



Rs. 30.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 60 • No. 22 • 30 May-June 05, 2022

Suresh Garg

Creating Efficiencies through Best Practices: A Case Study
of Usha Martin University, Ranchi

Suresh Yenugu

University Grants Commission Guidelines on Pursuing Two
Academic Programmes Simultaneously: The Way Forward

S K Yadav and Saroj Yadav

Implementation of Academic Bank of Credits through
Teacher Education Programmes

Ismail Thamarasseri

Effective Student Mentoring in Higher Education

Santosh Mathew

Curriculum Changes in Higher Education as Proposed by
the National Education Policy-2020 : Scope for
International Studies and Area Studies

Bhushan Patwardhan

Some Crucial Dimensions to Make Universities Global and Sustainable
- Convocation Address

#Let'sBeatCoronaTogether

UNIVERSITIES HANDBOOK – 34th EDITION (2018)

(Set of Two Volumes) : (ISBN 81-7520-147-9)

PRICE : Rs. 8000/- (+ Postage/Courier Charge Rs. 400/-)

The 34th Edition of Universities Handbook is a compendium that contains latest information on 402 Universities level institutions of AIU Members including 56 Technical, 41 Agriculture, 24 Health Sciences, 13 Law, 03 Journalism, 15 Open Universities and Five Associate Members : Kathmandu University, Nepal; University of Mauritius, Mauritius; Royal University of Bhutan; Middle East University, United Arab Emirates and Semey State Medical University, Semey have also been included in this Edition.

The Handbook gives information relating to : Courses of Studies; Minimum Requirements for admission to each course; Duration and the subjects of study for each course; Library and Research Facilities; Scholarship and Fellowships; Academic year – date for admission and the approximate dates of examinations; Names of Faculties; Deans of Faculties, Names of Professors and Readers/Associate Professors with their specialization (department-wise); Staff, Officers and Name of Affiliated Constituent Colleges together with the names of Principals and Heads of Postgraduate Departments in the Colleges.

The Handbook also includes an introductory chapter giving an overview of the University System in India.

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

- A. **CASH DEPOSIT:** The required amount could be remitted directly to our Saving Account in any branches of Canara Bank from places other than Delhi & NCR Area.
- B. **DEMAND DRAFT ONLY :** Such instrument is required to be prepared be in the name of “ASSOCIATION OF INDIAN UNIVERSITIES” (payable at New Delhi), preferably from the Nationalised Banks ONLY.
- C. **CHEQUES OF ANY KIND ARE NOT ACCEPTABLE.**
- D. The requisite amount could also be transferred for its direct remittance to our Saving Account via **NEFT/RTGS** using the following details :

1	Bank Account No.	0158101000975 (Saving)
2	Beneficiary Name	Association of Indian Universities
3	Address	16, Comrade Indrajit Gupta Marg New Delhi – 110 002
4	Bank & Branch Name	CANARA BANK, DDU MARG
5	Bank's Address	“URDU GHAR” 212, Deen Dayal Upadhyaya Marg New Delhi – 110 002
6	MICR Code	110015005
7	Branch Code	0158
8	IFSC Code	CNRB 0000158
9	PAN NO.	AAATA0407F
10	Contact No.& E-mail ID	(011) 23230059 Extn. 208/213 (M) 09818621761 E-Mail ID : publicationsales@aiu.ac.in

NOTE : In case of Cash Deposit and Transfer via NEFT/RTGS/ECS, the proof of payment in the form Counterfoil of the Cash Deposit Slip and the NEFT UTR Number may be communicated IMMEDIATELY BY MAIL for linking and crediting of the same against the respective Order/ Bill, please.

- THE HANDBOOK WILL BE AVAILBLE ON CASH BASIS FROM THE SALES COUNTER OF THIS OFFICE.

Please send Pre-paid Order to :

The Under Secretary
Publication & Sales Division
ASSOCIATION OF INDIAN UNIVERSITIES
16, Comrade Indrajit Gupta Marg, New Delhi 110 002
Phones: 23230059 (Extn. 208/213), Fax 91-011-23232131

In This Issue		
ITEMS		PAGE
Articles		
Creating Efficiencies through Best Practices: A Case Study of Usha Martin University, Ranchi		3
University Grants Commission Guidelines on Pursuing two Academic Programmes Simultaneously: The Way Forward		7
Implementation of Academic Bank of Credits through Teacher Education Programmes		12
Effective Student Mentoring in Higher Education		16
Curriculum Changes in Higher Education as Proposed by the National Education Policy-2020 : Scope for International Studies and Area Studies		24
Convocation Address Savitribai Phule Pune University, Pune		26
Campus News		34
Theses of the Month (Social Sciences)		39
Advertisement		43

New Subscription Tariff (Effective April 01, 2020)

	Inland		Foreign	
	Institutions	Academics/ Students (at residential address only)	Airmail	Surface Mail
	Rs.	Rs.	US\$	US\$
1 year	1250.00	500.00	210.00	170.00
2 years	2200.00	900.00	400.00	300.00

Subscription is payable in advance by Bank Draft/MO only in favour of Association of Indian Universities, New Delhi.

Opinions expressed in the articles are those of the contributors and do not necessarily reflect the views and policies of the Association.

Patron:

Col. Dr. G. Thiruvassagam

Editorial Committee Chairperson:

Dr (Ms) Pankaj Mittal

Editorial Committee:

Dr Baljit Singh Sekhon

Dr Amarendra Pani

Dr Youd Vir Singh

Editor:

Dr Sistla Rama Devi Pani

#Let'sBeatCoronaTogether

Creating Efficiencies through Best Practices: A Case Study of Usha Martin University, Ranchi

Suresh Garg*

Higher education is the most potent vehicle for the empowerment of society and takes it from darkness to light. Despite the efforts of the founders of the Indian Republic, the Indian higher education system swayed violently from the proposed path and has largely failed to produce well-rounded, work-ready graduates for contemporary job markets. The providers of higher education (both private and public) have made little effort to inculcate skills such as innovation, entrepreneurship, and critical thinking in our colleges and universities. The deficiencies in teaching-learning, assessment, and research in our higher education system have been pointed out from time to time (Kulandaiswamy, 2006 and Garg, 2015). But the suggestions seem to have fallen on deaf ears and quite surprisingly, hermetically conservative forces have managed to maintain the status quo in spite of the ridicule by various stakeholders from time to time. Most recently, this aspect was highlighted by the National Education Policy-2020 (GOI, 2020).

An analysis of the failings of the system shows that there are many and varied reasons. But the mess has been essentially due to the fact that we continue to offer run-of-the-mill programmes with dated curricula; lack of inclusion of disruptive innovations in teaching-learning and assessment, lack of world-class infrastructure, and above all lack of emphasis on quality due to *non-performing syndrome*. Surprisingly, the assessment continues to be based on rote learning. The Education Commission (GOI, 1966) warned against it long back. It is sad to know that mass copying is prevalent in Board examinations, particularly in the countryside. To stem this rot, drastic efforts are needed. But as we now know, the creativity of our learners has failed even the use of technology for proctored examinations.

It is said that problems of today can be solved by tools of today, not yesterday. Therefore, in order to offset such disadvantages as far as possible, educational planners considered it prudent to create innovative universities. Lead in this direction was taken by the private house of Usha Martin Industries based in Ranchi. They submitted a proposal for creating an innovative University in the first decade of the 21st Century. Usha Martin University Act was passed by Jharkhand Assembly in 2012. The planning on the nature of programs that would be viable and serve the felt need took quite some time and the University ultimately began to offer education in

* Pro Chancellor, Usha Martin University, Ranchi- 835103 (Jharkhand). Former Founder Vice Chancellor, Usha Martin University, Ranchi. E-mail: prof1951@gmail.com

2017. A lot of water flew under the bridge in this period. Experience shows that a new institution receptive to academic innovations encounters several hazards in its initial years. Usha Martin University was no exception and it had to ultimately fall back on creating efficiencies through best practices in its offerings—from teaching-learning and research to student support, evaluation and assessment.

Creation of Usha Martin University

The founders of Usha Martin Industries initially thought of developing a world-class innovative university in Ranchi and producing highly competitive graduates, who would be sought in international job markets for their excellence in all areas of human endeavor. It was thought to have a multiplier effect; help address the academic backwardness of the people of the State/Region and give them the quality of life of their prescription due to their many-fold empowerment. Prior to giving shape to such visionary ideas, it was considered advisable to conduct a market survey on the nature of programmes to be put on offer by the University and their acceptability by the contemporary society. Questionnaires were administered to employers, teachers, prospective students, and their parents. Views were sought on offering futuristic and innovative programmes such as MBA with business analytics, blockchain, and entrepreneurship, MCA with AI, Machine Learning, data science, cloud computing, and IOT, cyber security, etc., Engineering programs at Diploma and B. Tech levels, among others, in mining, mechanical, computer science, etc. However, the response of the parents to the sample questions in the survey showed that such programmes would not be viable. It was most probably due to a lack of awareness in the local populace towards emerging developments and newer job opportunities. Though these findings shattered the initial concept of creating an innovative university, the urge to offer quality professional education for inclusive growth was pursued in right earnest.

A new institution has the advantage of learning from the experiences of others, provided it is receptive to newer ideas flexibly. Therefore, the founders of Usha Martin University decided to take the second-best route of increasing the efficiency of learners by implementing best practices in various teaching-learning processes. Usha Martin

University was established as a self-financing state private university. It was empowered by the University Grants Commission to award certificates, diplomas and degrees vide sec 22. The University had a very humble beginning. However, it has been one of the fastest-growing private Universities in the State of Jharkhand with an annual enrolment growth rate of more than 30% since the first admission cycle in 2017, and has been marching ahead in providing quality professional education. The University began with offering programmes in Management, Engineering, and Computers and Information Technology at UG/PG levels to 154 students with 10 faculty members, all Ph.D. holders. It gradually added professional programmes in Agriculture, Commerce, Education, English, Health Science (Pharmacy, Physiotherapy, Laboratory Technologies, and Nursing), Journalism and Mass Communication, and Law in its bouquet and now offers education to more than 1500 students. (The University also launched PhD programmes in various subject areas in 2017.) The programs are intended to provide ample job opportunities for graduates nationally. The programmes offered by the University are recognized by respective national regulating agencies.

The University mandated itself to provide inclusive education for sustainable development of the society while being in conformity with the priorities of the Ministry of Education, Government of Jharkhand, and guidelines of national regulating agencies. The University has been developing and harnessing local talent to encourage social re-engineering. The University accords preference to Ph.D. degree holders in appointments at the entry point with firm faith that every teacher so recruited would someday be good to be a university professor. With about 50% of faculty members having Ph.D. degrees, the University provides a very sound training and research environment and follows UGC guidelines. Regular FDPs and Staff Development programmes are conducted to keep them informed about the latest developments in their fields.

Discipline-based as well as inter-disciplinary research, both individual and as a team, are encouraged. Provisions have been made to allot seed money for research projects and fund the participation of teachers in national and international workshops and conferences. The faculty is motivated

to submit research projects to sponsoring agencies and file patents based on their research findings and publish research papers, preference is accorded to Scopus journals/international conferences. Support, if needed is extended to the faculty even for publication of research in reputed journals. For some strange reasons, governmental agencies do not sponsor research projects in private universities as of now, but the faculty continues to approach various funding agencies to support their research.

It is said that availability is not accessibility and we have to innovate even in adversity. Therefore, to ensure that our graduates are proficient in e-skills needed for the fast-changing technological ecosystem in the country, the University developed Moodle-based LMS- *UMU Learn* - and trained the faculty as well as learners to use it extensively for subject-based content as well as evaluation. This helped us to naturally overcome the challenges of the pandemic while shifting from chalk and talk to the computer screen. The University provided theoretical and practical learning experiences to its PG/UG learners during the pandemic. For these reasons, Usha Martin University was the first institution in Jharkhand to be recognized by QS-I-Gauge for its e-delivery. Learners are also advised to register in SWAYAM / OER courses as proposed by the UGC. In principle, up to 40% credits could be earned by them in this mode and count towards fulfilling the requirement of a programme, provided they choose to be assessed by the University.

Since the very beginning, the University has been practicing outcome-based teaching-learning. The programme and course objectives are mapped to ensure the completion of the course curriculum. This is verified through the feedback of learners for each course in each semester. The objectives are also mapped while setting question papers and verified in departmental meetings. As of now, the paper setting is internal but the University would like to go for external paper setters in times to come in a phased manner.

The University facilitates frank and fair discussion on contemporary issues such as entrepreneurship, climate change, environmental degradation, ethical behavior towards fellow beings for peaceful co-existence, etc. with the faculties as well as through interaction with eminent experts

from outside (corporates, industry, scientific labs). Other strengths of the University include

- creation of Chairs for sustainable agriculture and entrepreneurship;
- research funding for the faculty;
- highly motivated leaders with national and international experience;
- grant of the domicile-based fee exemption in the first year of admission;
- provision for a merit scholarship for the entire duration of the programme, with a due preference for female students;
- highly qualified faculty with good academic and research credentials;
- innovative best practices in academic support as well as assessment; and
- active research in areas of immediate relevance to the local people.

In our country, teacher organizations have been opposed to performance appraisal ever since it was incorporated as a mandatory component in the 4th Pay Commission Report. The opposition has largely been due to their lurking fear about the misuse of self-appraisal by the administration to harm their interests, particularly in the vertical mobility of non-pliable/ non-conforming teachers. As such, this important recommendation had its genesis in the concerns for the quality of education. But it is sad to learn that it has remained non-implemented by most public universities. However, at UMU, the administration took its academic as well as non-teaching staff in confidence from the very beginning. The benefits of such a system for their growth and that of the institution as well as quality assurance were explained to them. In fact, everyone was assured about the misuse of the proposal. This had an affirmative effect and the University has been practicing learner feedback and self and peer appraisal since the very beginning. In fact, the grades so earned are used to award performance without prejudice.

Ever since the Birla-Ambani Report (2002) on the privatization of higher education was accepted by the Government of India, the teachers have been apprehensive about the crass commercialization of education. An impression has been created in the

minds of people that private providers in higher education are solely 'For Profit' and for the rich/privileged. While this may be true in the majority of the cases, the management of Usha Martin University comprises educational philanthropists, not entrepreneurs, who scrutinize fee structure every year. That is why the University;

- practices staff-oriented HR policy;
- has formulated a very competitive fee structure keeping in view of the low paying capacity of the parents of prospective students;
- provides loans to deserving students; and
- extended facility of fee payment in installments during the Covid-19 pandemic.

These were in conformity with the vision, values, and objectives of the University.

Vision

To provide value-based education relevant for all, nurture local talent, support the creation of excellence in teaching, learning, and research, and produce high-quality innovative graduates who contribute toward sustainable development of the state.

Core Values

- Transparency, Honesty, Integrity, and Ethics
- Quest for Excellence
- Provide Inclusive, Sustainable, and Ethical Education at an Affordable Cost
- Foster Competencies to Meet the Requirements of Knowledge Society
- Development of Society, State, Region, and Country

Objectives

- Create leaders and entrepreneurs of tomorrow with clear vision and values
- Transact Industry-friendly curriculum
- Continuously develop intellectual capital in a collaborative learning environment
- Develop excellence and groom students as critical thinking individuals
- Provide diversified exposure through training and innovative guidance
- Generate a rich learning environment to prepare learners for a productive life in the 21st Century
- Master conduct of online proctored examinations.

References

1. Ambani, M. And Birla, K. (2001), Report on a Policy Framework for Reforms in Education, Special Subject Group on Policy Framework for Private Investment in Education, Health and Rural Development, Prime Minister's Council on Trade and Industry, New Delhi: Govt of India.
2. Garg, S. (2015). Repositioning Indian Higher Education: *Role of Leadership in Managing Change*, University News, **52** (49), p. 28 – 34.
3. Govt. of India (1950). Report of the University Education Commission, Ministry of Education, Government of India. New Delhi.
4. Govt. of India (1966). *Report of the Education Commission*,: Ministry of Education, Government of India, New Delhi.
5. Govt. of India (2020). National Education Policy, Ministry of Education, Government of India, New Delhi.
6. Kulandai Swami, V. C. (2006). Reconstruction of Higher Education, Hyderabad: ICFAI University Press.

□

University Grants Commission Guidelines on Pursuing two Academic Programmes Simultaneously: The Way Forward

Suresh Venugu*

The University Grants Commission (UGC) in its letter D.O.No.1-6/2007 (CPP-II) (New), dated 13th April, 2022 communicated guidelines to all Higher Educational Institutions (HEIs; Universities and colleges) on allowing students to pursue two full-time academic programmes simultaneously (1,2). HEIs were advised to implement these guidelines for the benefit of students. The guidelines emphasized the necessity to meet the aspirations of the students keeping in view the proposals envisaged in the National Education Policy–2020 (NEP-2020) (3). The primary objectives of these guidelines (verbatim) are:

- A) recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- B) no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- C) multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- D) enabling an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service.
- E) offering the students, a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects to make them thoughtful, well-rounded, and creative individuals.
- F) preparing students for more meaningful and

satisfying lives and work roles and enable economic independence.

The guidelines allow a student to pursue two full-time academic programs in physical mode simultaneously on the condition that there is no overlap in the class timings of both these programs. Alternatively, a student is allowed to enroll in a degree program in the physical mode and can pursue another degree/diploma in the Open and Distance Learning (ODL) / online mode or both the degrees in the ODL / online mode simultaneously. It is mandated that the degree taken in the ODL / online mode should be only from the HEIs which are recognized by UGC / Statutory Council / Govt. of India; and that the degree or diploma programmes under these guidelines shall be governed by the regulations notified by the UGC and also the respective statutory/professional councils, wherever applicable. It is also mentioned that these guidelines come into effect from the date of notification by UGC. A student who has already done two academic programmes simultaneously prior to the notification of these guidelines cannot claim a retrospective benefit. Finally, these guidelines are applicable only to students pursuing academic programmes other than Ph.D. In this backdrop, HEIs were advised by UGC to devise mechanisms through relevant academic bodies to allow students to pursue two full-time academic programs simultaneously.

Dual Degrees (With Extended Time Frame) vs Double Degree (Within The Time Frame)

The concept of dual degree programmes is being practiced in Indian HEIs for quite some time. Some institutions, especially the technical ones, offer the Bachelors-Masters's degree programmes. 3+2 years of study results in the award of both B.Tech and M.Tech degrees. The student is at an advantage because of the shorter time duration to obtain a Master's degree, which in a normal mode would have been 6 years. HEIs allow students to undergo the fourth and fifth years of study in the same institution or a collaborating institution, which is either in India or abroad;

* Professor, Department of Animal Biology, University of Hyderabad, Hyderabad – 500046. Email: ysnaidu@yahoo.com

an added advantage to the student in securing a foreign degree. On the same lines, Indian HEIs also offer Masters-Masters dual degree programs, wherein the student studies two specializations; one year for each specialization, and finally earns two Masters degrees in the same time frame, which in the normal mode takes 4 years. Though the above-mentioned dual degree programs indicate that two degrees are possible in a shorter time frame, the student makes only one enrolment and that the student is bound to be associated with the primary institution to get the degree(s). With the new guidelines of UGC, for a double degree, the student can have two enrolments distinctly for two-degree programs; one or both of them can be ODL / online mode; alternatively one or both of them can be physical mode.

In the international scenario, HEIs in many countries offer double degree programs (4). To name a few, Sultan Sharif Ali Islamic University, Brunei; University of Waterloo & Wilfrid Laurier University (Canada); The Paris Institute of Political Studies and the University of British Columbia, France; Universitas Indonesia & University of Newcastle upon Tyne, Indonesia; Autonomous University of Nuevo León & Nagaoka University of Technology, Mexico and Japan; University of Amsterdam, Netherlands – are some of the foreign institutions that confer double degrees at the undergraduate level. Similarly, double degrees at the graduate level are offered by Copenhagen Business School & Italy – Bocconi University, Denmark; ParisTech, France; University of Groningen & United Kingdom – Newcastle University, Netherlands; University of Houston, USA. While the above list may not be exhaustive, implementation of the award of double degrees seems to be internationally practiced and accepted. The Indian education system has undergone several overhauls in the last century (implementation of updated/revised national education policies) and more so over has witnessed tremendous shifts in course content, pedagogy, and educational administration. The leverage granted in UGC guidelines to allow HEIs for devising mechanisms to allow students to take up two full-time degree courses simultaneously shall be viewed as one of the many steps that add to the educational opportunities for our students on par with global practices.

The Way Forward in Implementing The Guidelines

i) Nomenclature

The complete onus and modalities of implementing these guidelines now rest on the HEIs. Guidelines of UGC provided ample space for the HEIs to come up with their own methods of allowing students to pursue two full-time degrees at the same time. Students opting for two degrees in the physical mode shall be identified exclusively with a program name, because other students may opt only for a single degree. Further classification of the students who opt for two degrees is required since some of them may opt for one degree through physical mode and the other with ODL / online mode. Thus, one of the primary tasks for HEIs would be to come up with clear-cut nomenclatures. Different HEIs coming up with different nomenclatures will only result in confusion in the long run. Common terminology for these programs shall be framed by UGC and the same followed by all HEIs. For the sake of convenience, in this commentary, the term double degree is used.

Levels of the Two Degrees Opted

Based on these guidelines, it is to be assumed that a student can enroll for two degrees at the same time. However, there seems to be ambiguity on the levels of the two degrees a student can opt for. Multiple possibilities come into the picture: two degrees of the same level (Bachelor's-Bachelor's; Master's-Masters), one higher degree and one lower degree (Masters-Bachelor's; Bachelor's-Diploma), and interestingly one lower degree and one higher degree (Bachelor's-Master's; Diploma-Bachelor's). In many of the HEIs, the basic qualification for an integrated Master's program is the same as that of the Bachelor's program (+2 qualified) and for an integrated Ph.D., program it is the same as that of the Master's program (graduation). Thus, the extent of leverage that a student has to choose on the levels of the course should be clearly defined. Leaving a free hand, especially to private HEIs and colleges, in this aspect will result in tactics that will put students at a stake. UGC shall issue clear instructions as to whether a student can choose two degrees of the same levels or varying levels.

Credits Vs Time

As per the draft version of the National Higher Education Qualifications Framework (NHEQF), graduate, graduate (honours) and postgraduate courses are placed at levels 7, 8, and 9 respectively

(5). The number of credits to be obtained for the conferment of these degrees are 120, 160, and 80 credits for a graduate, graduate (Honours), and post-graduate respectively; with an average requirement of 20 credits per semester (5). The draft curricular framework prescribes the number of learning hours required for each credit in a four-year degree program. For one credit, a minimum of 15 hours of teaching in a semester is required along with 30 hours of out-of-class activities such as preparation for classes/lessons, completing assignments that form a part of the course work, and independent reading and study. For laboratory courses, it is 30 hours per credit in a semester along with 15 hours of out-of-class activities such as preparation for the practicum, completing assignments that form a part of the course work, and independent reading and study. It turns out that the total learner engaged time for a one-credit would be 45 hours, which culminates in 900 hours (20 credits x 45 hours per credit) per semester. For a student who opts for a double degree, 1800 learning hours are expected. While the semester duration may vary anywhere between 4 to 5 months, the learning hours per month would range from 450 to 360 for a double degree student. While the student may be enthusiastic, HEIs shall take extra care to assess whether 450 to 360 learning hours for a student is within the acceptable limits i.e. whether the student can have enough time to spend on other extra-curricular activities, which are very important for the overall development of the student in terms of physical, mental and emotional spheres. NEP-2020 strongly emphasizes a holistic and stress-free way of education, and the designing of the academic curriculum for the double degree course should be in accordance with the free spirit for education as envisaged.

Parental and Peer Pressure

A serious and never-ending nightmare that the majority of students undergo throughout their education is the pressure from parents to perform better and this is aggravated by comparing them with their peers. The rat race to secure admissions in elite institutions such as IITs and IIMs is fuelled by the expectation of the parents. Children are admitted to coaching centers right from the days of high school and made to study for long hours with the intent of securing high ranks in the national level tests. Added to this, the students undergo enormous pressure to

finish their studies to complete their degrees. Now that HEIs allow enrolment of a student in two full-time degree programs, in general, there could be pressure from the parents on the student to take up two degrees. One of the main objectives of the NEP-2020 is to give utmost freedom to the student to earn a degree with his / her own natural abilities in a holistic way, and this is supported by the exit option and accumulation of credits in the academic bank of credits. It is highly speculative as to what will be the fallout of the new guidelines on the student, especially in terms of parental pressure. While UGC can regulate the academic and administrative aspects of the double degree program, there is no scope for interference to avoid parental pressure; except for issuing advisories to parents to allow their wards a pressure-free education.

Fee Structure

In light of the freehand given to HEIs by UGC to devise their own mechanisms to offer full-time double degrees to their students, monetary aspects come into the picture, especially when students choose to pursue the two degrees with the same institution in a physical model. There are no specific guidelines by UGC or any other body to regulate the fee structure in private HEIs and thus the fee structure of private HEIs is far higher than that of public HEIs. In a scenario of a student opting for the two-degree program, she/he will be attending classes / practical sessions in two different streams, thus increasing the investment cost of the institution. This may translate into an even doubling of the fee, thus putting a severe financial burden on the student. It is possible that some of the courses in both degrees may overlap, especially when the student chooses to do two degrees in allied subjects. A standard fee structure should be prescribed by UGC based on the types of two degrees the student chooses, especially when one of them is practical based while the other one is theory-based.

How Wide - How Narrow

When it comes to being rewarded with two degrees in the time frame spent for one degree, there could be an enormous response to this mechanism. The situation becomes interesting when a student chooses to opt for two-degree programs in closely related subjects within an institution. For example, when degree programs in biochemistry and

biotechnology are chosen by a student, there are many courses that overlap. Awarding an additional degree for putting just a little extra effort needs to be thought of. It becomes very important to clearly define how much percent component of the courses should be unique for each degree such that the student actually gains distinct knowledge in two disciplines. Ignorance of this will lead to mushrooming of colleges and HEIs that will design courses that are too similar, teach and evaluate simultaneously and finally award two degrees. It becomes a win-win situation for the student as well as the HEIs at the cost of quality education. On a different note, with the opening up of higher education to encourage multidisciplinary, the requirements in the previous qualifications to enroll in a bachelor's degree are relaxed. The chances become much wider with the implementation of CUCET for admissions to bachelor's programs in Central Universities and possibly in State and private Universities. A student of science stream in the intermediate (+2) is eligible to enroll in arts / humanities / social sciences and vice versa to an extent. In such a scenario, students admitted to the double degree program have a choice to enrol in two degrees of wide disciplines. How much of this width will be allowed shall be carefully designed by HEIs such that the student receiving two degrees has enough knowledge in both these two disciplines, and see to it that the combination of the knowledge from both the degrees will actually enhance her / his career prospects.

Additional Infrastructure and Teaching Load

With the enrolment of students in the two-degree program, the footfall in the classrooms and laboratories is bound to increase, though there may not be an increase in the overall strength of the institution. The student intake of most Departments and Schools of HEIs is primarily dependent on human resources, infrastructure, and recurring costs. With the implementation of UGC guidelines to offer full-time double degrees, HEIs need to ramp up facilities to meet the increased strength. Especially, when public HEIs have started implementing the EWS quota in student enrolment and trying to adjust/enhance the infrastructure, an additional effort to accommodate the extra students at the department levels is going to be a challenge. While this may be possible for private HEIs, the situation is grim for public HEIs which offer education at minimum

fees and primarily depend on the Government for all the costs. Further, the teaching load of faculty members is bound to increase in terms of the number of students to be taught and evaluated. Teaching timetables have to be reframed to accommodate the extra students, and this naturally stretches the teaching schedule such as having early morning and late evening classes. The burden on the teaching hours of faculty members is inevitable and this may have a serious impact on the research output in HEIs that consider research as one of their primary goals. This needs to be addressed by recruiting additional faculty members and employing tutors.

Double Degree at University of Hyderabad – An Earlier Attempt

Another possibility is too specialized centres in each of the HEIs that will specifically cater to the complete requirements or additional requirements for the second degree. Double degree enrolled student has to declare as to which is her / his first degree, and attend the specialized centre for the second degree. Such an attempt was made at the School of Life Sciences, University of Hyderabad a few years back. It was proposed to award two degrees, provided, the student takes additional courses that are unique to the second degree. To cite an example, Animal Biotechnology students can enroll for additional courses that are mandatory requirements for a Zoology degree. At the end of the primary course, provided the student has passed in the additional Zoology courses, the student would be awarded two degrees i.e in Animal Biotechnology and Zoology. The task of providing additional courses was assigned to the newly started Skill Development Centre at the School of Life Sciences. This proposal could not take off due to the stringent UGC guidelines at that time. With the new UGC guidelines allowing students to enrol for two degrees, the above-mentioned proposal may be a reality at the University of Hyderabad.

Other Aspects

UGC guidelines specifically state that two full-time degrees can be pursued simultaneously in a physical mode within an institution. On the other hand, if one of the degrees opts in ODL/online mode, there appears to be no bar on the location of the institution offering this degree. In larger cities, there are multiple institutions with easy accessibility.

In the international education scenario, there are instances wherein double degrees are awarded by two institutions that are continentally apart. Allowing a student to register for two degrees in two different institutions that are physically not far apart (a clear cut definition of how much is 'far apart' is required) will provide two different learning experiences. HEIs in close vicinity shall consider this possibility.

A pertinent question that lingers is, what if an HEI does not implement these guidelines. The UGC in its letter to all HEIs and colleges 'requested' to implement these guidelines for the benefit of students. In the fast-emerging Indian education sector, wherein HEIs are given ample freedom to offer education as per the needs and situations at the ground level, does an HEI has the freedom to delay or not implement the double degree scheme? Revamping the infrastructure to implement the double degree may be the primary concern for the majority of the public institutions; and to achieve this, financial and logistic support from UGC and the Ministry of Education is crucial.

Conclusions

The initiative of UGC to allow students to pursue two full-time degrees in the same time frame appears to be in line with global practices of education, especially when the Indian education system is experiencing phenomenal changes in the last few years. However, the guidelines have provided enormous leverage to HEIs to work out the modalities for the implementation of the double

degree program. This may dent the educational and administrative practices, especially in the private HEIs that will try to attract more student enrolment. In the past, the regulations issued by UGC, for example, maintenance of academic standards for the award of Ph.D. degrees, were thoroughly debated and notified through the Gazette of India. On the same lines, for the benefit of students and to prevent confusion in HEIs, UGC should frame regulations for the implementation of the double degree program.

Conflicts of Interest

The author has no conflicts of interest to declare.

References

1. https://www.ugc.ac.in/pdfnews/9651619_LETTER-GUIDELINES-FOR-PURSUING-TWO-ACADEMIC-PROGRAMMES-SIMULTANEOUSLY.pdf
2. https://www.ugc.ac.in/pdfnews/9651619_LETTER-GUIDELINES-FOR-PURSUING-TWO-ACADEMIC-PROGRAMMES-SIMULTANEOUSLY.pdf
3. National Education Policy–2020. Ministry of Human Resources Development, https://www.education.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf.
4. https://en.wikipedia.org/wiki/Double_degree
5. Draft of the National Higher Education Qualifications Framework (NHEQF). https://www.ugc.ac.in/pdfnews/2142241_NHEQF-Draft.pdf
6. Curricular Framework and Credit System for the Four-Year Undergraduate Programme. http://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-structure-FYUGP.pdf □

Implementation of Academic Bank of Credits through Teacher Education Programmes

S K Yadav* and Saroj Yadav**

Establishment of Academic Bank of Credits (ABC) is one of the recommendations of National Education Policy-2020 to improve the quality of higher education in the country. ABC is developed by National e- Governance Division (NeGD) of Ministry of Electronics and Information Technology (Meity) under DigiLocker Framework. The Government of India brought this recommendation to the force through University Grants Commission (UGC) Regulations (Establishment and Operation of Academic Bank of Credits in Higher Education), on 28th July, 2021. This Regulation shall be applicable to all higher education institutions including central, state, deemed-to-be universities and autonomous institutions. ABC will be set up on the lines of the National Academic Depository and act on the pattern of commercial banks. The interpretation of any issue related to Regulation shall be decided by the UGC only.

What is Academic Bank of Credits?

Academic Bank of Credits (ABC) is an online service provided to the students for digital storing of credits earned throughout their academic journey and open their accounts as and when required. ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. It will also have facility for credit accumulation, credit transfer, and redemption of credits earned during their academic programmes from different degree-granting Higher Educational Institutions. Students will have autonomy to choose courses of their choices across a number of higher education disciplines. They can also check their credit record at any time in the Bank. However, they are not allowed to send their credits directly to ABC.

Now question arises, how to strengthen the ABC so that it can become operational and functional during its implementation in all degree-granting Higher Educational

Institutions in the country. It is a big challenge for them to implement ABC in their Institutions and universities because they are not having adequate infrastructure, trained manpower, expertise, sufficient materials and resources etc. Keeping these challenges in view, special efforts are needed for creating a favourable environment for the implementation of ABC in the higher education system. It will be possible through teacher education programmes and activities which will create awareness and expertise about Academic Bank of Credits among policy makers, administrators, community leaders, curriculum developers, teacher educators, students, teachers and faculty at large in higher education institutions. At present, our country is having more than 16000 teacher education institutions including universities and colleges in which different programmes of teacher education are being run. So for effective implementation, all the issues and components related to regulations of ABC need to be integrated in teacher education. Teacher education is having mainly two major components namely pre-service and in-service education. Different strategies for implementation of ABC in both the components of teacher education are discussed in this article.

Implementation Strategies of Academic Bank of Credits through Pre-service Teacher Education

Many pre-service teacher education programmes such as Bachelor of Education (B.Ed.), Master of Education (M.Ed.), B.Ed.-M.Ed (Integrated 3- Years Course), 4-Years Integrated Teacher Education Programme (ITEP) are being run in different universities and institutions in our country. As per NEP 2020, “by 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor’s Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor’s Degrees or who have obtained a Master’s degree in a specialty and wish to become a subject teacher in that

* Former Head, (NCERT), Res: House No. 70-P, Sector: 15 (Part-1), Gurugram-122001 (Haryana). E-mail: writetosatish51@gmail.com

**Former Dean, Academic (NCERT). E-mail :saroj.npep@gmail.com

specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-training and student-teaching components of the programme.”

All these programmes are having four major components, namely, theory courses including Curriculum and Materials, Pedagogy, Practical Activities, Field Engagements and Internship. Therefore, Academic Bank of Credits can be made part of these components for its implementation in higher education institutions.

Theory Courses

In all the pre-service teacher education programmes, there are many theory papers like contemporary India and education, philosophical and sociological perspective in education, knowledge and curriculum, teaching and learning, gender and society and inclusive education. In these courses, different components of Regulations related to Academic Bank of Credits such as registration process, norms and standard of infrastructure, organisational structure and function, conversion of institutions into multi disciplinarily institutions, award of credits from other university, offer of twinning programme, joint degree programme dual degree programmes, multiple entry and multiple exit, anytime anywhere from higher education institutions, award of degree by registered higher education Institutions and consequences of violation of regulations can be integrated for generating awareness among the implementers and the students community .

Advocacy Materials

The first and foremost need is to create a favourable environment for understanding of the urgent need to introduce Academic Bank of Credits. This requires organization of awareness building activities for having interaction with policy framers, opinion leaders, media persons, curriculum developers, teacher educators, teachers and parents. Suitable strategies such as increasing use of mass media, particularly electronic media and interactions with concerned target groups

may be very use ful. Adequate materials on Academic Bank of Credits in respect to the curriculum content, curriculum transaction, and educational technologies are not available with the institutions because it has been introduced recently in system of higher education. Therefore, there is need to develop material on different components of Academic Bank of Credits for better implementation. The material on online Courses offered through National Schemes –SWAYAM, NPTEL, V-Lab, etc., should also be developed. The material should be of high quality which can enhance creativity and critical thinking among teachers, teacher educators and other functionaries.

Projects and Assignments

The tasks, projects and assignments from theory courses may be given to student teachers for enhancing their professional capacities about implementation strategies of the Academic Bank of Credits. For example, the projects can be assigned on setting of Grievance Redressal Mechanism at Central Government, University Grants Commission and Higher Education Institutions to address the grievance of students. Another task may be on establishment of Internal Quality Assurance Cell (IQAC) in Registered Higher Education Institution .

Field Interaction and Internship

In the field interaction and internship programme, student teachers will get opportunity to visit institutions /colleges and can try out their theoretical concepts and ideas about ABC in these institutions and colleges . They can also interact and discuss with students, teachers, teacher educators and other functionaries about the implementation of ABC during field interaction and internship programme.

Pedagogy and Curricular Activities

The traditional teaching methods may not be fruitful for transacting different concepts of ABC. It requires interactive and participatory methodology for transacting it. Non-conventional methods like experiential learning, enquiry approach, discovery method,, storytelling, sports integrated, art integrated and debate should be followed. Besides this, different activities namely, group discussion, role play, painting, poster competition, essay competition and quiz contest should be organised about ABC.

Monitoring Mechanism

Monitoring mechanism will play an important role in institutionalisation of ABC in universities and

institutions. Therefore, there is need to evolve suitable monitoring mechanism design for implementation of ABC programmes at the university and institution level. It will monitor the outcomes of implementation of ABC on regular basis. Necessary corrective measures can be undertaken from time to time on the basis monitoring mechanism.

Implementation Strategies of Academic Bank of Credits Through In-service Teacher Education

Our country has strong mechanism for providing in-service education to students, teachers, community leaders, curriculum developers, teacher educators, policy makers, administrators, and faculty of higher education to update their knowledge and skills about new developments and changes occurred from time to time in the field of higher education. Strong mechanism means in-service education is provided to the above functionaries from national level to the far flung areas of the country by many institutions and universities namely, Colleges of Teacher Education (CTEs), Institutes of Advanced Studies in Education (IASEs), National Council of Educational Research Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Human Resource Development Centres, Teaching Learning Centres, Faculty Development Centres, Inter University Centre for Teacher Education and School of Education. These institutions organize orientation programmes, faculty induction programmes, and refresher courses on regular basis for their growth and development. As Academic Bank of Credits is a new concept, it should be made part of these programmes to address comprehensively implementation strategies and all issues mentioned above under theory courses. Besides this, counseling and guidance should also be provided to the students of Higher Education Institutions about the procedure for registration of the institution on ABC (www.abc.gov.in), uploading of data of students credits obtained during or after the academic year 2021-22 and making students of institution aware of ABC facilities and encourage them to open the Academic Bank Account on ABC (www.abc.gov.in), The institutions should also be made aware how to create a hyperlink to ABC URL on the institution website homepage? Discussion should also made how to depute Nodal Officer for implementing ABCs? Students should also be trained how to fulfil in ABCID on all examination forms and use of the ABC Cell of UGC ? (For further information contact at 011-24116316 and abc.ugc@gmail.com).

In the end, it is concluded that the issues and challenges discussed above for implementation of Academic Bank of Credits can be met through teacher education programmes. Under these programmes, students, teachers, teacher educators ,administrators and faculty of higher education can be trained about implementation strategies of Academic Bank of Credits so that they can implement it successfully in their institutions.

References

1. NCTE (2014, 2019). Regulations, Norms and Standard of Teacher Education Programmes, New Delhi
2. National Education Policy (2020). Government of India, New Delhi
3. University Grants Commission (2021). Notification on Academic Bank of Credit (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021.
4. Yadav, S.K.(2001). Quality of In-service Teacher Training Under SMART-PT in Maharashtra State- An Appraisal Study, DTEE, NCERT, New Delhi.
5. Yadav, S.K. (2003). Research Perspective in Teacher Education, *University News - A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities, Vol.41 ,No.22, June 02-08, 2003.
6. Yadav, S.K.(2003). Quality Improvement of Teacher Education Programme, *University News- A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities,, Vol. 41 No. 40 October 06-12.
7. Yadav,S.K.(2010). Innovations in Teacher Education, *University News-A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities, Vol.48,No.40, October 4-10.
8. Yadav,S.K.(2016) Reconstruction of Teacher Educators Programme, *University News- A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities,Vol.30,No.54, July 25-31.
9. Yadav,S.K.(2016).Teacher Education Through Partnership and Collaborative Learning Communities, *University News- A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities,Vol.48,No.40, October 4-10.
10. Yadav, S.K. (2016). Professional Preparation of Teacher Educators in India :A Perspective, *The International Journal of Social Sciences and Humanities Invention*, Vol.3, Issue 8.
11. Yadav, S.K.(2016). Licensing and Certification for Professional Development, *University News: A Weekly*

- Journal of Higher Education*, New Delhi, Association of Indian Universities, Vol.54, No.50 December 12-18.
12. Yadav, S.K.(2017). Professional Development of Teachers: Issues and Challenges, *University News- A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities, Vol. 55, No.19, May 08-14.
 13. Yadav, S.K.(2017). Development of Leadership Skills among prospective teachers, *University News : A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities, Vol.55, No.47 November 20-26.
 14. Yadav,S.K.(2018). Cultural Sensibility Through Teacher Education Programmes, *University News-A Weekly Journal of Higher Education*, Association of Indian Universities, Vol.56, No.19, May 7-13.
 15. Yadav,S.K.(2018). Recent Innovations in Teacher Education, *University News-A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities, Vol.48, No.40, September 4-10.
 16. Yadav, S.K.(2019). Teacher Education: Challenges and Reforms, *Kurukshetra : A Journal on Rural Development*, Vol. 68 No. 1, November, New Delhi.
 17. Yadav, S.K. (2019). Gramin Bharat Me Behtar Shiksha Me Uplabdhiya Aur Chaunitia, *Kurukshetra: Gramin Vikas Ko Samarjit Patrika*, Vol. 66 No. 1, November, New Delhi.
 18. Yadav, S.K. (2020). Integrated Model of Internship in Teacher Education Programmes, *University News*, Vol. 58, No. 08, February 24-March, New Delhi.
 19. Yadav, S.K. (2020). Education in Rural India, *Kurukshetra, A Journal on Rural Development*, Vol. 68 No. 5, March, 2020, New Delhi.
 29. Yadav, S.K. (2020), Gramin Shikshaaur Budget, *Kurukshetra: Gramin Vikas Ko Samarjit Patrika*, Vol. 66, No. 5, March, New Delhi.
 20. Yadav, S.K.(2019). Interdisciplinary Approach on Teaching & Learning Through Teacher Education Programmes, *University News-A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities, Vol. 57, No. 36, Sept.09-15, New Delhi.
 21. Yadav, S.K.(2020). Opportunities in Teacher Education in Teacher Education Programmes, *University News-A Weekly Journal of Higher Education*, Association of Indian Universities, Vol. 58, No.29, July 20-21, New Delhi.
 22. Yadav, S.K.(2021). Online Examination in Teacher Education Programmes, Viewpoint, *An International Journal of Management & Technology* (Teerthankar Mahaveer University, Moradabad, U.P.), Vol. 11, No. 1, June.
 23. Yadav,S.K.(2022). Artificial Intelligence in Teacher Education Programmes, *University News-A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities, Vol. 60, No.06, February 07-13.
 24. Yadav,S.K.(2022). Sustainable Development Goals-4: Through Teacher Education Programme in India, *University News-A Weekly Journal of Higher Education*, New Delhi, Association of Indian Universities, Vol. 60, No.12, March 21-27. □

HANDBOOK ON ENGINEERING EDUCATION (2016)

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

PP : 574+xlvi

Paper Back

(Rs. 600/- + Postage Rs. 50/- each)

Send Pre-paid Order to :

**Publication & Sales Division
Association of Indian Universities**

16, Comrade Indrajit Gupta Marg
New Delhi – 110 002

EPABX : 011-23230059 Extn. 208/213, Fax : 011-23232131

E-mail : publicationsales@aiu.ac.in, Website : <http://www.aiu.ac.in>

Effective Student Mentoring in Higher Education

Ismail Thamarasseri*

Mentoring is a relationship between two individuals (here, the teacher and the student) based on a mutual desire for development towards career goals and objectives. The relationship is non-reporting one and replaces none of the organizational structures in place. It is additional to other forms of assistance, such as assignments, classroom instruction, on-the-job training, and coaching. In a mentoring relationship, the two individuals are referred to as the 'mentor' and the 'mentee' (the individual being mentored). Mentoring provides development opportunities for both participants. In other words, it follows a 'win-win' principle. Mentoring in higher education is nearer to Guidance and Counselling and focuses on issues that are:

- Educational- Choice of Streams / Subjects
- Vocational- Choice of Vocation / Career
- Personal - Personal Problems of the mentee

Since the students are from diverse geo-socio-economic background this mentoring will be one of the effective tools for all-round development of the learners. It is well said, "Class room is a miniature of society." Generally, teachers address the 'average students' in classes. So, mentoring ensures an individualised attention to the learner's issues and concerns.

What is the Difference between Mentor and Teacher?

Most of us know what teachers do. We have teachers throughout elementary school, high school, and college/HEI. Effective mentorship can unlock a person's potential in deep and meaningful ways. Teachers are important. But teachers and mentors fulfill different roles when it comes to personal growth. A teacher typically has more knowledge of the topic we are studying than us. A mentor has a larger vision of what we are trying to achieve. We probably already know what a teacher is. A teacher provides knowledge and information from a structured testing framework, such as exams and presentations. On the other hand, a mentor is more like a friend to guide us through our vision.

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

Think Steve Jobs mentored Mark Zuckerberg during the early days of *Facebook*. These mentors have provided their mentees with crucial wisdom that led them to success. A teacher is an individual engaged in imparting knowledge to the students. A mentor is an experienced person who acts as an advisor to another individual. A comparison between teacher and mentor is given in table-1.

Teachers can be mentors, and mentors can be teachers. Both have an important and necessary place in education. Teaching and mentoring are fluidic in nature; it is not in watertight compartments. A teacher's first priority may be instruction—but they can be creative and interactive in their approach. They recognize and foster individuality, creativity and become mentors in their own right. And while a mentor's priority is on personal development, the mentee must possess the 'know-how' skills. And so mentoring will always have an instructional component. From a student side, s/he needs a teacher or a mentor? The answer is both.

Mentoring versus Counselling

Type of Relationship

Mentoring is an informal relationship. Counseling is a formal relationship. We meet with a mentor in a variety of settings. Sometimes, there is the agenda (i.e., goal to set or problem to solve), while other times we meet just as friends. We meet with a counselor through appointment in the office to discuss the next phase of accomplishing a particular goal(s).

Duration of Relationship

Mentoring intended to be a long-term relationship. Counseling intended to be a short-term relationship. We select a mentor because we value their character and want their perspective on various life challenges (both small and large). We choose a counselor because they have a background in a particular area of life struggle. This difference accounts for the varying duration of the two relationships.

Focus of Relationship

Mentoring tends to be more holistic. Counseling tends to be more problem-focused. Due to the

duration of the relationship, mentoring tends to focus on character formation represented in the challenges and choices discussed.

Basis of Advice

We value the advice of a mentor because of their character. We know them personally and therefore, admire how they care for their family or manage their professional-personal life balance. We value the advice of a counselor because of their training and the number of individuals in similar situations with whom they have worked.

Cost

Counseling, in most settings, requires some form of compensation because it is the vocation of the counselor. That means a counselor may ask consultation fee. But, mentoring, as an informal relationship, is free.

Ease of Access

We can get a referral to a counselor. It is harder to find a mentor. It may be the biggest reason why people elect to pursue counseling over a mentor. If we wait until a crisis hits, it will feel impractical to identify a good mentor. Finding a mentor tends to be either preventative care (before a crisis) or after-care (solidifying progress and preventing new crises).

Five Phases of a Mentoring

Focus on Growth

(a) Analysis of personal capabilities, career options,

aligning with institutional programmes and finding possibilities within and outside the institution, (b) Looking for a successful role model, and (c) Conditions for success of this phase are Trust, Maturity, and Experience of the Mentor, Communication Skills, and Diversity of Mentee.

Building Rapport

(a) Beginning to get to know each other by sharing, (b) Information about family background, (c) Achievement and Failures, (d) Picture of Success, (e) Values and Life Goals.

Setting Direction

(a) Setting goals for mentoring, (b) Defining Scope in terms of areas that do not require attention, (c) Checking the direction of Mentoring as right or wrong, and (d) Creating logistic support.

Progression

(a) Continuously monitoring the rate of progress, (b) Re-visiting the process in the light of feedback, and (c) Re-cycling of the process by setting goals and objectives.

Moving on

(a) Closure of the process by calculating the net impact of the process of mentoring towards the completion of 1 year / 2-year duration programmes, and (b) Ensuring that mentee is now comfortable in moving on independently, may no longer require any support further.

Table 1: Comparison between Teacher and Mentor

	Teacher	Mentor
Definitions	A teacher is an individual who is engaged in imparting knowledge to the students.	A mentor is an experienced person who acts as an advisor to another individual
Focus	Before you can design a bridge, you have to understand how to calculate equations and engineer the right angles. That requires teaching.	Mentoring, on the other hand, focuses more on applying knowledge in practice. Not just how to do something, but why it is useful. Mentors impart their wisdom, practical insight, and creativity to encourage learners to express and develop their own skills.
Main Role	The main role of a teacher is to impart knowledge through instruction.	However, the main role of a mentor is guidance/ advice.
Setting	Teachers can be seen in formal educational settings such as schools	Mentors can be seen in industrial settings. In some instances, mentors can be seen even within the family environment
Influence	A teacher develops the academic knowledge of the student	A mentor develops the professional capacities of the mentee.
Method of Teaching	A teacher instructs	A mentor advises and allows the mentee to find his path
Knowledge and Experience	A teacher has a profound academic knowledge.	A mentor has years of experience in the field, which he uses to guide the individual.

The Profile of a Successful Mentor

- Be accessible.
- Value the mentoring partner as a person.
- Develop mutual trust and respect.
- Maintain confidentiality.
- Listen actively both to what is being said and how it is being said.
- Ask open, supportive questions and provide constructive feedback.
- Help the mentoring partner solve his or her own problem, rather than giving direction.
- Focus on the mentoring partner's development, and resist the urge to produce a replica.

Benefits of being a Mentor

- Improve communication and personal skills.
- Develop leadership and management qualities.
- Reinforce your own study skills and knowledge of your domain.
- Increase your confidence and motivation (share and excite).
- Increase your circle of friends.
- Gain recognition for your skills and experience.
- Benefit from a sense of fulfilment and personal growth.

Benefits of being a Mentee

- Gain practical advice, encouragement and support.
- Learn from the experiences of others.
- Increase your social and academic confidence.
- Become more empowered to make decisions.
- Develop your communication, study and personal skills.
- Develop strategies for dealing with both personal and academic issues.
- Identify goals and establish a sense of direction.
- Gain valuable insight into the next stage of your career.

Rationale for Implementation of Mentoring at Educational Institutions

Since the students of an Educational Institution are from diverse geo-socio-economic background, this mentoring will be one of the best tools for all-round development of the learners. All Internal Quality Assurance Cell (IQAC) nodal officers shall work as coordinator of mentoring in their

respective departments/schools. At the beginning of the 1st semester the students require to fill-up an application form for mentoring (Performa-1 and 2). The department also prepared consolidated format providing the details of mentor and mentee (Performa-3). Mentoring is concerned with long-term development and focuses on implicit, intuitive subjects and behaviours. The Mentee fix the direction and the agenda for interactions with their mentors. Both mentors and mentees participate in mutual sharing and reflection.

Mode of Implementation at Higher Education Institution

The students shall be distributed evenly among the faculty members of the departments. The time allotted for tutorials shall also accommodate Supervised Library Studies (SLS) and mentoring (MTRG).

- The time slot in the timetable shall be repeated after every 3 weeks.
- Thus 5 hours per semester shall be allotted to mentoring & for 4 semesters it will be 20 hours per programme.
- Towards the closure of the programme the student shall have to fill-up the feedback form for mentoring.
- All the records pertaining to mentoring shall be maintained by the concerned coordinator.

Parameters (Framework) of Mentoring

- Building a social network.
- Ethics and professional issues.
- Work/Family reunion.
- Personal work habits.
- Possible career paths.
- Harmonious work relations.
- Learning environment improvement.

Mentoring Involves

- Offering advice on both academic and non-academic careers and whether present behaviour is consistent with long term goals;
- Providing information about the university's/ school's culture and ways of working;
- Showing respect for the mentee, and maintaining a confidential relationship;
- Acting as a sounding board and being open to new ideas;

Performa-1: Student Mentorship Programme (SMP) Application Form

Dear Student,

The <Name of the HEI/University> Student Mentorship programme enables constructive interaction, guidance and mentorship for 1st semester students by their teachers (mentor). Mentoring is a particular form of relationship designed to provide personal and professional support to you. The mentor is generally more experienced than the mentee and makes use of that experience in a facilitative way to support and promote the development of the mentee. The mentoring relationship provides a developmental opportunity for both mentor & mentee and can thus be of mutual benefit. In a nutshell, a mentor's role may be perceived to be facilitative, supportive and developmental for you. Kindly fill this form to enter to the SMP.

1	Full Name	
2	Programme	
3	School / Department	
4	Home Address	
5	Phone No	
6	Email id	
7	Name of the Father	
8	Name of the Mother	
9	Education & Occupation of the parents	
10	Type of Family (Joint / Nuclear / Other)	
11	Languages you know:	Read: Write: Speak:
12	What are the Skills you would like to develop as a mentee?	
13	What are your Hobbies?	
14	Briefly describe your personality	
15	What are your career aspirations?	
16	What are you looking for in a mentor and what are you hoping to gain from the mentoring programme?	
17	What lessons you have learnt from your life so far?	
18	What you want to learn hence forth?	
19	Any Other Comment	
<i>Signature of the Student (Mentee)</i>		

Performa-2: Student Mentorship Programme (SMP) Application Form

<i>Sl. No.</i>	<i>Name of the Mentor</i>	<i>Name of the Mentees (Students of 1st Semester)</i>
<i>Signature of the Nodal Officer</i>		<i>Signature of the Head of the Department / Coordinator</i>

Performa-3: Student Mentorship Programme (SMP) Departmental Consolidated Performa

<i>Sl. No.</i>	<i>Name of the Mentor</i>	<i>Name of the Mentees (Students of 1st Semester)</i>
1.	<i>Faculty 1</i>	
2.	<i>Faculty 2</i>	
3.	<i>Faculty 3</i>	
4.	<i>Faculty 4</i>	
5.	<i>Faculty 5</i>	
6.	<i>Faculty 6</i>	
7.	<i>Faculty 7</i>	
8.	<i>Faculty 8</i>	
<i>Signature of the Nodal Officer</i>		<i>Signature of the Head of the Department /Coordinator</i>

- Providing honest feedback and the chance for the mentee to reflect and be challenged;
- Being a facilitator and providing practical help, such as teaching observation; and
- Being available for regular meetings.

What are Possible Mentoring Activities When Your Colleague as Mentee?

- Exchange Curriculum Vitae with the mentee to stimulate discussion about career paths and possibilities.
- Initiate a discussion about steps in preparing for tenure and promotion and career advancement. What are the formal and informal criteria for promotion and tenure? How does one build a tenure file?
- Share experiences of setting priorities, managing time, handling stress, and balancing workload effectively.
- Discuss student issues, such as advising, working with and supervising grad students, academic dishonesty, etc.
- Help the mentee to set up a plan of short- and long-term goals.
- Offer information on how to find and get nominated for fellowships, grants, and awards.
- Discuss how to handle concerns, issues, or problems in the department. What are appropriate ways to bring them up?
- Encourage the mentee to attend any meetings or retreats provided by the college or Leader's office aimed at explaining tenure realities and processes.

What are Mentoring Goals?

Mentoring goals are the long-term and short-term goals the mentee sets for himself or herself. The long-term goal tends to be a larger goal (e.g. become a stronger leader) and the short-term goals are the 'mini' goals that need to happen along the way in order to achieve the big goal (e.g. take part in a webinar series on developing leadership skills). The mentee gets final say on the goals, but one should seek input from the mentor. The first couple of meetings should involve this goal-setting discussion. The Few examples of mentoring goals include but not limited to: (a) Leadership skills, (b) Confidence skills, (c) Public speaking/presentation skills, (d) Life/work balance, (e) Becoming a better manager/working with teams, and (f) Career paths/next steps/5-year plans.

How to Influence Mentees?

Be an Active Listener

(a) Focus on what the mentee is saying to summarize what said in a way that they would agree with, (b) Provide uninterrupted time to meet with your mentee, (c) Allow mentee the time to explain the situation completely before offering advice, and (d) Give alert to nonverbal clues.

Be a Cheerleader

(a) Provide vocal and enthusiastic support for your mentee's efforts, (b) Offer comments to reinforce the belief in positive potential for the mentee to grow beyond the current situation, and (c) Celebrate the successes of your mentee.

Be a Compassionate Supporter

(a) Recognize your mentee as an individual with a private life and value them as a person, (b) Listen to the

mentee's career concerns and respond appropriately, (c) Act as an empathetic sounding board for ideas and concerns expressed by the mentee, (d) Establish an environment for open interaction and reflection, (e) Offer non-judgmental and sensitive responses to assist in clarification of emotional states, (f) Be sensitive to issues of sexual harassment or discrimination of any type, and (g) Pay attention to the mentee's need for direction, refocus, change and respite.

Be a Good Role Model

(a) Demonstrate successful professional behaviour (lead by example), (b) Teach the value of integrity, (c) Be secure in your own professional status and do not be threatened by the mentee's successes, (d) Do not betray confidences, (e) Show respect for all views, even for those with which we disagree, (f) Provide example of how to treat others, (g) Do not be afraid to admit the ignorance, (h) Follow through on commitments, and (i) Do not use the mentee to further for the goals (i.e. using the mentee as an uncredited research assistant / teaching assistant).

Be a Work/Life Integration Coach

(a) Help the mentee plan strategies to achieve mutually agreed upon personal goals, (b) Help the mentee evaluate appropriateness of career options in relation to personal values, (c) Connect the mentee with other faculty with similar work/life situations, and (d) Identify resources to help the mentee with issues outside of work.

Be a Career Advisor

(a) Communicate the informal and formal realities of progression in the institution, (b) Define expectations about the different career paths (research, education or administrative), (c) Recommend appropriate strategies for career direction, (d) Review the mentee's development plan on a regular basis, (e) Help the mentee to identify obstacles to career progression and to take appropriate action, (f) Work with the mentee to identify and understand career-related skills, interests and values, (g) Help the mentee plan strategies to achieve mutually agreed upon professional goals, (h) Help the mentee identify source of performance issue problems and map out next steps to overcome issues, (i) Maintain a steady presence in the mentee's career with meetings, phone calls, emails, etc.

Be an Advocate

Intervene on the mentee's behalf if necessary,

representing their concerns to higher authority for redress on specific issues.

Be a Broker/Sponsor

(a) Expand the mentee's network of professional contacts, within and outside the immediate institutional circle, (b) Help to bring together different mentees who might mutually benefit by helping each other - peer mentoring, (c) Help link the mentee with appropriate educational or employment opportunities, (d) Help the mentee identify resources required for career progression, and (e) Nominate the mentee and encourage them to self-nominate for local/national committee, review panels, and advisory boards; for manuscript reviews, participation in workshops and conferences, and for awards.

Be a Coach/Teacher

(a) Help clarify performance goals (long- and short-term) and developmental needs, (b) Encourage independent behaviour but invests sufficient time in working with the mentee, (c) Teach managerial and technical skills, (d) Reinforce effective job performance, (e) Recommend specific behaviours in which your mentee needs improvement, (f) Clarify and communicate institutional goals, objectives policies and procedures, (g) Offer learning challenges and opportunities, and (h) Encourage change when and where needed.

Be a Constructive Feedback Provider

(a) Use careful probing to assess readiness of your mentee to accept and benefit from different points of view, (b) Provide descriptive feedback based on observations rather than inferences, (c) Focus on the most likely strategies and behaviours for meaningful change, (d) Avoid owning and solving the mentee's problems, (e) Accept reciprocal feedback from the mentee, (f) Confront and clarify assumptions, perceptions and issues, and (g) Do not condemn mistakes, take credit for successes, threaten or lose critical oversight.

Be a Networking Agent

(a) Illustrate the importance and 'know-how' of networking, (b) Identify resources to help your mentee with specific problems, (c) Follow up to ensure that the referred resources were helpful, and (d) Provide letters of recommendation.

The Four Phases of Mentorship

These resources are designed for current peer mentors or staff, faculty, or students who are running

or developing mentoring programs. Mentorship is a learning relationship between two or more people, and it typically follows four phases:

Preparing: The discovery phase, when we find out if mentorship is right for us.

Negotiating: The business phase, when we help the mentee set learning goals.

Enabling Growth: The work phase, when we support and provide feedback to the mentee.

Coming to Closure: The assessment stage, where we assess the value of our mentoring relationship and move forward.

Mentor-mentee Relationship

A mentor-mentee relationship is a professional and interpersonal relationship between a mentor and a mentee aiming to offer advice, guidance, and new skills. It reduces the learning curve a mentee has to undergo while holding them accountable for their progress. A mentor is more of a guide than a coach, which helps the mentee achieve personal and professional goals by realizing their potential. Mentors offer advice from experience or knowledge, working as a support structure to bring out the best in people and work their way to success. Every mentor-mentee relationship is different as each individual has their perspectives and unique circumstances. The role of a mentor is to actively listen to the mentee's needs and give them the time and space to explore their solutions. No mentor and mentee relationship is the same. They come in different shapes and sizes. However, there are key qualities that each mentor-mentee relationship should have to possess:

- Willingness to help each other succeed.
- Disseminate information as needed.
- Give and receive feedback both ways.
- Improve interpersonal skills.
- Actively listen and communicate.
- Empathize for one another.
- Respect each person's time.

Confidence Building

Ensure They Know Your Love is Unconditional

The way we see our kids has a profound impact how they see themselves. Make it clear to the students about the love and care for them even when they

make mistakes or poor decisions, and avoid harshly criticizing or shaming them.

Practice Positive Self-talk with Them

Model and teach children positive affirmations.

Address Them by Their Name

Addressing children by name is a powerful and simple way to send the message that they are important, especially when paired with friendly eye contact.

Give Them Age-appropriate 'Special Tasks' to Help You Out

In addition to chores and classroom jobs, give learners the special tasks to help them feel useful, responsible, and competent. Using the word 'special' feels students an even high confidence boost. In the classroom, kids can help make classroom decorations, water plants, erase the board, etc.

Focus on the Child's Strengths and Not on Their Flaws

Encourage them to use their talents. At the same time, help them identify things that are challenging for them and find ways to work on them. Encouragement is good, but excessive nonspecific praise can do more harm than good. Overusing phrases such as 'good job' or 'awesome' to praise the child may backfire. Simply noticing your student's activities and naming them specifically can do more to boost self-esteem than nonspecific praise. Your interest and attention are more valuable than general praise, which in excess can feel meaningless.

Class-room Activity: 'List your wins in life'

We will need: A sheet of paper and a pen

How to:

- Give the students a pen and paper or notebook.
- Start by writing down the list of successes in life on the front page, leaving space at the bottom to add more later.
- To remind the learners of her potential, we can also ask her to list down her wins every day, before she goes to bed.

Monitoring and Documentation

We and our mentee are at liberty to conduct the mentoring relationship as we see fit. However, to ensure the effectiveness of the process as a whole, we will expect all mentors and mentees to review

and complete the following documentation as a minimum:

Mentoring Contract

The Mentoring Contract will issue following successful matching and prior to the start of we mentoring relationship. This document will signed by we, our mentee.

Mentoring Agreement

The Mentoring Agreement is a not a legal document but demonstrates a commitment between you and your mentee to your mentoring relationship. It should signed at your first mentoring session.

Code of Conduct

The Code of Conduct sets out the professional standards required by us as a condition of mentor status. Before you begin your mentor relationship please review this document and make sure you understand and agree to adhere to its contents. Any reported breach of the code of conduct will be investigated.

Mentor Sessions Log

The Mentor Sessions Log is used to track the relationship between the mentor and the mentee for each session. After a session is completed, this should be signed and a copy sent to the Mentoring Coordinator, so the mentoring session can be logged.

Mentoring Session Sheet/ Dairy

The Mentoring Session Sheet is a vital part of the process for the following reasons. (a) It is the only written record of what the mentee has learned and achieved over the specified period. It will have been validated as a true record by being counter-signed by you as the mentor. (b) It forms a basis of discussion and comments during your meetings with the mentee. (3) It will act as a reference point for later use in the mentee's journey. Once each session completed, the *session sheet* should be kept on file by the mentor and may be required by us for review at any stage.

Mentoring Relationship Outcome Form

The Mentoring Relationship Evaluation Form will be issued to your mentee following the successful conclusion of the mentoring relationship. It is used to review the success of the relationship.

Early Exit Form

The Early Exit Form is issued if a mentoring

relationship ends before the conclusion of the recommended sessions.

What Can I do to be a Successful Mentor?

Before ever meeting your mentee, you should clarify yourself what you are comfortable with in your mentoring relationship and how you see your role as a mentor. Do you prefer a formal relationship that remains 100% 'professional'? Or would you like to get to know your mentee better, including his or her personal interests? Where are you comfortable meeting? What are your expectations of a mentee? These are important things to know about yourself so that you do not slip into situations that make you uncomfortable and damage your mentoring relationship. They are also something for discussion with the mentee, and open for negotiation or change as you develop your relationship. The Roles of a Mentor includes (a) Manage the relationship, (b) Encourage, (c) Nurture, (d) Teach, (e) Offer mutual respect, and (f) Respond to the learner's needs.

References

1. Chiavarone, K. (2018). Activities for kids to help build confidence, retrieved on 26th February, 2022 from <https://www.naturespath.com/en-us/blog/10-activities-kids-help-build-confidence/>
2. <https://www.differencebetween.com>
3. Dixita (2021). Mentor and mentee relationship, retrieved on 26th February, 2022 from <https://matterapp.com/blog/mentor-and-mentee-roles-responsibilities-and-relationships>
4. Flashpoint Chicago (2022). What is the difference between a teacher and a mentor? retrieved on 26th February, 2022 from <https://flashpoint.columbiacollege.edu/2019/01/17/what-is-the-difference-between-teacher-and-mentor/>
5. Gongala, S. and Gold, C.M. (2022). Activities and tips to build self-esteem in children, retrieved on 26th February, 2022 from https://www.momjunction.com/articles/increase-self-esteem-in-your-child_00357511/
6. Hambrick, B. (2018). Mentoring vs. Counselling: What's the Difference? Retrieved on 26th February, 2022 from <http://bradhambrick.com/mentoring-vs-counseling-whats-the-difference/>
7. <https://mentorcruise.com/blog/how-do-you-build-successful-mentor-mentee-relation/>
8. <https://mentorcruise.com/blog/whats-difference-between-teacher-vs-mentor/> □

Curriculum Changes in Higher Education as Proposed by the National Education Policy–2020 : Scope for International Studies and Area Studies

Santosh Mathew*

The National Education Policy–2020 has been a gamechanger in the existing educational system of India. The NEP–2020 seeks to restructure the current education system by making it more interdisciplinary and holistic in its approach. The proposed document envisions an academic future where the students will be able to choose from a diverse range of study programs and apply for courses of their choice from several disciplines.

The NEP–2020 has brought some significant changes to the entire Higher Education curriculum and framework. The word ‘multidisciplinary’ has found its place many times in the document. The proposed reform focuses on a research- oriented academic programme in higher education. The Universities can either become research-intensive or teaching-intensive, but in either case, the curriculum will follow a multidisciplinary and cross-disciplinary pattern where both the students and the teachers will gain independence and flexibility in the teaching-learning process.

All the Higher Educational Institutions (HEIs) will have an adequate amount of autonomy in choosing their academic curriculum towards achieving a multidisciplinary and holistic academic path with equity and access to all. By 2040, all HEIs (including the Colleges and the Universities) shall aim to become a multidisciplinary institutions and shall aim to have a larger student enrolment, preferably in the thousands. Therefore, increasing the Gross Enrollment Ratio of students throughout the country is also an aim of the Policy. If this objective comes into reality, India will have one of the largest Higher Education frameworks in the world.

As proposed by the NEP–2020, a University will offer undergraduate, graduate, and Ph.D.

Programs and engage itself with high-quality teaching and research. And the currently existing Higher Educational Institutions in the country like ‘deemed to be university, ‘affiliating university, ‘affiliating technical university’ and ‘unitary university’ shall be replaced simply by ‘university’ on fulfilling the criteria as per norms. With this reform, Universities will become more powerful and broader in scope and have a significant say in the Higher Education of the country.

This multidisciplinary approach of the NEP–2020 brings the focus back on the ever neglected area of study programs in Higher education in the country. Area studies programs, sometimes known as regional studies, emphasize the analysis of a particular region characterized either by socio-political and historical phenomena or cultural diversities. Area studies are typically interdisciplinary, covering a more comprehensive range of issues in a particular geographical location. The program’s heterogeneous character covers both social sciences and humanities to deal with political science, history, political economy, international relations, strategic studies, language, etc. The NEP–2020 provides the right platform for the area studies programs to be flourished in Indian Universities. The National Educational Policy, citing the reference to the ancient Indian Universities like Takshashila, Nalanda, Vallabhi, and Vikramshila, tries to bring back the multidisciplinary environment in the current Higher education system. The Area studies programs with the help of international studies could provide a way to achieve this goal in India.

Furthermore, the policy envisions incorporating science, mathematics, poetry, language, literature, debate, music, etc into the academic curriculum. An interdisciplinary and broader area study program could help achieve it too. Since these are the components that constitute a culture and area studies are practically the studying of a particular culture of a particular region.

With the internationalization of education,

* Associate Professor, Centre for South Asian Studies, School of International Studies and Social Sciences, Pondicherry University, Puducherry- 605014. Email: santhoshveranani@gmail.com

the policy intends to attract more and more foreign students to the country. It suggests the establishment of an 'International Students Office' at each Higher Educational institution to host foreign students. The International study programs including area studies and cultural studies could be a deal breaker in this context. Indian Universities have already developed such programs as South Asian studies, European studies, Chinese studies, African Studies, South East

Asian Studies, etc in their academic curriculum but they are still at a developing stage. The NEP-2020 could be the perfect opportunity for these area study programs to shine.

As India is vehement in achieving the *Vishwa Guru* status in the world, the National Education Policy-2020 is the vision that the country would like to bring into reality. □

Guidelines for Contributors

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

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

- **Books**

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

- **Articles**

Over, R.(1982). Does research productivity decline with age?
Higher Education, 11, 511-20.

- **Chapter in a Book**

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

- **Article Retrieved from Website**

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

Dr. S Rama Devi Pani

Editor, University News

Association of Indian Universities

AIU House, 16 Comrade Indrajit Gupta Marg, (Kotla Marg) New Delhi- 110 002

Some Crucial Dimensions to Make Universities Global and Sustainable

Bhushan Patwardhan, Chairman, Executive Committee, National Assessment and Accreditation Council, Bengaluru delivered the Convocation Address at the 120th Convocation Ceremony of the Savitribai Phule Pune University, Pune on May 12, 2022. He said, “Education has the power to shape the minds of the young generation. The academic rigor and methodology seem to have been used systematically to influence naive intelligent young minds in favor of selective ideologies. We need to adopt robust models and academic rigor from these institutions and use it for shaping the minds of the new generations to make them responsible citizens who care for their culture, community, and country deeply rooted in our values and ethos.” Excerpts

It is indeed my honor and privilege to deliver the 120th Convocation Address at Savitribai Phule Pune University, Pune. This is a very special occasion for me because this University is my *alma mater*. It has shaped my life by nurturing me first as a student, then as a researcher, and a teacher over the last four decades. I am ever indebted to this great University, to all my illustrious teachers, and fellow colleagues with whom I had an opportunity to pursue my life goals in the exuberant and congenial atmosphere of friendship and warmth which is the characteristic of the campus life of this University.

I take this opportunity to congratulate all the graduating students, rank holders, and medalists. Typically, the convocation address is primarily for the young graduates ready to move on to engage with life in ways more than one. Convocation is a celebration of educational success as they get ready to advance their careers, shoulder responsibilities, and face real-life challenges. My humble advice to the young graduates on this pious occasion will only be to face any odds and calamities courageously and enjoy life meaningfully without losing sight of our rich cultural heritage which is based on the principles of sustainability and the Good of humanity.

Historic City of Pune

At the outset, I pay my humble gratitude and respect to thousands of freedom fighters who sacrificed their lives to protect this great Country from external invasions. The city of Pune was a fountainhead of the freedom movement led by Chatrapati Shivaji Maharaj to establish the Hindawi Swarajya. His noble life is a source of everlasting inspiration for millions all over the world. The city of Pune and its surrounding region is blessed by Sant Dyaneshwar, Sant Tukaram, Samarth Ramdas, and the Peshvas who

have spread the boundaries of the Maratha empire right up to Attok. I also pay my respect to all the political, social reformers, and educationists whose pioneering work has bestowed a special identity to this great city including Lokmanya Tilak, Mahatma Jyotiba Phule and Savitribai Phule, Bharat Ratna Dr. Babasaheb Ambedkar, Maharshi Dhondo Keshav Karve, Gopal Ganesh Agarkar, Gopal Krishna Gokhale, Vishnushastri Chiplunkar, Baburao Gholap, and many others.

This great historic city of Pune is popularly called as *Vidyeche Maherghar* or the home of education since it has always been a hub of educational institutions in the pre and post-independence era. Institutions like the Deccan Education Society, Shikshan Prasarak Mandali, Maharashtra Education Society, Tilak Maharashtra Vidyapeeth, Modern Education Society, Progressive Education Society, Pune Jilha Shikshan Mandal, Maharashtra Cosmopolitan Education Society are a part and parcel of Pune’s educational environment. Karmaveer Bhaurao Patil’s Rayat Shikshan Sanstha did a phenomenal work of establishing a network of colleges in the rural areas and also has its presence in Pune. Nasik Jilha Maratha Vidya Prasarak Samaj and Ahmed Nagar Jilha Maratha Vidya Prasarak Samaj, Pravara Rural Education Society, People’s Education Society are a few more examples of institutions under the ambit of Pune University. Due to the visionary decision taken by the then Chief Minister of Maharashtra, Shri Vasant Dada Patil in the year, 1984 institutions like Bharati Vidyapeeth, D.Y. Patil Group of Institutions, MIT Group of Institutions, and Symbiosis Society, were established to cater to the needs of professional education in the fields of Medicine, Engineering, and Business Administration. These efforts continue with many more institutions established during the last few decades.

SPPU—A Leading University

This University was established in the year 1948 with Prof M.R. Jaykaras its first Vice-Chancellor. He was succeeded by a galaxy of eminent scholars like Professors R.P. Paranjapye, D.G. Karve, Kakasaheb Gadgil, Datto Waman Potdar, Dhananjayrao Gadgil, G.S.Mahajani, D.A. Dabholkar and others in the formative years of this University. The Academic Departments of Pune University were internationally known because of eminent faculty like Professors M.R. Bhide (Physics), H.J. Arnikar (Chemistry), T.S. Mahabale (Botany), S.P. Modak (Zoology) and Professors R.N. Dandekar (Sanskrit), S. Nagarajan (English), S.S. Barlingay (Philosophy), V.M. Dandekar (Economics), V.M. Sirsikar (Political Science), R.S. Walimbe (Marathi), A.P. Dikshit (Hindi), V.N. Mishra (Archeology), R.K. Mutatkar (Anthropology), just to name a few. The last four decades have witnessed the seamless continuation of this tradition of academic leadership.

I was fortunate to have worked with and witness the academic progress of this University under the leadership of Professors Ram Takwale, V.G. Bhide, S.C. Gupte, Vasant Gowarikar, Arun Nigavekar, and Vasudeo Gade. The concerted efforts of a galaxy of such eminent thought leaders invigorated the University by introducing timely transformations by ensuring decentralized administration, academic autonomy, path-breaking ideas and practices like interdisciplinary schools, inclusive and open education, educational media, and the use of technology only to strengthen the academic fabric of the university. These changes were bound to attract several national facilities of importance on the campus like Inter University Centre for Astronomy and Astrophysics (IUCAA), National Centre for Radio Astrophysics (NCRA), National Facility for Animal Cell and Tissue Culture now known as the National Centre for Cell Sciences (NCCS), Centre for Development of Advanced Computing (C-DAC), the School of Environmental Sciences, the School of Health Sciences, and the collaboration with the Indian Space Research Organization (ISRO). Science and Technology Park was established to promote innovation and entrepreneurship. These institutional facilities brought with them the valuable association of the most distinguished scientists like Jayant Narlikar, Govind Swaroop, Ulhas Wagh, Vijay Bhatkar, P.V. Sukhatme, and many others which made the campus life more vibrant and intellectually productive. The

presence of these scholars on the campus has greatly enriched the research culture of this University. No wonder the University earned national visibility with the tag of University with Potential for Excellence from the University Grants Commission. The historical 87th Indian Science Congress, the first in the new millennia, was hosted under the leadership of eminent scientist Dr. R.A. Mashelkar which proved to be an added impetus to the overall development of this University. All these developmental activities have enthused the young faculty across the disciplines toward interdisciplinary research. I have had the good fortune to witness this change and have learned from many of these teachers and scholars whom entered me during my academic life. I must admit that several other significant developments have taken place, however, the limitation of time restricts me to elaborate upon only a few of them. I am very happy to state that today, under the able leadership of Prof. Nitin Karmalkar this University remains one of the top 10 at the National level with NAAC A+ Grade and is ranked high in Atal Innovation and World University rankings. The University is also making strides in scientific, social, cultural, sports, and many other areas relevant nationally and internationally.

Purpose of Education: सा विद्या या विमुक्तये

What is the purpose or the goal of education? This is a perennial question that leads to an inquiry into the philosophy behind the very idea of purpose or the goal. Two questions should always be asked, namely, 'what is the function of education?' and 'what is the goal or the purpose of education?' These questions have been answered from many quarters voicing as diverse concerns as raised by philosophers, educationists, humanists, legislature, policymakers, technocrats, and parents. All these concerns form the basis of the teleology of education. The teleology of education, that is, the theory of the *goal* or the ultimate aim of education has become vitally important in the midst of present-day unprecedented technological advancement, globalization, uneven economies across nations, and the democracies across the world in this century. All these factors propose diverse teleological answers to the question of education. It has been observed that educational systems of profit-driven market economies all over the world are producing 'generations of useful machines' than cultivating the young minds to become the most 'complete citizens' which are the very backbone of free and fair democracy.

The intrinsic value of knowledge which is at the heart of any system of education is best expressed in Indian tradition, especially in *Vishnu Puranaas*, “that which does not bind is action and that which liberates is knowledge” (तत्कर्म यन्न बन्धायसा विद्या या विमुक्तये). Similarly, Ish Upanishad says, “There is nothing so purifying as wisdom in this world.” (नहिज्ञानेनसद् शंपवित्रमिहविद्यते). These can be taken as one of the parameters of the quality of education in terms of the underlying philosophical world-view and the theory of knowledge.

Education is one of the most important aspects of human life which can be judged to have or lack quality. However, there is no readymade and once-for-all definition of ‘quality’ or ‘good’ education. The present-day consensus is that though education is a system of learning—whether formal or informal—it is essentially; to use the current terminology, a formation of *capabilities* of various kinds, the lack of which is likely to make a person’s life poorer. Following this, one can say that the ‘quality’ of education or a ‘good’ education is all about fulfilling the task of human development by capability formation. In fact, ‘development’ is the key term in the discourse on quality or good education. Philosophers, litterateurs, scientists, and educationists across the world and from ancient to modern times have highlighted the centrality of human development through various formulations acknowledging the fact that the process of education is not restricted to schools alone. The family, the peer group, and the society at large provide appropriate contexts for the intended human development in or through education. Philosophers and educationists have discussed whether education i.e. organized knowledge is intrinsically valuable or it has only instrumental value. In the ancient Greek tradition philosophers like Aristotle (B.C. 384-322) argue that education, i.e. knowledge has intrinsic value. They identify the intrinsic value of education with the intrinsic value of self-realization of man which is not for any exterior end but for its own sake. The intrinsic value of education as a system of organized knowledge is thus identical to the intrinsic value of self-realization which emancipates man from ignorance, bondage, and misery.

Traditionally, during the Upanishad and *Guru Kula* periods education was more curiosity and skill-based involving 14 *vidya* and 64 *kala*. The ancient Indian education system was meant for the holistic

development of an individual in all dimensions to contribute to local, national, and global wellbeing in the spirit of सर्वे भवन्तु सुखिनः and वसुधैव कुटुम्बकम्. In modern times Swami Vivekananda’s idea of education for character building and strengthening the mind, Mahatma Gandhi’s *Buniyadi Shiksha, Nayi Talim* approach, Vinoba Bhave’s trilogy involving head, heart, and hands, Sri Aurobindo’s integral education, J. Krishnamurti’s philosophy of the right kind of education lucidly articulate the purpose of education.

During the pre-independence colonial period under British rule, the system of higher education was developed mainly to train Indians to serve the East India Company and other systems of governance under British Rule. In the post-independent, especially in the last half-century, education has been widely viewed as a marketable commodity. In the current scenario, it is necessary to ponder asking a few questions: Who is an educated person? What do we expect an educated individual to be familiar with, understand, and be able to do, regardless of degrees and certificates, specializations, and careers/occupations? What habits of mind, attitudes, predispositions, and values should education nurture? These questions are linked to the basic purpose of education and what we mean by educatedness.

Educatedness or the Quality of being Educated

Educatedness, that is the quality of being educated gives us the capacity to pursue well-being along all the dimensions of life. From the perspective of well-being, employability is only one of the parameters to pursue economic well-being, which in turn is just one of the components of well-being in general. Economic well-being is an important consideration in the design of curricula, but the shrill hype of employability is not only unbalanced but also harmful to the human future when pursued at the cost of other forms of well-being. It is commonly criticized that the majority of the graduates are ‘unemployable’. However, unemployability is only a symptom of the problem, not its cause. The cause, which makes our system of education dysfunctional, lies in the fact that we mass-produce *degree holders* who are not *educated* in the real sense of the word. What should we expect from a University graduate—an educated person with 15-16 years of formal education irrespective of disciplinary specialization is a key question. The desired attributes of educatedness

may include the capacity for independent learning, intellectual curiosity, communication; access to information and critical understanding, ideas of academic knowledge; capacity for critical thinking, inquiry, and problem-solving; pragmatic intelligence; ethical judgment; citizenry and appreciation of aesthetics and beauty. The glorification of hollow degrees produced by the existing university factories churning out unemployable graduates on an assembly line continues with higher intensity. We must place educatedness at the heart of higher education and drastically rethink the nature of our syllabi, assessment practices, classroom pedagogy, and teaching-learning materials. In this entire process, teachers are expected to play a vital role.

Role of a Teacher in Ancient Indian Tradition

The ancient Indian traditions lucidly describe various dimensions of teaching and types of teachers. Typically, teaching is broadly classified into sequential progressive categories as *Adidhi* (information), *Bodha* (understanding), *Acharana* (Practice), and *Pracharana* (Preaching). Each of the categories has deep nuances. Alongside these categories, teachers may be classified as per the role they perform. A teacher who merely gives information is an *Adhyapaka*; one who imparts knowledge combined with information is called *Upadhyaya*, one who also imparts skills is an *Acharya*. One who can give deep insights into specialized subjects is respectfully called a *Pandit*. One who brings visionary views and promotes criticality and thinking is a *Drashta*. The highest level of a teacher is the *Guru*; one who is able to awaken wisdom and liberates a pupil to show the path from darkness to light. In the *Guru Kula* System, run by the *Acharya(s)* education was treated as a process of holistic development and not as a mere mechanical process operating on the basis of a collective drill and training.

In today's world teaching is no more a monopoly of teachers or institutions. Students cannot be treated as empty boxes where teachers are authorized to stuff information as per a set curriculum. With the advent of electronics, computers, and multimedia, the teacher-centric, one-way, passive teaching process, which dominated for several decades, is now almost obsolete. Today, teachers are not even needed to provide information because it is easily available and in fact, students are much smarter to get it faster.

Advances in Artificial Intelligence and social robotics can make such typical teachers redundant. The new pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and enjoyable.

National Education Policy-2020

The National Education Policy (NEP) 2020 prepared under the Chairmanship of Padma Vibhushan Prof. K. Kasturirangan has offered a unique opportunity to bring long-overdue reforms to the education system. The very purpose of education as stated in NEP-2020 is "to develop good human beings-capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values." The NEP-2020 recommends that education must develop 'higher-order' cognitive capacities, such as critical thinking and problem solving as well as social, ethical, and emotional capacities and dispositions.

The principles of access, equity, employability, and quality have been central to India's education policies and recommendations since the Kothari Commission Report in 1966 and the first National Education Policy in 1968. During these years some progress on access and equity has been achieved, but our quality and employability have been hardly satisfactory. The quality of education has been going down steeply, despite best efforts. The main reason for this is the ineffective implementation of earlier policies and insufficient attention to *WHAT* students learn and *HOW* they learn. If we value what was expected to be adopted by independent India, that is Bharat, as articulated by Prof J.P. Naik and many others, it is necessary to focus on the 'educatedness' and not merely on degree qualifications. For this to happen our attention to the 4 Ds—De-colonization, De-regulation, De-politicization, and De-coding is necessary.

De-colonization of Education

Although India became independent in 1947, its history, culture, and science extend back to thousands of years in antiquity. Article 1 in the Indian Constitution states, "India, that is Bharat, shall be a Union of States." Name India itself reflects a colonial shadow. The existence of Bharat goes

back thousands of years and therefore, I prefer to call our nation Bharat. Our society and universities need to break out of the stranglehold of the colonial mindset. We must liberate ourselves from the mono-cultural mono-lingual dominance thrust upon the knowledge institutions. During Mughal invasions, Bharat faced violent attacks on cultural treasures leading to the destruction of religious and knowledge temples. Leading universities like Nalanda and Takshashila were completely decimated. During the colonial period, more than the physical destruction of buildings and libraries, the Indian education system was subjected to cultural subjugation. Due to this cultural subjugation, the newly educated Indians with English as a medium of instruction began to doubt the achievements of their own past, especially in the field of science, medicine, and practical sciences like economics. They began to ridicule their own traditions and belief systems. As Philosopher, K.C. Bhattacharyya says that this 'slavery of ideas' was far more destructive than political subjugation. Indian universities based on the British system of education were focused on subverting the cultural identity of Indians and developing human resources needed as a workforce, mainly to produce clerks and bureaucrats to serve the rulers. These universities primed by Macaulay's strategy ensured the erosion of local languages, cultures, and Indian knowledge systems. Macaulay identified that the highly evolved education system was responsible for the attachment of Indians exclusively to their tradition, culture, and rituals. He recommended a policy of introducing an English language-dominated education system. Traditional knowledge systems were completely sidelined or replaced with western systems, be it sciences, humanities, engineering, or medicine. This resulted in the suppression of Sanskrit and regional languages endorsing the supremacy of English. Establishing convent schools, colleges, and universities in Mumbai, Kolkata, Chennai, and many other cities triggered the process of superimposing the British education system in India. Only commonwealth countries that were under British rule had opted for English as a common language in education and imposed it on the Indians.

It must be acknowledged, however, that a few well-meaning British officers also helped to preserve Sanskrit, the Indian knowledge systems, and even introduced technology education, which led to establishing institutions such as Sampurnanand Sanskrit

Vishwavidyalaya in Kashi, The Poona College which was later reconstituted as Deccan College in 1864 in Pune, and Thompson Engineering College in Roorkee. During this period, India witnessed a transition from the *Guru Kula* tradition to the *Kula Guru* system, consisting of universities led by Vice Chancellors.

It must be emphasized that decolonizing does not mean discarding or replacing the modern system with an ancient knowledge system. This must be an intellectual exercise to regain cultural identity as '*Atma Sanman*' and to understand the value and contemporary relevance of traditional knowledge systems in the modern world. We need to adopt transdisciplinary approaches respecting both indigenous knowledge and Western scholarship for bringing innovation, academic excellence, flexibility, professionalism, and self-reliance so as to serve national development and the larger cause of humanity.

De-regulation of Education

Transforming the higher education regulatory system aligned to our traditions and value systems is a prominent pointer of NEP-2020. Educational regulation should be based on principles of autonomy, empowerment, and hand-holding rather than a policing activity. Admittedly, the current educational system is over-regulated and underperforming. The excessive emphasis on inputs, together with centralized, rigid, and mostly outdated requirements related to infrastructure, faculty qualifications, curriculum implementation, etc. have resulted in an inspectorial regime restricting innovation and the pursuit of excellence. It is essential to create checks and balances, minimize conflicts of interest, and avoid concentrations of power. Such a 'light but tight' strategy for regulating higher education in contrast to its mechanistic and disempowering nature may help reduce the concentrations of power within a few bodies. It can also address the issues of conflicts of interest with increased accountability. Regulations are necessary to ensure the principles of equity and affordability of education. The regulations should not differentiate between public and private, minority and majority, central or state institutions. but should keep quality, equity, accessibility, and affordability as a common goal. One of the most important objectives of regulations in the education sector is to ensure and improve quality. Periodical assessment and accreditation undertaken by National Assessment and Accreditation Agency have helped

higher education institutions in improving quality. Trust-based empowerment and handholding may work better than the regulation-driven, inspectorial or policing approaches.

In sum, it is necessary to transform the current regulatory system mainly based on the 'mistrust' into a 'trust-based' transparent approach with self-declaration, self-regulation, and self-discipline. Deregulation does not mean freedom without accountability and anarchy. A broad framework of regulations to ensure quality, equity, accessibility, and affordability. The higher-order penalties should be in place for those who violate the principles of transparency, honesty, integrity, and compromise academic and public interests.

De-politicization of Education

Historically, the temples of knowledge and education have received the highest respect and priority from rulers all over the world. The patronage from generous Kings and Queens has been responsible for the promotion of education. The ancient Ashram system as well as several universities like Nalanda were generously supported by the then dynasties. The rulers have been relying on the wisdom of scholars and teachers to resolve critical matters. Nani Palkhiwala used to say that in our culture *Rajyasatta* (the Political Power) is there to protect *Gyanasatta* (the Power of Knowledge) and the political power must have the base of a *Gyanasatta*, which is morality. In our culture, *Shriram* used to go to *Vashishtha Muni*, *Shri Krishna* to *Sandipani*, *Shivaji Maharaj* to *Ramdas*, and *Tukaram Maharaj*. Unfortunately, today the *Gyanasatta* has become helpless and is being overpowered by the *Rajyasatta*.

In the modern world support from the Government is vital for any knowledge society to sustain and grow. The governments may be run by people with different agendas, ideologies, and interests. Politics in education and political decisions are linked through the government at various levels including the legislative, executive, and judicial. It is desired that knowledge and education should meaningfully and positively influence political decisions resulting in evidence-based policies. However, when these relationships become skewed, authoritative, competitive, and or overpowering for economic, social, and or ideological motives it can lead to the undesired politicization of education.

The Indian constitution defined education as a

state subject, however, after the amendment in 1976, it came in a concurrent list subject which enables the central government to legislate it. This makes the situation even more complicated if the two governments have different viewpoints. A recent example regarding the conduct of examination during the COVID-19 pandemic where the Central and State governments had different views to be resolved by the Supreme Court. In any case, whether the government should over power the decision-making in educational institutions just because of its legislative or financial privileges remains a critical question.

Education has the power to shape the minds of the young generation. However, it is also a double-edged sword. The university should be instrumental in grooming students to become responsible citizens and good human beings. In this process, the political experience can play an important role. However, the educational campuses should not be used as political battle grounds which can only adversely affect the basic purpose and quality of education. Academic governance should be left to the academic community. The government as a sponsoring and funding body may provide a broad policy framework. However, the Ministries should not influence the academic leadership to toe the line for any specific political ideology and refrain from indulging in routine governance and academic decision making.

Academic faculty has a major role to play in ensuring institutional autonomy. The selection of academic leadership such as Vice Chancellors should be based on pure merit following principles of transparency. Should the Ministers occupy any academic positions or chair important bodies such as Senate as ex officio right needs discussion and if so should there be qualification eligibility are the critical questions. Teachers with high academic standing and reputation can positively influence the government. Teachers must inspire students to take education seriously and not become puppets of politicians. Teachers must present themselves as role models and ensure that students stay away from any kind of violence. Teachers must protect universities and students from antisocial elements. They must channel the youthful energy for nation-building and creativity to promote civil society.

De-coding Narratives

The colonial education system coupled with certain ideological narratives seems to be responsible

for misleading the young generation. Only the right kind of education can bring them back on track. A few top universities like Jawaharlal Nehru University and Jadavpur University, Jadavpur certainly stand out for their academic rigor but they seem to have gone more on the track of rejecting the Indian value system in its diverse expressions. The academic rigor and methodology seem to have been used systematically to influence naïve intelligent young minds in favor of selective ideologies. We need to adopt robust models and academic rigor from these institutions and use it for shaping the minds of the new generations to make them responsible citizens who care for their culture, community, and country deeply rooted in our values and ethos.

For this to happen, we must re-discover the basic tenets of Indian culture, its philosophy, values, purpose, and pedagogy to re-imagine our University System. In the past, a few exemplary efforts in the direction of creating world-class universities were made. This includes Banaras Hindu University established by Pandit Madan Mohan Malaviya and Vishva-Bharati Shanti Niketan by Gurudev Rabindranath Tagore. Although structurally different, both realized the intrinsic values strongly rooted in Indian ethos and scientific temperament. Even today, while several national institutes have been established, not a single university has reached even close enough to the vision of Pandit Malaviya or Gurudev Tagore in terms of holistic education in a multidisciplinary environment coupled with Indian ethos and pedagogy.

Vinoba Bhave once said, “Science and spirituality are two wings necessary for the development of any nation. Both the wings must be strong enough to fly high in the air. There cannot be a complete development in any nation if one of the wings is weak. Vinoba has also said that education should be like a judiciary independent from any interferences. An emphasis should be laid on the solid foundations of education our Indian culture has built, by our forefathers. The medium of instruction must be a mother tongue.”

We must re-model existing universities on the foundations of our cultural heritage integrating advances in science, technology, social science, contemporary art, and humanities. This can be attempted by taking a few bold steps. The first is to shed the colonial mindset and understand our true

history and glorious heritage. Second, respect the value systems, cultures, and languages without losing sight of the importance of English at the global level. Third, wisely embrace the technology-led innovation path without losing sight of sustainability principles. Fourth, revive and recognize diverse artisan skills among the diverse population as part of education. Fifth, ensure respect and mainstream agriculture in university education. Sixth, involve business, industry, governments, voluntary organizations, and society in the teaching-learning process. Seventh, scrupulously remove redundancy at all levels including academic faculty, courses, content, pedagogy, and governance. Eighth, remove the blue-collar versus white-collar divide by ensuring equal weightage to skill mastery and degree education ensuring equitable recognition to skills providing accountability-linked autonomy, and encouraging deserving organizations to innovate the new India-centric university models integrating ancient and modern approaches. **Ninth**, finally, it is possible to simultaneously offer high-quality education, knowledge, and skills that can meet the aspirations of the young to earn a respectable living, and at the same time, attend to national needs and serve the cause of humanity.

Future Trends

“The future will consist of those jobs that robots cannot perform. The losers are white-collar workers, low-level accountants, brokers, and agents.”

Michio Kaku, Futurist and Co Founder String Field Theory

The main focus of education should be on social, academic, cultural, professional, and intellectual development to enable students to be engaged citizens as also to get prepared to earn a respectable livelihood. Typically, education is holistic in nature for all-round development, training is specific to inculcate skills necessary to get jobs. Education need not be focused merely on current needs or getting ready for Industry 4.0 or such. The contours of future jobs and education are becoming visible with the advent of automation and smarter social robots. While several jobs will be lost many more will be created. Future jobs will require entirely different knowledge and skill sets. Future jobs will also need more creativity, cognitive ability, critical thinking, passion, and compassion. Future education will have to address the needs for new jobs. The advances in automation, AI, ML, and robotics may soon take over several functions

of professionals including teachers and doctors. Eminent entrepreneur and investor Vinod Khosla predict that robots might replace doctors by 2035. This prediction is also applicable to a conventional teacher. Just a few years ago a robot named Xiaoyi, developed by Tsinghua University and a leading AI company iFlytek Co. Ltd., had taken the national medical licensing examination in China and passed the test with a score much above the highest percentile. Recent studies indicate that robots show great promise in teaching restricted topics with the effects almost matching those of human tutoring. Education 5.0 may be dominated by collaborative robots where teachers and students together become CoBots. Already AI-based voice-assisted devices like Siri, and Alexa, chatbots like Eliza, and humanoid robots like Asimo, Sophia, and our own Indian Mitra are in action. Classrooms of the future may feature robots that assist the human teacher and help them to enhance their capabilities. It is now amply clear that the education sector can no longer ignore the technological advances that are real and present.

The business of education is also thriving all over. The Indian Ed Tech industry is expected to reach USD 4 billion by 2025. A few Edu Tech startups have already emerged as unicorns in our country. It is estimated that by 2026 just the online education industry may cross 11 billion. Admittedly, unlike in the *Gurukul* system, today's education is no longer in the domain of charity. A reasonable cost of education may be recovered from fees with scholarship support to needy deserving students. However, it is crucial to strike a balance between business and charity to ensure inclusivity, and affordability and also avoid commodification and profiteering.

The early signs of disruption are already palpable. The unprecedented speed of future technology is superseding our ability to change. Digital technology, artificial intelligence, data analytics, block chain, and such advances offer new analytical tools relevant to the education sector. Like we see in the side mirror of a car, the future educational transformation is much nearer than it appears. We must be ready to welcome the revolution and get ready for the transformative change without losing sight of our cultural identity and social needs and global good. The Universities must get ready to meet these challenges to ensure that the prediction by Peter Drucker is proved wrong.

“Thirty years from now the big university campuses will be relics. Universities won't survive. It is as large a change as when we first got the printed book”.

Peter Drucker, 1998

SPPU as a Role Model

In my opinion, SPPU has a track record showing its potential to emerge as a role model complementary to the vision of *Atmanirbhar Bharat* under the principles of justice, liberty, equity, sustainability, and human values. Let us remind ourselves once again, not only of our grand heritage but also of the challenges and the responsibilities that come with its endowment, by rekindling our spirit and reviving the grandest of the grand invocation that is the motto of SPPU –यः क्रियावान् स पण्डितः “One who puts knowledge in action is truly a learned man.”

Thank you one and all.

Jai Maharashtra! Bharat Mata Ki Jai!!

□

CAMPUS NEWS

Seminar on Gandhian Ideology and Sustainable Development Goals

The One-day State Level Seminar on 'Gandhian Ideology and Sustainable Development Goals' was jointly organized by PG Commerce and Research Centre and the Department of Economics and Commerce, GTN Arts College, Dindigul, Tamil Nadu on May 06, 2022. Dr. P Ravichandran, Head and Associate Professor, Department of Economics and Convener of the Seminar welcomed the gathering and highlighted the objectives and importance of the seminar. Dr. P Balagurusamy, Principal delivered the Presidential Address. In his address, he said that sustainable development means to fulfil the present needs without compromising the needs of future generation. Mahatma Gandhi's way of living is the best example of sustainable development for the world. In Mahatma Gandhi's words, "Earth provides enough to satisfy every man's need but not any man's greed." Lion Dr. K Rethinam, Secretary and correspondent inaugurated the seminar. Dr. M Ponniah, Head, Department of Commerce and Dean, Research offered felicitations.

Dr. R Balasubramani, Associate Professor, Department of Commerce introduced the Resource Person, Prof. P Anadarajkumar, Head and Professor of Rural Development, GRI-DU. In his address, he stressed on Gandhian Philosophy of Self-help and *Swadeshi* is a reliable technique already exemplified over the years and can cause for individual, collective and national economic development. The SDGs are distinguished by their emphasis on 'sustainability'. This idea of sustainability figures prominently in Gandhi Ji's teaching as well. He mentioned, "What we do today, is our future." He also said, "We should not look upon the natural resources – water, air, land – as inheritance from our forefathers." He considered them to be the loan given by our next generation. Dr. S Seenivasan and Dr. P Rani Chandrika, Assistant Professors, Department of Commerce moderated and proposed the Vote of Thanks.

Dr. M Muruganandham, Associate Professor, Department of Commerce introduced the Resource Person, Dr. R Veemarajan, Formerly Principal, Dr. J C Kumarappa Institute of Rural Technology and

Development, Gandhiniketan Ashram, T Kallupatti, Madurai. He said that Gandhi has endorsed the economy of permanence, based on non-violence and absence of conflict between man and nature. His guidelines for an ideal life style are based on the outlook of 'simple living and high thinking'. For him wealth is not for luxury, but for human wellbeing. Encouraging 'dignity of labour' he has promoted the concept of self-sufficient village and ideal village economy which alleviates the problems of unemployment and rural-urban migration. The 'Khadi Movement' initiated and spearheaded by him is the preeminent prototype of small and cottage industries. Strengthening village economy, and thus, reducing excessive urbanization can make human settlements safe, resilient and sustainable. More than 300 Students and 26 Faculty Members participated and got benefitted. Dr. E M Sharmila and Dr. V Vetriselvi moderated the IInd Technical Session and proposed the Vote of Thanks. At the end, Dr. M Inbalakshmi, Associate Professor, Department of Commerce and Coordinator the Seminar summed up the programme and wrapped up the session with Vote of Thanks.

Celebration of Convocation Ceremony at Bhartiya Skill Development University, Jaipur

The Bhartiya Skill Development University (BSDU), Jaipur celebrated its first Convocation Ceremony on May 07, 2022. The Ceremony commenced with the Academic Procession comprising of President, Prof. Achintya Choudhury, Chairman Trustee, RUJCT, Mr. Jayant Joshi, Deans, Members of the Board of Management, Academic Council, Principals of the various Schools of BSDU and the Registrar, Dr. Sangeetha Noval who led the procession to the dais. The Ceremony began with the *Saraswati Vandana*. The lighting of the lamp was done by the dignitaries following which the Convocation was formally declared open by the President, BSDU.

The Ceremony began with the welcome address of the Chairperson, Ms. Ursula Joshi. Her address extended a cordial welcome to the Chief Guest, Prof. Anil D Sahasrabudhe, Chairman, AICTE, Members of the Board and Academic Council, President, BSDU, graduands and students, teaching and non-teaching staff, parents and guardians, sponsoring

trustees, government officials and the invited guests. She extended a special welcome to all grandaunts and congratulated them on successfully completing their respective Programmes and receiving degrees and gold medals.

The welcome address by the Chairperson was followed by a detailed report on the progress of the University by the President. He presented a report on the activities of the University and addressed the graduating students, “The competence and confidence you have earned from your education and training in this University will certainly enable and empower you to meet the challenges ahead. There will be changes in the road ahead and you need to remain a lifelong learner to negotiate those changes and challenges in the professional life.”

Prof. Choudhury added that BSDU follows the model of the Swiss Dual System of Skill Training and is equipped with the state-of-the-art infrastructure, machinery and equipment procured from the best manufacturers all across the globe and has a concept of one-student-one-machine for delivering its skill training. The students during alternate semesters are placed in industries for their hands on training. The President highlighted the brilliant performance of the BSDU students in the National Competition of India Skills- 2021 held at Bangalore and Delhi in January, 2022. He added that it shall be a moment of pride for BSDU to see the seven students who have been awarded for their excellence in the India Skill Competition 2021, shall further represent the country in the upcoming World Skills Competition 2022 in Shanghai, China.

The Chief Guest, Prof. Anil D Sahasrabudhe, Chairman AICTE delightedly congratulated the students on receiving their B.Voc., M.Voc. and Ph. D. degrees from the exemplary and the first Pure Skill University. He informed the students about the freedom of choice provided by the new National Education Policy (NEP) to the students of vocational courses for skill development with its multidisciplinary approach and also about the due weightage given to all types of skills. He desired that all universities in the country raise their academic standards and strive for excellence in the spirit of NEP. He desired that the technical and vocational institutions, with their dedicated efforts, foster skill development in the country. He was confident about the students of BSDU

being highly benefitted in terms of skilling with the help of world class infrastructure adding to their knowledge enhancement in addition to practical hands on training imparted at BSDU, which shall go a long way in making them employable and entrepreneurial. He emphasized on the need to rededicate ourselves for skilling not only in manufacturing/technical skills but also in other Skill areas.

The event also witnessed the brightest and the best performing graduates being conferred with ‘Dr. Rajendra Kumar Joshi Gold Medal’ and ‘Rajendra and Ursula Joshi Charitable Trust Gold Medal (RUJCT)’ for their excellence in academic performance. ‘Dr. Rajendra Kumar Joshi Gold Medal’ was awarded to five B.Voc. graduates of the batch, securing the highest CGPA viz. Madhusudan Singh Rathore, Monika Sarodia, Rajaryan Kumawat, Pooja Jangid and Sunil Kumar Naga and ‘RUJCT Gold Medal’ was awarded to 11 students from each school securing the highest CGPA viz.-Madhusudan Singh Rathore, Lokesh Kumar, Chetan Sharma, Bhim Singh, Harshit Sharma, Ayush Sharma, Ashwani Dhankhar, Anurag Singh Shekhawat, Manisha Sharma, Rajni Gupta and Ishwar Singh Shekhawat. In all, 236 graduands who were conferred with degrees in their respective skill areas, include 221 graduates of the B. Voc. Programme, 10 from M. Voc. Programme and 5 candidates of the Ph.D. Programme. Prof. Shishir Chandra Bhaduri, Dean, Automotive, RAC and Electrical Skills and R & D administered the oath to the recipients of degrees.

The Chief Functionary of RUJCT, Mr. Jayant Joshi, in his address to the gathering thanked the Chief Guest for being a part of the historic occasion of the first Convocation of Bhartiya Skill Development University and also thanked the Graduates, Parents, Students and the employees of BSDU for being a part of the memorable event. He congratulated all the young graduates and added that the achievement was the outcome of the hard work and dedication of students, support of their parents, and constant mentoring of the students by the faculties which had helped them to complete their journey successfully at BSDU. He further added that the broader vision of BSDU, Jaipur is to create a world-class infrastructure for training, research, innovation, entrepreneurship and industrial internships.

Dr. Sangeetha Noval, Registrar, BSDU proposed the Vote of Thanks. On Behalf of BSDU, she

thanked the Chief Guest of the day for his privileged presence and for his insightful address. She saluted the philanthropic spirit of the Joshi family and their visible concern for the Socio Economic problems of the Country who thought of BSDU for preparing a workforce to meet the challenges of the emerging digital Society, to provide practical and viable solutions to the global problems. She expressed immense gratitude to the Chairperson for her constant support and guidance in organizing the Convocation Ceremony. She also thanked Mr Jayant Joshi, Prof Achintya Choudhury, the members of the Board, and Academic Council, Mr. Abhishek Joshi, faculty and trainers, students, parents and the invited guests present in the event. The MoC of the Programme, Ms. Rashmi Choudhury, HR Manager, BSDU coordinated the conduct of the event which concluded with sumptuous refreshments.

National Conference on Pedagogy for Higher Education

The One-day National Conference on ‘Pedagogy for Higher Education’ is being organized by the MKSSS’s Cummins College of Engineering for Women, Pune, Maharashtra on June 25, 2022. The academics and scholars may participate in the event to meet and exchange ideas and views. The Conference will allow exploration and dissemination of the experiences of outcome-based education in higher education, develop a shared research agenda that creates an interdisciplinary discussion, heightens intercultural awareness, makes new contacts, and facilitate collaborations across disciplinary borders. Since its founding in 2018, *the Pedagogy Cell* of Cummins College of Engineering for Women, Pune has brought faculty and ideas together in many events such as FDPs, workshops, CCEW’s Digest to promote and celebrate interdisciplinary study and underline its importance during teaching and evaluation. The student-centric use of pedagogies for teaching and evaluation experiences from different domains viz. Engineering, Pharmacy, B.Sc., B.Ed., BBA, BCA, BJMC, BFA, BHM, BHSc., Agriculture, Physics, Chemistry, Maths, etc. can shared in the form of case study based papers. The Topics of the event are:

Teaching-learning and Evaluation

- Project and Problem Based Learning (PjBL/PrBL).

- Active Learning Strategies/Pedagogy.
- Evaluation/Assessment Strategies/Pedagogy.
- Innovative Cumulative/Formative Assessment/Evaluation.

Educational Structures and Syllabus

- Stakeholders’ Feedback and Content Design.
- Community, Society for Content Development.
- Industry/Domain Experts and Partial/Full Content Delivery.

Outcome Based Education (OBE)

- OBE and Pedagogy.
- OBE and Accreditations [NBA/NAAC].
- OBE and Education 4.0.
- OBE and Best Practices.

National Education Policy (NEP)

- NEP and Accreditations [NBA/NAAC].
- NEP and Pedagogy.
- NEP and Outcome Attainment.
- Innovation and Technology for Higher Education.

For further details, contact Coordinators, Dr. Chhaya Gosavi and/ or Prof. Mahendra Deore, MKSSS’s Cummins College of Engineering for Women, Pune- 411052 (Maharashtra), E-mail: chhaya.gosavi@cumminscollege.in/ mahendra.deore@cumminscollege.in/ pedagogycell@cumminscollege.in. For updates, log on to: www.cumminscollege.org

International Earth Science Conference on Sustainable Development

A three-day International Earth Science Conference on ‘Sustainable Development: Challenges and the Way Forward’ is being organised by the Department of Earth Science, University of Science and Technology Meghalaya in collaboration with the Department of Environmental Science, Tezpur University, Tezpur during October 20-22, 2022 in blended mode. The event invites scholars, academics, and representatives from different organizations/ departments to a common platform to share knowledge and address challenges in sustainable development.

In September 2015, 193 countries came together at the United Nations to adopt and commit to a long-term, comprehensive strategy to tackle the world’s greatest challenges related to

global sustainable development. The result was the Sustainable Development Goals, a list of 17 goals for an inclusive, just and sustainable society in 2030. Although some good results have been achieved in the past years, it is realized that a lot still needs to be done in the next nine years. The creativity, knowhow, technology and resources from all of society are necessary to achieve the SDGs in every context. The following subthemes have been identified to reflect a broad spectrum of issues pertaining to sustainable development.

- Barriers and Opportunities of Sustainable Development and SDGs.
- Climate Change: Adaptation and Resilience for Sustainability.
- Traditional Knowledge and Practices for Sustainable Livelihood.
- Resource Management and Ecological Conservation for Sustainability.
- Hazards and Disaster Management.
- GIS and Remote Sensing in Earth Sciences for Sustainable Development.
- COVID Impact and Development Options.

For further, details, contact Organizing Secretary, Department of Environmental Science, University of Science and Technology, Meghalaya-793101, E-mail: ea.huda@gmail.com and nirmalievs@gmail.com. For updates, log on to: www.ustm.ac.in.

Annual International Research Conference

A three-day Annual International Research Conference is being organized by the Indian Institute of Management Lucknow from December 09-11, 2022 at Noida Campus. The event may provide a platform to exchange thought-provoking ideas and issues in various business functions and domains of management. The forum will emphasize capacity building to help render research into effective management practices.

Globally, we are witnessing increased interest in many management and policy level initiatives which require looking at national and global developments from different perspectives. Understanding of effective firm operations and societal well-being is critical for overall growth in an economy. In an increasingly unpredictable era of rapidly changing

technology, collective crisis such as COVID-19, globalization and the rise of social media managing robust supply-chains, efficient production, marketing, financial management and employee engagement has become even more challenging. The various Tracks of the event are:

Tracks in Economics

- Agricultural and Natural Resource Economics.
- Business Economics.
- Economic Development and Growth.
- Economic History.
- Economic Systems.
- Environmental and Ecological Economics.
- Financial Economics.
- Other Related Areas.

Tracks in Information Technology and Systems

- Agile Project and Programme Management.
- Artificial Intelligence and Emerging Technologies.
- Big Data and Digital Goods.
- Cyber Security and Risk.
- Data and Information Privacy.
- Data Mining and Predictive Analytics.
- Decision Support Systems and Data Management.
- Other Related Areas.

Tracks in Finance

- Accounting, Auditing and Taxation Issues
- Alternative Asset Classes.
- Asset Pricing.
- Banking and Regulations.
- Behavioural and Experimental Finance.
- Other Related Areas.

Tracks in Communication

- Audience Theory and Research.
- Communication Theory and Research.
- Crisis Communication.
- Cross-cultural Communication
- Environmental Communication/ Communicating Climate Change.

- Health Communication.
- Other Related Areas.

Tracks in Marketing

- Advertising and Promotions.
- Bottom of Pyramid Marketing.
- Business to Business Marketing.
- Consumer Behavior.
- Customer Relationship Management.
- Other Related Areas.

Tracks in Sustainability

- Business Society and Government.
- Circular Economy and Resource Efficiency.
- Climate Change.
- Corporate Social Responsibility.
- Energy and Environment Policies.
- Energy Businesses.
- Environment and Externalities Trading.
- Other Related Areas.

Tracks in Decision Sciences

- Applied Statistics.
- Bayesian Data Analysis.
- Behavioural OR Statistics.
- Decision Analysis.
- Econometrics.

- Forecasting.
- Other Related Areas.

Tracks in Operations Management

- Behavioural Operations Management.
- Coordination Mechanisms in Supply Chain and Transportation.
- Data Driven Decision Making during COVID-19.
- Decision Making Under Uncertainty.
- Other Related Areas.

Tracks in OB/HRM

- Careers.
- Change Management.
- Diversity and Inclusion.
- HRM.
- International Management.
- Leadership.
- Organization and Management Theory.
- Organizational Culture.
- Social Issues in Management.
- Technology and Innovation Management.
- Other Related Areas.

For further details, contact Convener, Prof. Samir K Srivastava, Dean, Research, Indian Institute of Management, Lucknow-226013, Phone No: +91-522-2734101, E-mail: airc@iiml.ac.in. For updates, log on to: www.iiml.ac.in/events. □

THESES OF THE MONTH

SOCIAL SCIENCES

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

Commerce

1. Anita. **Impact of job satisfaction of employees on financial performance of Haryana Roadways.** (Dr. Shakti Singh), Department of Commerce, Maharshi Dayanand University, Rohtak.

2. Gurcharan Singh. **Measuring quality and performance of mobile service providers (Airtel and Jio) in Jammu and Kashmir.** (Dr. J P Nautiyal), Department of Commerce, Bhagwant University, Ajmer.

3. Hingu, Hitenkumar Dineshbhai. **Impact of interest rates changes on profit ability of banking sector in India: An empirical research on the profitability performance of selected nationalized banks in India.** (Dr. A H Solanki), Department of Commerce, Saurashtra University, Rajkot.

4. Jagjeet Singh. **An analytical study on financial accounting and its commercial developments.** (Dr. Sanjay Kumar Saini), Department of Commerce, Bhagwant University, Ajmer.

5. Meena Kumari. **Perception and problems of rural households towards solar power systems: A study of Haryana.** (Dr. Shakti Singh), Department of Commerce, Maharshi Dayanand University, Rohtak.

6. Murde, Shahina Ismailbhai. **An empirical study of views of accounting professionals in Saurashtra Region on various issues of e-accounting.** (Dr. Chitralkha H Dhadhal), Department of Commerce, Saurashtra University, Rajkot.

7. Neelam. **Impact of social media networking sites on purchase decision process.** (Dr. Ravindra), Department of Commerce, Indira Gandhi University, Meerpur.

8. Rambir. **A comparative study on corporate governance in public sector and private sector bank: A case study of SBI and HDFC bank.** (Dr. Sanjay Kumar Saini), Department of Commerce, Bhagwant University, Ajmer.

9. Sharma, Neetu. **An evaluation of refinance scheme of NABARD in India.** (Dr. Kuldeep Singh Chhikara), Department of Commerce, Maharshi Dayanand University, Rohtak.

10. Sharma, Suresh. **A comparative study of performance appraisal of Punjab National Bank and Jammu and Kashmir Bank Ltd.** (Dr J P Nautiyal), Department of Commerce, Bhagwant University, Ajmer.

11. Shekhawat, Poonam. **An empirical study of consumer behaviour for services provided by banking sector.** (Dr. Monty Kanodia), Department of Commerce, IIS University, Jaipur.

12. Somjit. **Role of Kisan Credit Card (KCC) scheme in financial inclusion: A study of farm households in India.** (Dr. Sanjay Hooda), Department of Commerce, Indira Gandhi University, Meerpur.

13. Sudhir Kumar. **A study of stressors and their manifestation among university teachers of Haryana.** (Dr. Kuldip Singh Chhikara), Department of Commerce, Maharshi Dayanand University, Rohtak.

Defence Studies

1. Vinod. **Nuclearization of South Asia and India's security.** (Dr. R S Siwach), Department of Defence and Strategic Studies, Maharshi Dayanand University, Rohtak.

Economics

1. Sharma, Jyoti. **Bhartiye mudra, vimudrikaran ke sandarbh mein arthik evam vitiye prabandhan par ek shodh adhyayan.** (Dr. Sanjay Kumar Saini and Dr. P K Singh Rathore), Department of Economics, Bhagwant University, Ajmer.

2. Sharma, Nupur. **Role of service sector in the economy of Rajasthan: An empirical study.** (Dr. Anima Vaish), Department of Economics, IIS University, Jaipur.

3. Sreenivas, Akula. **Problems and prospects of agricultural labourers in Yadadri Bhuvanagiri District.** (Dr. A Punnaiah), Department of Applied Economics, Telangana University, Nizamabad.

4. Srivastava, Ekta. **Economic development and CO₂ emissions: A household level study of Lucknow District in Uttar Pradesh.** (Prof. Sanatan Nayak), Department of Economics, Babasaheb Bhim Rao Ambedkar University, Lucknow.

Education

1. Aakansha Kumari. **A study of teachers adoption of web 2.0 technology applications and its impact on students of professional courses.** (Dr. Madhu Singh), School of Educational Training & Research, Aryabhata Knowledge University, Patna.

2. Deepak Kumar. **Effect of Information and Communication Technology (ICT) on achievement and retention of senior secondary school students in commerce.** (Dr. Hemant Lata Sharma and Dr. Jitender Kumar), Department of Education, Maharshi Dayanand University, Rohtak.

3. Lalrintluangi. **Academic achievement of undergraduate students of Mizoram in relation to their creativity, emotional intelligence and problem solving ability.** (Dr. Sweta Dvivedi), Department of Education, Mizoram University, Aizawl.

4. Meenakshi. **A study of academic achievement of senior secondary school students in relation to their school environment, parenting style and emotional intelligence.** (Dr. Jitender Kumar), Department of Education, Maharshi Dayanand University, Rohtak.

5. Verma, Gunjan. **A study of teaching effectiveness of school teachers in relation to their work motivation, self efficacy and demographic variables.** (Dr. Madhu Gupta), Department of Education, Maharshi Dayanand University, Rohtak.

6. Vineetha, N R. **Effectiveness of teaching chemistry to secondary school students using mathematics lab for achievement retention.** (Dr. Geetha C), Department of Education, Kuvempu University, Shankaraghatta.

Journalism & Mass Communication

1. Goud, E Srinivas. **The contribution of Telangana directors to the Telugu cinema.** (Prof. K Shiva Shankar and Dr. E Srinivas Goud), Department of Mass Communication, Telangana University, Nizamabad.

Law

1. Aakriti. **Protection of refugees rights in India: A study of international conventions and judicial trends.** (Dr. Ved Pal Singh), Department of Law, Maharshi Dayanand University, Rohtak.

2. Vinayaka, K. **A study of insurance law with special reference to risk of terrorism.** (Dr. A Mohanram), Department of Law, Kuvempu University, Shankaraghatta.

Library & Information Science

1. Amit. **Information seeking behaviour of**

doctors health centres of Haryana State: A study. (Dr. Satish Kumar), Department of Library and Information Science, Maharshi Dayanand University, Rohtak.

2. Dinesh Kumari. **A scientometric analysis of journal literature: A indicator of interdisciplinarity of librarianship.** (Dr. N K Swain), Department of Library and Information Science, Maharshi Dayanand University, Rohtak.

3. Gajender Singh. **A study of information resources and services in engineering and management institute libraries of Haryana.** (Dr. Sanjiv Kadyan), Department of Library and Information Science, Maharshi Dayanand University, Rohtak.

4. Naik, A Sadashiva. **Use of library resources and services in selected pharmacy colleges in Karnataka.** (Dr. B S Biradar), Department of Library and Information Science, Kuvempu University, Shankaraghatta.

5. Renu. **Human resource development practices in agricultural university libraries of Northern India in ICT perspectives.** (Dr. Sanjiv Kadyan), Department of Library and Information Science, Maharshi Dayanand University, Rohtak.

Management

1. Batavia, Khushbu Kiranbhai. **A study on the retirement planning resident in Ahmedabad and Gandhi Nagar District.** (Dr. Jigna Trivedi), Department of Management, Gujarat Technological University, Ahmedabad.

2. Choudhary, Ashok Kumar. **Implementation and management of Information Communication Technology: A study of primary schools in Mewar Region.** (Dr. Khushboo Sharma), Department of Management, Sangam University, Bhilwara.

3. Ehteshamuddin, Md. **Measuring the risk and behavioural gaps.** (Dr. Akhilesh Kumar), Department of Management, Sangam University, Bhilwara.

4. Gupta, Alka. **Impact of non commercial advertisement in socio-economic empowerment of rural women.** (Dr. Khushboo Sharma), Department of Management, Sangam University, Bhilwara.

5. Gupta, Neha. **Occupational stress, work-life balance and turnover intentions among nursing staff.** (Dr. Karamvir Sheokand), Department of Management, Maharshi Dayanand University, Rohtak.

6. Gupta, Nidhi. **Drivers and outcomes of employees experience: A study of select companies in Indian IT industry.** (Dr. Kapil Pandla and Dr. J

P Nautiyal), Department of Management, Bhagwant University, Ajmer.

7. Jalan, Neetu. **Study of perceived roles and status of gender based entrepreneurship: An exploration.** (Dr. Khushboo Sharma and Dr. Vijendra Gupta), Department of Management, Sangam University, Bhilwara.

8. Jha, Priyanka. **A study of talent management practices in Indian CPSES: With special reference to select enterprises.** School of Management Studies, Adikavi Nannaya University, Rajamahendravaram.

9. John, Vinod. **Study of quality assurance in higher education in India with special emphasis on quality parameters prevalent in management education.** (Dr. Rajeev Samuel), Department of Management, Dr. A.P.J Abdul Kalam University, Indore.

10. Mahapatra, Ashok. **Forecasting Customer Knowledge Management (CKM) leveraging big data techniques in global retail industries.** (Dr. Manoranjan Dash and Prof. Srikanta Patnaik), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

11. Mishra, Vivek. **Web-store nudges influencing heal their food choices.** (Dr. Biswajit Das), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

12. Modani, Shri Niwas. **Strategic management practices for sustainable future.** (Dr. Vibhor Paliwal), Department of Management, Sangam University, Bhilwara.

13. Narayanan, Sajith. **Impact of corporate social responsibility on brand equity, purchase intention and willingness to pay.** (Prof. Jyoti Ranjan Das), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

14. Parwani, Ashwin Hareshlal. **An analytical study of capital structure of pharmaceutical companies in Gujarat.** (Dr. Priyanka Shah), Department of Management, Gujarat Technological University, Ahmedabad.

15. Prasad, Sujit Kumar. **An empirical study of examination reforms in higher education in India.** (Dr. Rajeev Samuel), Faculty of Management, Dr. A.P.J Abdul Kalam University, Indore.

16. Priyanka. **Consumer behaviour towards online purchasing: A study on electronic products.** (Dr. Karamvir Sheokand), Department of Management, Maharshi Dayanand University, Rohtak.

17. Raut, Pradeep Kumar. **Service delivery and crisis management in public administration: A model for effective governance.** (Dr. Jyoti Ranjan Das), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

18. Sam, K Rajesh. **Passengers choice and satisfaction of interstate public transport service in Ananthapuramu Town: A comparative study of APSRTC and select private operators.** (Dr. Irala Lokananda Reddy and Dr. T Narayana Reddy), Department of Management, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

19. Saxena, Ila. **Human resource systems in international business: (Key issues, experiences and practices).** (Dr. Kamal Bhatia), Department of Management, Bhagwant University, Ajmer.

20. Sharma, Priyanka. **Content marketing: Trends and effectiveness.** (Dr. Jagdeep Singla), Department of Management, Maharshi Dayanand University, Rohtak.

21. Shinghal, Ajay Kumar. **Impact of diesel pricing on construction projects in India and its mitigation measures: An empirical analysis.** (Dr. Vibhor Paliwal), Department of Management, Sangam University, Bhilwara.

22. Thakur, Sumit. **A study of consumer behaviour towards pre-owned cars.** (Dr. Lekh Raj and Dr. Sanjay Thakur), Department of Commerce & Management Studies, Career Point University, Hamirpur.

23. Vanita. **A study on financial performance of Indian banking sector.** (Dr. Neelam Jain), Department of Management, Maharshi Dayanand University, Rohtak.

Physical Education & Sports

1. Pawan. **Narender Singh Saini Dronacharya Awardee in Hockey: A case study.** (Dr. R P Garg), Department of Physical Education, Maharshi Dayanand University, Rohtak.

2. Yousuf, Javaid. **Comparative study on selected skill related fitness and mental health of volleyball and basketball players.** (Dr. Vishnu Parmar), Department of Physical Education, Bhagwant University, Ajmer.

Political Science

1. Pankaj, Manoj Kumar. **Dalit istri-purshoan kee samajik-rajnaitik prasthithi: Varanasi Jile ke Susuwahi Gram ka ek tulnatamak- anubhavatamak adhyayan.** (Prof. Anupama Kaushik), Department of Political Science & Public Administration, Dr Harisingh Gour Vishwavidyalaya, Sagar.

2. Pathak, Deependra Nath. **Legal regulation of e-commerce: A study with reference to consumers rights.** (Prof. S K Bhatnagar), Department of Human Rights, Babasaheb Bhim Rao Ambedkar University, Lucknow.

3. Poonam Devi. **India-South East Asia relations in the post cold war era: Problems and prospects.** (Dr. Ranbir Singh Gulia), Department of Political Science, Maharshi Dayanand University, Rohtak.

4. Rymbai, V D Sangahiwot. **India-China relations: It's significance for Asian economic integration and regional security.** (Dr. B K Mohapatra), Department of Political Science, North Eastern Hill University, Shillong.

5. Singh, Archita. **Human rights of women and violence in public places: An empirical and comparative study of working women in Lucknow and Sagar.** (Prof. Anupma Kaushik), Department of Political Science & Public Administration, Dr Harisingh Gour Vishwavidyalaya, Sagar.

6. Sonkar, Rajit Ram. **A socio-legal study of human right to shelter and adequate housing with reference to Lucknow City in Uttar Pradesh.** (Dr. Rashida Ather), Department of Human Rights, Babasaheb Bhim Rao Ambedkar University, Lucknow.

Psychology

1. Ganguly, Jharna Riteshbhai. **Significance of emotional intelligence and spiritual beliefs over of life of transgender.** (Dr. Jigar Parikh), Department of Psychology, Gujarat University, Ahmedabad.

2. Kanojia, Sonal Nandkishor. **Quality of life, self-efficacy and suicidal tendency between diabetes and hypertension patients.** (Dr. Pragna Parikh), Department of Psychology, Gujarat University, Ahmedabad.

3. Rekha. **Executive functions in relation to eating behaviour of school students.** (Dr. Deepti Hooda), Department of Psychology, Maharshi Dayanand University, Rohtak.

4. Saini, Satvinder Singh. **Development and accreditation of intervention module for non organic**

insomnia. (Dr. Nov Rattan Sharma), Department of Psychology, Maharshi Dayanand University, Rohtak.

5. Shallu. **Comparative efficacy of positive psychotherapy and cognitive behavioral therapy in major depressive disorder.** (Dr. Promila Batra), Department of Psychology, Maharshi Dayanand University, Rohtak.

6. Sunheri. **Role of parenting style in health, adjustment and happiness among adolescents.** (Dr. Shashi Rashmi), Department of Psychology, Maharshi Dayanand University, Rohtak.

Public Administration

1. Saroj Kumari. **Krishi Vikas: Sir Chhotu Ram ke vicharoan kee samsamaik upyogita.** (Dr. Anjana Rani), Department of Public Administration, Maharshi Dayanand University, Rohtak. □

ATTENTION ADVERTISERS

Advertisers are requested to send their text matter at following Email IDs:

1. advtn@aiu.ac.in

2. publicationsales@aiu.ac.in

Text matter may be sent in MS-Word document file OR in PDF file in original (as per Mechanical Data/Size of the Advertisement).

All the correspondence may be addressed to the **Under Secretary (Publication & Sales)**, Association of Indian Universities, AIU House, 16 Comrade Indrajeet Gupta Marg, New Delhi-110002.

Mob: 09818621761

Phone Office: 91-11-23230059, Extn. 208/213.

JSPM Latur
SWAMI VIVEKANAND MAHAVIDYALAYA, LATUR
JSPM Campus, P-74, MIDC, Kalamb Road, Latur
 (Permanent Non Granted)

WANTED

The applications should reach **within 15 days** from the date of publication of this advertisement.

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

Academic Eligibility and other rules regulation as per UGC Regulation 18 July, 2018 and Govt. Resolution No. Misc-2018/C.R.56/UNI-1 dated 08 March, 2019.

Note: For detailed information about post, qualification and other Terms and Conditions, please visit University website (www.srtmun.in). The vacant post is being filled under the decision of Hon. High Court, Aurangabad Bench Petition No. 12051/2015.

Address for Correspondence:
 To,
 The Secretary, JSPM Latur
 JSPM Campus, P-74, MIDC, Kalamb Road, Latur 413 512

Secretary
JSPM Latur

Vidya Vikas Mandal's
Shree Damodar College of Commerce & Economics
Shree Damodar Educational Campus
G. R. Kare Road, Tansor, Comba,
Margao, Goa 403 601
Telephone: 0832-2722500, 2722511
E-mail: office.sdcc@vvm.edu.in
Website: www.damodarcollege.edu.in

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

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

Sr. No.	Designation of Post	Nature of Posts – Regular
1	Asst. Professor in Economics	02 (01PwD*, 01 UR)
2	Asst. Professor in Mathematics & Statistics	01 (PwD)*

***Post advertised for the Third time**

For details regarding the posts and application for the same, please visit the College **website : www.damodarcollege.edu.in.**

Prof. Prita D. Mallya
Professor and Principal

DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY
 (Established by Government of Gujarat)
 “Jyotirmay Parisar”
 Dr. Babasaheb Ambedkar Open University Marg,
 S. G. Highway, Chharodi, Ahmedabad-382 481
 Website: www.baou.edu.in

ADVERTISEMENT: 01/2022 (Non-Teaching)

Applications are invited from eligible and interested candidates in prescribed application form for following mentioned post through both online and hard copy.

Sr. No.	Name of Post	Period	No. of Post	Category	Pay Scale As per the 7 th Pay (Rs.)
1.	Registrar	For the Tenure of five Years	01	General	Rs.1,44,200 –Rs.2,18,200 (Level-14)

Candidates are requested to do visit university **website: www.baou.edu.in** for all details like application form, application fee, general instructions, necessary educational qualifications, experience, age, service terms and conditions and other relevant details for same post.

NOTE:

- 1) Online submission **on or before Dt. 15/06 /2022 till 5.00 p.m.**
 Hard copy submission on or before Dt. 20/06/2022 till 5.00 p.m. through Speed Post/ RPAD only, other ways will not be considered.
- 2) This is fresh advertisement so previous applications and advertisement are cancelled automatically.

Date:19/05/2022 **I/c Registrar**

Dr. Rafiq Zakaria Campus
 Dr. Rafiq Zakaria Centre for Higher Learning & Advanced Research
 Dr. Rafiq Zakaria Marg, Rauza Bagh, Aurangabad-431001
 Tele-Fax.No. (0240- 2381102)
 (Minority Institute)
APPOINTMENTS

Following posts of **Director and Assistant Professors** on Fix Pay Basis (Permanent Non Grant in Aid Postgraduate Courses) are to be filled in our institute for the academic year 2022-23. Eligible candidates should send their applications with Xerox copies of testimonials to the **Chairman. Maulana Azad Education Trust, Dr. Rafiq Zakaria Campus, Rauza Bagh, Aurangabad 431001** within 15 days from the date of publication of this advertisement.

Sr. No.	Name of the Subject	No. of Posts
1	Director	One
2	Chemistry	Two
3	Analytical Chemistry	Two
4	Industrial Chemistry	Two
5	Botany	Two
6	Zoology	Two
7	Mathematics	Two
8	Computer Science	Two
9	Microbiology	One
10	English	Two
11	Urdu	Two
12	Sociology	Two

1. Eligibility criteria as per UGC, Dr. BAMU and Government of Maharashtra norms.
2. No. of posts are liable to be changed. Management's decision of filling the posts will be final.
3. In-service candidates should send their application through proper channel and have to produce N.O.C. from working institute at the time of interview.
4. No TA/DA will be paid for attending interview.
5. Salary will commensurate with experience and qualification.

Chairman
 MAET, Aurangabad

Dempo Charities Trust's
S.S. DEMPO COLLEGE OF COMMERCE & ECONOMICS
 Deendayal Integrated School Complex,
 Cujira, Bambolim, Goa 403202
 Tel: 0832 – 2976649
Email: principal@dempocollege.edu.in;
Website: www.dempocollege.edu.in

Applications are invited from Indian Nationals, domiciled in Goa for the following posts for the B. Com program (aided) of this college:

Sr. No.	Vacancy FULL TIME REGULAR	Post/Category
1	Assistant Professor in Economics	1 Full Time – OBC
2.	Assistant Professor in Commerce	1 Full Time – EWS

Sr. No.	Vacancy FULL TIME REGULAR *	Post/Category
1	Assistant Professor in Economics	1 Full Time – OBC 1 Full Time – PwD
2.	Assistant Professor in Commerce	1 Full Time – ST

***Subject to approval of Directorate of Higher Education, Govt. of Goa**

For details regarding the posts, minimum qualifications, eligibility criteria, etc., visit College Website: www.dempocollege.edu.in

Dr. Radhika S. Nayak
 Professor & Principal

Yashwant Shikshan Sanstha
Miraj Mahavidyalaya, Miraj
 795/A, Near Govt. Milk Dairy, Budhgaonkar Mala,
 Miraj 416410, Tal. Miraj, Dist. Sangli
 (Affiliated to Shivaji University, Kolhapur)
 (Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post :

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

Note : For detailed information about post, qualifications and other terms and conditions, please visit University website : www.unishivaji.ac.in

Place : Kupwad
 Date : 27/5/2022

Secretary,
Yashwant Shikshan Sanstha
Sangli (Kupwad)
 C/o. D.R.P.Patil Vidyalaya, Kupwad,
 Tal. Miraj, Dist.Sangli (Maharashtra)

ATTENTION : SUBSCRIBERS UNIVERSITY NEWS

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

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

The payable amount is required to be remitted **in advance** by any of the following modes of payments:
 a) AIU WEB Portal (b) Cash Deposit (c) Demand Draft/At Par Cheque and (d) NEFT/RTGS/Net Banking/G-Pay/BHIM APP, etc.

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

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

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

PONDA EDUCATION SOCIETY'S COLLEGE OF EDUCATION

Farmagudi, Ponda, Goa-403 401

(Self-financed)

VACANCIES

Applications are invited from Indian Citizens for the posts mentioned below along with full bio-data containing recent photograph, telephone/ mobile no., email-ID, teaching / research experience, etc. by the Secretary, Ponda Education Society for its P.E.S's College of Education (Self-Financed) from qualified and eligible candidates for the following posts so as to reach the undersigned **within 20 days** from the date of publication of this advertisement. Application must be accompanied by certified copies of statement of marks from S.S.C and onwards, and other relevant certificates including experience, change in name, if any, and filled API proforma with the evidences for API as applicable, etc. addressed to **The Secretary, Ponda Education Society, PO. Box No.3, Farmagudi, Ponda, Goa-403401**. Applicants already employed must send their applications through proper channel. Incomplete applications will not be accepted. Break in service, if any, should be accounted for.

Sr. No	Posts	No. of posts
1	Principal	01*
2	Assistant Professor in Education (Methodology of Teaching Commerce & Economics)	01 (Regular)
3	Assistant Professor in Education (Methodology of Teaching Marathi)	01 (Regular)
4	Assistant Professor in Performing Arts	01 (Regular)
5	Assistant Professor in Health and Physical education	01 (Regular)

“*”- Appointment is tenure basis and will be as per the relevant statutes of Goa University.

For Qualifications (Essential and desirable), Pay scale, Eligibility criteria, Service conditions and other details of the advertisement, **kindly visit college website www.pescoe.com**.

Sd/-
Mr. Ritesh R. Naik
Secretary, Ponda Education Society

Margtamhane Education Society's
Dr. Tatyasaheb Natu College of Arts &
Senior College of Commerce, Margtamhane
At/Post. Margtamhane, Tal. Chiplun, Dist. Ratnagiri, Pin-415 702

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

AIDED

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Total CHB Posts	Posts Reserved for
1.	Assistant Professor	Hindi	02	04	SC-01
2.	Assistant Professor	Marathi	01		OBC-01
3.	Assistant Professor	English	01		OPEN-02

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

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

Candidates having knowledge of Marathi will be preferred.

“**Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No.TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time**”.

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

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

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach the **Chairman, Margtamhane Education Society's, At/Post. Margtamhane, Tal. Chiplun, Dist. Ratnagiri, Pin-415 702 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
CHAIRMAN



N.K.E.S. COLLEGE OF ARTS, COMMERCE AND SCIENCE
INDULAL D. BHUVA MARG, WADALA (W), MUMBAI - 400031
(A Linguistic Minority Institution)

Applications are invited for the following posts from the academic year 2022-2023
(UN - AIDED)

Sr.no.	Cadre	Subject/s	Total No. of post/s	Category's
01	Principal	-	1	Open - 1
02	Assistant Professor	Commerce	4	Open - 4
03	Assistant Professor	Economics	2	Open - 2
04	Assistant Professor	Accountancy	4	Open - 4
05	Assistant Professor	Business Communication	1	Open - 1
06	Assistant Professor	Mass Media	2	Open - 2
07	Assistant Professor	Information Technology	1	Open - 1
08	Assistant Professor	Mathematics	1	Open - 1
09	Librarian	Librarian	1	Open - 1

The above posts are open to all, however, candidates from any category can apply for the post.

Reservation for women will be as per University Circular No.: BCC/16/74/1998 dated.10th March, 1998. 4% reservation shall be for person with disability as per University Circular No. Special Cell /ICC/2019-20/05 dt. 5th July,2019.

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July,2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March,2019 and University No. TAAS/(CT)/ICD/2018/1241, dated 26th March,2019 revised from time to time" The Government Resolution & Circular are available on the Website mu.ac.in

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career.

Applications with full details should reach the Hon. Secretary, National Kannada Education Society, Indulal Bhuva Marg (West), Mumbai-400 031 within 15 days from the date of publications of this advertisement. This is University approved advertisement.

Sd/-
Hon. Secretary / Chairman



Admission Notice

For Ph.D Programmes

Applications are invited for the following disciplines:

- Computer Science
- Electrical Engg.
- Mechanical Engineering
- Physics
- Chemistry
- Life Sciences
- Electronics & Communication Engg.
- Computer Engineering
- Civil Engineering
- Metallurgical Engg.
- Mathematics
- Management
- English

*Indus University encourages Interdisciplinary/
Transdisciplinary researches in the above disciplines.*

Eligibility criteria and admission procedure are as per UGC Doctoral Regulations 2018 & Indus University PhD Regulations 2022.

Completed application forms to be submitted by speed post / courier to :
The OSD Research,
Indus University, Indus Campus, Rancharda,
Via: Shilaj, Ahmedabad - 382 115 , Gujarat .

Last Date

30 June, 2022

For details please visit

<https://indusuni.ac.in/admission/phd.php>
Email: osdresearch@indusuni.ac.in

+91 2764260277 / 78

**Devrukh Shikshan Prasarak Mandal's
NYA. TATYASAHEB ATHALYE ARTS, VED. S R. SAPRE COMMERCE
& VID. DADASAHEB PITRE SCIENCE COLLEGE DEVRUKH
(AUTONOMOUS)**

TAL. SANGAMESHWAR, DIST. RATNAGIRI - 415 804

APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS
FOR THE ACADEMIC YEAR 2022-23

AIDED

Sr. No.	Cadre	Subjects	Total No. of CHB Post	Total No. of CHB Post	Post Reserved for
1	Assistant Professor	English	04	14	02-SC
2	Assistant Professor	Chemistry	04		01-ST
3	Assistant Professor	Mathematics	02		02-DT/NT
4	Assistant Professor	Economics	02		03-OBC
5	Assistant Professor	Commerce	02		01-EWS 05-Open

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

Reservation for the women will be as per University Circular Number BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the person with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 5th July, 2019.

Candidates having knowledge of Marathi will be preferred.

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

Remuneration of the above post will be as per University Circular No. TASS(CT)/01/2019-2020 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-22 dated 25th January, 2022.

The Government Resolution and circular are available on the website: mu.ac.in

Application with full details should reach the PRINCIPAL, Devrukh Shikshan Prasarak Mandal's NYA. TATYASAHEB ATHALYE ARTS, VED. S. R. SAPRE COMMERCE & VID. DADASAHEB PITRE SCIENCE COLLEGE, DEVRUKH (AUTONOMOUS), Tal. Sangameshwar, Dist. Ratnagiri – 415 804 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
PRINCIPAL

**JAIHIND GRAMONNATI SANSTHA, SALGAON
PRAMOD RAVINDRA DHURI ADHYAPAK MAHAVIDYALAYA, SALGAON
Taluka-Kudal, District-Sindhudurg**

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2022-23

UNAIDED

Sr. No.	Cadre	Subjects	Total No. of Posts	Posts Reserved for					
				OPEN	SC	ST	DT/NT	OBC	EWS
1	Principal	-	01	01	-	-	-	-	-
2	Assistant Professor	Education in Marathi, English, Hindi, Science, Mathematics, History, Geography, Economics, and Commerce	06	02	01	-	01	01	01
3	Librarian	-	01	01	-	-	-	-	-

The Posts reserved for the Backward Class candidates will be filled in by backward category. Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.

Candidates having knowledge of Marathi will be preferred.

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

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

Applicants who are already employed must send their application through proper channel.

Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach the LOKMANYA EDUCATION OFFICE, RAMESHWAR PLAZA, BESIDE JAGANNATH PEDNEKAR JEWELLERS, SAWANTWADI, 416510, Taluka-Sawantwadi, District-Sindhudurg within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
SECRETARY

DON BOSCO COLLEGE OF AGRICULTURE**(A Grant-in-Aid institution affiliated to Goa University)****Sulcorna, Quepem, Goa-403705**

Applications are invited for the following posts for B.Sc. (Hons.) Agriculture program for the academic year 2022-23

Sr. No.	Designation of the Posts	Nature of Posts		
		Regular	Contract	Lecture basis
1	Asst. Professor in Agronomy	1	2	0
2	Asst. Professor in Horticulture	0	0	1
3	Asst. Professor in Soil Science and Agril Chemistry	1	0	1
4	Asst. Professor in Agril. Entomology	1	1	1
5	Asst. Professor in Plant Pathology	1	0	1
6	Asst. Professor in Agril. Botany	2	0	1
7	Asst. Professor in Agril. Economics & Statistics	0	1	1
8	Asst. Professor in Agril. Engineering	1	0	1
9	Asst. Professor in Animal Science and Dairy Science	1	1	0
10	Asst. Professor in Agril. Extension Education	2	0	1
11	Asst. Professor in English	0	0	1
12	Counsellor	0	1	0

Reservation only for the posts under Sr no 1 to 11	UR	OBC	ST	PD	EWS
Regular	5	2	1	1	1
Contract	3	1	1	0	0
Lecture	5	1	1	1	1

Minimum Qualifications:

- For posts under Sr. No. 1 to 10: M Sc with NET from ICAR recognized University.
- For post No. 11: MA in English.
- For post No. 12: Master in Psychology/ Human Development from a recognized University/Institution.
- Minimum 55% marks or an equivalent grade in concerned subject with good academic record.
- Candidates who are or have been awarded Ph.D degree in accordance with the UGC (minimum standards and procedure for award of Ph.D degree Regulation 2009) in the concerned subject as incorporated in relevant Goa University Statute shall be exempted from the requirement of the minimum eligibility condition of NET/SET.
- In case NET/SET/Ph.D candidates are not available or not found suitable, candidates fulfilling other conditions shall be considered for an appointment on purely temporary basis till the end of academic year 2022-2023.
- In case candidates for the reserved category are not available, the suitable candidates from other category shall be considered for an appointment on purely temporary basis till the end of academic year 2022-2023. The candidates so appointed will not have legal rights or claims for continuation in the said posts.

Mandatory Requirements:

- Certificate of 15 years Residence in Goa.
- Knowledge of Konkani is essential; Knowledge of Marathi is desirable.
- Pay and other service conditions as per the rules, ordinances, statutes prescribed by Directorate of Higher Education, Govt. of Goa and Goa University.
- All posts subject to NOC/Approval from Directorate of Higher Education and Goa University and subject to work-load.
- Persons already in service should send application through proper channel.
- Application along with photograph, address, contact details with self-attested copies of relevant certificates and bio-data need to reach the Manager at above mentioned address **within 15 days** from the date of publication of this advertisement.
- Incomplete applications and received after due date shall be considered invalid and no intimation will be sent.
- Visit Goa University **website (www.unigoa.ac.in)** for any other information.

Manager, DBCA