and 8038 colleges (Status as on 09/09/2019) (naac.gov.in). UGC launches a scheme of 'Paramarsh' for increasing the number of accredited HEIs in the country with an aim to enhance the overall quality of education system, by supporting HEIs to get accredited by NAAC. The scheme is designed to inspire those HEIs who are not well performed in NAAC accreditation and assessment process. With an aim to ensure that every higher learning institute in India shall get NAAC accreditation with a minimum score of 2.5 out of 4 by 2022, UGC unveils the scheme 'Paramarsh'. The new scheme is projected to achieve the target by 2022.

Goal

Support Universities/institutions of higher learning which have not fulfilled the requirements of the National Assessment and Accreditation Council (NAAC)'s quality standards, by sharing the expertise and resources of few top HEIs by making them Mentor institutions with an aim to achieve, every institution get NAAC accredited with a minimum score of 2.5 by 2022.

Prologue

Under the University Grants Commission (UGC)'s 'Paramarsh' scheme, the topmost universities

and colleges already attained highest NAAC CGPA are invited to share their expertise and resources with HEIs, which have not fulfilled to meet the National Assessment and Accreditation Council (NAAC)'s quality standards, thereby make their accreditation process prompt. The scheme aims to endorse well performing accredited institutions to mentor the NAAC accreditation aspiring institutions to improve their academic performance and get accredited. A well-crafted scheme of Mentor-Mentee correlation will not only benefit the institutions involved, it shall lead to quality education to the 3.6 crore students who are joining to Indian Higher Education system presently.

The mentor HEI shall be provided with financial support for mentoring under the scheme. The financial assistance can be used for the fellowship for Accreditation Ambassador, guest lectures, organizing workshops/trainings, honorarium to experts/resource persons etc. The Mentee institutions get support from the Mentor institution throughout in order to prepare them for the actual NAAC assessment procedure.

Conclusion

For realizing Quality Mandate initiatives by UGC, Higher Educational Institutions in the country are expected to take sincere efforts. By implementing Quality initiatives that aid the learners to reach their full potential, with intensive use of hi-end technology, our country would align its different facets of education to Global Standards and that shall gradually result in more number of accredited HEIs. Actual operationalization of the quality initiatives would transform Higher Education Sector in the country for Innovation/new thinking and naturally quality research publications will come out. Indian Higher Education should become proficient of making each learner a thinker by incorporating ethics, morale, righteousness and many more Universal Human Values in the Curriculum.

Every HEI shall aim to create think-tanks with a clear vision of future career, by imparting meaningful reforms in assessment. Education should ignite young minds and intellect in such a way that it will be reflected/ visible in every stage of their life that can be well monitored with active alumni network in HEIs. Imparting Trans-disciplinary research shall add new dimension to their views on learning and shall create need based, locally relevant research projects. Curriculum should be competent enough to inculcate confidence in students to contribute to nation building, by inspiring them to launch new start-ups and embolden them to become job creators rather than job seekers.

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Learning to Teach: Making Teachers as Reflective Practitioners

Ismail Thamarasseri*

Reflective practice is the capacity to reflect on action so as to engage in a process of continuous learning. Reflective practice involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively. This leads to developmental insights. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberating reflection on experience is essential. Reflective practice can be an important tool in practice based professional learning settings where people learn from their own professional experience, rather than from formal learning or knowledge transfer. It may be most important source of personal professional development and improvement. It is also an important way to bring together theory and practice; through reflection a person is able to see and label forms of thought and theory within the context of his or her work. A person who reflects throughout his or her practice not just looking back on past actions and events, but is taking a conscious look at emotions, experience, actions and response and using this information to add to his or her existing knowledge base and reach a higher level of understanding. Benefits to Reflective Practice include:

- Increased learning from an experience or situation;
- Promotion of deep learning;
- Identification of personal and professional strengths and area for improvement;
- Identification of educational needs;
- Acquisition of new knowledge and skills;
- Further understanding of own beliefs, attitudes and values;
- Encouragement of self-motivation and self-learning;
- Could act as a source of feedback;
- Possible improvement of personal and professional confidence;

*Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala-686560. E-mail: ismailktkl@gmail.com

Reflective Practice: Theoretical Overview

Reflective practice is 'learning through and from experience towards gaining new insights of self and practice' (Finlay, 2008). Reflection is a systematic reviewing process for all teachers which allows them to make links from one experience to the next, making sure their students make maximum progress. Reflection is a basic part of teaching and learning. It aims to make the teachers more aware of their own professional knowledge and action by 'challenging assumptions of everyday practice and critically evaluating practitioners' own responses to practice situations' (Finlay, 2008). The reflective process encourages them to work with others as you can share best practice and draw on others for support. Ultimately, reflection makes sure all students learn more effectively as learning can be tailored to them. The process of reflection is a cycle which needs to be repeated, as (i) Teach, (ii) Self-assess the effect your teaching has had on learning, (iii) Consider new ways of teaching which can improve the quality of learning, (iv) Try these ideas in practice, and (v) Repeat the process (Fig-1).

Figure 1: Reflective Practice Cycle

Source:https://www.cambridge-community.org.uk/professional-development/gswrp/index.html
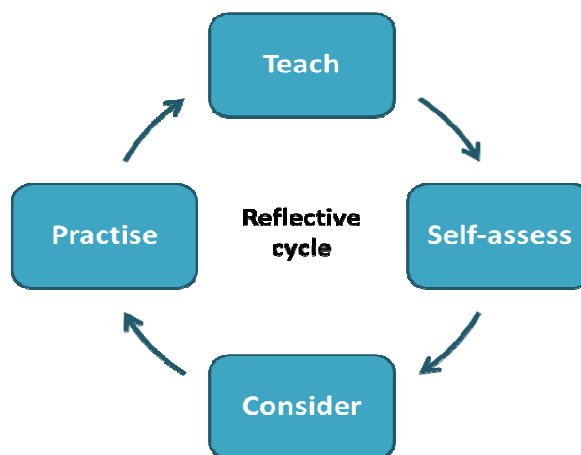
Professor Donald Schon (1930-1997), in his influential book *The Reflective Practitioner*, developed the term "reflective practice" (Schon, 1983). Schon introduced the concepts of "reflection-in-action"

(thinking on your feet) and "reflection-on-action" (thinking after the event). Schon focused his attention on five professional fields – engineering, architecture, psychotherapy, town planning and education – and talked of the inextricable link between the concept of professionalism and the process of reflective practice.

Recognising that professionals face unique and challenging situations on a daily basis, Schon argues that the most effective professionals use their previous experiences to better understand how and why things happen. Schon's work has been instrumental in influencing practice around the world by encouraging professionals to take responsibility for improvements *on* and *in* practice. All professionals working with education sector now acknowledge reflective practice as one of the crucial elements for improving learning outcomes.

Reflective practice is described by MacNaughton (2003) as, "an intellectually engaged activity geared to changing practices by transforming knowledge," The work of Gruska, McLeod and Reynolds (2005) describes reflective practice as a continuous process rather than a one-off event involving, "repeated cycles of examining practice, adjusting practice and reflecting on it, before you try it again."

Daudelin (1996) believes the process of reflection originates in the work of Socrates and his continual challenging and questioning of his student Plato. Daudelin (1996) also believes John Locke's famous publication, *An Essay Concerning Human Understanding* (1690) helped to lay the philosophical foundations of our subsequent understanding of reflective practice as a crucial way of learning. Dewey's (1933) distinction between "routine action" (action driven by habit and routine) and "reflective action" (action given careful consideration and justification) is cited frequently in the literature. Dewey is attributed with having extended the notion of reflection as being critical to the development of professional practice (MacNaughton, 2003; Gahye, 2005; Gruska et al, 2005; Fernsten and Fernsten, 2005).

Pollard (2002) has identified the following seven characteristics of reflective practice as useful in helping Educators gain a collective understanding of what reflective practice involves and how it can improve child outcomes:

- An active focus on goals, how these might be addressed and the potential consequences of these'
- A commitment to a continuous cycle of monitoring practice, evaluating and re-visiting it;
- A focus on informed judgements about practice, based on evidence;
- Open-minded, responsive and inclusive attitudes;
- The capacity to re-frame one's own practice in light of evidence-based reflections and insights based on research;
- Dialogue with other colleagues, in-house and with external networks;
- The capacity to mediate and adapt from externally developed frameworks, making informed judgements and defending or challenging existing practice (Pollard, 2002).

In recent years, reflective practice in Education sector has also been influenced by action research, which aims to bring about positive change in order to better respond to the needs of children and families. This process relies on *critical* reflection, where professionals question their own assumptions about children and their work with children.

Drawing on the work of Habermas (a German critical social theorist) and action research, MacNaughton (2003) states that *Critical Reflection* can provide *education* professionals with some of the tools required to critique the "big ideas" that shape daily practice. MacNaughton (2003) suggests six questions that critically reflective professionals use to gain a deeper understanding of their practice and to bring about positive change:

- How have I come to do things this way?
- How have I come to understand things this way?
- Who benefits from how I do and understand this?
- Who is silenced in how I do and understand this?
- How many other ways are there to do and understand this?
- Which of those ways might lead to more equitable and fair ways of doing and understanding things?

The research shows that reflective practice is a crucial way of learning and extending professional understanding. Reflection and critical reflection are highly personal processes that require the professional to take daily experiences, internalise them, turn them over in their mind and filter these new thoughts through previous lived experiences and personal values and biases, before deciding how best to proceed. The catalyst for reflection can be either internal or external; it can be self-reflective or involve others. Reflection can be spontaneous or can be deliberately planned. Reflection can provide both the basis and the motivation for further inquiry which serves as a guide for future behaviour to improve our practice and ultimately the outcomes for children. In education, reflective practice is best described as a continuous process that involves the professional analysing their practice in order to identify what drives children's learning and development, as well as the impact of their values on children's learning and development.

Strategies for Reflective Practice

The strategies covered in this section are based on nine dimensions of reflective practice described by Paula Zwozdiak-Myers (2012) in 'The Teacher's Reflective Practice Handbook'(Fig-2).

Dimension 1: Study your Teaching for Personal Improvement - Reflect Regularly

Reflection helps to learn from experiences and to develop as an expert practitioner. You may now realise that reflection involves not only looking back (reflection-on-action) but can also be used in the midst of your practice (reflection-in-action) and for looking ahead (reflection-for-action).

Dimension 2: Evaluate your Teaching using Action Research and Inquiry

Action research (or action inquiry) generally begins with a problem you want to solve in your classroom with the intention of finding solutions. Ideally, students and other teachers become the participants. It is a cyclical process requiring an analysis of the problem and solutions.

Dimension 3: Link Theory with Practice - Use the Literature

The body of theoretical knowledge about teaching is vast. However, the expert knowledge on which teacher education is based is not necessarily transferred to teaching contexts (Zwozdiak-Myers, 2012). Teachers need access to theoretical knowledge and research from the literature that makes sense in their context, and can provide practical solutions that they can implement. Reflection about practice under the guidance of an expert mentor can assist teachers to understand how to apply theoretical knowledge to their teaching contexts. In this way, they can be guided to design and use effective learning and pedagogies based on theory and research that are relevant for their students, and will maximize access and engagement in the learning environment.

Dimension 4: Question Your Personal Theories and Beliefs - Critical Analysis

When engaging in the scholarship of teaching, personal theories and beliefs and assumptions need to be challenged. This requires critical analysis - interrogation and questioning of your assumptions, values and beliefs about teaching. You need to be sure that the views you hold have a sound basis, and are not just a learned behaviour, or the cultural norms and values of which you weren't aware; these aspects can become firmly entrenched leading to a narrow view of teaching (Zwozdiak-Myers, 2012). For example, a teacher may hold traditional views that students can only learn if they attend lectures given by a teacher at the front of the class. This view that this form of 'didactic' teaching is the only way to teach, will most likely prevent this teacher from engaging enthusiastically in online teaching or contemplating more flexible approaches.

Dimension 5: Consider Alternative Perspectives and Possibilities-Learning Conversations

Conversations with yourself and your thoughts are useful during the reflective process. However, even more useful are discussions with others as these will expose you to a variety of viewpoints and ideas. This can help you to develop your knowledge in real-world contexts, that is, participate in a Social Learning Environment. Using these learning conversations, the teacher can learn to think as an expert teacher might think and examine multiple perspectives about teaching. Professional learning communities, mentors and peers are all great for facilitating learning conversations. Teaching observations can also be used in this way. Engaging learners in conversations about learning can also be a powerful strategy for improving practice.

Dimension 6: Try Out New Strategies and Ideas – Innovation

Learning needs to be fun, authentic (real-world) as well as relevant. When it is, students are generally more motivated and more likely to engage in meaningful and deeper learning. The teacher usually tries to design learning experiences that help students to engage with specific content and concepts that they need to understand. Whether these are practical or theoretical experiences does not matter. What is important is to offer sufficient variety and challenge to keep students curious and interested. Modelling specific strategies in your teaching can demonstrate to students how they might do something.

Dimension 7: Maximise the Learning Potential of Students - Inclusive and Flexible Practices

This means that flexible choices must be provided with multiple alternatives for access and use. This is to ensure that people of any age, ability, gender, socio-economic status, ethnicity or culture etc. can be accommodated. When teachers understand how to offer flexible learning approaches that meet the diverse needs and learning preferences of their students, exciting things can happen.

Dimension 8: Enhance the Quality of your Teaching - Effective Practice

Many factors have been found to have an impact on the effectiveness of teaching. For example, knowledge of the subject matter and passion, high expectations of themselves and the students, good skills for facilitating intellectually challenging and structured learning and for responding to the diverse needs of students. Also, teachers' self-efficacy and beliefs about teaching and their commitment and desire to help students achieve are regarded as influential. If teachers systematically reflect on the outcomes of each lesson to examine why learning occurred or not, then they have an opportunity to build their knowledge and advance their expertise (Zwozdiak-Myers, 2012). If teachers can engage in reflective practice to gauge their performance against specific quality standards or criteria, researchers consider that they are more likely to improve their practice (Zwozdiak-Myers, 2012). Knowledge of pedagogical models and how to use information communication technologies (ICT) effectively for learning are essential ingredients for effective teaching in the 21st Century. Therefore,

it is important that these areas are integrated in the professional development of teachers (Zwozdiak-Myers, 2012).

Dimension 9: Continue to Improve your Teaching - Professional Learning

Educators need to be flexible and resilient enough to respond to the rapid changes that are occurring in society, particularly in ICT. Case in point, is the influx of mobile devices to the market (e.g., smartphones, ipads, epads, and tablets), and the wealth of social networked media available via the Internet. Continual professional development regarded as essential if teachers are to build their capacity for participating in dynamic educational environments. This requires individuals who are prepared to take risks, be innovative, and to work collaboratively with others to share their ideas and knowledge. Participation in professional learning communities or communities of practice has been shown to empower teachers in this way, helping them to advance their "tacit knowing" into "explicit knowledge" (Zwozdiak-Myers, 2012, p. 171).

Figure 2: Strategies for Nine Dimensions of Reflective Practice

Source: Based on work by Paula Zwozdiak-Myers (2012). Retrieved from https://wikieducator.org/images/f/f2/Reflective_practice_dimensions_800.png

A Framework and Context for the Reflective Practitioner

The framework for the teacher candidacy experience is built for the purpose of developing educators who are reflective practitioners. Reflective practitioners seek to solve problems through a balanced inquiry about practical situations. It is expecting that, teachers to analyse informally and formally while they are engaged in the diverse instructional situations during the scope of teacher candidacy and beyond into their professions.

Throughout our teacher education programme, pre-service teachers are encouraged to examine and interpret their attitudes and beliefs about teaching and learning in disciplined ways. Such reflective inquiry is the well-spring of responsible and deliberate teaching and learning in practice. It is only natural and essential that this reflective inquiry continue during the teacher candidacy experience. A reflective practitioner builds and examines knowledge about learners, the culture and curricula of schooling, and the contexts in which teaching and learning occur; such a practice assists an educator to simultaneously renew, invigorate, and maximize the teaching process. Such renewal requires contemplation about:

- One's self and the effect on the teaching/learning process;

- One's previously acquired knowledge, skills and dispositions;

- One's current learners and educational setting; and

- One's vision for accountability and development of every learner's potential.

The reflective practitioner seeks to integrate previously learned information with the present experience in order to achieve future results. This quest is enhanced through collaborative efforts with colleagues, other professionals and community resources.

Techniques of Promoting Reflection among Prospective Teachers

Developing reflection among prospective teachers call for developing a disposition, whereby, they are motivated for a change within. Pollard et.al (2005) have described that 'reflective teaching implies an active concern with aims and consequences as well as means and technical competence'. The central objective of reflective teacher education is to develop reasoning among student teachers on why a particular teaching method should be employed and how they can improve their teaching to have positive impact on learners. This process of change can be encouraged and facilitated by teacher educators through various means. In order to promote reflection, the teacher educator should:

- Help student teacher to become aware of his/her learning needs.

- Offer student teachers multiple perspectives of issue under consideration;

- Facilitate student teachers in finding useful experiences;

- Help student teachers to reflect on these experiences in detail.

Reflective Journals

In the context of reflective teaching the concept of reflective journal writing has acquired a prominent place. So, what is reflective journal? It is a means of communication and conversation with oneself and the material, tutors, and peers, and helps to develop critical thinking, provides feedback and a platform to synthesise one's ideas and knowledge. Reflective journal, like the diary records experience sand events over a period of time. It provides an opportunity for trainee teachers to reflect on their own classroom behaviour as well as other minor incidents of their School Experience Programme(SEP). Reflective journals are important tools for helping trainee teachers to better understand their pedagogical reasoning in relation to teaching and learning experiences. Journal writing helps them to:

- reflect on and develop insight into the purpose of school experiences programmes.

- highlight critical issues that may not have been considered by them at the time of the class;

- reflect on one's own strengths and weaknesses.

Reflective journal, therefore, is simply not the summary of the course material, instead it is focused more on the reaction and introspection of trainee teachers on what they have learnt, seen, observed and experienced. It helps trainee teachers to become aware of the gaps in their knowledge and skills, and provides feedback, as well as future directions based of one's experiences. There is no single way of writing a journal and that can be evolved in numerous ways and the entries in the reflective journal may include:

- Brief summary of lecture, practice teaching, lab activity, group discussion, or reading material etc.;

- Reflect upon these activities record your own thoughts, ideas, responses, and reactions to these;

- Make note of the concepts, and questions and confusions which are coming in your mind;

- Important events of school experience/internship;
- Explore possible solution to problems being raised in the classroom;
- Record new insights and problem-solving strategies in a creative and innovative way.

Learning can be augmented when trainee teachers are encouraged to reflect on learning event and use their own judgment about the content and process of learning. It reinforces reflection-in- action as the trainee teachers develop better understanding of integration between theory and practice. It also develops self-awareness or meta-cognition, orientation towards open-mindedness, and willingness to accept responsibility for self-directed learning besides developing a keen sense of observation, critical thinking, and reasoned analysis.

Reflective Practice Skills

In order to become a reflective practitioner, the individual needs to acquire the skills of reflective practice, which are:

Self-Awareness

An essential component of reflection is self-awareness or the ability to analyse feelings. It involves an honest examination of how the situation has affected the individual and how the individual has affected the situation. This is not an easy task, especially in the heat and pressure of the moment when it can be hard to recall exactly what happened. Nonetheless we need to develop the capacity to do this if we are to become more effective in our reflection.

Description

Description involves having the ability to recognise and recollect salient events. This might involve describing a new finding. The description might be verbalised in a group discussion, written as a journal article or book, to enable learning through reflection.

Critical Analysis

This involves examining components of a situation. This process entails examining existing knowledge, challenging assumptions, imagining and exploring alternatives. Imagining and exploring alternatives also encourages the creation of new ideas and inventiveness. A critical analysis also involves examining how relevant knowledge is to an individual situation.

Synthesis

This is the process of integrating new knowledge or experience and making it part of our 'personal knowledge base'. This knowledge is used in a creative way to solve problems and to predict the possible outcomes. This is particularly important as the outcome of reflection involves the development of a new perspective. However, it may in fact endorse the continuance of a particular practice within a particular context weighed against other factors such as availability of resources and/or patient preferences.

Evaluation

Evaluation is defined as the making of judgments about the value of something. It can also be defined as 'to judge or assess the worth of something'. Both synthesis and evaluation are crucial to the development of a new perspective.

Conclusion

From this discussion we can understood that the reflective practices are the way to develop a teacher himself and through the exercise of reflective practices the teacher become more experienced and creative while teaching. Through exercising different reflective strategies, a teacher can become a good reflective practitioner. Reflective practice is a process that facilitates teaching, learning and understanding, and it plays a central role in teachers' professional development. When student teachers carry out systematic enquiry into themselves, they understand themselves, their practices and their students. By constantly looking into their own actions and experiences, they professionally grow in their own. The reflective practice is a cyclical process, because once we start to implement changes, then the reflective and evaluative cycle begins again. As a result of reflection, the teacher may decide to do something in a different way, or may just decide that what she/he has been doing is the best way. Therefore, being a teacher, one needs to reflect on the experiences or activities one is doing for one's growth. In short, by developing knowledge and understanding the setting practice and the ability to identify and react to the problems the student teachers can become effective teachers. Teachers can deal with the needs and different issues of the learners and demand of time if they reflect on their daily teaching learning activities

for their professional growth. To deal and survive in their professional field, the teachers need to grow and bring changes in their behaviour and style. Reflection is a flash back that the teachers need to mediate for their development.

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COVID-19 CONCERN

An Appeal to Readers

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

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

#LetsBeatCoronaTogether

Stay Alert, Stay Safe

EDITOR

Attendance in Classrooms: A Review

P G Dandin*

In Indian Higher Education Institutes, it is compulsory for all the students to have minimum 75 per cent attendance compulsory to be eligible to appear in examination. The attendance of the student is calculated with the following formula: Number of Periods/classes attended by the student out of the total number of periods/classes taken by the teachers for a particular subject in the Semester. Attendance of the student is registered in each class by following way:

Call Out

The Roll/Admission number of each student is called out by the teacher generally in the beginning of the class/lecture. Unanswered number is marked as absent. This is the oldest and most prevalent number.

Circulating Attendance

A sheet is circulated among the students in every period by the teacher and asked them to sign in front of their name. This system is common in postgraduate classes or professional courses.

RFID (Radio Frequency Identification)

It is a System-based on Wireless. It is offering a complete student attendance monitoring solution. Students carry an RFID based I-Card with them during the School/College days for attendance. The card is shown to the reader device and RFID reader identifies the student.

Biometric System

All that the students have to do is punch-in-or flash the ID card or a finger in front of the device. Once the attendance is marked, the captured data gets stored in the student attendance management system from where anyone having rights can view the attendance details.

The purpose of all these systems is to save valuable time of the teachers in taking/marking attendance and time saved can be utilized towards improving students' outcome. Furthermore, institute can trigger automated SMS, Email or App notifications to parents or guardians, informing them about the presence or absence of their ward. Notifying parents ensures that all the stakeholders are well informed about student's whereabouts. At the same time, institute can see the graph and instantly identify if the attendance is increasing/decreasing or is almost the same of a particular class/division or student. Based on the results of the analysis, Principal/Management can make timely decisions, and even check whether the corrective measures are effective or not. This helps to constantly monitor student performance and improve student outcomes. Student attendance scenario in different countries.

Student Attendance Scenario in Some Countries

Attendance System in UK

In the UK 100 per cent attendance in classes is compulsory, but attendance is very rarely checked. Teachers essentially take the attitude that, they put the classes on and tell students to come. Whether students actually come or not is their business because institute believes that, students are adults who can take control of their own education and after all students are paying a lot for education.

Attendance System in USA

Attendance will be marked at the beginning of each class. In each class every student shall have a specified seat and shall not change without the permission of the teacher. Attendance is compulsory on reopening day. The student whose attendance is below 50 per cent has to repeat the course.

Attendance System in Japan

In Japan attendance is generally 100 per cent and students are never late. The concept of homework is non existence. The education is more of practical oriented than theoretical.

Student Attendance Scenario in India

In India, though student attendance is compulsory, students behave differently. Some are

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*Associate Professor in Commerce, GVM's College of Commerce and Economics, Farmagudi-Ponda, Goa-403401. E-mail: pg_dandin@yahoo.com

very sincere in attending classes, where as some are casual, and accordingly, percentage of attendance vary from one student to the other. Here, it is in the fitness of purpose to see the reasons for students to attend classes and not to attend classes.

Why Do Students Attend Classes?

On making a small survey of students who do not attend classes, the flowing responses were reserved:

1. My parents enrolled me and paid the fees.

2. I joined the course on my own, want to learn and get a degree for better future.

3. Just for time pass and fun.

4. Alone at home because both Parents are in service.

5. Fear of being marked absent and sending message to the parents.

6. Non-payment of pocket money by parents if I remain absent.

7. Lack of peace at home due to family problems.

8. No socialization i.e. friends, relatives, neighbors, etc.

9. Faculty, Principal or Management are known to my parents.

10. Attracting the opposite sex through body, knowledge, beauty, leadership, etc.

11. Any other pertinent reason.

Why Do Student Remain Absent?

On making a small survey of students who Remain Absent in classes, the flowing responses were reserved:

1. Lack of interest in the course due to forced admission by the parents.

2. Lack of interest in the subject due to nature of the subject. (English & Mathematics)

3. Teaching style of the faculty is boring i.e. monotones/reading from the book/dictating old notes or just putting material on projector without any explanation.

4. Excessive crowd in the classroom and problem of language (English) to understand.

5. Lack of healthy environment of the classroom i.e. improper seating arrangement, darkness in the class, non existence/working of fans, board reflection, dusty and dirtiness, etc.

6. No class control by the faculty which leads to disturbance in the class.

7. Traffic noise/sound if the institute/class is by the road side or highway or near market area.

8. Too much involvement in sports and cultural activities of the institute.

9. Peer pressure to bunk the class.

10. Inadequate transport facility between home and institute.

11. Fear of punishment for non-completion of homework.

12. Unadjustable nature with others due to arrogance, bossism, stubborn or short temper.

13. Lack of concentration in the class due to problems at home/with family members.

14. Confidence of self study without depending on faculty.

15. Too much of unrest in the institute for one or the other reason.

16. Fear of targeting by faculty for one or other reason.

17. Wide gap between lectures/class due to subject combinations especially in Arts Stream.

18. Teaching by new and inexperienced faculty.

19. Examination oriented teaching instead of knowledge and life oriented.

20. Advice by the seniors that, one can clear the paper/s without attending class/lecture.

21. Weather conditions of the area.

22. Taking active part in election campaign either as a supporter or for money purpose.

23. Assurance given by some faculty regarding adjustment of attendance as a favor.

24. Outside attractions like Mall, Multiplex, Girl/ Boy friend/s.

25. Involvement in anti-social activities secretly, to become rich over night.

26. Abnormal causes like major accident, chronic disease, loneliness, etc.

27. No fear of action taken by the authorities like HOD, Principal or Management.

28. Easy availability of information on mobile through Google.

29. Referring some 3 years old question papers and predicting current year questions.

30. Popularity of distance education and online courses.
31. Hardly any link between paper qualification and practical world/jobs in the market.
32. Bullying and Friendship issues.
33. Non-availability of a particular subject combination.
34. Favoritism or partiality by the teacher/s towards the students.
35. Students learning the subject through other sources like Google, online classes, MOOCs etc
36. Any other pertinent reason.

How to Make Students Attend Classes?

Some of the measures which can the taken to make students attend the Classes are:

1. Link attendance with Grade.
2. Informing the parents regularly about the per cent of attendance.
3. Developing a friendly atmosphere in the institution with the students.
4. Adding curricular and co-curricular activities to overcome boredom.
5. e-Education.
6. Biometric Attendance.
7. Rewarding the most regular student/s with suitable scheme.
8. Addiction of Artistic Subjects.
9. Organizing more and more cultural programmes and functions after regular lectures.
10. NCC, NSS and Sports Meet which teaches about discipline in life and value of time.
11. Regular meetings between Parents--Teachers--Management. (PTM)
12. Practical /Field Visits or Work, based on the subject/s.
13. Counseling by experts on regular base to habitual bunkers.
14. Organization of subject related Guest Lectures and Experts Talk from outside. (Industry)

No doubt there is a link between attendance and progress of the student. Regular bunking is not a good sign which affects students completion of course. Even moral of the class may be lowered where all do not work up to the capacity. Therefore, joint efforts are needed to minimize the problem of absenteeism of the students in the educational institutions. ❑

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. ❑

CAMPUS NEWS

Webinar on Health Issues During Lockdown

A Webinar on Various Health Issues During Lock Down was organized by the University Institute of Health Sciences, CSJM University, Kanpur on Face book Live in collaboration with Prayatna organization as academic partner. About 1767 participants including Students, Teachers, Doctors, Medical & Paramedical Professionals and others across the country and from overseas attended the Webinar. Prof. Neelima Gupta, Vice Chancellor, CSJM University, Kanpur was the Chief Guest of the Webinar. Dr. Praveen Katiyar, Coordinator of the Institute introduced the Webinar to the participants and mentioned about its importance.

Prof. Neelima Gupta in her Inaugural Speech spoke about various issues emerging due to Corona Pandemic. She said that during the lockdown, health issues in patients with Diabetes & Hypertension and other morbidities related to physical fitness have rose to a great extent and it is necessary to take proper care of these patients. Moreover, such patients are more susceptible to COVID-19 and therefore they need more protection, she said. It is a call for the day that attention be focussed on improving the immunity so that the people are able to fight this deadly virus. She made an appeal to improve the human lifestyle, stay safe by adopting social distancing and enhance immunity. With these measures, we will definitely be able to overcome this viral disaster, she asserted. She emphasized that to remain healthy is very important.

Dr. Mohsin Wali, Padmashri awardee and Ex. Physician to the President of India in his address apprised the participants about the current situation of COVID in India and its management and safety measures related to Corona Virus Infection. He said, Immunity of Indians is good, therefore, there is less death rate in India. He also lamented that China did not disclose the clinical picture and relevant management of COVID 19 to the world. Nor did it not inform about many symptoms of corona infection occurring in China due to which no country is able to identify the exact treatment of this infection. Corona virus is giving a mixed picture, he said. He informed that in some patients, anti malarial treatment is effective whereas other patients are responding to anti viral therapy.

Prof. Nar Singh Verma, Professor in the Department of Physiology, Head, Department of Family Medicine, Vice Dean, Faculty of Medicine KGMU, President, Asia Pacific Society of Hypertension, President, UPDA, Secretary General, Indian Society of Hypertension & Indian Society of Chrono-medicine delivered a talk on 'Managing Diabetes Mellitus and Hypertension during Lock Down'. According to him depression and anxiety spiked after coronavirus lockdown. Discussing about a small study conducted by him, he said that on 24 March, 38 per cent of study participants reported significant depression and 36 per cent reported significant anxiety and just a day before the announcement of lockdown, 16 per cent reported significant depression and 17 per cent reported significant anxiety. Across the week, the study found that 25 per cent of women and 18 per cent of men exhibited clinically meaningful symptoms of anxiety, 23 per cent of women and 21 per cent of men showed signs of depression, and 15 per cent of women and 19 per cent of men were stressed. He informed that both Hypertension and Diabetes are affected by anxiety and stress; both are influenced by Diet, Physical Activity, Behavioral factors and sleep; both require regular monitoring. both requires daily drugs, frequent consultation and require support for complications and emergencies.

He prescribed some Do's and Don'ts for Patients of Diabetes Mellitus and Hypertension during lock down like "maintain a balanced diet plan; eat a calculated amount of calories to maintain the requirement of the body; eat high fiber foods (whole grains, pulses, and all green vegetables) as well as fruits; eat a diet low in glycemic index which helps keep the blood sugars in the normal range; drink sufficient amounts of water and liquids; sleep on time, maintain a proper sleeping time and period etc are some of the Do's. Among the Don'ts he said that patients who are on insulin or oral hypoglycemic agents should not fast, because it may result in hypoglycemia (low blood sugar levels). They should not skip a meal assuming that it can be made up by consuming extra food at the next meal. This may result in low blood sugar and also blood glucose fluctuations which leads to microvascular complications. He said such patients should consult their family doctor regularly.

Dr. Saran Jeet Singh, Fitness & Sports Medicine Specialist, Sports Psychologist, NCHM(UK), Fitness Trainer, ISSA(USA) delivered a talk on Lock down

and Role of Exercises. He advised to remain physicaly active which is very important for health during the period of lock down. People are gaining weight due to lesser physical activity. He said to avoid this, people should opt for good life style habits like eating at the right time, eating right proportion of meals, drinking right amount of water, taking sound sleep, meditation to relax mind, yoga and stretching exercises to relax muscles and eliminate joint pain. People should do some easy resistance exercises to strengthen muscles and bones. People should also do some cardio vascular exercises for better heart and lung functioning.

Prof. GS Tomar, Prof., Kaya Chikitsa, Faculty of Ayurveda, BHU, Varanasi delivered his talk on the topic- Ayurvedic Management of Diabetes Mellitus. He told about various cereals and fruits beneficial in the management of Diabetes. All the sessions were vibrant and attracted relevant questions from the participants. The webinar ended with a vote of thanks.

National Webinar on Nationalism

A three-day Multi-disciplinary National Webinar on 'Nationalism' is being organised by Institute for Social Development and Research, Gari Hotwar, Ranchi, Jharkhand during June 27-29, 2020.

Nationalism is an ideology and movement that promotes the interests of a particular nation (as in a group of people) especially with the aim of gaining and maintaining the nation's sovereignty (self-governance) over its homeland. Nationalism holds that each nation should govern itself, free from outside interference (self-determination), that a nation is a natural and ideal basis for a polity, and that the nation is the only rightful source of political power (popular sovereignty). It further aims to build and maintain a single national identity—based on shared social characteristics such as culture, language, religion, politics, and belief in a shared singular history—and to promote national unity or solidarity. Nationalism, therefore, seeks to preserve and foster a nation's traditional culture, and cultural revivals have been associated with nationalist movements. It also encourages pride in national achievements, and is closely linked to patriotism. Nationalism is often combined with other ideologies, such as conservatism (national conservatism) or socialism (socialist nationalism). For example, this development may be the result of internal structural issues or the result of resentment by an existing group or groups towards other communities, especially foreign power that are controlling them. Here we will discuss various aspects of nationalism, Hope this Webinar will help in developing am appropriate Understanding and insight regarding Nationalism. The Subthemes of the event are:

- Problems and Prospects of Nationalism.

- Cultural Nationalism.

- Globalization and Nationalism.

- Internal Security and Nationalism.

- Educational Campuses and Teachings of Nationalism.

- Foreign Policy and Nationalism.

- Economy and Nationalism.

- Film and Nationalism.

- Civil Religion and Nationalism.

- Ethnic Nationalism.

- Revolutionary Nationalism.

- Language Nationalism.

- Separatism and Nationalism.

- Post-Colonial Nationalism.

- Religious Nationalism.

- Any subtheme related to central theme.

For further details contact Organising Secretary, Dr. Uday Narayan Singh, Institute for Social Development and Research (ISDR), At- Gari Hotwar, PO, Hotwar, Ranchi - 835217, Jharkhand, Mobile: 9006688743, 8987663300, 9504330794, Email : isdr.ranchi@yahoo.com, isdr.ranchi@gmail.com. For updates, log on to : isdr.co.in, isdr.in.

Virtual Workshop on Stress Management During COVID Times

A One-day Virtual Workshop on 'Stress Management during Covid Times' is being organized by The Federation of Indian Chambers of Commerce and Industry (FICCI), Rajasthan State Council on June 09, 2020. The Content of the Webinar are:

- Stress: Good, Bad or Necessary?

- Impact of Stress on Mental and Physical Wellbeing.

- Hormones and Their Role in Stress Management.

- Proven Techniques for Successful Stress Management.

For further details, contact Dimple Vij, The Federation of Indian Chambers of Commerce and Industry (FICCI), Rajasthan State Council, Mobile: +91 85275 87757, E-mail: events.rajasthan@ficci.com. ❑

THESES OF THE MONTH

HUMANITIES

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

1. Palsavdiya, Jagdish Chandra. **Impact of small water bodies on sustainable rural development: A case study of Silarkhedi Tank and it's environs in (Ujjain District).** (Dr M L Nath), Department of Geography, Vikram University, Ujjain.

History

2. Singh, Vishal Vikram. **Chattarpur Jile ka sanskritik adhyayan: Chandel Vansh ke vishesh sandarbh mein (Prarambh se 12v shati isvi tak).** (Dr R P Singh), Department of Ancient Indian History, Culture and Archaeology, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Languages & Literature
Assamese

1. Roy, Uma Kanta. **Sheelabhadrar upanyasat anchalik upadan: Eti bishleshanatamak adhyayan.** (Dr. Navajyoti Sarmah), Department of Assamese, Bodoland University, Kokrajhar.

Bengali

1. Mandal, Milan. **Ramapada Chowdhurir Chatagalpa: Bisay of silparup.** (Prof. Rajat Kishore Dey), Department of Bengali, University of Gour Banga, West Behgal.

Boro

1. Boro, Maphie Rojje. **A socio-cultural study of Chittaranjan Mushahary's novels.** (Prof. Indira Boro), Department of Bodo, Bodoland University, Kokrajhar.

English

1. Biradar, Shivkumar Vaishali. **Silent 'Outsiders': Great socio-legal debate in the emergent gender literacy discourse.** (Dr. J H. Khan), P G Department of English, Sardar Patel University, Anand.

2. Budhwani, Sonal. **Philosophy of life in postmodern science fiction films.** (Dr. Vandana Rajoriya), (Prof B I Guru), Department of English and Other European Languages, Dr Harisingh Gour Vishwavidyalaya, Sagar.

3. Chettri, Champa. **Poetry as history: A Pragmatic study of the Northeastern poetry in English and English translation.** (Prof. Irshad Gulam Ahmed), Department of English, Sikkim University, Ganktok.

4. Chaube, Devyani. **Existentialist elements in the fiction of Graham Greene.** (Dr. Jaya Mishra and Dr. A A Khan), Faculty of Humanities and Management. Chhattisgarh Swami Vivekanand Technical University, Bhilai.

5. Deswal, Prateek. **Counter-narratives in the select fiction of J M Coetzee.** (Prof. Roshan Lal Sharma), School of Humanities & Languages, Central University of Himachal Pradesh, Kangra.

Hindi

1. Barad, Prakashbhai Bhikhabhai. **Rajendra Yadav ke katha-sahitye mein madhyamvargiye samaj jeevan: Ek anusheelan.** (Dr Manhar K Goswami), (Dr.Manhar K Goswami), Department of Hindi, Saurashtra University, Rajkot.

2. Bariya, Sajanben Dalsingbhai. **Giriraj Kishore ke katha-sahitye mein dalit chetna.** (Dr Rekhaben Z Patel), Department of Hindi, Saurashtra University, Rajkot.

3. Bariya, Smitaben Sardarsinh. **Ramkatha kendrit Hindi upanyas: Ek adhyayan.** (Dr. Nina R Sharma), Department of Hindi, Sardar Patel University, Anand.

4. Bharvad, Popatbhai Butabhai. **Hindi-Gujarati sahitye mein prayukt kahavatoan evam muhavroan ka tulnatamak adhyayan.** (Dr. P R Dodiya), Department of Hindi, Saurashtra University, Rajkot.

5. Gupta, Kedar. **Kathavastu patroan evam kathopakathan kee drishti se Valmiki Ramayana evam Ramcharit Manas ka tulntamak anusheelan.** (Dr. Harimohan Budholia), Department of Hindi, Vikram University, Ujjain.

Kannada

1. Mrunalini, R. **Dr. Besagarahalli Ramanna Mattu Kum Veerabhadrappa avara Kathegalalli Mowlyaprajne.** (Dr. A R Madankumar), Faculty of Language, Kannada University, Hampi, District Bellary.

Nepali

1. Mishra, Saraswati. **Indra Bahadur Rai ka kathaharuko samaj bhasik adhyayan.** (Dr. Kabita Lama and Dr. Samar Sinha), Department of Nepali, Sikkim University, Ganktok, Sikkim.

2. Pradhan, Suchan. **Nepali upanayas haruko lok tatvik adhyayan.** (Dr. Kabita Lama), Department of Nepali, Sikkim University, Ganktok, Sikkim.

Odia

1. Panda, Nibedita. **Odia baigyanika upanyasa: Eka singhabalokana.** (Dr. Sahadeb Rath and Dr. Samar Mudali), Department of Odia, Sambalpur University, Sambalpur.

2. Tripathy, Prafulla Kumar. **Uttar adhunika Odia pouranika upanyas: Charitra-punarmulyayana prasanga.** (Dr. Alok Baral), Department of Odia, Central University of Odisha, Koraput.

Sanskrit

1. Shakyawar, Krishna. **Beesvi shatabdi kee Sanskrit kathoan mein nari chetna.** (Dr **Ramesh Chandra Sharma**), Department of Sanskrit, Vikram University, Ujjain.

Performing Arts/Visual Arts/Fine Arts

1. Avneet Kaur. **Utri Haryana mein dharmik isthaloan kee vilupt hoti kalayen: Ek adhyayan (20vi shatabdi ke sandarbh mein).** (Dr. B S Gulia), Department of Visual Art, Maharshi Dayanand University, Rohtak.

2. Buhroo, Fozia Hamid. **Development of music in Kashmir with special reference to modern time.** (Dr. Vimal), Department of Music, Maharshi Dayanand University, Rohtak.

3. Girdhar, Poonam. **Zila Rohtak ke vidhyalayoan mein sangeet vishey kee isthithi: Ek sarvekshnatamak adhyayan.** (Dr. Bharti Sharma), Department of Music, Maharshi Dayanand University, Rohtak.

4. Jain, Mayuri, **Pancham varjit swar wale rago kee visheshtaoan ka vishleshnatamak adhyayan**. (Dr.Ibrahim Ali), Department of Music, Vikram University, Ujjain.

5. Manju. **Haryana ke chitrekaroan ka kalatmak adhyayan: Anand Dev, Surender Bhardwaj, Rammehare Malik, Roop Chand ke vishesh sandarbh mein.** (Dr Sushma Singh), Department of Visual Art, Maharshi Dayanand University, Rohtak.   ❑

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Administrative Secretary

INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION (IUCTE), Varanasi
(An Autonomous Organisation of UGC), Ministry of Human Resource Development (MHRD),Government of India
Dr. Shanti Swaroop Bhatnagar Guest House, Banaras Hindu University
Contact No. 0542-2368825 ; www.iuctebhu.org; e-mail: iucteoffice@gmail.com

Advertisement No. 02/2020 (Short Term Contract)

Inter University Centre for Teacher Education (IUCTE), Varanasi, an Autonomous Apex Institution of Teacher Education under UGC, MHRD, invites applications from eligible candidates for Academic, Administrative, Finance and Secretarial functions on short term and on consolidated payment basis. The details are placed on our Website **www.iuctebhu.org, www.iucte.ac.in.** Interested candidates may apply latest **by 23rd June, 2020** by Speed Post/on desk in IUCTE Office, Room No. 2 Shanti Swaroop Bhatnagar Guest House, BHU on Monday to Friday from 10:30 am to 04:30 pm or send by e-mail**: iucteoffice@gmail.com**

Category & Number of Post	
Academic Level	
Consultant Professor	3
Project Consultant	1
Research Associate	2
Sr. Project Fellow	4
Project Fellow	2
Administrative & Technical Consultant Level	
Administrative Officer	1
Section Officer (Accounts & Admin)	2
Accountant	2
Assistant	2
Private Secretary	1
Personal Assistant	1
Hindi Translator	1
Web Master / Web Designer	1
Multi Media Producer	1

Note: Only short-listed candidates will be contacted for interaction/interview.   **Sr. Administrative Officer**

Inter University Centre for Teacher Education (IUCTE)
BHU, Varanasi
Website : **www.iuctebhu.org**
Email **: iucteoffice@gmail.com**

CORRIGENDUM

Reference our Advertisement in the Employment News (EN 52/62) dated 28th March to 03rd April 2020 Edition. It is circulated that the interested candidates who found eligible themselves as per advertisement may submit their application along with all relevant documents as provided in the Vacancy Circular on our Website: **www.iuctebhu. org.** An advance copy of such application will be accepted **till 30th June 2020**. This corrigendum is issued in view of the prevailing situation due to COVID-19.

Sr. Administrative Officer

Advertisement No. 01/2020
Vacancy Circular

Inter University Centre for Teacher Education (IUCTE), BHU, Varanasi is an Autonomous Institution under UGC, MHRD. Its foundation was laid by Hon'ble Prime Minister of India in December, 2014 as an apex Teacher Education establishment for Higher Education Institutions (HEIs). **The IUCTE invites applications for the posts of Senior Administrative Officer, Administrative Officer and Section Officer (Finance) on Deputation** (including short term contracts)/absorption. The applications along with relevant documents in support of qualifications and experience etc., may be forwarded to **"Senior Administrative Officer, Inter University Centre for Teacher Education (IUCTE), Room No. 02, Dr. Shanti Swaroop Bhatnagar Guest House, Banaras Hindu University, Varanasi – 221005" within Sixty (60) days of the publication of this advertisement in the Employment News/Rozgar Samachar.**

Name of Post	Number of Post	Classification	Particulars of Pay	Qualification & Eligibility Criteria
Senior Administrative Officer	01	Group – A	Level-12 (Rs. 78800-209200)	Officers holding analogous post on regular basis or with five years regular service in level -11 or with eight year regular service in level -10 in the Central/state Government, University and other Autonomous organization. Knowledge of Computer Application **Age Limit – 56 years**
Administrative Officer	01	Group – A	Level-10 (Rs. 56100-177500)	Officers holding analogous post on regular basis or with five years regular service in level – 07/Level 8 in the Central/state Government, University and other Autonomous organization. Knowledge of Computer Application **Age Limit – 56 years**
Section Officer	01	Group – B	Level-07 (Rs. 44900-142400)	(i) A Bachelor's Degree in any discipline from any recognized Institute / University. (ii) Officers holding analogous post on regular basis or with three years regular service in level-06 or equivalent in the Central /state Government, University or Autonomous organization. **OR** Three Years' Experience as Assistant in the level 6 or eight years as UDC in Level 4 in any Central / State Govt. / University / PSU and other Central or State Autonomous Institute or holding equivalent positions in any reputed Private Companies / bank with annual turnover of at least Rs. 200/- Crores or more. (iii) Proficiency in computer operation, noting and drafting. **Age Limit – 56 years**

SHIVAJI UNIVERSITY, KOLHAPUR

SEARCH COMMITTEE INVITES APPLICATIONS FOR
THE POST OF VICE CHANCELLOR

Estd. 1962

The Shivaji University, Kolhapur established in 1962, is one of the Universities in Western Maharashtra. The University has at present 296 affiliated colleges and 40 P.G. departments on campus with a student population of more than 2.50 lakhs. Kolhapur, Sangli and Satara are the three districts coming under the jurisdiction of the University. The University campus is spread over 853 acres of land. Along with traditional Graduate & Post Graduate courses in Arts, Commerce, Science, Law, Education, Social Science, Pharmacy and Engineering branches, University has also started innovative courses like Nano Science & Technology, Social Work and Rural Studies. University has introduced Choice Based Credit System in all the faculties and has brought IT reforms in examination system. University has signed number of MoUs with various research Institutions of National and International repute. The prestigious University has been re-accredited with 'A' Grade by NAAC, in its 3rd cycle. Recently, the University is certified by ISO 9001: 2015.

The Maharashtra Public Universities Act 2016 provides for a transparent and an objective process for selection of the Vice-Chancellor is aimed at selecting a scholar of eminence with leadership and administrative abilities who would be able to transform the University into a Centre for Academic & Professional Excellence.

The Chancellor, the Hon'ble Governor of the State of Maharashtra has formed a three member Search Committee for recommending suitable names for the post of Vice-Chancellor of this University. The Search Committee now invites nominations / applications from eminent academicians who fulfil the qualifications and experience prescribed for the post of Vice-Chancellor as per the Gazette of Government of Maharashtra, dated 27th May, 2009 and who are willing to take on this challenging assignment. All the necessary details regarding essential qualifications & experience, desirable experience, expected skills & competencies and application format are available on Shivaji University website **www.unishivaji.ac.in.**

Interested individuals may submit a detailed resume in the format available on the University website along with a two page justification for his / her candidature, two page vision statement for the University and the names & contact details of three distinguished individuals well acquainted with his / her work. Institutions may also nominate suitable candidates.

The Search Committee has appointed Shri. R.K. Jain, Scientist 'F' as the Nodal Officer. Nominations / Applications may be sent in the prescribed format in hard (4 copies) as well as soft copy to the Nodal Officer at the under noted address so as to reach **on or before 02/07/2020.** Applications received thereafter shall not be entertained.

Email ID **:** **rk.jain67@gov.in**
Address **:** **Additional Director, Directorate of HRD, Room No. 248, DRDO Bhawan, New Delhi – 110011.**
Mobile No. : **09717700664, Tel. : 011-23007248**

If needed, short-listed candidates would be invited for personal interaction with the Search Committee.

This is an excellent opportunity for educational administrators to take this prestigious centre of higher learning to greater heights through innovation, research and overall development of the student community.

Date : 03/06/2020

Chairman
Search Committee