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Anando Dutta

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Announcement

Special Issue of 'University News'

A Special Number of the University News on the theme 'Transformative Higher Education for *Atma Nirbhar Bharat*' is being brought out in the Month of **March, 2023**.

The **Special Issue** will cover the articles of eminent educationists on the aforementioned theme. Readers of the University News are invited to contribute to the Special Number by submitting papers/articles on the above theme by **October 31, 2022**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

A. *Internationalization for Transformative Higher Education*

- International Student/Faculty Mobility
- International Collaborations in Research and Teaching
- Promoting Indian Higher Education Abroad

B. *Pedagogies and Use of Technologies for Transformative Higher Education*

- Innovative Pedagogy and Lifelong Learning
- Blended Learning
- Personalized Learning through Edu-Technology

C. *Transformative Curriculum for a Holistic and Multidisciplinary Higher Education*

- Outcome-based Learning
- Academy-Industry-Society Interface
- Integrating Indian Knowledge System through the Multidisciplinary Teaching Learning Process

D. *Research and Excellence for Transformative Higher Education*

- Research Funding
- Promoting Quality and Relevant Research
- Linking Teaching and Research

E. *Evaluation Reforms for Transformative Higher Education*

- Continuous Assessment and Evaluation
- Using Technology for Assessment and Evaluation
- Innovative Assessment Methods and Capacity Building of Faculty

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#Let'sBeatCoronaTogether

The Joy of Surprise

Anando Dutta*

In every classroom that is waiting for their session to begin, there's always this palpable expectation of something new – anything, everything, always a feeling of suspended animation, being excited and curious, at times bored and sleepy. As well as judgmental and suspicious, cold, cruel and distracted. Different people with varying spans of attention clubbed in together as a roomful of presumed common maturity, having one common purpose or expectation and aspiration, The question --- is that fair?

Some years ago, our team and I were discussing if courses in liberal arts were truly free. Did they allow students to imagine and discover? Were we helping them to build their curiosity? Were the courses filling them with wonder and magic? If the courses were helping students with the ability to reflect, explore, and speculate? We were also questioning ourselves if liberal arts subjects were about the arts, how scientific are they, or should be? Could the course build capability to create business sense, engage in commerce and trade, and be pragmatic and real as well? And so on.

We also looked critically at why students ought to attempt the course seriously, and why would they want to participate in conversations which are largely viewed as abstract, superfluous, grey, and mystical. Or seem useful, worthy, relevant, and functional? Or have visible physical, tangible, and measurable outcomes? And perhaps even meaningless, from their career's point of view, profession, or vocation lens? Something, anything, but real!!

As a result of this churning, we started to deconstruct and recalibrate. Take the objectives of the courses apart to try and figure out where we should begin, what should be the trajectory and how should we redraft our expectations from the students. As a first step, to be able to generate curiosity and surprise one looked at the naming of every course in a new way. Wherein the name shouldn't be a subject or reveal too much of what to expect. The name, therefore, became an abstract conceptual metaphorical theme – as one word with many meanings, various interpretations, and many possibilities to spark conversation. This in turn would allow flexibility for faculty to navigate the discourse and for students to go with the flow. Collectively, they could then orient classwork, assignments, and expression submissions based on interest in an unusual way, each time, for every session.

Silos are passe. In this world of the constant influence of data moments, concentration may not be at its most focused. Students and faculty are in a swirl of multiple influences - provocative exciting

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options, visual and aural, physical and conceptual. Learning without boundaries or walls has become the norm of the day. Students prefer to absorb based on interest at the appropriate and comfortable pace with the intent to connect knowledge and link ideas in a mesh and mosaic that excites the individual. That is what makes learning uniquely different today—innocently spontaneous, yet informed, premeditated, and pre-empted.

The other aspect one found we needed to address was the ability to think laterally. The ease at which professionals think through scenarios is a rare skill and a powerful gift to possess. If we can build this response as their armory, their preparedness to take on challenges would be manifold, their industry readiness would be robust. They'd be able to dexterously navigate conflicts and negotiate uncomfortable ambiguities in their work life – which would be immensely valuable. And while they're at it, master the craft of performance, and build the ability to deliver convincing arguments and tell compelling stories.

Amongst many other courses here's the story of 'eureka' – one of the liberal arts experiments, one that lived dangerously without structure or expectation – but with clear purpose and objectives. Just to establish context - as faculty, one wanted students to have the power to deconstruct any theme, interpret any situation or aspect, and make sense of any abstract metaphorical scenario for one. Secondly, they ought to be able to create and tell stories of their interpretations. Simply put, we were hoping to achieve two significant abilities that every design professional needs to have – imagination and expression.

The course objective was about seeking the sense of wow within – eureka. As design professionals and as students we are in the business of creating 'wow' moments for our users and consumers. The first step our students were expected to take was to understand the significance of these moments, why one attempts value-generating business opportunities that have this spark of the unusual, the feeling of the experience, and how we as individuals and teams make this happen consistently, time after time.

In the first few weeks, the students discussed their individual wow moments and why these sudden

unique and personal instances of surprise, awe, and happiness become special. And how they become indelible memories, some even end up as the special eureka moment, etched for life. The conversation became even more exciting when one started to decode the experience and what it feels like - before, during, and after - the emotional gasp of and the magic of that euphoria. The assignments were unique as well - entailed unpacking the experience and presenting it as a telling/expression - visual, textual, aural, or any other method of presentation that the students chose to experiment with.

In our subsequent steps, one looked at 'wow moments for a million experiences'. This is a truly evocative part of the course as the classroom discussed what it takes to create community, and collective joy; creating an impact on a large number of people. One decoded again what it takes, how should one do it, what would make this learning last a lifetime, and understanding what the expectation of a million people is likely to be. These discussions are enriching arguments of what makes a giant celebration unite and unify people – and how do professionals understand and capture the collective eureka in a creative product?

Having achieved these broad brushstrokes as common ground, the final leg of the course is about how one goes about creating these 'wow' moments - creating for delight - testing the limits of ideas. This is the segment on designers, wherein students identify these live wow moments of professionals whose work they admire or critically look at and create an argument on what works and why? what doesn't and why? how projects are done? and perhaps how could they be interpreted when products and projects are similar. And finally, how do they see this act of creating exciting outcomes play out in their domains in the future?

Here are some glimpses that came through from students in their presentations,

"...when you bring yourself back to reality, you have to understand that people are creating new things and not hesitating and letting themselves down with the competition. Then what are these people, are they special? No, what they did do differently was pursue what they wanted to..."

Dewika Chauhan

(contd. on pg. 21)

Teaching Skills and Methods Used in Higher Education: A Systematic Review of Practices

Sunil Kumar Singh* and Poonam Rai Vinod Kumar**

The modern era is witnessing not only the use of conventional teaching methods but also the virtual teaching mechanisms playing an influential role in the development of individuals and the future of nations across the globe. Whatever the mode but teaching methods and skills are pivotal to the process of teaching-learning at all levels of education in general. Higher education is no exception to it. The term teaching method refers to the general principles, pedagogy, and management strategies used for classroom instruction whereas teaching skills are the hard and soft skills that help a teacher keep students engaged. These skills can also help teachers position themselves as an educator, earning the attention and respect of their students. Some teaching skills come naturally to some, whereas others may require development with practice. Developing teaching skills is only one part of becoming a good teacher. It can also be helpful to learn how to highlight these skills on various platforms. The basic focus of this systematic review is to find out, what the teaching skills and methods used in higher education. Therefore a systematic review in the areas of fields of STEM (Science, Technology, Engineering, and Mathematics); and Humanities and Language Teaching have been presented in the below given sections.

Section-I: Review of Skills and Methods Used in Stem (Science, Technology, Engineering, and Mathematics)

The subjects/disciplines of Science, Technology, Engineering, and Mathematics have been abbreviated as STEM. These subjects are the basis of modern scientific developments across the globe. Some of the studies related to needs and practices regarding the use of teaching skills and methods in the related areas have been given in the forthcoming paragraphs.

Abramovich, Grinshpan and Milligan (2019) emphasized a practice-led, conceptual paper and

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described the selected means for action learning and concept motivation at all levels of mathematics education. It details the approach used by the authors to devise insights for practitioners of mathematics teaching. The paper showed that this approach in mathematics education based on action learning in conjunction with the natural motivation stemming from common sense was effective. Also, stimulating questions, computer analysis (internet search included), and classical famous problems were important motivating tools in mathematics, which were particularly beneficial in the framework of action learning. The authors argued that the entire K-20 mathematics curriculum under a single umbrella is practicable when techniques of concept motivation and action learning were in place throughout that broad spectrum. This argument was supported by various examples that could be helpful in the practice of school teachers and university instructors. The authors found pragmatic causes for action learning within mathematics education at virtually any point in students' academic lives.

Hao and Lee (2015) conducted a survey to examine the patterns of 200 Taiwan middle school teachers' concerns about Web 2.0 technology integration in instruction and identified relationships among teacher characteristics and the types of their concerns. During the spring semester of 2013, the Stages of Concern (SoC) Questionnaire was adopted to assess teachers' stages of concern. The findings indicated that teachers' concern was most intense respectively in the informational, personal, and management stages. Regarding the relationship with personal characteristics, types of concern correlated with some types of teacher knowledge. Teacher characteristics such as levels of Web 2.0 usage in instruction, gender, and discipline areas predicted concern within different concern stages. Finally, several implications were indicated for future study and design of teacher professional development programs to ease teacher concern and increase the likelihood of teachers integrating technology into instruction.

The literature given by Wickstrom and Arnold (2022) focused on preparing Pre-Service teachers

(PSTs) as learners of modeling, and extended current work by examining how PSTs integrate their understanding of modeling into the work of teaching. This study followed two groups of PSTs, concurrently enrolled in a modeling course and secondary methods of teaching course, as they completed a joint unit of instruction in which they designed, refined, and enacted a modeling lesson in a secondary classroom. Researchers explored how PSTs build understanding across learning opportunities with respect to four modeling competencies: theoretical, task-related, teaching, and diagnostic. The findings indicated that PSTs were able to grow across all four competencies. Theoretical competencies developed from time spent working with modeling tasks as learners and working collaboratively with instructors and peers. Task-related and teaching competencies took time to develop as PSTs often wrestled with their conceptions of modeling as learners with existing conceptions of teaching and task design. Diagnostic competencies developed from structured time to reflect on lesson enactment and changes that could be made to best support student learning. Overall, it was found that PSTs benefit from engaging in modeling tasks as learners and in enacting components of teaching modeling lessons.

The Purpose of the paper titled 'Investigating secondary pre-service teachers as teachers and learners of mathematical modeling' by Meara, Fitzmaurice, and Johnson (2021) was to describe and evaluate the impact of an innovative programme, known as 'Career Mathways', designed to improve secondary school students' attitude towards mathematics by highlighting the applicability and usefulness of the subject in a multitude of careers. Career Mathways was piloted in five Irish secondary schools in the 2018/2019 academic year. It involved professionals ($n = 13$) from a variety of industries sharing insights with students ($n = 156$) and teachers ($n = 6$) about how they use mathematics in their day-to-day working lives. Based on these insights, a suite of resources for use in the classroom was developed and implemented with students across the five schools. This paper reports on the impact that this pilot study had on students' attitudes toward mathematics. The results from pre- and post-student surveys and teacher interviews show that Career Math ways had a moderate but positive influence on students' appreciation of the usefulness of mathematics and this impact was more profound among lower-achieving students.

In their study Alarfaj and Sangwin (2021) aimed to explore the impact of the two-column format in writing simple mathematical arguments. It is a structured method of presenting a mathematical proof or argument by using a tabular layout with two columns. The underlying goal of the research reported in this paper was to explore understanding of, how to effectively assess students' proof construction particularly online. In this paper, it was reported that the results of an experiment designed to test the hypothesis that students provide more justifications when using the two-column format in writing mathematical proofs. The participants were 80 first year undergraduate mathematics students at the University of Edinburgh who were enrolled in a calculus course. The findings supported this hypothesis: overall frequency of justification was higher in the two-column condition compared with the traditional condition. This is due to the format structure where students are expected to justify each line in the statements' column with a corresponding explanation in the justification column. However, as a side effect of increasing the number of justifications, students in the two-column group generated more non-explanation statements which we classed as paraphrasing. A secondary outcome was our use and further development of the coding scheme.

The study of Azziz (1984) investigated the science education programme of Bangladesh with reference to physical facilities, Budget allocations, science teachers, method of teaching science, evaluation procedures, and the problem of science teaching. The sample consisted of 500 secondary schools out of 6459 schools in Bangladesh for a survey and ten selected schools for intensive study. Almost all the science teachers used the lecture method for teaching science. Teaching aids like models and charts were only occasionally used.

Endeley and Ibi (2020) in their study investigated the extent to which the Competency-based Approach affects higher-order thinking skills in Biology in Secondary Technical School Students' in the Buea subdivision of the South West Region of Cameroon. Three research hypotheses were formulated to test the effect of the competency-based approach on students' ability to analyze, synthesize and predict. The quasi-experimental design was used and 120 Form five students were selected purposively. The experimental group was taught

using student-centred methods with remediation (Competency Based Approach) while the control group was taught using the traditional lecture method only. An Achievement Test (AT) with items to measure competencies in the fourth, fifth and sixth levels of the Cognitive domain of Bloom's Taxonomy of Educational Objectives, formulated by the researcher and validated by experts in the field of Biology was used to measure Higher Order Thinking Skills. Data were analyzed using mean scores, standard deviation, and t-test to test the hypotheses stated at $p \leq 0.05$ level of significance. The results revealed that the experimental group significantly acquired HOTS more than the control group.

Torres (2018) viewed that laboratory practicals engage students in complex thinking to build their scientific knowledge and understanding. Surprisingly few studies connect the development of students' cognitive and metacognitive skills for learning in the laboratory practice with foundational skills for researching. Librarians strive to establish teaching partnerships with academics to contextualize research skills within curriculum content. However, pedagogical models to make research skills explicit and guide library faculty collaborations are lacking. This study has used the Research Skill Development (RSD) framework to extrapolate students' research skills in a first-year biology practical unit. A qualitative research design was applied to identify research skills in the unit's laboratory manual and in descriptive observations of students in five laboratory practicals. Results showed that students engaged in the research skills articulated by the RSD, yet these skills were implied rather than explicitly taught. Implications suggested that fundamental research skills which enable student preparedness for research can be overlooked in practical curricula. Research skills remaining unrecognised impacts learning and teaching, including the contribution librarians could make in this context. Findings demonstrated that the RSD is a useful theoretical construct and a priori framework to make research skills visible to educators.

Jeronen, Palmberg and Yli-Panula (2016) illustrated that there are very few studies concerning the importance of teaching methods in biology education and environmental education including outdoor education for promoting sustainability at the levels of

primary and secondary schools and pre-service teacher education. The material was selected using special keywords from biology and sustainable education in several scientific databases. The article provides an overview of 24 selected articles published in peer-reviewed scientific journals from 2006–2016. The data were analyzed using qualitative content analysis. Altogether, 16 journals were selected and 24 articles were analyzed in detail. The foci of the analyses were teaching methods, learning environments, knowledge and thinking skills, psychomotor skills, emotions and attitudes, and evaluation methods. Additionally, features of good methods were investigated and their implications for teaching were emphasized. In total, 22 different teaching methods were found to improve sustainability education in different ways. The most emphasized teaching methods were those in which students worked in groups and participated actively in learning processes. Research points toward the value of teaching methods that provide a good introduction and supportive guidelines and include active participation and interactivity.

Almroth (2015) suggested that laboratory exercises can be conducted according to the number of different designs, chosen based on the specific learning goals. Here, expository and explicit reflective laboratory designs are compared, with the framework of a master's level course in Ecotoxicology with a Physiological focus. Conclusions drawn from interviews with both teachers and students indicate that the explicit reflective laboratory design, with emphasis on student involvement in the processes of natural science research including posing hypotheses, determining appropriate variables, data collection and analyses, and presentation of conclusions both written and oral, was preferred and more successful. Students were also able to gain a deeper understanding of the subject matter and specific mechanisms, which are benefits normally attributed to the expository design.

In the paper 'teaching and learning chemistry through contemporary research and using a historical approach' by Blonder and Mamlok-Naaman (2020) emphasized essential dimensions in science education are used to study the differences between the two approaches. This included the rationale of each approach, the scientific content, as well as students' and teachers' perspectives. At first glance, the two approaches looked different and even contradict each other. However, a deeper investigation showed

that there are common themes that connect the two approaches. Chemistry education was used to represent the historical approach and Nanoscale Science and Technology (NST) in chemistry education was used as the context for learning science through a contemporary research approach. The paper can be used by chemistry teachers as a preliminary guide for consideration of adopting one of these approaches in their class.

An exploratory study was conducted by Bonnie and Fong (2014) in the summer of 2012 in an effort to determine what librarians in the United States are doing to teach chemistry graduate students research skills. Chemistry librarians at ARL (Association of Research Libraries) institutions were surveyed about the content they teach; when, where, and how they present it; and what assessment they perform. Program size was studied to ascertain its effect on the above. Results reveal the most popular resources and information literacy skills taught, coverage gaps, and preferences for teaching and assessment techniques. Librarians providing instruction to graduate chemistry (and perhaps even upper-level undergraduate) students can find it helpful to compare what they are currently doing against these findings.

Stammes, Henze, Barendsen and Vries (2020) focused on chemistry teachers' pedagogical ideas in the context of a Dutch professional learning community on design in chemistry education. Teachers' ideas were examined through semi-structured interviews and lesson forms which teachers kept while implementing a design project. Multiple patterns emerged through analysing teachers' ideas. It was found that the teachers did not see teaching design as a goal of chemistry education. Instead, teachers valued design as a teaching approach to engage students in applying chemistry concepts, developing soft skills, and applying or developing research practices.

The paper titled 'Using Constructivist Approach to Enhance Understanding of Mole Concept among Second Year Students in Chemistry at Adobewura Senior High School in Ashanti Region, Ghana' written by Tritiyatma, Yuli, and Achmad (2017) portrayed the first year of a two-year study in integration Science, Technology, Engineering, Art, and Mathematics (STEAM) in chemistry learning. The research focused on developing 21st century skills in chemistry students in secondary schools. The 21st-century skills as a set of abilities that students need to develop in facing a

future challenge that involves learning, literacy, and life skills. The study was conducted in two secondary schools both public and private school on topics of hydrocarbon, petroleum, solubility, and acid-base in years 10 and 11. The qualitative methodology was applied to explore the students' learning experiences and understand the research context. Data were collected through observation, interviews, reflective journals, and the 21st century rubric. The STEAM approach was integrated through the modification of the project-based learning model. The students had opportunities to develop their own projects by integrating chemistry and STEAM principles into their projects. The results show that students have developed their critical and creative thinking, problem-solving skills, collaboration and argumentation skills, leadership and responsibility, and information and literacy skills. The researchers faced the challenges of integrating STEAM within the chemistry curricula, empowering students, and managing the teaching and time resources. Students have started to challenge their critical and creative thinking within the existing learning environments. Integrating STEAM into chemistry learning has developed students' 21st-century skills in those three areas. Teachers also learned to develop their competencies for being facilitators and agents of change, in addition to skills development in dealing with students' differences.

Delostrico (2019) conducted experimental research that utilized the Quasi-experimental research design specifically the Non-equivalent Control Group Design with Pretest and Posttest. There were twenty-five (25) research respondents in the experimental group and twenty-five (25) research respondents in the control group. The experimental group was exposed to the project-based learning method while the control group was exposed to the conventional approach. The reliability and validated-tested pretest were given prior to their exposure to PBL and conventional Approach methods. Posttest was administered after the instructional interference. The data collected from the pretest and posttest performance were analyzed using the mean, t-test, and z-test. Based on the results of the pre-test and post-test of Conventional Approach and PBL groups, a significant difference exists between the academic performance of learners exposed to each group, in favor to Project-based learning group. According to the interview conducted by the researcher, the evident challenges for both learners and teacher were the Clarity of Instruction, Focus of the

students to learn, Time Management, Knowledge of Technology Used, Facilitative Skills; and the benefits were: Collaborative Learning with the students, Social participation, Strengthen the bond between students, Critical Thinking Skills. As discovered in the findings of the study, Project-Based Learning is an effective teaching strategy that can be utilized in teaching chemistry to enhance the performance of the learners when it comes to academic.

On the basis of the systematic review the tables 1 and 2 have been developed to reflect teaching skills and methods.

Section-II: Review of Skills and Methods Used in Humanities and Languages

Review of Skills and Methods Used in Humanities

Khan (1985) framed objectives of the study to survey the method and procedures of geography teaching and evaluation. The sample of the study consisted of 180 secondary schools of Bangladesh. All the Headmasters of 180 schools, 45 experts, 125 Geography teachers constituted the sample of respondents. The tool of the study was checklist, an opinionnaire and questionnaire for geography teachers and geography students on observation schedule and interview schedule. In this study it was found that all teachers used the lecture method of teaching. Discussion, demonstration and assignment method was used by very few teachers.

Koç (2018) wrote the article to investigate problem-based learning in teaching geography in higher education. In addition to the main goal, the

research set out to introduce a practical study that can facilitate graduate students' academic research skills. The study was conducted using action research. Findings obtained from qualitative interviews and the observations produced the following results: The reason why problem based geography instruction has not found much room in Turkey is mostly due to extensive use of traditional teaching methods in such as lectures.

On the basis of the systematic reviews of the above, table 3 has been developed.

Review of Skills and Methods Used in Languages

The study done by Talidong and Liu (2020) was focused on teachers' pedagogies, their best practices and strategies applied in the classroom. It also investigated the most common teaching methods used by the teachers and how are they using these methods. The underpinning concept in this study was guided by the theory of constructivism. As such, in view of the research questions; the mixed method concurrent design was used to explore the experiences of the selected English language teachers in rendering an effective teaching strategy. The teaching methods in English language instruction were determined through a survey questionnaire. This was further reinforced by the qualitative data obtained through the semi-structured interview and classroom observations. Results showed that the lecture method and brainstorming were most often used as a method of teaching. The profile of the subjects showed that teachers are well experienced and qualified English language teachers in view of their educational

Table 1: Teaching Skills Used in STEM (Science, Technology Engineering and Mathematics)

S.N.	Subject	Skills	Review reference
1	Biology	The communication aspect outperformed the other skills (81percent); while the lowest one was identifying variables and predicting (59 percent). In addition, basic science process skills (72 percent); whereas for integrated skills was a bit low (67%).	Susanti, R. <i>et al</i> (2018) Profile of science process skills of Pre-service Biology Teacher in General Biology Course
2	Science	Argumentation	Astuti, Rini Nafsiati (2018) Innovative learning model for improving students' argumentation skill and concept understanding on science
3	Chemistry	Critical and creative thinking, problem-solving skills, collaboration and argumentation skills, leadership and responsibility, information and literacy skills	Tritiyatma, H.; Yuli, R. & Achmad, S. (2017). Developing 21st century skills in chemistry classrooms: Opportunities and challenges of STEAM integration.

Table 2: Teaching Methods Used in STEM (Science, Technology, Engineering and Mathematics)

S. No.	Subject	Skills	Review Reference
1	Mathematics	Action learning in conjunction with the natural motivation stemming	Abramovich, S.; Grinshpan, A.Z. & Milligan, D.L.(2019). Teaching Mathematics through Concept Motivation and Action Learning
2	Mathematics	Web 2.0 technology integration	https://www.sciencedirect.com/science/article/pii/S0747563215000424 Teachers' concern about integrating Web 2.0 technologies and its relationship with teacher characteristics
3	Mathematics	Pre-service teachers modeling	Wickstrom, M.H. & Arnold, E.G. (2022) Investigating secondary pre-service teachers as teachers and learners of mathematical modeling.
4	Mathematics	Innovative programme- Career Mathways	Meara, N.; Fitzmaurice, O. & Johnson, P. (2021) Career Mathways: evaluating a novel initiative aimed at enhancing students' attitudes towards and appreciation of mathematics.
5	Mathematics	Structured method Tabular layout	Alarfaj, M. & Sangwin, C. (2021). Investigating a potential format effect with two-column proofs.
6	Science	Lecture method	Azziz Md. Anowarul (1984). A study of science education programme in secondary education programme in the secondary schools of Bangladesh
7	Biology	Experimental group significantly acquired HOTS more than the control group	Endeley, M. N. & Ibi, B.B. (2020)The Competency Based Approach and Biology Students' Higher Order Thinking Skills in Secondary Technical Schools in The Buea Sub Division of The South West Region of Cameroon
8	Biology	Research Skill Development (RSD) is a useful theoretical construct and a priori framework to make research skills visible to educators.	Torres, L. (2018). Research skills in the first-year biology practical - Are they there?. Journal of University Teaching & Learning Practice
9	Biology	Students worked in groups and participated actively in learning processes	Jeronen, E., Palmberg, I., & Yli-Panula, E. (2016). Teaching Methods in Biology Education and Sustainability Education Including Outdoor Education for Promoting Sustainability—A Literature Review
10	Biology	Explicit reflective laboratory design	Almroth, B. C. (2015). The importance of laboratory exercises in biology teaching; case study in an ecotoxicology course.
11	Chemistry	The historical approach and Nanoscale Science and Technology (NST) in chemistry education is used as the context for learning science through a contemporary research approach	Blonder, R. & Mamlok-Naaman, R. (2020). Teaching chemistry through contemporary research versus using a historical approach.
12	Chemistry	Results reveal the most popular resources and information literacy skills taught, coverage gaps, and preferences for teaching and assessment techniques.	Bonnie L. Fong, B.L. (2014). Searching for the Formula: How Librarians Teach Chemistry Graduate Students Research Skills.
13	Chemistry	The teachers did not see teaching design as a goal of chemistry education. Instead, teachers valued design as a teaching approach to engage students in applying chemistry concepts	Stammes, H.; Henze, I.; Barendsen, E. & Vries, M.D. (2020) Bringing design practices to chemistry classrooms: studying teachers' pedagogical ideas in the context of a professional learning community
14	Chemistry	Critical and creative thinking, problem-solving skills, collaboration and argumentation skills, leadership and responsibility, information and literacy skills	Tritiyatma, H.; Yuli, R. & Achmad, S. (2017). Developing 21st century skills in chemistry classrooms: Opportunities and challenges of STEAM integration.
15	Chemistry	Collaborative Learning Social participation Project-Based Learning	Delostrico, R. (2019), Project-based learning (PBL) in teaching chemistry.

Table 3: Teaching Methods used in Humanities

S. No	Subject	Skills and Methods	Review Reference
1	Geography	Problem based learning Lecture method, Discussion, demonstration and assignment	Khan, A.A.(1985). A Study of teaching Geography at the secondary school level in Bangladesh
2	Geography	Lecture method	Koç, H. (2018). Teaching Geography in Higher Education: A Case Study of Problem-Based Learning.

background and professional development. Implications for teachers considering the results emphasized more innovative and contextualized teaching strategies in English instruction.

Sagar and Afzal (2019) investigated the use of Eclectic approach in teaching English for engineering students and to know how it is useful in improving their communication skills. Therefore, it used the Eclectic approach in improving a student's language skills. If a teacher followed the Eclectic approach, it will be useful to students to improve their communication skills. Eclectic approach is a methodology that makes use of the varied language learning approaches instead of confine to one approach. It is a skilled based approach as the teacher can base his method or approach on the basis of the learner's age, knowledge and aims and objectives of the lesson. This study was carried out in two groups-controlled and experimental groups. Each group consisted of sixty students of first year B.Tech with rural background. So this case-study is useful to English teachers to follow this approach in their language teaching.

Kulichenko (2017) was of the view that Social and economic changes that have taken place in the country in recent years made new demands on specialists in various fields of knowledge, and economists are no exception. The English language study plays a major role in forming professional qualities of future economists. The implementation of the tasks requires the use of various methods in teaching English to students of economic departments, but the main methodological innovations today involve the use of interactive teaching methods. The article described practical examples of using the most popular interactive teaching methods (role play, brainstorming, case study, discussion) in English language classes with students of economic departments. The authors came to the conclusion that the use of interactive methods in teaching a foreign language to future economists helps to organize an active interaction of all participants in the

communication process which results in the exchange of professional information in a foreign language and the acquisition of professional qualities and practical skills of business communication.

Ramanujam (2020) reviewed the research traces language policy and the role and place of English language in education, multilingualism in school education, language curriculum design, materials in English language teaching, methods and processes of the teaching of English, and how English language classroom operates in the diverse Indian contexts. Research on different literacy development and language skills, English language teaching at the university level and English for specific purposes, particularly English for Engineering education, use of ICT in English language teaching, professional development of language teachers, and teaching young learners are also reviewed with a view to understanding how research has moved during the last decade. The tension between the demand for English language education both as a language and as a medium, and the ideal of mother tongue-based multilingualism; the three models of curriculum development in the states – the adoption of the National Curriculum Framework (NCF) fully, the adaption of NCF with modification and development a new curriculum based on the ideas of NCF and their implications on English language curriculum are well illustrated in the studies reviewed. There was a call for a shift to communication-oriented processes like communicative approaches and task based language teaching particularly at the graduation level for meeting the demands of higher education and job market. Research also brought out the constraints in English language education in terms of English language environment in school, teachers and materials leading to varied disparities in the delivery of English language in the classroom. In sum, research findings warrant for action for a harmonious and cognitively sound language policy. A policy that called for an engaging curriculum and materials

which promote contact with English language by the learner and learner-learner interaction in the classroom was what research findings recommended. This should be achieved with the instrumental support of continuing professional development of teachers and learner friendly assessment.

Pinke (2018) pinpointed that in learners of English as a second language are students classified as “limited English proficient” (LEP) because they come from a home where a language other than English is spoken and score at below “Proficiency” on the LAB-R or score at the Beginning, Intermediate,

or Advanced level of English as measured by the NYSESLAT. Diverse student profiles exist within the overall classification of LEP. There are LEP/ ELLs who may be gifted and there are many with a high level of proficiency in their native language. Others may not be able to read or write in their native language because they have had a limited or interrupted formal education in their own country. Finally, there is a population of LEP students who have been identified as having special needs and have been referred for special education services. For ELL/ LEP students, it was imperative to make teaching and learning culturally relevant and to enable access to

Table 4: Skills used in Languages

S. No	Subject	Skills	Review Reference
1	English Language	Encourage the students Make them realize how important this language	Xavier, Disalva & Vijayakumar, M (2019). English Language Teaching Methodology

Table 5: Methods used in Language

S. No	Subject	Methods	Review Reference
1	English Language	-Reading short stories -Playing Audio Video sessions -Conducting games role-plays.	Xavier, Disalva & Vijayakumar, M (2019). English Language Teaching Methodology
2	English language	Lecture method Brainstorming	Talidong, K.J.B. & Liu, Q.(2020). Teaching Methods in English Language Instruction: Case of Selected English Language Teachers in General Santos City, Philippines.
3	English Language	Eclectic approach	Sagar, N. & Afzal, T. (2019). English Language Teaching Through Eclectic Approach for Engineering Students.
4	English	Interactive teaching methods (role play, brainstorming, case study, discussion)	Kulichenko, Y.(2017). Types of Interactive Methods in Teaching English to Students of Economics.
5	English	Communicative approaches Task Based Language Teaching Learner-learner interaction in the classroom	Ramanujam, M. (2020). Research in English Language Education in India.
6	English	Visual arts	Pinke. (2018). A Study of English Language Teaching in India.
7	English language	Lecture method brainstorming	Talidong, K.J.B. & Liu, Q.(2020). Teaching Methods in English Language Instruction: Case of Selected English Language Teachers in General Santos City, Philippines.
8	English Language	Eclectic approach	Sagar, N. & Afzal, T. (2019). English Language Teaching Through Eclectic Approach for Engineering Students.
9	English	Interactive teaching methods (role play, brainstorming, case study, discussion)	Kulichenko, Y.(2017). Types of Interactive Methods in Teaching English to Students of Economics.
10	English	Reading short stories -Playing Audio Video sessions -Conducting games role-plays.	Ramanujam, M. (2020). Research in English Language Education in India.
11	English	Use of Visual Arts	Pinke. (2018). A Study of English Language Teaching in India.

prior knowledge upon which new skills and concepts can be built. It is critical for educators to understand the ways in which students' cultural and linguistic backgrounds profoundly influence their experiences in the classroom. The visual arts enhance language development by offering non-verbal methods for communication and understanding and by providing a platform for students to create mental images. Integrating the arts into language arts and the content areas for ELLs can give students the opportunity to engage in new and varied approaches while gaining positive emotional responses to learning, understanding others, and communicating their own ideas.

On the basis of the systematic reviews of the above, tables 4 and 5 have been developed.

Conclusions

Based on the above reviews some conclusions drawn in sections I, II and the related tables 1 to 5 are given below:

- 1) Communication aspect outperformed the other skills in biology teaching.
- 2) Argumentation can be considered an innovative teaching method in science teaching.
- 3) Critical and creative thinking, problem-solving skills, collaboration and argumentation skills, leadership and responsibility, and information and literacy skills are considered developing 21st century skills in chemistry classrooms.
- 4) Integration of various subjects STEAM is considered an effective way but there exist some challenges related to it as well.
- 5) Teaching Mathematics through Concept Motivation and Action Learning was found to be effective along with the Structured method and Tabular layout.
- 6) Almost all the science teachers used the lecture method for teaching science. Teaching aids like models and charts were only occasionally used in Bangladesh.
- 7) The RSD (Research Skill Development) was found to be a useful theoretical construct and a *a priori* framework to make research skills visible to educators.
- 8) The most emphasized teaching methods were those in which students worked in groups and participated actively in learning processes.

- 9) Teachers did not see teaching design as a goal of chemistry education. Instead, teachers valued design as a teaching approach to engage students in applying chemistry concepts, developing soft skills, and in applying or developing research practices.
- 10) The lecture method and brainstorming were most often used as a method of teaching language.
- 11) If a teacher followed the Eclectic approach, it will be useful to students to improve their communication skills.
- 12) Using the most popular interactive teaching methods (role play, brainstorming, case study, discussion) in the English language classes was found to be very effective.
- 13) A policy that called for an engaging curriculum and materials which promote contact with the English language by the learner and learner-learner interaction in the classroom was recommended by the research findings. This should be achieved with the instrumental support of continuing professional development of teachers and learner-friendly assessment.

Future Needs and Suggestions

Based on the above systematic reviews in sections I, II and the related tables 1 to 5 followed by some conclusions, certain future needs and suggestions appear to be pertinent for teachers to promote better quality teaching and learning in higher education across all subjects:

1. A trained teacher is believed to be more effective in determining students' learning achievement. However, there is also a question of knowledge and skills on the teacher's side as no matter what type of training a teacher has undergone, without the combination of both knowledge and skills, training might still not be effective. *Knowing what to teach, how to teach, and what methods to be used for a particular topic, empower a teacher and allow them to personalize their teaching thus great emphasis has to be laid down in this regard.*
2. Varied methods and skills are used in STEM (Tables 1,2) as compared to the Humanities and Language (Tables 3,4,5) and thus different and new innovative methods and skills of teaching have to be introduced in Humanities and Language as well. Such introduction *requires compulsory*

training in skills and methods for all teachers in higher education.

3. The multidisciplinary approach needs to be integrated into teaching STEM as well as Humanities and languages.
4. The language of the students and linkage to the cultural background (particularly language and symbols) is required across all subjects.
5. The teacher-fixed methods need to be replaced by specific class and student group/student-based approaches and strategies of teaching-learning. It requires innovative thought, practice, and related change in the attitude of the teachers.

Some other suggestions for all teachers in higher education can be drawn in general:

- Curriculum teaching and learning already extend well beyond the classroom and will continue to do so, and as education changes to suit the future's needs, the role of a teacher must also adapt and grow. It is each teacher's responsibility to empower students to take risks, be innovative and seize any opportunity thrown their way.
- In light of a shift towards a more personalized learner experience, teachers of the future must be prepared to be data collectors, as well as analysts, planners, collaborators, curriculum experts, synthesizers, problem-solvers, and researchers.
- The field of educational psychology has much to contribute to science education. There have been many important recent developments in the study of cognition and motivation, and this new knowledge has much to add to the enhancement of science education. Learning about science requires the coordination of a complex set of cognitive, affective, and motivational strategies and skills.
- There are many gadgets and strategies that can be used while teaching and it is the demand of time to increase awareness among the teachers about them. Thus the proper training will not only make the teaching-learning effective but will enhance their professional development as well.
- Teachers in higher education must demand professional training in teaching skills and methods be it in-service or pre-service but it is essential.

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National Education Policy—2020 Rubric of Assessment and Accreditation of Higher Education Institutions in India

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Assessment and accreditation are imperative in quality mandates of Higher Education Institutions (HEIs) worldwide. There are several accreditations as well as ranking frameworks pertaining to the category of institutions and the nature of programmes offered. Anticipating incremental improvements in the action plan, HEIs started developing strategies aligned with accreditor guidelines. Marginal revisions leading to a revised framework within a span of a stipulated number of years offer perspective insights, into the plan of action to be implemented in consultation with stakeholders of the institution. Accountability is taken as the hallmark of any HEI. To attain the same, the HEI has to carry out perspective planning and strategic deployment of the same. Quality culture can be conditioned through well-defined step-by-step processes that can identify the strength, weaknesses, opportunities, and challenges of the HEI.

The accreditation framework of the National Assessment and Accreditation Council (NAAC) and National Education Policy 2020 (NEP, 2020), the tenets of both, can be reckoned as a substantial force in streamlining higher education in India. The University Grants Commission (UGC), in the year 1988, recommended the formation of the Higher Education Council for State level planning and growth of Higher Education. State Higher Education Council (SHEC) was established in several Indian states following the recommendation. Many SHECs now have online database portals of HEIs of the respective states. Quality sustenance in HEIs can be assured through higher education surveys conducted by states. Participation in state-level higher education surveys is now considered a preparatory step for the All India Higher Education Survey (AISHE) conducted by the Ministry of Education and national-level accreditation and ranking processes.

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Global Education Rankings

Education rankings to assess institutions are varied, yet the emphasis is on quality in related key areas. Not many HEIs of India features in the world education rankings. Awareness of the need to be globally ranked is driving education institutions to develop strategic plans, streamline the available resources, and deliberate on the potential for expansion. Times Higher Education (THE) rankings, QS World University Rankings and Academic Ranking of World Universities (ARWU) are the frontrunners in global education rankings. The indicators set by the global ranking frameworks are driven by academic excellence. The establishment of a sustainable learner-centric education system is the expected outcome of rankings.

Regional global rankings are a feature incorporated by world rankings to acknowledge regional variations in academic resources. Understanding the need to bring institutions and disciplines under the purview of quality mandates, differences came to be recognised globally. Times Higher Education Teaching Rankings were developed to offer a different assessment of excellence in higher education and to enable us to rank institutions that are often not research-focused enough to be eligible for the World University Rankings. Location-specific rankings are also becoming popular. The transparent procedures used in assessment and evaluation, lead to objectively verifiable results.

Education Rankings in India

The National Institutional Ranking Framework (NIRF) launched by the Ministry of Education is a methodology to rank institutions across the country. The five parameters used in NIRF are Teaching and Learning Resources, Research, and Professional Practice, Graduation Outcome, Outreach, and Inclusivity and Perception. EW India Higher Education Rankings follow the survey method where institutions are rated on six parameters of tertiary education excellence, viz, the competence of faculty, faculty welfare and development, curriculum and pedagogy (including digital readiness), industry placement record, infrastructure,

and quality of leadership/governance. In comparison with global rankings, it seems necessary that the conceptualisation of Indian rankings of HEIs needs to be fortified. More than rankings, accreditation is popular in India.

Atal Ranking of Institutions on Innovation Achievements (ARIIA) is an initiative of the Ministry of Education, Government of India. The focus is on the key indicator of innovation and entrepreneurship, assessed based on nine parameters. The parameters are 1. Mind-Set Development, 2. Teaching and Learning, 3. Infrastructure and Facilities, 4. Innovations Developed, 5. Start-Ups Established, 6. Collaboration and Investment, 7. IP and Commercialization, 8. Expenses and Revenue, 9. Initiatives of MoE. The MoE has constituted the Innovation's Council with the aim of fostering the spirit of venturing into new avenues of promotion of innovation and entrepreneurship, among facilitators and learners in HEIs.

Higher Education Institution Accreditation in India

National Assessment and Accreditation Council (NAAC) headquartered in Bengaluru, an autonomous institution of the University Grants Commission (UGC), is the largest accreditor of HEIs in India. Established in 1992, NAAC evaluates the institutions for their conformance to the standards of quality in terms of their performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organisation, governance, financial well-being, and student services. The assessment and accreditation process of NAAC is intended to promote the five core values - Contributing to National Development, Fostering Global Competencies among Students, Inculcating a Value System among Students, Promoting the Use of Technology, and Quest for Excellence. (<http://naac.gov.in/>)

National Board of Accreditation (NBA) came into existence as an independent autonomous body with effect from January 2010 with the objectives of assurance of quality and relevance to technical education, especially of the programs in professional and technical disciplines, i.e., Engineering and Technology, Management, Architecture, Pharmacy and Hotel Management and Catering Technology, through the mechanism of accreditation of programs offered by technical institutions. NBA was initially established by the All India Council of Technical

Education (AICTE) in the year 1994. NBA has aligned its methodology with international benchmarks and has started accreditation on the basis of outcomes. (<https://www.nbaind.org/>)

Education Policies

Globally, countries have provisions to ensure quality education for children. The education system in Finland is considered the best in the world, with its unique holistic approach and lifelong learning principle. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right. Availability, accessibility, acceptability and adaptability is the four A scheme mentioned in Article 29 of the constitution of South Africa. All education policies aim at student satisfaction in the highest possible manner. In this context, the global educational perspective is a yardstick for understanding the Indian scenario. National Education Policies in India have always envisioned radical changes in the education system of the country, from primary to tertiary levels.

National Educational Policies of India

The National Policy on Education 1968, with its 17 principles was a visionary document to reconstruct and promote the development of education. Thrust on learning languages, technical and vocational education, the establishment of universities and support for research in universities among others was the highlight of the 1968 Policy. In 1986 the Parliament adopted National Policy on Education (NPE), which was modified in 1992. Restructuring of courses at the undergraduate level, expansion in educational facilities, promotion of post-graduate education and research and cultivation of moral values were among the visions delineated in NPE 1986. Inter-regional mobility of students based on merit was also floated. The policy was modified in 1992, keeping a close eye on the ever-developing sphere of education. National Education Policy- 2020 (NEP, 2020) replaces NPE 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030.

National Education Policy—2020

National Education Policy—2020 is the first education policy of the 21st century and aims to

address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and values systems (MHRD, 2020). NEP—2020 is a comprehensive document on how to revamp education in India with a global edge. The existing framework of the curriculum requires substantial restructuring, to allow room for the integration of those unique abilities of learners to be put to application for the common social good. The policy envisions a systematic progressive engagement with lifelong education starting with school education. Professional education is given emphasis when it comes to higher education. Commendable changes have been recommended in the higher education system, which will be implemented strategically in HEIs.

The recommendation to establish the Higher Education Commission of India (HECI) is a laudable step in the direction of institutional accountability and validation of credentials. Four institutional structures to carry out four essential functions will be set up under HECI. The four structures will be 1. National Higher Education Regulatory Council (NHERC), 2. National Accreditation Council (NAC), 3. Higher Education Grants Council (HEGC), 4. General Education Council (GEC). The NHERC will function as single point regulator; regulation will be enabled through accreditation by NAC; HEGC will disburse scholarships as well as take up funding-related matters; GEC will formulate learning outcomes for higher education programmes and also the National Higher Education Skills Framework (NHEQF). The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce the human interface to ensure efficiency and transparency in their work. For the successful implementation of the Policy, strengthening and empowering the Central Advisory Board of Education (CABE) is recommended.

National Assessment and Accreditation Council - National Education Policy Rubric

The vision of the National Assessment and Accreditation Council (NAAC) is to make quality

the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. National Education Policy 2020 (NEP- 2020) is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. Transforming the Regulatory System of Higher Education is Cardinal Principle No. 18 of National Education Policy- 2020. The pace at which global education is advancing is an indicator of streamlining the Indian higher education framework to mold global citizens. The combined force of policy and assessment framework, with timely interventions and progressive amendments, can deliver the desired quality governed outcome.

Table 1 examines the commonalities noticeable in terminologies adopted by the NAAC accreditation framework and NEP- 2020.

Table 1: Comparison of NAAC Accreditation Framework and NEP- 2020

NAAC Accreditation Framework	NEP- 2020
Curriculum enrichment	Interdisciplinary approach
Value added, Add on, Certificate programme	Multidisciplinary approach
Integration of cross cutting issues, Inclusivity	Cultural awareness
Faculty exchange, student exchange	Internationalisation at home
Collaborations for academic activities	International academic interactions
Capacity building and skill enhancement	Skill development
Constitutional obligations	Value based education
Innovation ecosystem	Ecosystem of research

Source: Various policy documents

The fundamental objectives of both NEP 2020 and NAAC frameworks are similar and aimed at

achieving international standards for Indian higher education. The imminent restructuring of the higher education system in India, rests on the vision and principles of NAAC and NEP 2020 respectively, as detailed below:

Multidisciplinary Approach and Internationalisation of Education

NEP—2020 envisages the restoration of liberal arts or ‘knowledge of many arts’ in education. The perception of the multidisciplinary approach in education is thus revisited. Mathematics, science, vocational subjects, professional subjects, and soft skills are the various ‘arts’ required to augment the skills qualification of the twenty-first century learner. The blend of interdisciplinary subjects into the curriculum will help the learner to gain more competency. It is commendable that NAAC has provisions for the assessment of programmes offered to students in addition to syllabus-based subjects. These are variously titled as Value added, Add-on, and Certificate programmes. Evaluation of curriculum delivery, teaching-learning and student support indicators have the aforementioned programmes under their purview. The emphasis of NAAC on the CBCS/ Elective Course system is an early step towards the attainment of multidisciplinary curricular delivery.

The UGC Draft Guidelines for Transforming Higher Education Institutions (HEIs) Multidisciplinary Institutions (March, 2022), follows the recommendation of NEP-2020, emphasising holistic and multidisciplinary education. The types of HEIs envisaged are: (a) Multidisciplinary Research-Intensive Universities (RUs) (b) Multidisciplinary Teaching-intensive Universities (TUs) (c) Degree-awarding multi-disciplinary autonomous colleges (smaller than a university). The features of a multidisciplinary HEI shall be (a) Orientation about new opportunities, (b) Mobility of credits between institutions, and (c) Online and ODL mode of education. In due course, a multidisciplinary approach will pave for internationalisation of education, fostering an equitable global outlook. Pedagogical approaches, assessment tools and institutional structures as such will undergo unprecedented changes.

Higher learning centers of ancient India were known for teaching every branch of knowledge, such as singing, painting, chemistry, and mathematics; vocational fields such as carpentry, and clothes-making; professional fields such as medicine and

engineering; and soft skills such as communication discussion, and debate. Over the centuries the broader learning opportunities got narrowed, and gradually, in recent years the focus moved to specialization in particular subjects resulting in the growth of single-stream institutions (UGC, 2022). All Indian HEIs are expected to be transformed into multidisciplinary institutions by 2023. UGC Guidelines for Internationalisation of Higher Education (IHE), asserts that global interconnectedness is the expected outcome of academic collaborations with institutions of global stature.

NEP—2020 vouches for ‘internationalisation at home’; an attempt to restore the glory of our country as a valuable hub for international academic interactions, as was in the days of Nalanda and Takshashila. The NEP 2020 aims to develop intellectual, aesthetic, social, physical, emotional, ethical, and moral facets of an individual in an integrated manner, thereby contributing directly to the transformation of the country and making India a global knowledge superpower (UGC, 2022). Identifying global concerns and suggesting solutions to those can be initiated as an academic endeavour, fulfilling the valid purpose of education. Collaborations/linkages for Faculty Exchange, Student Exchange, Internship, etc. in the NAAC framework, ensure that student mobility and teacher quality are enhanced over years.

Skill Development and Value Systems

The attainment of learner outcomes shall be established through a dedicated and transparent process of mapping, which ideally starts with the induction of a student into a programme of study. The Quality Mandate of the UGC has given thrust on Curriculum Reforms on Learning Outcome-based approach with an aim to equip the students with knowledge, skill, values, and attitude. Learning Outcomes based Curriculum Framework (LOCF), finds its wider application with NEP-2020 in place. Attainment of Programme and Course Outcomes is qualitatively verified by NAAC. Knowledge dissemination in HEIs shall be judiciously carried out so that learners gain academic knowledge as well as additional skill sets. All possible attempts shall be made by HEIs to make learners future ready. NEP 2020 has provisions for the integration of vocational education into higher education. Different models of vocational education, and apprenticeships, will also be experimented with by higher education institutions (MHRD, 2020).

The gap between society and the learner, industry and the learner, and outcome and the learner requires to be bridged with adequate aptitude-oriented vocational programmes, designed to inculcate skills for consistent performance in various job profiles. To achieve global competency, NAAC holds that HEIs be innovative, creative, and entrepreneurial in their approach. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the ‘world of competent-learning’ and the “world of skilled work” (<http://naac.gov.in/>). As part of Curriculum Enrichment, a key indicator in Criterion 1, NAAC stresses the incorporation of value-added programmes in the curriculum. Capacity building and skill enhancement initiatives - which are part of an assessment under Criterion 5 - taken up by HEIs shall contribute to the attainment of learner outcomes, of which one is placement and the other, is student progression.

Promotion of Indian knowledge and value systems, establishing equity and inclusivity, ensuring equitable use of technology and integration of arts and sports into the curriculum are some of the key aspects of higher education as laid out in NEP- 2020. The aforementioned processes are congenial for skill development and creating cultural awareness. NAAC framework on the other hand, in Criterion 1 Curricular Aspects, assesses the quality of integration of crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum. The curriculum thus should enable learners to contribute to sustainable development by promoting societal, economic and political change as well as by transforming their own behaviour (UNESCO, 2017). Gender equity, environmental consciousness and sustainability and Divyangjan friendly initiatives, and sensitization of students and employees to constitutional obligations are indicators of assessment in Criterion 7 Institutional Values and Best Practices. Inclusivity, situatedness and value systems are given utmost importance in the NAAC framework.

Research and Innovation

Research funding can be increased with international collaborations. Philanthropic contribution also is a source of such funding. NEP 2020 envisions a comprehensive approach to transforming the quality and quantity of research in India. The establishment

of a National Research Foundation (NRF) is expected to significantly change the research culture existing in Universities and other HEIs. NRF will carefully coordinate with other funding agencies and will work with science, engineering, and other academies to ensure synergy of purpose and avoid duplication of efforts. An efficient research-innovation ecosystem will be a scalable asset to any HEI and serve as a platform for learners to test the skill sets acquired. Entrepreneurial Skills and Experiential Learning find fertile ground in an innovation ecosystem. Incubation centres will be set up in higher education institutions in partnership with industries (MHRD, 2020).

Research workshops as part of twinning programmes and academic collaborations with international organisations will widen the scope of research activities. UGC Guidelines for IHE delineate the possibilities of strategic partnerships with international academic organisations of repute. The world as of now, struggling under the impact of the pandemic, recession and allied concerns, needs a productive solution to overcome the adverse situation. Interdisciplinary research can be a solution to many such issues. Institutional progress and eventually its branding is possible only if the HEI has made significant global contributions. A robust mechanism for research funding and its utilisation will be beneficial in the long run. NAAC Criterion 3 Research, Innovations, and Extension focuses on the above-given factors. Initiatives related to Innovation have gained impetus with the establishment of the Institution’s Innovation Council (IIC) launched by the Ministry of Education’s Innovation Cell.

Conclusion

NEP—2020 completing two years of existence has paved way for fruitful discussions on the restructuring of education. Many changes have already been effected and some are in the making. The Union government has announced that it is planning to bring a Bill to reform Higher Education in India. The proposed bill will bring structural change in the regulatory body for college and university-level education, cutting across disciplines. NAAC is the largest accreditor of HEIs in India, and has incorporated a descriptive content section on NEP preparedness in its accreditation manual. In its thirtieth year of establishment, NAAC is all set to re-imagine assessment and accreditation in higher education in India with the White Paper issued in July, 2022, as an

initiative for improving quality in higher education. The recommendations of NEP- 2020 are solely aimed at making quality education accessible and equitable. Implementation of these recommendations is being taken up by statutory as well as autonomous bodies dedicated to coordinating progressive activities in the education sector.

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(contd. from pg. 4)

...Although a flash of insight seems instantaneous, ideas do not exist in a vacuum. Ideas exist in a network; they exist in collaboration with others' ideas. In fact, a moment of sudden revelation does not occur suddenly at all...

Khushi Khurana

...I've had minor instances where I've surprised myself, but I'm sure the takeaways from this elective have fast-forwarded my journey to finding THE moment in my life...

Tanvi Joshi

...it is crucial to incorporate Eureka in our methodology...

Shravani Deorukhkar

...no words except one can describe that moment... EUREKA!

Pranjal Pradhan

...anyone who is willing to push boundaries and move out of their comfort zones and do it consciously because they want to...

Tanvi Prasanth

...there have been small celebratory moments of achievement and happiness, but for me, eureka is something much more than just accomplishing a societal thing. It is more of a personal, spiritual or intellectual bar one hits...

Saumya Karani

...Eureka moments is the collision of contrasts? Into a singular thought? The combination of contrasts into a singular thought that justifies all?

Manav Parekh

...It's a state in which nothing else matters yet, ironically, it gives us the validation that we matter, our work matters. It is liberating and captivating all at once...

Rashmita Sancheti



Corporate Governance and University Governance: A Review

Deepak Mistry*

Corporate Governance (CG) involves relationships among the company's Management, Board, Shareholders, and other stakeholders. The primary focus of CG is to monitor and direct corporate entities in mitigating risk factors that pose threats to the going concern of a corporate.

It is a set of policies, processes, and practices with which a corporate is administered and controlled. It is concerned with compliance, ethics, values, risk - mitigation, and decision-making. It creates an environment of transparency, disclosures, arm-length transactions, accountabilities, and responsibilities, bringing in benchmarks for best practices, quick response to criticality, and striking the right balance between the social and business goals of an organisation.

Thus, CG plays a dynamic role in building up of image and reputation of a company and increasing the trust and confidence of various stakeholders. It sets the tone of the culture in a company. All these are necessary for fostering long-term investment, financial stability, and business integrity. Therefore, it is very essential to have a defined governance structure in place.

Aims of Corporate Governance

The concept of CG has evolved over a period of time and with every collapse/scandal of the corporate sector be it Enron and World.com, the Financial bubble of 2008 abroad, or Satyam, Kingfisher Airlines, Ranbaxy, Bhushan Steel, Infrastructure Leasing & Financial Services Limited (ILFS), Dewan Housing Finance Corporation Ltd. (DHFL), Punjab National Bank (PNB), Yes Bank, at home. It has become more comprehensive day by day, including all the ways a company should behave in order to foster the trust of investors and other stakeholders. Some of the key aims of corporate governance include:

- a) Giving stakeholders confidence that the business is being run to important legal standards so that it never violates applicable laws or regulations,

including the unwritten rules of good, ethical behavior.

- b) Providing transparency in the company's decision-making processes both in good and bad times.
- c) Regulating efficient cooperation between a supervisory board of directors and the management of a company.
- d) Ensuring the company exercises prudence in strategy-setting and decision-making so that the best interests of all stakeholders are taken into account.
- e) Providing a framework for action if there's a violation of the company's code of conduct.
- f) Making policies of risk analysis, risk mitigation, and quick response to adverse events - Operational, Financials, Staffing, Competition, Reputation, Legal, Natural disasters, etc.
- g) Ensuring the company is geared toward long-term value creation, not short-term gains. When the company's management works according to a well-defined corporate governance structure, the well-being of everyone involved in the company should automatically be taken care of.

Fig -1 Key Players in CG

(1) Board of Directors	Responsible for making crucial decisions to attain long-term business objectives and maximise shareholder's wealth
(2) Management	Responsible for the successful business operations, formulation of strategies, and evaluation of associated risks
(3) Shareholders	Responsible for timely providing adequate capital and support management to achieve their goals
(4) Employees, Lenders, Suppliers and Customers.	Responsible for playing their role effectively and getting their interest well served by the companies.

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Requirements for a Good CG System?

For Good CG, the qualities required are ethical business practices, independent decision-making, fair- reliable- dependable actions and activities, sound morals, adhering firmly to the principle of trusteeship, transparency in disclosures, promoting the welfare of all stakeholders, responsible to the country, society and environment, review and renewal and so forth.

Indian Scenario

In India CG regulatory framework is provided by,

- (1) The Companies Act, 2013.
- (2) Securities and Exchange Board of India (SEBI) Act, 1995.
- (3) Securities Contracts (Regulations) Act, 1956.
- (4) SEBI (Listing Obligations and Disclosure Requirements) (LODR) Regulations, 2015.

They safeguard the interest of minority shareholders by making the Board of Directors and Management accountable by ensuring timely disclosures and submission of reports on operations, financials, risk analysis, non-financial matters, various compliances, environmental and social responsibilities, etc.

Digital Disruptions and E-Governance Framework

Digital disruptions triggered by a tsunami of digitalisation have completely transformed the CG. Virtual board meetings, virtual shareholders meeting, uploading of reports and statements on companies' website, real-time submissions of sensitive information to stock exchanges, and online filing of every document on the MCA portal has changed totally the governance and reporting aspects of corporate communication. It has ensured the Easy, Accurate, Timely and Faster availability of data and information to various stakeholders. It will have its own challenges too, in the form of cultural change, adapting to new technologies, cybercrimes, data security, data manipulation, shifting from "Brick-n- mortar "to plug - n- play ", availability of talent pool and so on. E-Governance is a framework and supporting tool to have cost-effective, paperless, pilferage proof and establishing a complete trail of transaction solutions for corporate governance. It ensures a sustainable governance framework and improves the efficiency of the Board and the

Management. It helps businesses to be proactive and respond to market demands swiftly.

Massive Disruptions of Globe Over Last Few Years and CG

- (1) Lockdowns and economic downturns due to pandemics.
- (2) Changing world order - shifting of economic powers between countries.
- (3) Massive technology advancements-data becoming a powerful tool-AI, ML,IOT, web 3.0, 5G, Cloud technologies, mass digitalisation, cyber security challenges, blockchain technology.
- (4) Non - Financial risks becoming para mounting
- (5) Advent of cryptocurrencies, digital currencies.
- (6) Increasing importance and challenges are thrown by SDG, climate change, global warming, other environmental issues, and natural calamities.
- (7) Increasing international trade, interdependencies, remote working, the global hunt for talent,
- (8) Geopolitical situation- Russia-Ukraine war, consequent sanctions regime, supply chain disruptions, weaponisation, energy crisis, shortage of food, inflation— China -Taiwan –USA tension, change of political leadership in major countries like USA, Germany, UK, Sweden, Israel, Japan, Australia, Brazil, Argentina, Pakistan, Sri Lanka, Afghanistan Because of the above disruptions, the situation has become more dynamic, uncertain, fluid and unpredictable. Countries and Societies at large and businesses in particular are in a vulnerable position. In such an environment, the Good CG system becomes the only saviour and inevitable tool for navigation in troubled waters and the survival and sustainability of corporates.

University Governance

Universities are the nucleus for building an educated generation. Universities today, as always, must create and disseminate knowledge because this role is part of their mission, especially when knowledge is the essential source of competitive advantage in all areas. Also, research should permeate undergraduate and graduate teaching, favouring understanding of the problems that science, technology and society pose, within a framework of sustainable development. Along with research consideration also needs to be given to excellence in teaching, inspiring entrepreneurship and creating a culture committed to sustainability

and integrity. These are vital roles for any university that aspires to develop a cohort of graduates ready to address the challenges facing society, industry and the environment. Higher education institutions (universities) also play a critical role in making understand, promoting, and applying ethics and values at Institutional and individual levels and thereby building just, peaceful, sustainable, and inclusive societies.

Challenges Faced

Around the world, higher education is under pressure to change. It is growing fast and its contribution to economic success is seen as vital. The university and other institutions are expected to create knowledge, improve equity and respond to students' needs- and to do so more efficiently. They are increasingly competing for students, research, funds, and academic staff- both in the private sector and internationally. In this more complex environment, direct management by governments is no longer appropriate. Good governance of HE institutions will ensure their independence, relevance, and dynamism while promoting key economic and social objectives. Currently, Universities as institutions, are facing varied challenges. Like the pressure of increasing GER, to keep pace with the tsunami of new technologies and new knowledge, limited resources available to fund higher education, to keep the balance between access - equity -quality, rising expectations of the public, the gap between the skills sought by the labour market and the skills imparted by the HEI, high unemployment rate among the university graduates, shortage of good quality faculties, challenges thrown at by 2 years closures due to the pandemic, and so on. Many universities struggle to identify their unique purpose and to provide qualifications that meet the needs of students and employers. Good Governance can come in handy to overcome some of these challenges.

Good University Governance

Good governance is especially important in higher education, because a university is, in many ways, a much more complicated organisation than a business. University governance is not a traditional hierarchy but looks more like a mountain range: different peaks represent students, faculties, alumni, management, Governing Board, the Chairman/ president, etc. Each institution has its own unique mountain range and therefore each has its own unique power structure. Governance in higher education must

provide a framework for a truly, variegated group of stakeholders. Nonetheless, the basic principles for corporate governance find application in university governance also.

The concept of university governance addresses how universities and higher education system achieve their goals, implement their policies and monitor their activities and progress. The existence of Good Governance in the university, not just contributes to knowledge production but also produces graduates who are more knowledgeable, more resourceful, and more productive members of society. Good Governance in the university will allow those in charge of the institution to mobilise resources, design- implement- monitor - and evaluate the efficiency of performance of the institution, which in turn will make the institution effective, successful, and well sought by students and faculties alike. UG is the criterion against which the quality of a university is measured.

Various sections of society have a stake in the successful running of the university i.e. how it is run and manage to discharge its primary responsibilities of assimilation of knowledge and creation of new knowledge. These stakeholders are students, parents, faculties, support staff, parent body, government, vicinity area people, and society at large. Higher education is one of those areas that has been traditionally slow to embrace the Governance, Enterprise Risk Management, and Compliances framework. Therefore, Good UG is very vital. It makes or breaks an institution.

UG can be divided into 2 parts. One Academic Decision and Other Administration Decisions. Academic Decisions will involve areas of what to teach, whom to teach, how to teach, and by whom to teach. It will also include examinations, evaluations, allocation of funds for academic activities, research initiatives, and appointment of the body responsible for developing academic strategy, planning, policies, and execution. Administrative Decisions on the other hand will involve overall management of the institution, mobilisation of resources and utilisation of the same, e- governance and compliance software, support and service to academic decisions, HR, infrastructure related matters, students, faculties, and other staff-engagement and wellbeing. It also covers adherence to external & internal rules, regulations and compliances, (Code of Conduct) alumni services, and social responsibilities. Actions of both these decision-making bodies should be fully aligned with the goals, mission, and vision of the institution. Diverse & independent governing

board, Transparency, accountability, and dedication to the interest of stakeholders are at the core of any university governance.

Indian Scenario- Overview

In India, External Governance is done by Central/ State governments, Ministry of Human Resource Development (MHRD), University Grants Commission (UGC), All India Council of Technical Education (AICTE), Medical Council of India (MCI), and accreditation agencies like National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA) ... by prescribing norms and minimum standards. Internal Governance is done by Vice Chancellor, Pro Vice Chancellor, Registrar, Finance Officer, Deans, HoDs, Academic Senate, Controller of examination, Librarian, Chief Proctor, Chief Warden, Different Cells, etc.

Problems with the central and state-funded universities and institutions are excess political influence, excess bureaucratic interference, nepotism, spread and expansion of corruption, intrusion of unhealthy politics in students and faculties, academic and administration authority in one person (i.e. Vice Chancellor), insufficient funds for modern infra, academic facilities, and research work, mismanagement of finances, haphazard allocation of funds to various departments, damaged reputation from various scandals, and so on. This results in low ratings and low development, lack of transparency, lack of proper disclosure, lack of teamwork, lack of accountability, lack of autonomy and flexibility, weak governance, and weak control. However, of late, institutions are gaining greater freedom to run their own affairs. Public funds are allocated in 'lumpsum' form, and funding from students and businesses are encouraged. In exchange for autonomy, governments seek to hold institutions to account for their actions and inactions, system-driven processes and structure, effective checks and balances, linking funding to performance, and publicly assessing quality.

Higher education institutions need to develop a creative balance between academic mission and executive capacity; and between financial viability and traditional values. Governments have to balance the encouragement of excellence with the promotion of equity.

Attributes of Good Governance

Good Governance is an order to maximise the

public interest. Critical attributes of good university governance are (1) inspirational leadership (2) strong strategic vision for institutional direction, (3) a philosophy of success and excellence, (4) Monitoring financial soundness (5) organisational development and change. (6) Robust-well informed-consultative and participating decision-making process. A practical Guide for University Governance is presented below.

Practical Guide for University Governance in a Multi-disciplinary Not-for-Profit Private University

[A] It shall be Run by

1. Governing Board (Supreme Decision Making Body)

[A mix team of 11 industrialists, educationalist, professionals]

2. Advisory Board. (Guiding body for achieving Excellence)

[A mix team of 11 industrialists, educationalists, professionals]

3. Academic Council (To decide on All academic matters)

[Vice Chancellor, Deans, Joint deans, Faculties, Students, Aluminise] (21 Members)

4. Administrative Council (To decide on All administration matters). [Gen. admin head, Legal head, HR head, Finance head, Residencies head, PR head, VC, Students, Aluminise] (9 Members)

[B] The university shall have Eminent persons on the Governing Board and Advisory Board. GB & AB will have Diversity - representing an array of perspectives, generationally diversity, gender ethnicity- geographical diversity, dynamic mindset, varied exposure, expertise, qualification, and experience of members.

[C] Director General (promoter) will not be a part of governing board or advisory board. He will be overseeing both councils, Connecting the dots. Coordinator & Link to all four apex bodies. Far away from family-oriented characteristics. A thoroughbred professional with a vision of the next 25 to 50 years.

[D] At the university level following committees will have micro-management.

1. Faculty Appointments Committee

2. Remuneration Committee

3. Audit & statutory compliances Committee
4. Fees fixation & Funds Management Committee
5. Risk Management Committee
6. Students grievances redress Committee
7. Academic Excellence Committee

[These committees will comprise 5 members. 3 Members of GB / AB + 2 members from the university.]

- [E] 4 meetings of GB / 4 meetings of AB/ 2 meetings each of two Councils in a year. So, every month there will be one meeting of apex bodies.
- [F] 7 Committees — 14 meetings. Two each. This will ensure effective ‘Governance’ and will bring all round success and excellence by applying basic principles of integrity, independence, transparency, disclosure, frankness fearlessness and fairness, accountability and responsibility on the part of members while discharging their duties.

A Word of Caution for Top Management

Governing board of universities have to deal with ever- changing landscape and shifting dynamics of higher education. Members of the board are expected to be prepared with futuristic systems and cutting-edge ideas with eyes on global trends to steer past the goals and mission of the institute.

The Governing Body (the above four Apex bodies) is unambiguously and collectively accountable for institutional activities, taking all final decisions on matters of fundamental concern within its remit. They have to identify and address the most imminent risks facing the university and the institution’s strategic priorities for the near and long term. They have to put in place clear guidelines for the effective and direct flow of information and communication between the university and the board. Critical decisions should be based on designated channels rather than relying on back channels.

Therefore, the members should possess the personal and skills to act as high-performing bodies. Leadership skills and academic prowess are the key qualities. Universities are often large organisations, with the level of complexity not found in many other enterprises. At times, it is hard for members of these apex bodies to understand what is going on, or fully appreciate what matters most to the university. VC’s effective control of the agenda leads to an information chasm between the executive and independent council

members, who lack the time or patience to find out more about the institutions they oversee. The use of standardised templates and executive summary for briefings- instead of long presentation documents will help focus discussions. Key performance indicators on academics, administration, and financials shall be reported to the board at regular intervals.

There should not be complacency and lack of engagement on the part of independent members. Sufficient time should be taken for constructive debate and thread and bare analysis of the issues on hand. In a rapidly changing environment, the board that is fit for today may not be fit for tomorrow, making self-evaluation and reflection on the overall performance of the board important, even for high-performing boards. An assessment of the current board governance benchmarked against peer and leading universities can help boards to articulate their desired future state and the steps they need to get there.

Shared governance is a critical component of the culture and ethos of a university. In fact, regardless of the size or type of university, it is the best practice to invite stakeholders and subject matter experts to participate, as more engagement means increased transparency and a voice in governance.

The university should think and consult far more deeply (i) about independent members’ honorarium, (ii) the time they devote to council matters, (iii) their roles and responsibilities. A formal policy can be drawn out on independent members’ engagement with the wider university and staff. If necessary, there can be Investments in the recruitment, training, and development of council members.

Finally — Have a clear vision — create a road map — make an implementation plan — and a timeline to get there. Implementation can be difficult and gradual, but in the end, it is worth it. It will help the board to navigate the changing higher education landscape and thrive in the future while supporting the university’s mission.

To Sum Up

The entire edifice of ‘Good Governance’ is based on four pillars of ‘Transparency, Accountability, Integrity & Risk Management’. Strong University Governance coupled with constant adaptation and transformation, risk anticipation and proactive planning, imbibing a ‘global problem-solving mindset’ and collaborating internationally, universities have

a better chance of becoming powerhouses for social progress. ‘Governance never rests’ - Rushforth. The work of governance is ongoing and evolving.

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- 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.
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Research Entrepreneurship Synergy

Padma Vibhushan Anil Kakodkar, Former Chairman, Atomic Energy Commission of India delivered the Convocation Address at the 9th Annual Convocation Ceremony of Indian Institute of Technology, Mandi (Himachal Pradesh) on 23rd October, 2021. He said, "We are now in an era dominated by high end technologies like Semiconductors, Artificial Intelligence, Computing and Telecom, Clean Energy, Advanced Aerospace and Pharmaceuticals. Soon new frontiers technologies exploiting Genetics, Quantum Physics, Cognitive and Brain Sciences etc. would start dominating. We need to close in our gaps in these technologies which currently seem to be expanding. Not being able to do so would not only put us at disadvantage but could in fact make us vulnerable through emergence of new technology denial regimes even in commercial sectors, holding hostage entire segments of our nation's economy. We thus must quickly become a massive producer of high end and frontier technologies. A well-knit research entrepreneurship ecosystem involving close partnerships between academia, industry and government is a critical necessity for this purpose. This is a necessity for our national security, our economic prosperity, and our societal well-being." Excerpts

IIT Mandi is one of the newer institutions among the chain of IITs, a system of higher technology education and research institutions in the country that has done India proud. I remember, I had visited IIT Mandi during its early years of formation. I also had interacted with Prof. Timothy Gonsalves, your founder Director during our working together to implement the recommendations of Kakodkar Committee on IIT reforms. I have thus, some nostalgic feelings as I participate in this convocation.

My congratulations to all those graduating today. The world today has unprecedented challenges as well as opportunities before it. I am sure, graduating from IIT Mandi would turn out to be a great asset for you, as you move forward in your career. May all your dreams be fully realised.

I wish to use today's occasion to talk about research entrepreneurship synergy. I believe that this should be an urgent focus for us where IITs and more particularly the newer IITs can lead from the front. We need to enhance our research excellence and also bridge the research entrepreneurship gaps on one side while we shape our young people with right capability and mindset on the other. Our institutions have to be both knowledge creators as well as value creators. Between the years 2008 and 2018, India's publications of science and engineering articles increased from 48,998 to 1,35,788, an average annual growth rate of 10.73 per cent. The country now accounts for 5.31 per cent of the total world publications in science and engineering and stands at the third position behind China and USA.

While we have a lot of further ground yet to be covered both in terms of numbers as well as quality, we are well on our way to become world class knowledge creators. However, in the context of value creation, India ranks 40th on International Intellectual Property Index and stands at 20th spot among the top 100 countries that have been ranked in the Global Start up Ecosystem Index 2021 by the Start-up Blink. We have done relatively better in a short time in the start-up space. However not all start-ups can be categorised as high-tech start-ups. While innovation does spur economic growth, we need innovations in high-tech space to become globally competitive. This is where IITs have to lead and make a difference to the country. Something that has started happening.

An extreme example for us to emulate is Stanford University whose alumni and faculty have created nearly 40,000 companies that generate around USD \$2.7 trillion in annual revenues. The Industry and Research University ecosystem, like Stanford University – Silicon Valley are great success stories. Our IIT Madras Research Park is a good beginning in this direction. More such examples are in the making. We need many more such initiatives.

We are now in an era dominated by high end technologies like Semiconductors, Artificial Intelligence, Computing and Telecom, Clean Energy, Advanced Aerospace and Pharmaceuticals. Soon new frontiers technologies exploiting Genetics, Quantum Physics, Cognitive and Brain Sciences etc. would start dominating. We need to close in our gaps in these

technologies which currently seem to be expanding. Not being able to do so would not only put us at disadvantage but could in fact make us vulnerable through emergence of new technology denial regimes even in commercial sectors, holding hostage entire segments of our nation's economy. We thus must quickly become a massive producer of high end and frontier technologies. A well-knit research entrepreneurship ecosystem involving close partnerships between academia, industry and government is a critical necessity for this purpose. This is a necessity for our national security, our economic prosperity, and our societal well-being.

Rural Development

As we prepare ourselves to be in the forefront of emerging high-technology and be a front runner in the global competition, we need to be also aware of bridging the urban – rural gaps which seem to be growing. Rural development in India in fact needs a special focus. Two third of India lives in villages with less than half per capita income as compared to urban areas. Bridging the urban rural divide at least in terms of livelihood opportunities is thus a matter of urgent necessity in our country. The emerging era of knowledge driven economy that facilitates democratisation and decentralisation of economic activities is thus a great opportunity for transformation of rural horizon. This however would involve capacity building of local people in dealing with emerging technologies and also ability to internalise technologies and build on them including solving problems during their implementation, locally. Eventually we should create a locally relevant innovation ecosystem that can leverage the opportunities of knowledge era. In principle, I believe, one could have greater opportunities in villages rather in cities reversing the industrial era paradigms. CILLAGE – a knowledge integrated sustainable village development model aims to leverage new and appropriate knowledge-based technologies, including some created locally, to create additional and higher-level livelihood opportunities in villages that also include manufacturing and service sector activities in addition to agriculture and allied activities.

In the CILLAGE concept, a local Higher Technical Education Institution (HTEI) serving as a Knowledge Partner (KP) hosts a Rural Human and Resources Development Facility (RHRDF) and linked with local community institutions and NGOs, works for

deployment of appropriate technologies for enhanced livelihood and related educational and knowledge support in the neighbourhood. To facilitate sustained and comprehensive engagement between RHRDF and the neighbourhood, a number of AKRUTI (Advanced Knowledge based Rural Technology Initiative) sub-centres need to be established in proximity with existing schools. RHRDF and AKRUTIs would be the bridge between HTEI and the neighbourhood to spread technology enabled livelihood, ICT enabled school education etc. on one side and solving problems in implementation of new technologies and search for new R&D problems on the other. The eco-system so created could also participate in deployment of other Govt. Schemes.

Spread of technology adoption and continuous access to new technologies could create better livelihood opportunities in rural domain that eventually compare well with opportunities in urban domain thus leading to convergence of best of city (i.e., opportunities for self-progress, modern infrastructure for education etc.) with best of a village (i.e., clean, calm and eco/human-friendly environment). Thus, the selected cluster of villages (Cillage) around a vibrant knowledge institution can be expected to become preferred working destination for young innovative and creative generation for leveraging local human and raw material resources on one side and new knowledge technologies on the other. Cillages could thus become places, better than both cities and villages and may become the preferred habitats for the new age society in most of emerging India. This approach is being tried out on an experimental basis at a few places in Maharashtra. Advanced knowledge and technology institutions like IIT Mandi could be the fountain heads for creating Cillages, spearhead development and minimise disparities.

Technology with Human Heart

IITs and IIT graduates have a special role in this context. Technology and technology products that offer differentiating capability to their users, significantly add to their competitiveness and hence to their power both in the market place as well as strategically. This has several ramifications for our national progress as well as our relative position in the competitive world that exists around us. Both these dimensions are of immense importance. While the technology empowers

humans, the education that we provide to our young people should also make them responsible and ensure that technology remains non-exploitative and is used to empower everyone around through knowledge and minimise the disparity gaps that are becoming alarming by the day. This requires bridging the gaps globally to eliminate security deficit and usher in peace as also bridging the disparity gaps within the country to eliminate rich-poor, urban-rural and such other divides even as the technology uplifts the society as a whole. While this is a complex matter having multiple dimensions, I do believe that knowledge and more particularly knowledge technologies can be most effective in addressing this challenge. That is where graduates from IITs, which are India's foremost knowledge and technology institutions come in. I do wish all of you to be successful in your professional career and make an important difference to our country in the above context.

I wish that all of you would give some serious thought to what I have said above and decide your respective course of action. It should be our collective endeavor to progressively move towards making the

world a better place to live. Through a lifelong learning process and maintaining knowledge institutions, industry and society interconnected with each other, each one of us, regardless of career we decide to pursue, can meaningfully contribute to this objective. After all we are all in this world to play our respective roles. Our happiness and joy of life depends on how well we play our roles.

To dear students, I once again wish all of you well in your respective further pursuits. I am certain, you would rise progressively in your respective careers. I do hope that as you rise, you will retain in you a spirit of trusteeship and contribute substantially to your roots, the society around, the institutions that brought you up and the nation at large. It is this spirit of trusteeship and the desire to support others who were not as fortunate or as successful as us that makes this world a better place.

We must remember that our happiness depends on the happiness all around us. Once again, my best wishes to you all.

Thank you

AIU Publication

on

REIMAGINING INDIAN UNIVERSITIES

'Reimagining Indian Universities' edited by Dr. (Mrs) Pankaj Mittal and Dr S Rama Devi Pani is a collection of essays by some of the greatest thinkers in the field of Indian higher education. Each essay in the book examines one or more of the critical topics and provides solutions and methods to overcome the issues involved in them. It provides new solutions and methods in the form of reforms and innovations to elevate Indian universities to world-class top-ranking levels. The book aims at providing a roadmap to government as well as the universities to gear themselves towards becoming more responsive to the present and future demands of higher education. Generating a corpus of new ideas that are significant for reimagining, reforming and rejuvenating Indian higher education system, Book is 'must read' for all those who are interested in reforming Indian Higher Education System.

The release of the book in the Annual Meet of Vice Chancellors 2020, coincides with the launch of New Education Policy. The Foreword for the Book was written by the then Minister of Education Shri Ramesh Pokhriyal 'Nishank'.

PP: 372, Unpriced. Available at AIU Website: www.aiu.ac.in

CAMPUS NEWS

National Webinar on NEP–2020 and Indian Higher Education

A two-day National Webinar on ‘NEP–2020 and Indian Higher Education: A Way Forward’ was organized by the Department of Teacher Education, Nagaland University (NU), Kohima Campus, Meriema, Nagaland, recently. The event was sponsored by ICSSR, NERC, Shillong. The Chief Patron of the event was Vice Chancellor, Prof. Pardeshi Lal, Patron was the Pro-Vice Chancellor, Prof. N Venuh and Co-patron was the Dean, School of Humanities and Education, Nagaland University, Nagaland. The Coordinator of the event was Dr P K Pattnaik, Head, Department of Teacher Education, Nagaland University, Dr Surender Yadav, Assistant Professor, Department of Teacher Education, Nagaland University was the Convener of the event.

The Inaugural Session was moderated and chaired by Dr. T Yolila Sangtam, Assistant Professor, Department of Teacher Education, Nagaland University. Dr. Pradipta Kumar Pattnaik, Head, Department of Teacher Education, NU delivered the welcome address, while Dr. Surendra Yadav, Assistant Professor, Department of Teacher Education, Nagaland University presented the opening remarks of the Webinar. He highlighted the subthemes of the event: Quality of Higher Education: Challenges and Solutions; Equity and Inclusion in Higher Education and Teacher Education; Vocationalisation of Higher Education; and Use of Technology in Teaching, Research, Evaluation and Governance. He further mentioned that the success and failure of NEP-2020 can be determined by its implementation. Therefore, it is important to discuss how far the policy implementation process has been carried out in the last two years.

The Chief Guest, Prof. Bhagirathi Panda, Director, ICSSR, NERC, Shillong, in his speech emphasized the importance and relevance of NEP-2020 at the global level. Globalization of education particularly at the Higher Education level is stressed, in order to bring about changes in values and practices in the knowledge economy. This can be brought about by addressing the challenges such as increasing the Gross Enrolment Ratio, improving

the student-teacher ratio, Indigenization of Higher Education, and access to inclusiveness and research. He emphasized that for successful NEP-2020, there is a need to collaborate between Government, Market, Community and Civil Society.

The Guest of Honour, Prof. N Venuh, Pro-Vice Chancellor, Nagaland University, Kohima Campus, in his address emphasized the need to be realistic and practical while implementing the NEP-2020 policies and goals, taking into consideration the social, cultural, geopolitical, economic challenges and issues. To upgrade quality in Higher Education, he encouraged research studies and utilization of available resources.

The Keynote Address was delivered by Prof. CB Sharma, IGNOU, New Delhi. He highlighted that there is a complete break between School Education and Higher Education. Bridge, this gap is one way forward to improving Higher Education. He emphasized the need for autonomy in the institutions for its improvement in quality.

The Technical Session on ‘Quality of Higher Education: Challenges and Solutions’ was moderated and chaired by Prof. G N Tiwari, Department of Teacher Education, Nagaland University. In the session, Resource Person, Prof. Ramesh Kothari, Former Vice Chancellor, Veer Narmad South Gujarat University, Surat highlighted the weaknesses of higher education such as limited resources, financial disparities due to privatization of institutions, no single yardstick for quality assessment, etc. One of the major challenges of NEP-2020 is the complete overhaul of teacher education and re-energizing of higher education. He deliberated on the multi-disciplinary education system as proposed by NEP-2020, the role of the National Higher Education Regulatory Council (NHERC), National Research Foundation (NRF), Choice Based Credit System (CBCS), grading system, extension work, need for campus placement cell and open distance learning as important aspects for improvement in quality and quantity in Higher Education. Few solutions were also suggested such as the incorporation of seminar-based classes, 15 weeks of compulsory teaching, research culture, and autonomy of institutions. At the end of the session, ten participants presented

their papers under this subtheme. In the concluding remarks, Prof. Ramesh Kothari suggested including and contributing toward vocational education, Choice Based Credit System, and a grading system in the discussions.

The Technical Session on 'Equity and Inclusion in Higher Education and Teacher Education' was moderated and chaired by Dr. M Rajendra Nath Babu, Assistant Professor, Department of Teacher Education, Nagaland University. In the session, Recourse Person, Prof. S K Yadav, Former Head, Department of Teacher Education, NCERT, New Delhi deliberated on the 'Importance of Education as the Only Instrument for the Development of Society'. In order to adopt inclusiveness, several suggestions were recommended such as access to opportunities; equity to all sections of the society; quality in research as well as training quality teachers; affordability to all sections of the society; and curriculum to be inclusive in school education, higher education, and teacher education. He discussed in detail the structure of Teacher Education as per NEP-2020. For Pedagogy, he emphasized hands-on experience, storytelling, art integrated and sport integrated pedagogy. At the end of the session, eleven papers were presented and discussed by the presenter on the subtheme of the session.

The Session on 'Vocationalisation of Higher Education' was moderated and chaired by Dr. Rashmi, Assistant Professor, Department of Teacher Education, Nagaland University. The Resource Person, Kalpana Kaushik, Director (I/c) Indian Adult Education Association, New Delhi expressed her views on Vocationalisation of Education in Higher Education with reference to NEP- 2020. The speaker also highlighted the aims, recommendations, and provisions of NEP-2020 on vocationalisation of education. She also emphasized the worldwide data on vocational education and the role and responsibilities of the Ministry of Education, Ministry of Labor and Employment and Ministry of Skill Development and Entrepreneurship as an agency for implementation of vocational education in the country. At the end of the session, eleven papers were presented and discussed with the presenter on the topic.

The Session on 'Use of Technology in Teaching, Research, Evaluation and Governance' was moderated and chaired by Dr. Surendra

Yadav, Assistant Professor, Department of Teacher Education, Nagaland University. Prof. P. K. Mishra, Director, CPRHE, NIEPA, Resource Person for the session emphasized the use of technology in teaching, research, assessment and governance. He stressed the importance of the efficiency of using technology among individuals. At the end of the session, fourteen papers were presented and discussed by the presenter and participants.

The Valedictory session was moderated and chaired by Dr. Pradipta Kumar Pattnaik, and the valedictory address was delivered by Dr. Amarendra Pani, Joint Director and Head (Research Division), AIU, New Delhi. In his valedictory speech, he highlighted the journey of education from the Mudaliar Commission (1952) to the Kothari Commission (1964), NEP (1986), NEP (1986), Acharya Commission (1990), Programme of Action (1992), Yashpal Commission (2005) and National Commission (2006-2007). The speaker also remarked that UNESCO (1972) brought about innovation and transformation in the educational system of India. However, the country felt that these policies are outdated and needed a new policy for the changing need of the time which led to the introduction of the National Educational Policy (NEP, 2020). He emphasized that individuals now need not only the Intelligent Quotient and Emotional Quotient but also the Spiritual Quotient. With the internationalization of education, there is a need for adaptability, adjustability, and employability among the students of higher Education. Asale Vitso & Thronlem Jorlim Konyak, research scholars, Department of Teacher Education, Nagaland University presented a brief report of the entire two days of the national event.

Prof. G N Tiwari, Department of Teacher Education, NU delivered the vote of thanks to all, in his address recognizing the significance of the event, Prof. Tiwari thanked the Coordinator and Convener of the webinar for successfully organizing the event. Gratitude was also extended to the Pro-Vice Chancellor, Nagaland University, Kohima campus, Prof. N Venuh and to all the resource persons, paper presenters, and participants for their active and valuable participation. Also, thanked ICSSR, NERC, Shillong, Meghalaya for giving an opportunity to organize the webinar.

International Conference on Law and Economics

A two-day International Conference on 'Law and Economics' is being organized by the National Law University Delhi in association with Indian Association of Law and Economics during November 12 - 13, 2022.

The field of economic analysis of law has arguably emerged as one of the influential theories of jurisprudence. The interdisciplinary subject provides relevant and deeper insights to a number of contemporary legal issues in India. Laws are instruments for achieving important social goals. Economic analysis often takes for granted such legal institutions as property, contract, torts, and administrative which affect the economy. Positive and normative economic analysis will be used to design incentive structure law and policy. Economics renders a practical way of assessing the effectiveness of laws and policy which further assists the state in achieving the objective of economic growth and development. Hence, it is essential to acknowledge the relation law and economics share in the new world order. Keeping in view of techno-economic and legal challenges, especially offline and online markets and non-market interactions in cyber critical technologies, sustainable development, safety and security, there is a need for generation and dissemination of knowledge. The Topics of the event are:

Law and Economics

- Public Policy.
- Behavioural Law and Economics.
- Welfare Economics.
- Economic analysis of Law.
- Decision Making in reference to Risk and Insurance under 'Uncertainty'.

Consumer Law and Economics

- Data Protection and Consumer Law.
- Mandatory Disclosure and Consumer Law.
- Transparency and Consumer Law related to Mortgage Loans.

Intellectual Property Law and Economics

- The philosophical foundations of Intellectual Property Laws and paradigm of law and economics.

- The proprietary model of Intellectual Property and Economics.

Corporate Law and Economics

- Implications of Economic Changes on Issue of Capital such as IPOs and FPOs.
- Economic Analysis *vis a vis* Enactment of the Insolvency and Bankruptcy Code.
- Analysis of the Impact of Corporate Governance Reforms on Economic Growth.
- Financial Market Regulation and Economics.

Competition Law and Economics

- Influence of Law and Economics on Regulations and Antitrust Law.
- Application of Economic Tools to Competition Law Analysis.
- Horizontal/Vertical Agreements and Economic Analysis.
- Abuse of Dominance and its Economic Analysis.
- Mergers and Acquisitions and Applicability of Economics.

Property Law and Economics

- An Economic theory of Property.
- Transaction Costs and Property: An Economic Survey.
- Protecting Property Rights, Claiming Damages and Injunctions.
- What Can We Own Privately? Interface of Property Law and Economics.

Tort Law and Economics

- Approaching Contributory and Comparative Negligence in Law and Economics.
- Economics of Joint and Several liability.
- Tort Damages, Punitive Damages and Non-pecuniary Losses.
- Tort Law and Liability Insurance.

Criminal Law and Economics

- Economics and Increase in Crime Rate.
- Economics and Adjudication under Criminal Law.
- An economic theory of Crime and Punishment.
- Applying Rational Crime Model to Public Policy.

Contract Law and Economics

- Bargain Theory and Contracts.
- Contractual Mistake, Misrepresentation and Economics.
- Gratuitous Promises.
- Foreseeability of Damages.

Economics and Regulations

- Economic Analysis: Effectiveness of Regulations.
- Role of Regulators.
- Regulatory Compliance and Cost Benefit Analysis.
- Regulatory Governance and its Tools.

Poverty and Economics

- Information Economics and Private Ownership.
- Patents and Poverty: The Role of Economics.
- Migrants, Property and Poverty.

Labour Law and Economics

- Labour's Labour and Employers' Choice to Employ and Economic Principles.
- Economic Implications of Labour related Laws on Business.
- Labour, Employment and Law at Workplace.

Gender and Economics

- Gender Inequalities and related Economic Implications.
- Gender Equality and Economic Growth.
- Impediments and Challenges in Current Times.

Technology, Data, Artificial Intelligence and Economics

- Big Data and Economic Policy.
- Artificial Intelligence and Economic Growth - Benefits and Challenges.
- AI's Impact on Market Participants and Ancillary Issues.

Constitution and Economics

- Question of 'Inclusion' and Equity in Economic Development.
- Social Justice and Fair Globalization.
- Freedom of Trade and Human Rights.
- New Frontier in Federalism: Fiscal Policies and Tax Structures.

For further details, contact Organising Secretary, National Law University, Pocket 1, Sector 14, Dwarka, New Delhi, Delhi -110078, E-mail:icle2022@nludelhi.ac.in, jasper.vikas@nludelhi.ac.in, sophy@nludelhi.ac.in <https://nludelhi.ac.in/icle.aspx>. For updates, log on to: [www: nludelhi.ac.in](http://www.nludelhi.ac.in).

All India Criminology Conference on Reimagining Criminology and Criminal Justice

A three-day All India Conference on 'Reimagining Criminology and Criminal Justice in the Context of Changing Paradigms in Science and Technology' is being organised by the West Bengal National University of Juridical Sciences, Kolkata in collaboration with the Indian Society of Criminology (ISC) during December 17-19, 2022. The academicians, researchers, practitioners, and professionals otherwise engaged in the criminology and criminal justice sectors as well as interested learners and students may participated in the event. It will serve as a platform for the healthy discussion and exchange of ideas related to the role of science and technology in contemporary criminal activities.

The 21st Century has seen rapid scientific and technological developments that have applied in almost every sphere of life. In the modern era, crime and criminology are no longer considered to be solitary sectors, but rather, it is recognized that they need to be studied in the context of various other streams. These interdisciplinary areas include political science, sociology, psychology, anthropology, economics, etc. Such an interdisciplinary approach towards criminology has, in fact, been one of the most important steps in recent times towards crime prevention. Considering the fact that the goal of criminology is not just to have a theoretical understanding of criminal behaviour, but rather, to prevent the instances of crime in the society, this is a welcome move indeed. However, considering the fact that science and technology are rapidly developing sectors, with there being new and ground breaking developments on a yearly basis, the stream of criminology can also not remain stagnant. Thus, it is an important discourse to consider how the current scientific and technological advancements will impact the field of criminology, and how the known theories and paradigms will change as a result of that. This is an important development in ensuring that the modern innovations can be utilized for crime reduction and prevention. The Subthemes of the event are:

- Development of Criminology in the 21st Century.
- Role of Judiciary in Recognising Science and Technology.
- Use of Technology in Combating Organised and White-collar Crimes.
- Contemporary Scientific Developments towards Crime Detection and Prevention.
- Identifying Patterns in Criminal Occurrence.
- Artificial Intelligence and Crime Prevention.
- Cybercrimes and Cyber Forensics: A New Era of Technology and Risks.
- Scientific Techniques in Combating Mob-lynching and Organized Crime.
- Science and Technology for Women and Children: Serving Justice to Most Susceptible Victims.
- Technological Intervention in Human Trafficking Investigation.
- New Avenues of Biotechnology for Administration of Criminal Justice.
- Humanitarian Forensics in Disaster Victim Identification: Current Trends and Challenges.
- Human Rights, Criminal Justice System and Technological Development.

The contacts for further details are:

- Registration related Query: Ms. Kanchan Yadav (E-mail: kanchanyadav@nujs.edu, Mobile: +91 96744 20377)
- Accommodation and Transportation related Query: Mr. Sovan Chaudhuri (E-mail: sovanchaudhuri@nujs.edu, Mobile: +919231541830)
- Paper submission related Query: Mr. Atul Alexander (E-mail: atulalexander100@nujs.edu, Mobile: +91 90432 67555)
- Publication related Queries: Dr. Sanjit Kr. Chakraborty (E-mail: skchakraborty@nujs.edu, Mobile: +91 9433884920)
- Any other Query: Dr. Sarfaraz Ahmed Khan (E-mail: sakhan@nujs.edu, Mobile: +9198317 36144)

International Multidisciplinary Conference on Current Research

The One-day International Multidisciplinary Conference on 'Current Research' is being

organized by the Indian Academicians and Researchers Association (IARA) on December 11, 2022 at Bangkok. The academicians, researchers, business leaders, experts and executives from industry may participate in the event. The conference aims to provide a forum for the exchange of ideas on the recent research in the areas of Science, Technology, Business, Economics, Management, Social Sciences, Humanities and Travel-Tourism. It aims to provide a common platform for researchers from the academia as well as the industry to discuss and present their research work and also will try to provide an opportunity for collaboration among them. The Themes of the event are:

- **Agricultural:** Agriculture Science, Agriculture Economics, Agricultural Techniques, and Field Crop Production.
- **Food Science:** Food Processing, Food Nutrition, Food Chemistry, Food Biotechnology, and Natural Products and Innovative.
- **Biology:** Biodiversity, Botany, Bioinformatics, Zoology, Biomedical, Life Sciences, Biotechnology, Genetic Engineering, and Cell and Microbiology.
- **Veterinary Science:** Animal Biotechnology, Animal Ethics, Animal Husbandry, Dairy, and Milk and Meat Products.
- **Applied Science :** Chemistry, Physics, Geology, and Life Sciences.
- **Social Science:** Economics, Education, Philosophy, Mathematics, Statistics, Anthropology, Social Work, Law, Public Administration, Women's History, Women's studies, International Relations, Development Studies, Cross-Cultural Studies, Archaeology, Astronomy, English, History, Geography, Political Science, Psychology, Sociology, and Fashion Studies.
- **Pharmaceutical Sciences:** Drug Delivery Systems, Pharmaceutical Chemistry, Pharmaceutical Biotechnology, Pharmaceutical Microbiology, Molecular Pharmacology, Pharmacology, Pharmaceutical Toxicology, Pharmacy Management, Clinical Pharmacy, Pharmacoinformatics, Current Issues of Pharmacy, and Ethics in Pharmacy.
- **Medical Sciences:** Medical Ethics, Dentistry, Family Medicine, Current Research in Medical Science, Health and Medicine, Health Sciences, Health Policy, Stress and Anger Management,

Mental Health Education, Mental Illness & Health Care, Child and Adolescent Psychiatry, and Mental Health Legislation.

- **Environmental Sciences:** Ecology, Earth Sciences, Climate and Climatic Changes, Global Warming, Waste Management, Mass Communication, Journalism, Liberal Arts, Peace and Conflict Studies, Language, Literature, Museum and Heritage, Islamic Studies, Music, Religious Studies, Home Science, Health Science, Library Science, and Silviculture.
- **Tourism:** Animation in Tourism, Digital Transformations in Tourism, Event Management, Governance of Tourism, Hospitality & Tourism/ Smart Tourism, New Business Models in Tourism, Service Management, and Tourism Marketing.
- **Management:** Business Administration, Human Resource Management, Finance Management, Marketing Management, Production Management, Operations Management, Hotel Management, Insurance Management, Knowledge Management, Advertising Management, Performance Management, Talent Management, Critical Management, IT Management, International Marketing, Investment Management, Project Management, Quality Management, Relationship Marketing, Resource Management, Strategic Management, Commerce, E-Commerce, Business Ethics, Corporate Social Responsibility, Customer Relationship Management, Digital Marketing, Entrepreneurship, Product and Brand Management, Rural Marketing, and Services Marketing.
- **Engineering and Technology:** Automobile Engineering, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Civil Engineering, Electronics Engineering, Computer Engineering, Information Technology, Engineering Ecology, Biotechnology, Genetic Engineering,

Data Science, Big Data Analytics. Networks, IoT and Cyber Security. Cluster, Cloud, & Grid Computing, Data Mining, Neural Networks and Deep Learning, Machine Learning, Business Intelligence, Human Computer Interface, Wireless Communications and Networks, Artificial Intelligence, Intelligent Control, Neuro-control, Fuzzy Control and Their Applications, Biomedical Imaging, Biomedical and Health Informatics.

For further details, contact Conference Convener, Dr. Tazyn Rahman, Managing Director, Indian Academicians and Researchers Association, Research Solutions Pvt. Ltd, India, Mobile: +91-9999817591, +91-9999817591, E-mail: info@iaraconference.com. For updates, log on to: www.iaraedu.com/ □

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THESES OF THE MONTH

SOCIAL SCIENCES

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

Anthropology

1. Dar, Ubaid Ahmad. **Pastoralism in Kashmir Himalayas: An Ethno archaeological study of the Bakarwal Tribe.** (Dr. Mitoo Das), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Jangkhomang. **Youth organization among Thadou-Kuki of Manipur: Continuity and change.** (Prof. Henry Lamin), Department of Anthropology, North Eastern Hill University, Shillong.

3. Rodborne, Rimombasukshisha. **Evaluation of the impact of the ICDS programme on the nutritional status of children and mothers in Mawsynram Development Block, Meghalaya.** (Prof. R Khongsdier), Department of Anthropology, North Eastern Hill University, Shillong.

Business Administration

1. Akkala, Chandra Bhanu Reddy. **The impact of training programmes over the constraints of aquaculture for improving the export performance.** (Prof. R Siva Rama Prasad), Department of Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

Commerce

1. Babu, K A. **A study on income, savings and investment pattern of salaried class in Karnataka.** (Dr. Giridhar K V), Department of Commerce, Kuvempu University, Shankaraghatta.

2. Dhameliya, Mayuri Vrajlal. **A study of customer satisfaction with the services of life insurance companies with special reference to Saurashtra University.** (Dr. Rajkumar Topandasni), Department of Commerce & Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

3. Ganesh, M. **Risk management in commercial bank: A comparative study of commercial banks in India and Ethiopia.** (Prof. V Chandra Sekhara Rao), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Gupta, Rekha. **A study of financial literacy of MSME entrepreneurs and its impact on enterprise**

performance. (Dr. Anupriya Pandey), School of Management Studies, Indira Gandhi National Open University, New Delhi.

5. Hanumanjaiah, B. **Performance evaluation of life insurance companies with reference to customer satisfaction: A comparative study of selected public and private life insurance companies in Andhra Pradesh.** (Dr. P C Sai Babu), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

6. Meena Kumari, P. **A comparative study on customer buying behaviour towards organized grocery retailing services in selected cities from three regions of Andhra Pradesh.** (Prof. V Chandra Sekhara Rao), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Patel, Jaydeepkumar Durgeshbhai. **Determinants of Earnings management: A study of selected Indian listed companies.** (Dr. S S Sodha), Department of Commerce, Gujarat University, Ahmedabad.

8. Rathod, Mayuri Nanalal. **A study on impact of sales promotional tools on consumer buying behaviour with reference to personal care products in Saurashtra Region.** (Dr. Rajkumar Topandasani), Department of Commerce, Bhakta Kavi Narsinh Mehta University, Junagadh.

9. Rautela, Poonam. **A comparative study of outsourcing policies of public sector banks and private banks in India.** (Prof. Madhulika P Sarkar and Dr. Rekha Goel), School of Management Studies, Indira Gandhi National Open University, New Delhi.

10. Sumalatha, Battu Anne. **A study on workers' participation in management: It's implementations of the respective schemes in Iron and steel industry: A comparative analysis between Visakhapatnam Steel plant, Visakhapatnam, Andhra Pradesh and Rourkela Steel Plant, Rourkela, Odisha.** (Prof. R Siva Rama Prasad), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

11. Verma, Deepika. **Predicting default of Indian corporate sector.** (Prof. M S Senam), Department of

Commerce, Indira Gandhi National Open University, New Delhi.

Economics

1. Aravindh, P. **Exploring social and economic elements in a declining rural industry: The Terracotta artisans of Malabar.** (Dr. S Harikumar), Department of Applied Economics, Cochin University of Science & Technology, Kochi.

2. Baldaniya, Ankur Devayatbhai. **Study of the role of cooperative bank in the agriculture development of Saurashtra Region: With special reference to Junagadh and Jamnagar District.** (Dr. Praful B Kanjia), Department of Economics, Bhakta Kavi Narsinh Mehta University, Junagadh.

3. Muwel, Alkesh. **Gramin kshetroan ke aarthik vikas mein Anusuchit Jati Basti Vikas Yojna ke bhumika: Ek adhyayan (Madhya Pradesh ke Khargone Jile ke Maheshwar, Barwah evam Kasrawad Tehsil ke vishesh sandarbh mein.** (Dr. P C Bansal), Department of Economics, Dr B R Ambedkar University of Social Sciences, Indore.

4. Qaid, Zeyad Mohammed Qasem. **Economic analysis of food consumption in the Republic of Yemen.** (Dr. S N Yogish), Department of Economics, Kuvempu University, Shankaraghatta.

5. Sabha, Iram. **Rural tourism: An option for development of rural economy in Kashmir.** (Dr. Bishnu Mohan Dash), Department of Rural Development, Indira Gandhi National Open University, New Delhi.

6. Shivraj Singh. **Shiksha kshetre mein nijikaran evam vyavsaikaran ka Gond Janjati par prabhav: Madhya Pradesh ke Shedol Jile ke vishesh sandarbh mein.** (Prof. Anupama Rawat), Department of Economics, Dr B R Ambedkar University of Social Sciences, Indore.

7. Singh, Gopal Krishan. **Empowerment of weaker sections through rural development programmes: A case study of Samba District.** (Dr. Gurupada Saren), Department of Rural Development, Indira Gandhi National Open University, New Delhi.

8. Vaghela, Jignashaben Ranchhodhbhai. **An impact of public expenditure on economic development in Gujarat.** (Dr. Yogesh Yadav), Department of Economics, Gujarat University, Ahmedabad.

Education

1. Awadhiya, Ashish Kumar. **Employability skills of BCA learners of IGNOU: An exploratory study.** (Prof. Madhu Parhar), School of Education, Indira Gandhi National Open University, New Delhi.

2. Nayabrasool, Shaik. **A study of academic stress in relation to adjustment styles, study habits and mental health of secondary school students.** (Dr. D Hassan), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Pandita, Surindar Nath. **Modern education, healthcare and scholarship in Kashmir during the Dogra period.** (Prof. Nandini Sinha Kapur), School of Inter-disciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University, New Delhi.

4. Rymabi, Wankyrshan. **Effect of ecopedagogy on pro environmental behaviour among student teachers of Elementary Teacher Education Programme in Meghalaya.** (Prof. S M Sungoh), Department of Education, North Eastern Hill University, Shillong.

5. Sharma, Sunita Kumari. **A study of the education of children with special needs in inclusive settings at the elementary schools in Jammu District of J&K State.** (Dr. Eisha Kannadi), School of Education, Indira Gandhi National Open University, New Delhi.

6. Soren, Hisi. **Environmental awareness of Tribal and non-tribal students in the secondary schools of Mayurbhanj District of Odisha.** (Dr. Sujata Acharya), School of Tribal Heritage and Tribal Indology, Kalinga Institute of Industrial Technology, Bhubaneswar.

7. Sureddi, Maheswararao. **A study on teacher's perception and awareness towards use of ICT in teaching learning process at secondary school level.** (Dr. A Amruthavalli Devi), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Thomas, Anu. **A study on the effectiveness of vocational skill acquisition courses at higher secondary level in Kerala.** (Dr. Rachna Agarwal), School of Vocational Education and Training, Indira Gandhi National Open University, New Delhi.

9. Wezah, Wetshololu. **Quality of life of Maram Naga and Lodha primitive tribal groups: A comparative study.** (Prof. B P Sahu), Department of Adult and Continuing Education, North Eastern Hill University, Shillong.

Journalism & Mass Communication

1. Meena, Kamlesh. **Role of media in development: A case study of tribal communities of Sirohi District, Rajasthan.** (Dr. Ramesh Yadav), School of Journalism & New Media Studies, Indira Gandhi National Open University, New Delhi.

Law

1. Rajasekar, D. **Board diversity and its effect on Environmental, Social and Governance (ESG)**

aspects of business. (Dr. S K Ramani and Dr. Kumudha Rathna), School of Excellence in Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.

2. Reddy, Medapati Dharma. **Implementation of schemes under Employees' Provident Fund and Miscellaneous provisions Act, 1952 with special reference to Rajamahendravaram Region, Andhra Pradesh.** (Dr. Ch Sudhakara Babu), Department of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Reena. **Child abuse and law in India: A socio legal study in the area of District Sonipat.** (Dr. Seema Dahiya), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

4. Singh, Pratima. **A critical study on the effectiveness of laws on cyber crimes against women in India.** (Dr. Gurmeet Kaur), School of Law, Indira Gandhi National Open University, New Delhi.

5. Varghese, Neha Susan. **Mandatory minimum sentence: A critical appraisal of the sentencing policy in India.** (Dr. Seema P S), Department of Law, Cochin University of Science & Technology, Kochi.

6. Verma, Surabhi. **Censorship in digital age: A study of emerging legal perspectives in India.** (Dr. Shashank Shekhar), Department of Law, Dr Ram Manohar Lohiya National Law University, Lucknow.

Library & Information Science

1. Joshi, Vijaykumar Rameshbhai. **Reading interest and information seeking behaviour of the under graduate and post graduate teachers of Jamnagar and Junagadh District: A study.** (Dr. Mitalkumar Manavadariya), Department of Library and Information Science, Bhakta Kavi Narsinh Mehta University, Junagadh.

2. Lyttan, Brandon. **Information needs and information seeking pattern of transgender students of India: An exploratory study.** (Dr. Bikika Laloo), Department of Library and Information Science, North Eastern Hill University, Shillong.

3. Pandya, Chintankumar Kanaiyalal. **Enhancement of library services by the application of Internet of Things (IoT): An analytical study.** (Dr. Mitalkumar Manavadariya), Department of Library and Information Science, Bhakta Kavi Narsinh Mehta University, Junagadh.

4. Shilpa, B.S. **Growth of literature on oncology: A scientometric analysis.** (Dr. S Padmamma), Department of Library and Information Science, Kuvempu University, Shankaraghatta.

5. Shreedhar, S. **Evaluation of chemical science web resources: An analytical study.** (Dr. B S Biradar), Department of Library and Information Science, Kuvempu University, Shankaraghatta.

Management

1. Gupta, Sachin. **Exploring bullwship effect in supply chain management: A study of select Indian sectors.** (Prof. Anurag Saxena), School of Management Studies, Indira Gandhi National Open University, New Delhi.

2. Narzary, Dhananjay. **Corporate dividend payout and share price behaviour: A study on selected Indian companies.** (Dr. K C Biswal), Department of Management, North Eastern Hill University, Shillong.

3. Panthagani, Ramesh. **Assessing the impact of MNCs commitment over the corporate social responsibility on corporate citizenship of multi-national companies: A case study of selected MNCs in Hyderabad City of Telangana Battu.** (Dr. Nagaraju Battu), Department of Human Resource Management, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Parmil Kumar. **Evaluation of financial performance of commercial banks: A comparative study of public and private sector banks in India.** Department of Management Studies, Maharishi Markandeshwar University, Ambala.

Physical Education & Sports

1. Palaparathi, Jayarao. **Effect of Fartlek training and circuit training on selected motor, physiological and skill related performance variables among men kho-kho players.** (Dr. P Johnson), Department of Physical Education, Yoga and Sports Sciences, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Swapna, Mogilipuvvu. **Development of physical fitness norms for boy students of social welfare schools in Andhra Pradesh.** (Prof. Y Kishore), Department of Physical Education, Yoga and Sports, Acharya Nagarjuna University, Nagarjuna Nagar.

Political Science

1. Ete, Limo. **Participation of women in Panchayati Raj in Arunachal Pradesh: A case study of West Siang District.** (Dr. Tabang Mibamg), Department of Political Science, Rajiv Gandhi University, Itanagar.

2. Khari, Parul. **Aarakshan ke rajniti: Rajyasthan ke Gujjar aarakshan andolan ka ek adhyayan.** (Prof. Jagpal Singh), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

3. Lian, Mawi Ngaih. **Women's empowerment in the North-East (1990-2014): A case study of Churachandpur District, Manipur.** (Prof. Anurag Joshi), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

4. Sunil Singh. **Kshetriya vikas kee Rajniti: Uttarakhand kee teen maidani ziloan ka adhyayan.** (Prof. Jagpal Singh), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Psychology

1. Ram, Manisha Bhikabhai. **A psychological study of achievement motivation, adjustment and stress of practising and non-practising yoga of Puberty students.** (Dr. Masaribhai Nandaniya), Department of Psychology, Bhakta Kavi Narsinh Mehta University, Junagadh.

Social Work

1. Mukesh Kumar. **Status of professional social workers employed in major hospitals in Delhi.** (Dr. Gracious Thomas), Department of Social Work, Indira Gandhi National Open University, New Delhi.

2. Sandepogu, Rajasekhar. **Assessment of awareness and attitudes of public towards human organ transplantation: A case study of Guntur District in Andhra Pradesh.** (Dr. V Venkateswarlu), Department of Social Work, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Sojan, M J. **To study the role of public interest litigation in social work practice.** (Prof. Gracious Thomas), Department of Social Work, Indira Gandhi National Open University, New Delhi.

4. Srinivas, Makkena. **Problems of elderly tribal women in Prakasan District of Andhra Pradesh.** (Dr. P Venkata Rao), Department of Social Work, Acharya Nagarjuna University, Nagarjuna Nagar.

Sociology

1. Ajay Kumar. **Society, culture and identity: A study of Balti Community of Ladakh.** (Prof. Debal K), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Begam, Nurjahan. **Empowerment of Muslim women through self help groups: A study in Guntur District of Andhra Pradesh.** (Dr. K Dhana Lakshmi), Department of Sociology, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Jha, Shipra. **Empowerment of women through education: A study of Jhunjhunu District of Rajasthan.**

(Dr. Archana Singh), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

4. Kajalben, Chandubhai Kukadiya. **A sociological study of primary teachers as per the RTE Act-2009: With reference to GIR Somnath District.** (Dr. Hamirbhai L Barad), Department of Sociology, Bhakta Kavi Narsinh Mehta University, Junagadh.

5. Prasad, Gajjalakonda V V. **Empowerment of persons with disability through self help groups in rural areas of Prakasam District in Andhra Pradesh.** (Dr. V Venkateswarlu), Department of Sociology, Acharya Nagarjuna University, Nagarjuna Nagar.

6. Ropmay, Davina Diengdoh. **A sociological study of marriage among the Khasis of Meghalaya.** (Dr. R M Shangpliang), Department of Sociology, North Eastern Hill University, Shillong.

7. Roy, Soma. **Role of women in Anti Land Acquisition Movement in West Bengal: A study of Singur.** (Prof. Debal K), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

8. Sharma, Vikash. **Urban sprawl and Rurban communities: A sociological study of Jammu Region.** (Prof. Nita Mathur), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

9. Sheikh, Mohammad Iqbal. **Social capital, educational and Occupational mobility among other backward classes in Jammu and Kashmir: A case study of Anantnag District.** (Prof. Debal K), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

10. Sinha, Nibha. **Social media engagement and breast cancer awareness: An empirical study of Indian women.** (Prof. Alka Sharma), Faculty of Humanities and Social Sciences, Jaypee Institute of Information Technology, Noida.

Tourism & Hospitality Services

1. Raghava, Vinjarapu Srinivasa. **Human capital management in tourism and hospitality industry: A case study of APTDC (Andhra Pradesh Tourism Development Corporation).** (Dr. P Purnachandra Rao), Department of Tourism and Hospitality Management, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Rajesh, Kakumanu. **An empirical study on impacts of eco- tourism: With special reference to Kurnool District, Andhra Pradesh.** (Dr. P Purnachandra Rao), Department of Tourism and Hospitality Management, Acharya Nagarjuna University, Nagarjuna Nagar. □



SOMAIYA
VIDYAVIHAR



K. J. Somaiya College of Arts & Commerce

Vidyavihar, Mumbai - 400 077.

MINORITY

**APPLICATIONS ARE INVITED FOR THE POST OF
PRINCIPAL
FROM THE ACADEMIC YEAR 2022-23**

AIDED

The advertisement is approved subject to the final decision
in the Writ Petition No. 12051/ 2015.

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Application with full details should reach the Secretary, H.R. Department,
K. J. Somaiya Institute of Management, Vidyavihar (E), Mumbai - 400 077. within
15 days from the date of publication of this advertisement.

This is University approved advertisement.

Sd/-
Secretary



हरियाणा केंद्रीय विश्वविद्यालय CENTRAL UNIVERSITY OF HARYANA

(NAAC Accredited 'A' Grade University)
MAHENDERGARH (HARYANA)-123031



ADMISSION NOTICE (2022-23)

M.SC. GEOINFORMATICS

Central University of Haryana, Mahendergarh
invites Online applications for admission on 20
seats to the M.Sc. Geoinformatics (Two-Year)
Programme for the session 2022-23. For
Eligibility and other details please visit
www.cuh.ac.in or contact at
hodgeography@cuh.ac.in, 9812492229,
9555851874. Last date for submission/ filling of
Application form is **27-10-2022.** **REGISTRAR**



Chowgule Education Society's Parvatibai Chowgule College of Arts and Science (Autonomous)

Accredited by NAAC with Grade 'A+'

Best Affiliated College-Goa University Silver Jubilee Year Award



Applications stating full name, address, age with date of birth, educational qualifications with marks & percentage, experience
etc. are invited for the post of **ASSISTANT PROFESSORS** for the academic year **2022 - 2023** in the subjects as per the details
mentioned below:

Sr. No.	Subject	Full Time
1.	Psychology	1 Post (Reserved for OBC)
2.	English	1 Post (Reserved for ST)

**VACANCIES WILL BE FILLED AS PER THE STATUTE REGARDING THE WORKLOAD OF THE GOA UNIVERSITY
AND SUBJECT TO THE APPROVAL FROM DIRECTORATE OF HIGHER EDUCATION, GOA.**

Requirement

- Minimum of 15 years of Residence in Goa.
- Knowledge of Konkani., additionally, Knowledge of Marathi shall be desirable.

For Educational Qualifications and all the other details, refer our College Website www.chowgules.ac.in under >> Careers>>.

Applicants *should compulsorily fill the On-Line Application Form* available on College website www.chowgules.ac.in under >> *Careers >>*
and *bring Original Certificates*, at the time of interview.

Direct application will not be entertained. The link will be open *only for 21 days* from the date of advertisement. *Applicants should submit*
the application along with the *certified photo-copies* of the marks statement from S.S.C. onwards, *Residence Certificate* and *Certificate*, if
belonging to *Reserve Category*, from competent authorities, by post to the *Principal, Parvatibai Chowgule College of Arts and Science,*
Autonomous, Gogol, P.O. Fatorda, Margao, Goa-403 602.

NOTE : If candidates of reserved category are not available, the candidates of other categories will be considered on *Contract / Lecture Basis*
for appointment for the academic year 2022-2023 only.

Date : 13/10/2022

Offg. Principal

Late. Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur, Tq. Jintur, Dist. Parbhani
Smt. Shakuntalabai Bordikar Senior College, Jintur, Tq. Jintur, Dist. Parbhani

WANTED

Applications are invited from eligible candidates for the post of **Principal** to be filled in Smt. Shakuntalabai Bordikar Senior College, Jintur, Tq. Jintur, Dist. Parbhani (Permanent Non-Granted), run by Late. Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur, Tq. Jintur, Dist. Parbhani. The application duly completed in all respects should reach the following address **within fifteen days** from the date of publication of this advertisement.

Sr. No.	Post	No. of Post	Full Time/ Part Time	Category	Remarks
01	Principal	01	Full Time	Unreserved	-

Educational Qualification for the Principal :

- Ph.D. Degree.
- Professor / Associate Professor with a total Service/ experience of at least fifteen years of teaching / research in Universities, Colleges and other Institutions of Higher Education.
- A minimum of 10 research Publications in peer-reviewed or UGC- listed Journals.
- A minimum of 110 Research Score as per Appendix II, Table 2.
- Academic Eligibility and other Rules Regulations as per UGC Regulation 18 July, 2018 and Govt Resolution No. Misc-2018/CR.56/UNI-I date 08 March, 2019.

Tenure:

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

Salary & Allowances :

Pay Scale Academic Level 13-A (131400-217100).

Pay Scale as per the UGC, State Government & S. R. T. M. University, Nanded's rules from time to time.

Note :

- All the Term & Conditions are applicable as mentioned in the letter No. JDHENanded/NOC2/2022-23/3935 date 12.08.2022 from Joint Director (Higher Education), Nanded Region, Nanded.
- Prescribed application form is available on the university website ([www. Srtmun.ac.in](http://www.Srtmun.ac.in)).
- No T.A. / D.A. will be paid to attend the interview.
- Eligible candidates those who are already in services should submit their applications through proper channel.
- All attested Xerox copies of certificates, other relevant documents should be attached with the application.
- The vacant post is being filled under the decision of Hon. High Court, Aurangabad Bench Petition No 12051/2015.

Address for Correspondence :

President / Secretary, Late. Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur, Tq. Jintur, Dist. Parbhani
Smt. Shakuntalabai Bordikar Senior College, MIDC, Parbhani Road, Jintur,
Tq. Jintur, Dist. Parbhani-431511 (Maharashtra), **Contact No :- 9730401275/9607122217.**

Secretary

Late. Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur, Tq. Jintur, Dist. Parbhani
Smt. Shakuntalabai Bordikar College of BCA & BCS, Jintur, Tq. Jintur, Dist. Parbhani

WANTED

Applications are invited from eligible candidates for the post of **Principal** to be filled in Smt. Shakuntalabai Bordikar College of BCA & BCS, Jintur, Tq. Jintur Dist. Parbhani (Permanent Non-Granted), run by Late. Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur, Tq. Jintur, Dist. Parbhani. The application duly completed in all respects should reach the following address **within fifteen days** from the date of publication of this advertisement.

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- All attested Xerox copies of certificates, other relevant documents should be attached with the application.
- The vacant post is being filled under the decision of Hon. High Court, Aurangabad Bench Petition No 12051/2015.

Address for Correspondence :

President / Secretary, Late. Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur, Tq. Jintur, Dist. Parbhani
Smt. Shakuntalabai Bordikar College of BCA & BCS, MIDC, Parbhani Road, Jintur,
Tq. Jintur, Dist. Parbhani-431511 (Maharashtra), **Contact No :- 9730401275/9607122217.**

Secretary

WANTED

Application are invited for the eligible candidates for the following full time posts in **Yashwant Mahavidyalaya, Wadhona (Bk) Tq.Udgir Dist.Latur** (Permanent Non-grant), and run by **Bal Bhagwan Shikshan Prasarak Mandal, Ahmedpur**. The application duly completed in all respect should reach on the following address in 15 days. The candidates of reserved category should one copy of application to the Assistant Registrar, Special Cell, S.R.T.M. University, Nanded

Sr. No.	Subject	Total Posts	Reservation
1	English-02, Hindi, History, Political Science, Public Administration, Economics, Geography-02, Physical Education, Librarian	11	Open 03, ST 01, VJ (A) 01, NT-C 01, OBC 03, EWS 02

1) Assistant Professor/Librarian/Director of Physical Education Eligibility (A or B)

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

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

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

Note

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

OR

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

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

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

Correspondence Address: C/o Yashwant Mahavidyalaya, Wadhona (Bk) Tq. Udgir Dist. Latur
Contact: 9545358741

Secretary

ZANTYE BROTHERS EDUCATIONAL FOUNDATION'S
NARAYAN ZANTYE COLLEGE OF COMMERCE

POST: BICHOLIM INDUSTRIAL ESTATE, VATHADEV, SARVAN,
BICHOLIM-GOA, PIN: 403529

Phone No.: 2361377 E-mail: zantyeedu@rediffmail.com

(Recognized by Govt. of Goa, Affiliated to Goa University)

(Recognized by U.G.C. under Section 2(f) and 12(B) of the UGC Act 1956)

Accredited by NAAC with 'B' Grade (CGPA Score 2.76 on a Four Point Scale (1st Cycle))

Applications are invited for the post of

PRINCIPAL

Applications with full Bio-Data are invited from Indian Citizens for the post of **PRINCIPAL** (Unreserved) to be filled in Government Aided College from the Academic Year 2022-2023 onwards:-

The minimum qualifications required for the post of **Principal** are as follows:

a) Eligibility:

- i) Ph.D. Degree.
- ii) Professor/Associate Professor with a total service/experience of at least fifteen years of teaching/research in Universities, Colleges and other Institutions of Higher Education.
- iii) A minimum of 10 research publications in peer reviewed journals as approved by Goa University from time to time OR UGC-listed journals, out of which at least two should be in Scopus/Web of Science Journal.
- iv) A minimum Research Score of 110 as per Appendix II, Table 2 of Goa University Statutes.

b) Essential Requirements:

- a) Knowledge of Konkani Language. Additionally, knowledge of Marathi shall be desirable.
- b) Certificate of 15 years residence in the state of Goa issued by competent authorities.

c) Tenure:

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

d) Scale of Pay: As prescribed by the UGC, Goa University and Directorate of Higher Education, Govt. of Goa from time to time.

e) Service Conditions: As prescribed by the UGC, Goa University, Directorate of Higher Education, Govt. of Goa and other competent authorities from time to time.

Application completed in all respects with photograph along with self-certified photocopies of statements of marks of all public examinations from S.S.C. onwards, API score sheet and other relevant certificates should reach the Secretary, Governing Council, Narayan Zantye College of Commerce, Post: Bicholim Industrial Estate, Vathadev, Sarvan, Bicholim – Goa, Pin-403529, **within 21 days** from the date of publication of this advertisement by superscribing on the envelope "**Application for the post of Principal**".

No TA/DA will be paid for attending the interview.

Applicants who are already employed shall forward their applications through proper channel.

Place: Bicholim-Goa

Date: 17/10/2022

Sd/-

Shri Rohit Umesh Zantye
Secretary, Governing Council
Narayan Zantye College of Commerce
Bicholim - Goa