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Sunil Behari Mohanty

A Comparative Analysis of National Policy on Education–1986/92
and National Education Policy–2020 Part-II

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Let's Create Atmanirbhar Bharat Together

AIU Invites Proposals for Collaboration for Organizing ANVESHAN- Student Research Conventions – 2023-24

Association of Indian Universities (AIU) organizes *Anveshan-Student Research Convention* every year to identify and nurture the young talents and budding researchers in the Indian Universities. In these Conventions, Innovative Research Projects are invited from the students (Undergraduate to Ph. D level), and assessed by a group of experts of the field on a well laid criteria. The best Research Projects are conferred with certificates and awards. The Projects are invited from the disciplines of Basic Sciences and Applied Sciences, Engineering and Technology, Agriculture and Allied Fields, Health Sciences and Allied Fields, Social Sciences; Humanities; Commerce; Business Management; and Law. The Conventions are to be held at two levels i.e. **Zonal and National**. The duration of each convention is of two days. These events are to be conducted in the current Financial Year i.e. before **March 31, 2024**.

AIU invites proposals from member universities/institutions for hosting these Conventions in Five Zones - East, West, North, South, Central and One National Level Convention. Interested Member universities/institutions may send their Expression of Interest (EoI) along with proposal duly endorsed by the Head of the Institutions to AIU at the address given below:

Dr Amarendra Pani
Joint Director & Head (Research)
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg
New Delhi – 110 002
E-mail: researchaiu@gmail.com

The proposals are required to be submitted latest by May 30, 2023. The Event will be finalized on mutually convenient dates and terms and conditions laid down by AIU. For any further query please contact on: 011-23230059, Extn-202/209, **E-mail: researchaiu@gmail.com**. The details can also be downloaded from AIU Website: **www.aiu.ac.in**.

N.B.: AIU is not a Funding Organization. All these events are AIU activities for which Collaboration from member Universities/Institutions are solicited. Primarily, the events will be conducted under the banner of AIU. The details of terms and conditions will be communicated on selection of the Proposal.

Proposal must be sent to AIU with the Approval /Endorsement of Vice Chancellor/ Head of the Institution.

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#Let'sBeatCoronaTogether

A Comparative Analysis of National Policy on Education–1986/92 and National Education Policy–2020 Part-II#

Sunil Behari Mohanty*

Higher Education**Two Designs of Graduate Programmes**

NPE-1986/92 was happy with a three-year degree course and a two-year post-graduate course for general courses. A few years before NEP–2020, a 4-year degree course introduced at the University of Delhi had to be withdrawn. NEP–2020 proposed two types of undergraduate degree courses – of 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme (11.9, p. 37).

Three Designs of Postgraduate Programmes

NPE 1986/92 was happy with two-year postgraduate programmes. A few years before NEP–2020, UGC extended the duration of the M.Ed. course from one year to two years. NEP 2020 suggested three designs for Master's programmes:

- a 2-year Master's programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme;
- a 1-year Master's programme for students completing a 4-year Bachelor's programme with Research; and
- an integrated 5-year Bachelor's/Master's programme (11.10, p. 38).

High-Quality Universities and Colleges

NPE-1986/92 gave main emphasis on the consolidation of and expansion of facilities in existing higher education institutions (5.26, p. 24), while NEP-2020 proposed that a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs (10.8, p. 35). NEP-2020 envisaged a complete overhaul and re-energising of the higher education system to deliver high-quality higher education, with equity and inclusion and having a vision that includes the following key changes in education:

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Undergraduate Programmes on Every University Campus

NPE-1986/92 did not bother about the existence of undergraduate programmes on university campuses. The NEP-2020 stated that a university means a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes (10.3, p.34). This strategy was not mentioned in NPE- 1986/92.

Large-sized Multidisciplinary Universities and Colleges

NPE-1986/92 did not stress having multidisciplinary universities and colleges. NEP 2020 stressed having large, multidisciplinary universities and colleges, with at least one in or near every district (9.3a, p. 34). It also suggested transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters / Knowledge Hubs, each of which will aim to have 3,000 or more students (10.1, p.34). This strategy was not mentioned in NPE 1986/92.

Increasing Access to Higher Education

NPE- 1986/92 did not mention any target to achieve, whereas NEP 2020 envisaged increasing the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035 (10.8, p. 35).

Use of National Testing Agency-conducted Tests

NEP-2020 envisaged the use of National Testing Agency-conducted tests for admission criteria by colleges and universities (4.41, p. 19), and conducting Common Aptitude Test at least twice every year by the NTA and use of these tests by universities that shall reduce the burden on students to appear at many entrance examinations (4.42, p. 19). This strategy was not mentioned in NPE-1986/92.

Stress on Local/Indian Language Medium HEIs

NEP-2020 stressed local / Indian language medium / Bilingual HEIs (9.3a, p. 34; 10.8, p. 35; and 14.4.1e, p. 41). This strategy was not mentioned in NPE- 1986/92.

Multidisciplinary Undergraduate Education

NPE-1986/92 did not stress having multidisciplinary undergraduate education. NEP-2020 stressed a more multidisciplinary undergraduate education (9.3b, p. 34).

Faculty and Institutional Autonomy

NPE-1986/92 recommended awarding academic and administrative autonomy to selected institutions (6.15 viii, p. 33). NEP- 2020 stressed faculty and institutional autonomy (9.3c, p. 34). Providing autonomy to institutions and faculty to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes (12.2, p. 38).

Revamping Curriculum and Pedagogy

NPE-1986/92 suggested redesigning courses and programmes cater to the demands of specialisation better and increasing flexibility in the combination of courses (5.29, p.18). NEP- 2020 suggested revamping of curriculum and pedagogy (9.3c, p. 34). It also aimed at making institutions and motivated faculty to design curriculum and pedagogy to ensure a stimulating and engaging learning experience for all students and use continuous formative assessment to further the goals of each programme and revising the Choice Based Credit System (CBCS) for instilling innovation and flexibility (12.2, p. 38).

Improving Student Learning Evaluation Procedures

NPE-1986/92 suggested continuous and comprehensive evaluation covering scholastic and non-scholastic aspects (8.24 ii, p.42), adopting a semester system from the second stage in a phased manner (8.24, viii, p.42), and using grades in place of marks (8.24 viii, p.42) and Preparing National Examination Reform Framework (8.25, p.43). NEP-2020 did not suggest National marks (8.24 viii, p.42) and Preparing National Examination Reform Framework, but aimed at revamping assessment (9.3c, p. 34), making assessment methods scientific, designed to continuously improve learning and test the application of knowledge (12.1, p.38), and having a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable and going away from high-stakes examinations towards more continuous and comprehensive evaluation (12.2, p. 38).

Academic Bank of Credit (ABC)

NEP-2020 suggested the establishment of an Academic Bank of Credit (ABC) which would digitally store the academic credits earned from

various recognised HEIs so that the degrees from an HEI can be awarded taking into account credits earned (11.9, p. 37). This strategy was not mentioned in NPE-1986/92.

Establishing National Evaluation Organisation

NPE -1986/92 suggested establishing National Evaluation Organisation (5.41, p. 28). This strategy was not mentioned in NEP- 2020.

Improving Students' Services

NPE-1986/92 suggested providing improved student services (7.3b, p.35). NEP 2020 suggested revamping student support for enhanced student experiences (9.3c, p. 34). It also suggested professional academic and career counseling to all students, as well as counselors to ensure physical, psychological and emotional well-being (12.4, p. 39). It also envisaged giving students plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc., and providing counseling systems for handling stress and emotional adjustments in every education institution (12.9, p. 40). It suggested efforts to incentivise the merit of students belonging to SC, ST, OBC, and other SEDGs and expanding the National Scholarship Portal to support, foster, and track the progress of students receiving scholarships (12.10, p. 40), providing more financial assistance and scholarships to SEDGs in both public and private HEIs (14.4.1f, p. 41), and conducting outreach programmes on higher education opportunities and scholarships among SEDGs (14.4.1g, p. 41), mitigating opportunity costs and fees for pursuing higher education (14.4.2a, p. 42), providing more financial assistance and scholarships to socio-economically disadvantaged students (14.4.2b, p. 42), and conducting outreach on higher education opportunities and scholarships (14.4.2c, p. 42).

Improving Quality of Faculty and Institutional Leadership

NPE–1986/92, in its discussion on technical and management education, suggested mandatory initial and in-service training for faculty members and having adequate training reserves and making staff development Programmes integrated at the State, and coordinated at Regional and National levels (6.15 v, p. 32). NEP- 2020 suggested reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career

progression based on teaching, research, and service (9.3e, p. 34), and giving freedom to faculty to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments and empowering them to conduct innovative teaching, research, and service (13.4, p.40).

Stress on Research

NPE–1986/92 suggested giving adequate support to research in Indology, the humanities, and social sciences, encouraging inter-disciplinary research (5.33, p. 26) and stress on research for development in technical and management education for improving present technologies, developing new indigenous ones and enhancing production and productivity (6.13, p.31).

National Research Foundation

NEP–2020 suggested the establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges (9.3f, p. 34), to enable a culture of research to permeate through universities (17.9, p. 46); governed, independently of the government, by a rotating Board of Governors in addition to the existing research funding activities of various organisations, to carry out (a) funding of competitive, peer-reviewed grant proposals, (b) facilitating research at academic institutions, (c) acting as a liaison between researchers and relevant branches of government as well as industry and making policymakers aware of the latest research, and (d) recognising outstanding research and progress (17.11, p. 46). Other suggestions of NEP 2020 are: 1. Focus on research and innovation by setting up start-up incubation centers; technology development centers; centers in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research (11.12, p. 38), 2. Strengthening research and knowledge creation to make India lead research and innovation in the 21st century (17.7, pp. 45-46), and 3. Going for the governance and regulatory changes that encourage an environment of research and innovation (17.8, p. 46). Such strategies were not mentioned in NPE- 1986/92.

Stress on Liberal Arts

NEP- 2020 proposed to bring back the notion

of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) to Indian education, as it is exactly the kind of education that will be required for the 21st century (11.1, p. 36). This strategy was not mentioned in NPE- 1986/92.

Making Each Higher Education Institution Multidisciplinary

NEP-2020 envisaged all higher education institutions to become multidisciplinary by 2030, the latest by 2040 (10.7, p. 35). It also went for making holistic and multidisciplinary education in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines (11.3, p. 36), making engineering institutions, such as IITs, move towards more holistic and multidisciplinary education with more arts and humanities (11.4, p. 37), and making students of arts and humanities aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills (11.4, p. 37). This strategy was not mentioned in NPE- 1986/92.

International Mobility

NEP-2020 suggested research collaboration and student exchanges between Indian institutions and global institutions and acceptance of credits acquired in foreign universities counted for the award of a degree in India (12.8, p.39). This strategy was not mentioned in NPE -1986/92.

Promoting Resource Sharing

NPE- 1986/92 proposed network arrangements for resource sharing among institutions for research and development and education in science and technology (3. 9, p. 7), NEP- 2020 proposed that each higher education institution carries out, in addition to teaching and research, support other HEIs, community engagement and service, contribution to various fields of practice, and faculty development for the higher education system, and support to school education (10.6, p. 35).

Making All Colleges Autonomous

NPE-1986/92 stressed autonomous colleges and autonomous departments in universities (5.28, p. 25), decentralisation and the creation of a spirit of autonomy for educational institutions (10.1 b,

p. 33) but did not conceive of a situation where all colleges are autonomous. NEP- 2020 envisaged a new type of Autonomous degree-granting College (AC) which is a large multidisciplinary institution of higher learning that mainly grants undergraduate degrees and is to be generally smaller than a typical university (10.3, p.34) ; establishing a stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation (10.4, p.34); ensuring over a period of time, every college becomes an autonomous degree-granting college, or a constituent college of a university (10.4, p. 35), making all single-stream HEIs get phased out over time (10.11, p. 35) and getting the system of 'affiliated colleges' phased out gradually over a period of fifteen years (*by 2035*) (10.12, p. 36).

Higher Education in States

NPE-1986/92 proposed carrying out state-level planning and coordination through State Councils of Higher Education (5.30, p.25). NEP- 2020 suggested devising mechanisms of performance-based funding to States / HEIs and ensuring an efficient mechanism for the optimal allocation and utilization of funds earmarked for SEDGs.

Improving Higher Education Teaching Quality

NPE- 1986/92 proposed to transform teaching methods (5.31, pp. 25-26). NEP 2020 gave emphasis on conceptual understanding rather than rote learning and learning-for-exams, and creativity and critical thinking to encourage logical decision-making and innovation; promoting multilingualism and the power of language in teaching and learning, and life skills such as communication, cooperation, teamwork, and resilience and extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management (p.5), and desirable student-teacher ratio and having institution wise appointment of faculty (13.3, p.40).

Improving Higher Education Teacher Performance

NEP-2020 envisaged incentivising excellence through appropriate rewards, promotions, recognitions, and movement into institutional leadership and making non-performance accountable (13.5, p.40) and having a 'tenure-track' i.e., suitable probation period and a fast-track promotion system

that recognises high impact research and contribution and mentioning such strategies in Institutional Development Plan (IDP) (13.6, pp. 40-41). This strategy was not mentioned in NPE- 1986/92.

Preparation of Higher Education Teachers

NPE-1986/92 proposed preparing teachers at the beginning of service as well as continuing education thereafter (5.31, p. 25). In 1987-88, the University Grants Commission started Academic Staff Colleges (Human Resource Development Centres) which have been providing orientation and refresher courses for higher education teachers. In addition to this effort, Schools of Education have been established by the Central government under its Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) scheme, which have been providing induction programmes for new teachers (MHRD, 2018b). NEP- 2020 suggested addressing various factors that lie behind low faculty motivation levels (13.1, p.40), It suggested the continuation of in-service continuous professional development for college and university teachers through the existing institutional arrangements and ongoing initiatives and encouraged the use of technology platforms such as SWAYAM/DIKSHA (15.10, p.43). NEP-2020 also suggested a new model of training for prospective higher education teachers as part of Ph.D. course that shall give exposure to pedagogical practices, designing curriculum, credible evaluation systems, and communication and provide a certain amount of actual teaching experience (15.9, p. 43).

National Mission for Mentoring

NEP-2020 proposed establishing a National Mission for Mentoring with a large pool of outstanding senior/retired faculty who can provide short and long-term mentoring/professional support to university/college teachers (15.11, p.43). This strategy was not mentioned in NPE- 1986/92.

Assessment of Performance of Higher Education Teachers

NPE 1986/92 suggested carrying out a systematic assessment of performance of higher education teachers(5.31,p. 25).NEP-2020 suggested a number of parameters for performance assessment such as peer and student reviews, innovations

in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community (13.6, p. 41).

Improving Higher Education Teacher Recruitment Policy

NPE 1986/92 suggested that ‘All posts will be filled on the basis of merit’ and did not give details. NEP-2020 suggested improving teacher excellence by having a ‘tenure-track’ i.e., a suitable probation period (13,6, p. 40).

Recognition of Excellence in Institutions and Individuals

NPE-1986/92 suggested recognition of the excellence in the performance of institutions and individuals (6.15 vii, p. 32). NEP-2020 suggested incentivisation of excellence through appropriate rewards, promotions, recognitions, and movement into institutional leadership and also a fast-track promotion system for recognizing high-impact research and contribution (13.5, pp.40-41).

Grooming Teachers for Excellence in Leadership in Higher Education

NEP-2020 suggested the identification and training of excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills (13.7, p. 41). This strategy was not mentioned in NPE-1986/92.

Professional Code of Ethics for Teachers

NPE- 1986/92 suggested the Professional Code of Ethics by national-level teacher associations (9.3, p. 44). This strategy was not mentioned in NEP- 2020.

Open University and Distance Learning

NPE-1986/92 suggested strengthening the Indira Gandhi National Open University which would also provide support to the establishment of open universities in the States (5.36, p.27), and strengthening the National Open School and extending open learning facilities in a phased manner at the secondary level in all parts of the country (5.37, p.27). NEP- 2020 suggested options for institutions to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so (10.10, p. 35).

Delinking Degrees from Jobs

NPE-1986/92 suggested delinking of degrees from jobs in selected areas except for occupation-specific courses like engineering, medicine, law, teaching, etc (5.38-40, p.27). This strategy was not mentioned in NEP -2020.

Rural University

NPE 1986/92 recommended consolidating and developing a new pattern of rural universities (5.42, p. 28). This strategy was not mentioned in NEP-2020.

Strengthening the Community Polytechnic System

NPE-1986/92 proposed strengthening the community polytechnic system (6.12, p.30). This strategy was not mentioned in NEP-2020.

Supporting the Community and Industry

NPE-1986/92 proposed service to community and industry by institutions by generating resources using their capacities (6.15 ii, p. 31). This strategy was not mentioned in NEP-2020.

Networking Between Technical Education Institutions and Other Agencies

NPE-1986/92 suggested networking between technical education institutions and other agencies (.6.15 ix, p. 33). This strategy was not mentioned in NEP –2020.

Higher Education Facilities in Underserved Regions

NEP–2020 proposed establishing and developing more HEIs in underserved regions to ensure full access, equity, and inclusion so that by 2030, there is at least one large multidisciplinary HEI in or near every district (10.8, p. 35), and enhancing access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of socio-economically disadvantaged groups (SEDGs) (14.4.1d, p. 41). This strategy was not mentioned in NEP–2020.

Management Functions and Change

NPE–1986/92 suggested devising mechanisms to understand the nature and direction of change per se and to develop the important skill of managing change (6.16, p. 33), and MHRD co-ordinate the balanced development of engineering, vocational

and management education as well as the education of technicians and craftsmen (6.17, p. 33). This strategy was not mentioned in NEP–2020.

Encouraging and Enabling Professional Societies

NPE-1986/92 suggested encouraging and enabling professional societies to perform their due role in the advancement of technical and management education (6.18, p. 33). This strategy was not mentioned in NEP–2020.

Performance Appraisals of Institutions

NPE- 1986/92 suggested the creation of a system of performance appraisals of institutions according to national or state-level standards (7.3(d), p.35). This strategy was not mentioned in NEP- 2020.

Study of English Language

National Policy on Education 1968 (MOE 1968) suggested suitable courses in Hindi and/or English in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards (4(3) c, p. 3) and also gave stress on the study of English as an international language (4(3) d, p. 4). Programme of Action on NPE 1986 (MHRD 1992b, p. 150) stated that Indian language medium courses were generally not popular due to a lack of professional comparability and poor employment potential. NEP–2020 suggested high-quality bilingual textbooks and teaching-learning materials for science and mathematics in the home language/mother tongue and in English (4.14, p.14). It also suggested studying English and a few other foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian at the school stage in addition to Indian languages (4.20, p.15).

Promotion of Indian Languages and Libraries

NPE-1986/92 suggested increasing substantially the translation of books from one language to another and publishing multi-lingual dictionaries and glossaries (3.7, p.7). implementation of the strategies in the Education Policy of 1968 in respect of the development of languages more energetically and purposefully (8.7, p. 37), making an effort to secure easy access to books for all segments of the population, improving the quality of books, promoting the reading habit and encouraging creative writing. (8.8. p. 37) and making a nationwide movement

for the improvement of existing libraries and the establishment of new ones (8.9. p. 37). NEP-2020 suggested that HEIs develop more degree courses taught in Indian languages and bilingually (14.4.2g, p. 42) and facilitate four-year B.Ed. dual degree programmes offered bilingually (22.10, p.54). Its other suggestions were:

1. Carrying out consistent official updates of languages and translations of important materials from world languages, and constantly updating vocabularies (22.06, pp.53-54),
2. Launching and developing strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, and philosophy, and providing degrees including 4-year B.Ed. dual degrees and hiring outstanding local artists and crafts persons as guest faculty to promote local music, art, languages, and handicraft (22.09, p.54),
3. Creating high-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design (22.11, p.54),
4. Facilitating educational tours of students to identify 100 tourist destinations to study these destinations and their history, scientific contributions, traditions, indigenous literature, and knowledge, etc. (22.12, pp.54-55),
5. Improving the functioning of academies, museums, art galleries, and heritage sites (22.13, p.55);
6. Establishing Indian Institute of Translation and Interpretation (IITI) 22.14, p.55),
7. Documenting all languages in India, and their associated arts and culture through a web-based platform/portal/wiki. (22.19, p.56),
8. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established. (22.20, p.56),
9. Including proficiency in Indian languages as part of qualification parameters for employment opportunities. (22.20, p.56).

Autonomous Commission for Sanskrit and Other Languages

NPE 1986/92 suggested establishing an autonomous commission for Sanskrit and other

languages (5.33, p. 26). NEP 2020 did not suggest such a strategy.

National Institute (or Institutes) for Pali, Persian and Prakrit

NEP 2020 proposed establishment of a National Institute (or Institutes) for Pali, Persian and Prakrit within a university campus (22.16, p.55). NPE 1986/92 had no such proposal.

Effective Utilisation of Media and Educational Technology

NPE 1986/92 suggested employing educational technology in the spread of useful information, the training and re-training of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc., both in the formal and non-formal sectors (8.11, p. 38).

NEP–2020 suggested equipping every institution with basic infrastructure and facilities, including access to the latest educational technology that enables better learning experiences (13.2, p.40) and developing and supporting technology tools for better participation and learning outcomes (14.4.1h, p. 41). Its other suggestions were: 1. Development of a rich variety of educational software, for all the above purposes, and making it available for students and teachers at all levels. (23.6, p.57), 2. Giving particular attention to emerging disruptive technologies (23.7, p.57), 3. Utilising Artificial Intelligence’s Potential for education (23.8-9,p.57), 4. Training for skilling and deskilling to create and sustain employment. (23.10, p.58), and 5. Targeted training in low-expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription (23.11, p.58).

NEP–2020 suggested renewing ODL through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality (12.5, p. 39). Its other measures for Online and Digital Education: Ensuring Equitable Use of Technology were: 1. Optimising and expanding the existing digital platforms and ongoing ICT-based educational initiatives (24.1, p. 58), 2. Pilot studies for online education – integration with education 24 (.4a, p. 59), 3. Creating open, interoperable, evolvable, public digital infrastructure in the education sector (24.4b, p. 59), 4. Online teaching

platform and tools: extending e-learning platforms such as SWAYAM, DIKSHA, and two-way video and two-way audio interface (24.4c, p. 59), 5. Content creation, digital repository, and dissemination: the digital repository of content including the creation of coursework, Learning Games and Simulations, Augmented Reality and Virtual Reality (24.4d, p. 59), 6. Addressing the digital divide (24.4e, p. 59), 7. Utilising Virtual Labs: Leveraging existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPURABHA (24.4f, p. 59), 8. Providing training and incentives for teachers: (24.4g, p. 59), 9. Online assessment and examinations: Designing and implementing assessment frameworks encompassing the design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. (24.4h, p. 60), 10. Utilising Blended models of learning: (24.4i, p. 60), 11. Laying down standards of content, technology, and pedagogy for online/digital teaching-learning. (24.4j, p. 60), and 12. Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity in the Ministry (24.5, p. 60).

National Educational Technology Forum (NETF)

NEP 2020 suggested the creation of the National Educational Technology Forum (NETF), as an autonomous body to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. (23.3-4, pp.55-56). This strategy was not found in NPE- 1986/92.

Improving Higher Education Curricula

NPE-1986/92 suggested redesigning courses and programmes for flexibility in the combination of courses (5.29, p.25), carrying out concomitant changes in instructional materials and methodology (8.24 vi, p.42.). NEP 2020 proposed removing currently prevalent rigid boundaries and creating new possibilities for life-long learning by imaginative and flexible curricular structures that will enable creative combinations of disciplines for study, and offer multiple entry and exit points (11.5, p. 37). It also proposed offering students flexibility in curriculum and novel and engaging course options in addition to rigorous specialisation in a subject or subjects facilitated by increased faculty and institutional autonomy in setting curricula (11.6, p.

37) and making HE curricula include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. (11.7, p. 37). It also suggested making the curriculum more inclusive (14.4.2e, p. 42) and increasing the employability potential of higher education programmes (14.4.2f, p. 42).

Bridge Courses for Students from Disadvantaged Educational Backgrounds

NEP 2020 suggested that HEIs develop bridge courses for students from disadvantaged educational backgrounds (14.4.2, p. 42i). This strategy was not found in NPE- 1986/92.

Stress on Research in Curricula

NEP-2020 suggested that graduate-level, master's and doctoral education in large multidisciplinary universities provide rigorous research-based specialization, and opportunities for multidisciplinary work in academia, government, and industry (11.5, p. 37). It also proposed a 4-year programme lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI (11.9, pp.37-38). This strategy was not found in NPE- 1986/92.

Modifying Ph.D. Programmes

For NPE- 1986/92, a PG degree was the minimum requirement for admission into a Ph. D. programme. NEP 2020 suggested that admission to a Ph.D. course may be either a Master's degree or a 4-year Bachelor's degree with Research (11.10, p. 38). It also stated that all fresh Ph.D. entrants, irrespective of discipline, need to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject and have exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on during their doctoral training period and all Ph. D. students will have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means (15.9, p.43). This strategy was not found in NPE- 1986/92.

Discontinuing M.Phil. programme

NPE- 1986/92 had no issue with M.Phil. programme. NEP 2020 suggested discontinuing M.Phil. programme (11.10, p. 38).

High-Quality Programmes of Global Standard

NPE- 1986/92 stated that efforts to be made to ensure that 'those at the top of the pyramid are among the best in the world' (12.2, p. 50). NEP- 2020 aimed at making all programmes, courses, curricula, and pedagogy across subjects, including those in class, online, and in ODL modes as well as student support aim to achieve global standards of quality(12.6, p. 39) It aimed at fostering courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'(12.7, p. 39). It visualised India as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru (12.8, p. 39).

Collaboration with Foreign Universities

NEP–2020 aimed at facilitating research/teaching collaborations and faculty/student exchanges with high-quality foreign institution, enacting a legislative framework facilitating high-quality foreign universities giving them special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India, Promoting research collaboration and student exchanges between Indian institutions and global institutions, and permitting counting of credits acquired in foreign universities, where appropriate as per the requirements of each HEI, for the award of a degree (12.8, p. 39). This strategy was not found in NPE-1986/92.

Establishing Model Universities

NEP–2020 suggested establishing Model public (government) universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) aiming to attain the highest global standards in quality education. (11.11, p. 38). This strategy was not found in NPE- 1986/92.

Professional Education

NEP–2020 suggested the following strategies in Professional Education:

1. Making stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, aim to become multidisciplinary institutions offering holistic and multidisciplinary education (20.2, p. 50)
2. Increasing preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education and Promoting technology incubation and dissemination and promote sustainable methodologies through Agricultural Technology Parks (20.3, p. 50).
3. Offering law courses in bilingual medium- English and state language in state institutions (20.4, p. 50).
4. Making the healthcare education system integrative – Making all students of allopathic medical education have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa (20.5, p. 50).
5. Offering technical education within multidisciplinary education institutions and programmes (20.6, p. 51).
6. Making undergraduate education cover areas such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, genomic studies, biotechnology, nanotechnology, neuroscience (20.6, p. 51).

These strategies were not found in NPE-1986/92.

Improving Governance of Higher Education

NPE 1986/92 suggested strengthening of UGC, AICTE, ICAR and IMC and instituting Integrated planning among all these bodies (3. 12, p. 8), establishing a national body covering higher education in general, agricultural, medical, technical, legal, and other professional fields for greater coordination and consistency in policy, sharing of facilities and developing interdisciplinary research (5.34, p. 26), and giving responsibility to the AICTE for planning, formulation and the maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring the coordinated and integrated development of technical and management education (6.19, pp. 33-34). NEP 2020 suggested carrying out the governance of

HEIs by highly qualified independent boards having academic and administrative autonomy (9.3g, p. 34). It suggested following strategies for improving the nature of functioning of a few existing organisations as follows:

Higher Education Commission of India (HECI)

NEP proposed establishing the Higher Education Commission of India (HECI) and ensuring that the distinct functions of regulation, accreditation, funding, and academic standard setting are performed by distinct, independent, and empowered bodies (18.2, p.47). The following four verticals were proposed:

1. *National Higher Education Regulatory Council (NHERC)*

National Higher Education Regulatory Council (NHERC) functions as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education, thus eliminating the duplication and disjunction of regulatory efforts by the multiple regulatory agencies that exist at the current time (18.3, p.47). This strategy was not found in NPE- 1986/92.

2. *National Accreditation Council (NAC)*

National Accreditation Council (NAC); a 'meta-accrediting body,' that shall supervise and oversee the accreditation of institutions based primarily on basic norms, public self-disclosure, good governance, and outcomes, carried out by an independent ecosystem of accrediting institutions (18.4, p.47). This strategy was not found in NPE- 1986/92.

3. *Higher Education Grants Council (HEGC)*

Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria and disbursement of scholarships and developmental funds (18.5, p.47). This strategy was not found in NPE- 1986/92.

4. *General Education Council (GEC)*

General Education Council (GEC) to frame expected learning outcomes for higher education programmes (graduate attributes and formulate a National Higher Education Qualification Framework (NHEQF) in sync with the National Skills Qualifications Framework (NSQF) (18.6,

p.47). This strategy was not found in NPE-1986/92.

Improving Regulatory System for Higher Education

NEP-2020 suggested carrying out "light but tight" regulation by a single regulator for higher education; (9.3h, p. 34). It suggested the establishments of the National Higher Education Regulatory Council (NHERC) (18.3, p.47). This strategy was not found in NPE-1986/92.

Improving Accreditation System for Higher Education

In 1994, the University Grants Commission established National Assessment and Accreditation Council (NAAC) which has been accrediting higher education institutions. NEP-2020 suggested the establishment of National Accreditation Council (NAC). Such a recommendation was not found in NPE 1986/92. NPE- 1986/92 suggested constituting an Accreditation Board to carry out mandatory periodic evaluations (6.19, p. 34).

Improving Funding and Financing System for Higher Education

NEP-2020 suggested the establishment of the Higher Education Grants Council (HEGC) (18.5, p.47). This strategy was not found in NPE-1986/92.

Guiding Quality of Learning in Higher Education

NEP -2020 suggested the establishment of the General Education Council (GEC) (18.6, p.47). This strategy was not found in NPE -1986/92.

New Roles for the Existing Professional Councils

NEP-2020 stated that the professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will function as Professional Standard Setting Bodies (PSSBs) and continue to draw the curricula, lay down academic standards and coordinate between teaching, research and extension of their domain/discipline, as members of the GEC (18.7, pp. 47-48) and making existing structures and institutions reinvent themselves and undergo an evolution of sorts (18.9, p. 48). These strategies were not found in NPE- 1986/92.

Checking Degradation

NPE 1986/92 urged for taking urgent steps for checking degradation (5.27, p.24) and checking emergence of substandard and mediocre institutions (6.15 vii, p. 32). NEP- 2020 suggested ensuring strict compliance measures with stringent action, including penalties for false disclosure of mandated information (18.10, p.48). In order to curb commercialisation, it also suggested applying multiple mechanisms with checks and balances (18.12, p.48), treating all HEIs - public and private on par within this regulatory regime (18.13, p.48), and developing transparent mechanisms for fixing of fees with an upper limit, for different types of institutions depending on their accreditation (18.14, p.49).

Improving Quality of Heads of Institutions and Leaders in Education

NEP-2020 suggested all leadership positions and heads of institutions to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations and Identify and develop outstanding leaders (19.4, p. 49). This strategy was not found in NPE-1986/92.

Improving Institutional Management

NPE-1986/92 suggested getting heads of educational institutions specially selected and trained (10. 5, p.46, & 10. 7, p. 47). NEP 2020 suggested ensuring that leadership positions do not remain vacant and allowing overlapping time periods during transitions in leadership and making institutional leaders aim at creating a culture of excellence that motivates and incentivises outstanding and innovative teaching, research, institutional service, and community outreach from faculty members (13.7, p. 41). It also suggested that HEIs strictly enforce all no-discrimination and anti-harassment rules (14.4.2l, p. 42), and develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs (14.4.2m, p. 42) and making such Plans basis for further public funding (19.5, p. 50).

Independent Self-Governing Institutions within 15 years (by 2035)

NEP- 2020 suggested that the education system aims at making all HEIs, in a phased manner over a period of 15 years, through a suitable system

of graded accreditation and graded autonomy independent self-governing institutions pursuing innovation and excellence (19.2, p.49). This strategy was not found in NPE-1986/92.

General

Indian Education Service

NPE-1986/92 recommended establishing Indian Education Service (10. 3, p.46). This strategy was not proposed in NEP-2020.

State Advisory Boards of Education

NPE-1986/92 suggested establishing State Advisory Boards of Education (10. 4, p. 46). This strategy was not proposed in NEP –2020.

Encouragement for Private and Non-commercial Initiatives

NPE-1986/92 suggested encouraging non-government and voluntary efforts including social activist groups subject to proper management, and financial assistance provided, and taking steps to prevent the establishment of institutions set up to commercialise education (10. 9, p. 47). NEP- 2020 suggested using multiple mechanisms with checks and balances to check commercialization of higher education (18.12, p. 48).

Training of Educational Planners and Administrators

NPE- 1986/92 suggested providing training for educational planners and administrators (10. 5, p.46). This strategy was not proposed in NEP-2020.

Redress of Grievances

NPE-1986/92 suggested establishing educational tribunals, fashioned after Administrative Tribunals at the national and state levels (10.10, p. 48). This strategy was not proposed in NEP- 2020.

Financial Resources

NPE- 1986/92 suggested investment in education to be at least 6 per cent of the national income (11.4, pp. 49-50). NEP 2020 suggested Centre and the States increase the public investment in the Education sector to reach 6% of GDP at the earliest and make it possible for any public (government) institution can take initiatives towards raising

private philanthropic funds to enhance educational experiences (26.2, p. 61).

Review of Policy

NPE 1986/92 suggested a review of the policy every five years (11.5, p. 50). This suggestion did not materialise. NEP- 2020 ended with the sentence “In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken.” (27.3, p. 62).

A Few Strategies Overlooked by Both Policy Documents

A few strategies overlooked by both policy documents are as follows:

Learning at Pre-birth Stage

Both the policies NPE- 1986/92 and NEP-2020 have avoided learning at the pre-birth stage in a mother’s womb, although India is the pioneer on this issue (Mohanty, 2019). This strategy is an exclusive original Indian thought, (Gandhi 1927, p. 232; Mohanty 2012, p.531, and The Mother 1951, p. 11) and such strategies are found in school education documents of Scotland, UK (Learning and Teaching Scotland 2010, p.15).

Education for Spiritual Development

Both the policies i.e. NPE-1986/92 and NEP-2020 have avoided education for spiritual development. Spirituality, in the true sense, is above religion. It sees life not only in individuals belonging to various religions, but also in matter (Mohanty, 2012, p. 518). Spiritual development is essential for all human beings (Gandhi 1937, Swami Sivananda 1960, p. 12; Sri Aurobindo 2003, p. 6). Swami Vivekananda said, “I look upon religion as the innermost core of education.” (*Advaita Ashrama* (1985, p. 231). Swami Yatiswaranada (1995, p. 385) said that “ When the Swami perceived that religion should be the firm foundation on which the great edifice of education was to be built, he had in mind no particular religion, but a universal religion. According to Tagore, a sound educational system should provide for the development of variety without losing hold of the basic spiritual unity (Das 1996, p. 748) Initial teacher preparation programmes need to cover spiritual development (Mohanty, 2019b). India is considered the mother of spirituality (Mohanty 2020). Spirituality also has a role in educational

development in Australia (Waters et al. 2014, p. 103), United States (Astin, Astin, & Lindholm, 2010, p. 2, HERI 2007, 2011), and in United Kingdom (Ofsted, UK 2018, p.40). Of course, spirituality in these nations may cover religion, which is not true for India. The University Education Commission 1948-49 stated that “If we exclude spiritual training in our institutions, we would be untrue to our historical development. (Radhakrishnan 1949, p.203). The Commission also stated that:

“The fundamental principles of our constitution call for spiritual training. There is no State religion. All the different forms are given equal place, provided they do not lead to corrupt practices. Each one is at liberty to approach the unseen as it suits his capacity and inclination. If this is the basis of our secular state, to be secular is not to be religiously illiterate. It is to be deeply spiritual and not narrowly religious.” (Radhakrishnan 1949, p.204)

The Education Commission 1964-66 stated that “We would also like to lay stress on the importance of encouraging students to meet in groups for silent meditation” (Kothari 1966, p. 29). NPE 1986/92 stated that “The future shape of education in India is too complex to envision with precision. Yet, given our tradition, which has almost always put a high premium on intellectual and spiritual attainment, we are bound to succeed in achieving our objectives.” (MHRD 1992a, p.50).

School-based Induction Programmes for Beginning Teachers

Many developed nations go for school-based induction programmes for beginning teachers. Madalinska-Michalak (2019, p. 816) mentioned induction programmes in three categories- (a) teachers having a required initial teacher training degree and license to teach, (b) teachers having a required initial teacher training degree and without a license to teach, and (c) teachers not having appropriate initial teacher training degree and not qualified to teach.

Conclusion

As the nation progresses in higher education, more and more experts come out of the system and work not only in India, but also in foreign countries. No longer working in a foreign country is considered a brain drain. Rather educated Indians make the

country richer by bringing foreign money. Growth in wealth also leads to developments in education, especially efforts to make the education system of high quality so that Indian-educated persons are in greater demand. There have been speedy developments in educational technology after the publication of NPE-1986/92. This constitutional amendment is related to education and the formulation of various acts and rules and regulations. NEP-2020 has been enriched by such efforts. However, like NPE-1986/92, the NEP- 2020 may require scrutiny and may a few modifications and additions.

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Significance of Citizen Charter

Aman Singh*

The citizen's Charter is a document that outlines the service commitment of organizations or service providers towards providing quality, high-standard services, including mechanisms for grievance redressal. Delivery of public services is one of the primary responsibilities of the state. Citizen Charter is perceived as a New Public Management initiative to make administration citizen-centric. It is implemented to empower the citizens by specifying their rights and privileges. It marks a significant shift in the attitude of public personnel whereby the citizens are regarded as the stakeholders in the governance. Countries across the globe have revamped the public administration system and adopted citizen charters as a tool for good governance. The state must ensure that the services availed by the citizens are in standard form and according to citizens' needs. Transparency along with accountability is maintained in the delivery of public services. Good governance is concerned with implementing a strategy that enables the efficient delivery of public services. Here in this paper, an attempt has been made to explore the concepts, issues and challenges in citizen charter.

United Nations Development Program defines governance as the "exercise of economic, political, and administrative authority to manage a country's affairs at all levels which comprise mechanisms, processes, and institutions, through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences (UNDP, 2005). According to United Nations Economic and Social Commission for Asia-Pacific, good governance has basic eight characteristics. Good governance has to be participatory, consensus-oriented, accountable, transparent, responsive, effective, and efficient. The concept of good governance leads to citizen-centric administration (Larroquette & Srivastava, 2013). Citizen centricity can be defined as the shift of power from nation-state to markets with the privatization of services, to civil society via pressure groups, welfare

forums, to independent bodies like courts who can take the matters of citizens' grievances on their own. Citizen centricity is a shift of power from government to governance with more emphasis on citizen focussed services delivery rather than adopting a bureaucratic approach.

In democratic governance, community participation is through elected representatives. In the new approach to citizen-centricity and good governance, citizen, non-governmental organizations, and civil society are involved in the decision-making process. Citizen's welfare schemes are to be formulated from the citizen's viewpoint instead of the government's viewpoint. The main Objectives of Citizen-Centric Administration are (Commission, 2009):

1. Continuous availability of services to citizens.
2. Improved quality of service with transparency to be delivered.
3. Efficiency in the delivery of services.
4. Service delivery process to be based on citizen first approach.

Definition of Good Governance

According to United Nations Economic and Social Commission for Asia and Pacific (UNESCAP), good governance has eight major characteristics like accountability, participation, consensus, transparency, responsiveness, effectiveness, efficiency, equity, and inclusion, and follows the rule of law (Figure No.1) (UNESCAP, 2009).

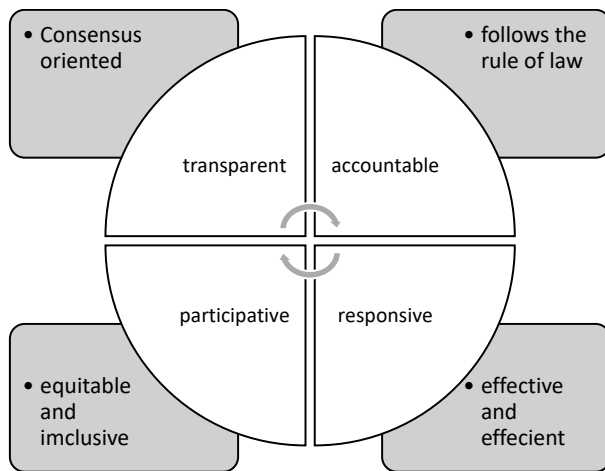
Why is Citizen-Centric Philosophy Important for Good-governance?

The present governments are under immense pressure from the rising expectations of citizens. These demands are diverse, micro in nature, and affect society and law and order. The ultimate aim is to deliver services to citizens efficiently and fulfilling citizens' expectations. The citizen's aspirations and method of delivery to full fill these aspirations and expectations are the basis of the citizen-centric approach. To full fill, these demands and aspirations role of good governance comes into effect. A country like India which is going to be first in ranking regarding population is diverse

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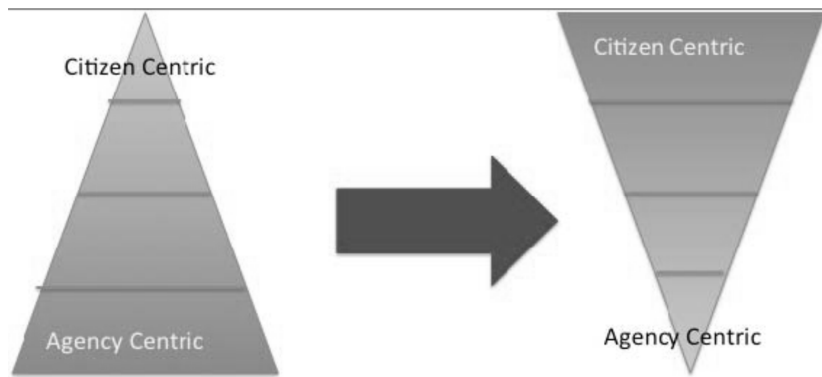
Figure 1: Characteristics of Good Governance



Source (UNESCAP, 2009)

in social, cultural, political, and economic terms. The good-governance system is to be developed in such a way that it caters to every section of society without any biases. Citizen centricity is about the delivery of public services from the citizen’s point of view rather than the convenience of administration or the service-providing agency. Citizen-centric e-government acts as a transformation tool that provides new government models based on citizen-focused feedback (Schelin,2003). Government should ask what citizens need instead of the government saying what can they provide. Citizen charters should be regularly evaluated from the citizens’ perspective. While the governance policies are different from one region to another, the objectives of the good policy are similar. The citizen charters of developed, developing or under-developed nations differ from each other according to the socio-political conditions of the nations (Sigwejo & Pather, 2016).

Figure 2: Change in Governance



Source: (Yong, 2004 cited in Sigwejo & Pather, 2016)

Citizen-centric services are designed to deliver cost-effective, personalized, and relevant services to citizens. Citizen-centricity enhances the democratic relationship and builds good democratic dialogue between the citizens and the government. High quality of government delivery of services means that the government will have economies of scale and reduced costs. Citizen-centric services are viewed as the ideal manifestation of the e-government as it demands information integration across line agencies, staff agencies and auxiliary agencies, and other sectors across the organization (Chen, 2010 cited in Sigwejo & Pather,2016). According to Yong (2004 cited in Sigwejo & Pather, 2016), the focus should shift from a government agency-centric to a citizen-centric model (Figure No.2).

For any citizen visiting the government office, some may have a good experience while others may have bad experiences. A citizen’s Charter is an attempt to turn this bad experience into a good experience. This experience may be bad in many terms like the behaviour of the office personnel, rigid rules, complex processes, asking for bribes, unnecessary daily visits to offices, delay in giving permissions, bad quality of delivery of service, and so on can be the few reasons. Governments across the globe are trying to improve their public administration through good governance. Improvement in administration impacts the quality of delivery of public service. Citizen Charter aims to deliver public services within a specified time. A citizen’s Charter improves the efficiency and effectiveness of the administration thereby leading to citizens’ satisfaction.

Administration in South Asian nations is regarded as traditional administration because it is inefficient, fails to deliver services on time, and fails to provide services to citizens according to their needs (Osborne & Plastrik, 1997 cited in Sharma, 2012). With the spread of Web 2.0, the citizens of different nations are connected. The quality of delivery of services may vary within a country or among countries. The spread of technology has put governments to revamp public administration and introduce steps for citizens’ grievances. Without acknowledging the citizen’s grievances, no country can achieve good governance.

A citizen's Charter is a step to achieving good governance. It is expected that public officials understand, identify, and assure the quality of public service delivery is good and precise (Montalvo, 2009 cited in Sharma, 2012). Apart from efficiency and effectiveness citizens expect public agencies to be accountable and responsive toward the citizen's needs (Drewery, 2005 cited in Sharma, 2012). Public administration is being criticized for being insensitive toward citizen grievances. New public management emerged as a discipline to address the issues of irresponsible administration, grievances redressal, and delay of the delivery of services. New public management included new components that addressed problems of traditional administration. New public management focussed on the delivery of high-quality services that were needed by citizens. It perceived citizens as the customers, not as the recipients of services. An attempt was made in new public management to know the expectations of citizens. New public management introduced a set of principles where the role of the state was reduced and introduced business management principles to deal with citizens' problems. As a result, Citizen's Charter emerged out of new public management. The Citizen Charter aims to improve the quality of services to citizens (Rhodes, 2003).

The citizen Charter is viewed as an instrument for propagating and instilling the values of good governance in the citizens. The implementation of citizen Charter is recognized not only by the national and state government but it can be also used at the local level of governance. citizen charters can be used in different sectors of public spheres like parent's charters in schools, patients' charters in hospitals, and passengers' charters in railways. Citizen Charter in disaster management is an effective tool for establishing citizen-centric governance. Citizen charters influence the transparency, accountability, and quality of public service delivery mechanisms (Principie, 2008).

A citizen Charter is a document that spells out the entitlement of citizens when it transacts with the government. Citizen Charter outlines the various steps for availing different public services, giving information to citizens about the quality of public services and any other information regarding the procedure to access public services (Principie, 2008).

One of the objectives of good governance is ensuring transparency and effectiveness in public service delivery. In public service delivery, the quality

of public services is a major area of complaint by the citizens. The citizens complain about the cost, inconvenience in accessing the services, and other hurdles. A citizen Charter is an approach to public service delivery that puts the citizens (service users) at the focal point. Citizen Charter gives information about the rights and obligations of the service users (citizens), service-providing public agencies, and other stakeholders involved in the public delivery process (Ratnawati & Nurani, 2014).

Iftekhazzaman discusses the role of NGOs in implementing the Citizen Charter in Bangladesh in the public health sector. Citizen Charter is regarded as a tool for social accountability and good governance. Social accountability means strengthening the demand side of good governance, enhancing the capabilities of citizens to raise their voices against corruption and demand for accountable governance. Countries across the globe are adopting new tools and mechanisms that reinforce the principle of accountability and the spirit of participation in democratic governance. The Citizen Charter is one such tool that empowers citizens and promotes the objectives of good governance. Citizen Charter is known as the "expression of understanding between the citizens and the providers of public services with respect to the quantity and quality of services the former receive in exchange for their taxes," (Iftekhazzaman, 2012).

In the delivery of public services, it is commonly found that citizens face severe problems when availing the public services (Figure 3). A citizen Charter is a public notice which is displayed by public agencies and gives information to the service receivers. A Citizen Charter mentions the user fees, duration of the time period for delivery of public services, various terms and conditions, and procedures of service delivery. A citizen Charter is significant because it is a simple medium for citizens to receive information. A Citizen Charter ensures that the service provided to citizens is reliable, less time-consuming and of good quality. Citizen Charter ensures that accountability and transparency are followed in the delivery of public services. Citizen Charter ensures citizens' constitutional rights (Khadka & Bhattarai, 2012). A Citizen Charter represents the commitment of any organization or public agency towards the standard quality and specific time period for service delivery, grievances redressal mechanism, following transparency and accountability (India, n.d.).

Figure 3: Frequent Complaints by Citizens

- Frequent Citizens' Complaints About Public Service**
- Public services are not of a high quality
 - Citizens should not have to beg for public services and goods
 - The process of providing services is unnecessarily complicated
 - Information related to the delivery of public services is not easily accessible
 - Services do not reach those they are targeted to reach
 - Services are not always relevant to the needs and interests of the target groups
 - It is difficult to receive services promptly
 - Openness and transparency are not maintained in the distribution of resources
 - Citizens are unable to hold service providers accountable
 - Citizens are not properly informed about the times, the fees, the processes and their responsibilities when receiving services
 - Government employees who work against the wishes of citizens are not penalised
 - Compensation is not given to citizens negatively affected by the unnecessary delays of service providers
 - Even though services are mentioned in Citizen's Charters, they may not be accessible
 - No clear information is provided about the services that citizens are entitled to from government offices
 - The budgets of public bodies are not easily known
 - It is not easy to track public expenditure
 - The standards for public service delivery are not well known
 - Citizens do not know how to monitor or complain about public services, or about revenue and expenditure
 - It is not well known how citizens and government can work together as joint stakeholders
 - Citizens do not know about participatory planning and joint budget preparation
 - Citizens do not know about how communities can make procurements with public money
 - Citizens do not understand the disadvantages that arise when assets are not declared
 - Citizens do not understand the importance of conflicts of interest and integrity pacts

Source (Khadka & Bhattarai, 2012)

Adoption of Citizen Charters how the transformation in governance from traditional governance to new public management to new public governance. Traditional governance was characterised by the obedience of the general public to service providers of public services. On the other hand, New Public Management is the orientation towards efficient public services, delivery and output. Citizen's Charter aims to build citizen trust and increase citizen satisfaction towards public service delivery (Pramusinto, 2012).

Origin of Citizen Charter

In 1991, United Kingdom Prime Minister John Major introduced the Citizen Charter policy. This Charter became the global statement for the government's service quality commitments. In 1998 Labour Party government prime minister Tony Blair re-launched this program as "service first" for citizens.

Later many countries adopted this kind of service quality commitments policy to citizens. Countries like France in 1992; Spain in 1992; Belgium in 1992; Canada in 1995; Australia in 1997; Malaysia in 1993 and India in 1997 adopted the citizen charter. Through citizens, Charter governments give power to citizens like value for money, accountability, and transparency of procedures in the public delivery of services. A citizen Charter is a document that bridges the gap between citizens and public officials. According to Mahatma Gandhi, "A customer is the most important visitor on our premises. He is not dependent on us. We are dependent on him. He is not an interruption of our work; he is the purpose of it. He is not an outsider to our business; he is part of it. We are not doing him a favour by serving him; he is doing a favour by allowing us to do so," (Pathirana).

Components and Guiding Principles of the Citizen Charter

Citizen Charter has the following components (Governance):

1. Working with other service providers.
2. Constant innovation and improvisation.
3. Using the resources effectively.
4. Putting things in the right manner when they are wrong.
5. All citizens to get fair and equal treatment.
6. Encouraging access and information to everyone.
7. Consultation and involvement of citizens.
8. Providing full information to everyone.
9. The setting of standards for service to be given.

There are originally six guiding principles for the citizen Charter movement (Governance).

1. **Quality**- improved quality of services to be given to citizens.
2. **Choice**- citizens should be given choice where ever possible.
3. **Standards**- explain what is the expectation and how to act if standards are not met.
4. **Value for Money**- efficient and economical delivery of services.
5. **Accountability**- in case of service is not delivered according to set standards then the concerned public official is to be asked for a delay in service.

6. **Transparency**- the process of availing services to be open without any hidden costs.

Objectives of Citizen Charter

The 1991 United Kingdom White Paper on Citizen Charter provided a model for all nations about the structure of citizen Charter that will be adopted in the delivery of public services. The above six principles were followed to deliver public services according to set standards of parameters. Based on standards mentioned in the Citizen Charter public services are aimed at the following:

1. To give information to the citizens about the services they provide.
2. To publicize the standard of service to be given to citizens.
3. To give correct information to citizens and be courteous to citizens.
4. To explain if the service delivered is not up to standards or if anything goes wrong in service delivery.

Many of the initiatives about the Citizen Charter of other nations were similar to United Kingdom's Citizen Charter but other nations also adopted the Citizen Charter components from the total quality management concept. In adopting and implementing the citizen charter, quality of service was the most focus. Other models which improved public services were the business excellence model, Chartermark, ISO 9000, and best value (Government of the United

Kingdom 1999). The Citizen Charter reconstructed the relationship between the citizen and the state concerning the exclusion and inclusion of the vulnerable and poor.

It is argued that the development of service standards invested resources in improving the quality of services but it ignored expanding services to the vulnerable and the poor. In this way, the Charter reproduced the inequality by providing the services that are already included as clients but excluded the poor and vulnerable as they could not receive the benefit of government services. In Citizen Charter development, citizen participation is needed, leading to citizen empowerment. Citizen Charter is an important tool for fighting corruption (Haque, 2005).

Shah and Shah (2006 cited in Saguin, 2013) proposed the use of the Charter in the context of local self-governance. The idea of the Citizen Charter on corruption was to make corrupt public officials accountable. Implementation of the Citizen Charter differs from country to country. There are several approaches, theories, and methods in the implementation of citizen charter. United Kingdom, Belgium, and France adopted the top-down approach while Australia, Italy, Spain, United States adopted the bottom-up approach in setting the standards through citizen charter (Table-1). A country like Sri Lanka implemented a citizen Charter to enhance the quality of the administrative system. Sri Lanka's government has proposed to make the Citizen Charter people-friendly, efficient, and effective.

Table No.1: Other Names of Citizen Charter in Different Nations

S. No	Country	Citizen Charter Name	Year
1.	Australia	Service Charter	1997
2.	Belgium	Public service users' charter	1992
3.	Canada	Service standards initiative	1995
4.	France	Service charter	1992
5.	India	Citizen's charter	1997
6.	Jamaica	Citizen's charter	1994
7.	Malaysia	Client charter	1993
8.	Portugal	The quality Charter in public services	1993
9.	Spain	The quality observatory	1992
10.	Hong Kong	Performance pledge	1992
11.	South Africa	Peoples first	1997
12.	Namibia	Public service charter	1999
13.	Argentina	Carta's compromise	2000
14.	Sweden	Service dialogue	2001
15.	Samoa	Service charter	2002

Source: Compiled by Author

A Citizen Charter consists of three C's (Rodrigues, 2013). They are as follows:

1. **Customer-driven standards of service-** it means service according to the needs of citizen
2. **Communication-** service provider should communicate with citizen
3. **Control-** easy procedures for better productive output

A Citizen Charter can also be referred to as a preamble of the organization which indicates the commitment of the organization toward its objectives. The Citizen Charter informs the various stakeholders about the rights of citizens and the services offered to the citizens. The Citizen Charter also includes the obligation of the citizens. Citizen Charter helps in strengthening the existing rights of the citizens. In the words of Mahatma Gandhi, the spirit behind the Citizen's Charter is ---- "A customer is the most important visitor on our premises. He is not dependent on us; we are dependent on him. He is not an interruption of our work; he is the purpose of it. He is not an outsider to our business; he is part of it. We are not doing him a favour by serving him; he is doing a favour by giving us an opportunity to do so," (Citizen Charter Handbook, 2008).

Characteristics of Good Citizen Charter

A good Citizen Charter should have the following characteristics (Citizen Charter Handbook, 2008):

1. It should contain a detailed vision and mission of the organization.
2. It should have detailed information about the business transaction done by the organization.
3. It should have detailed information about citizens or clients or customers.
4. It should have detailed information about the services which includes quality, time, type of service so on.
5. It should have all the detailed information about the grievance redressal process.

6. It should have information about how to access the grievance redressal mechanism.
7. It should have information about the citizen's expectations.
8. It should have information about the remedies available to citizens in case of non-compliance with service standards.
9. It should have information about the compensation to be given in case of failure of delivery of service.

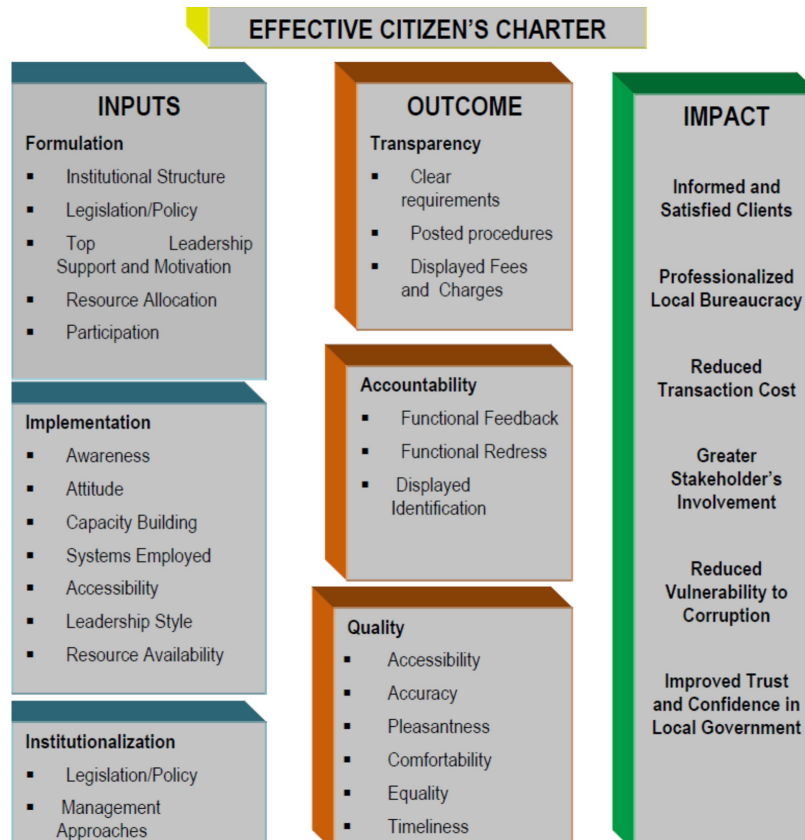
An effective citizen Charter should be based on the following features (Figure 4) (Principie, 2008)

Benefits of Citizen Charter

Implementation of citizen Charter by public-sector helps in improving the public services (Gupta & Shrestha). There are the following benefits of the citizen charter.

1. Citizen Charter helps the citizens to know about the activities and procedures of the public sector organization.

Figure 4: Building Blocks of an Effective Citizen Charter



Source (Principie, 2008)

2. Citizen Charter helps in reducing corruption in a public-sector organization.
 3. Citizen Charter helps in promoting good governance.
 4. Citizen Charter ensures the accountability of service providers.
 5. Citizen Charter raises the morale of public administrators when performing well.
 6. Citizen Charter raises the efficiency and effectiveness of public service delivery.
 7. Citizen Charter helps in reducing the cost of public service delivery.
 8. Citizen Charter prevents the delay in the delivery of services.
 9. Citizen Charter checks red-tapism in service providing.
 10. Citizen Charter ensures transparency.
 11. Citizen Charter inculcates professional skills of the service-providing agency.
 12. Citizen Charter ensures that all citizens are equally treated.
5. It is observed that citizens do not know about their rights regarding the parameters that must be followed in service delivery.
 6. Citizen Charter should be linked to performance appraisal of employees. This will motivate the employees to work accordingly to set the parameters of service.
 7. Citizen Charter should be designed from the citizen's perspective rather than the service provider's viewpoint.
 8. The Citizen Charter should be updated at frequent intervals by consulting the citizens and organizations. Best global practices from the Citizen Charter should be included to benefit the citizens.
 9. A Citizen Charter that is well-drafted after consulting with citizens and organizations but not communicated to citizens loses its significance. Therefore, it is important to communicate the citizen Charter provisions to the citizens.

Shortcomings of the Citizen Charter

Many kinds of research have been conducted on Citizen Charter in the public administration discipline. Researchers have highlighted the various shortcomings of the Citizen Charter (Rodrigues, 2013). They are as follows:

1. The ultimate aim of a citizen Charter is to benefit the citizens but many times citizen charters are drafted without any consultation process. It is also highlighted in research that service providers are not aware of the aims, goals, purpose, and significance of citizen charter.
2. The other common problem is citizens do not know about the citizen charter. Citizens do not know how the Citizen Charter benefits the citizens and its significance in solving the citizen's grievances. Citizen Charter is not displayed in many public departments thus citizens do not know about them.
3. The government does not take any initiative to popularise the citizen Charter among the citizens or the employees of service-providing departments.
4. There is no proper monitoring system to ensure the effective implementation of the Citizen Charter in

Conclusion

For any Citizen Charter to be effective, the role of political leadership is important. Public administrators should also give their views on framing a good citizen charter. The Citizen Charter should not be seen as an instrument just to carry out the directions from senior officials. Public officials must be aware of the spirit and content of the charter. Public authorities should be trained accordingly to give importance to the Citizen Charter. Citizen Charter aims to make administration and employees responsive towards the citizen's grievances. Citizen charters can be made interactive using Information Communication Technology as a feedback mechanism. There is a need for sufficient budgetary provisions for publicizing the importance of the Citizen Charter. The government can set up an independent task force to overlook the compliance of the Citizen Charter in public departments. Citizen Charter should not be seen as an end but it is to be seen as a means for enhancing the service quality through accountability. Organizational culture plays an important role in the implementation of citizen charter. The Citizen Charter is a policy document that keeps evolving on day-to-day citizens' experiences and keeps on improving from these experiences.

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Parent Satisfaction Regarding Early Childhood Care and Education: A Study

Jayna Joshi*

Early Childhood Care and Education (ECCE) is the foundation for holistic development and lifelong learning. National Curriculum Framework (NCF) for the foundational stage-2022 also emphasises the role of parents in enhancing the development of their children. Parents' satisfaction is another way of testing the quality of the education received by their child. The contemporary educational system mandates the need for preschool education as an essential part of the educational process. There are different institutional settings for ECCE such as Anganwadi, Balvatika, a stand-alone preschool or part of a larger school that has Grades 1 and 2. With diverse institutional settings, there is a vast difference in the facilities provided to their children. The satisfaction of the parents is an indirect indicator of the quality of education provided to their child. So, the present paper is an attempt to study the satisfaction of the parents regarding ECCE in Gandhinagar City.

In the present study, the satisfaction of parents regarding ECCE is measured in Gandhinagar City. Satisfaction is also studied with reference to the gender of the parents and the type of the institute. In the present study, satisfaction was a dependent variable whereas the gender of the parent and type of institute will be the independent variable of the study.

In the Study, Parents' Satisfaction means the score obtained on the scale prepared by the investigator to know the satisfaction of the parents with reference to ECCE was considered as the satisfaction of the parents. A high score indicates a higher level of satisfaction and vice versa. To decide the level of satisfaction, the sigma score was calculated on the satisfaction score and five levels were defined as 'highly dissatisfied', 'dissatisfied', 'neutral', 'satisfied' and 'highly satisfied'.

Early Childhood Care and Education mean the education and care related to health, nutrition, sanitation, hygiene, protection as well as holistic

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development of the child with reference to the particular age. It includes children from 3 years to 8 years as per NEP-2020. In the present study, the students from 3 to 8 years studying in the various institutes of Gandhinagar city were considered as the students at the ECCE level and the institutes providing education to such children were regarded as the centres/institutes of ECCE.

Many studies have been conducted on parents' satisfaction with preschools. Because of how vital it is for increasing child development rates in preschool programmes so that parents are content with the quality of education their children get, it is being implemented all over the world. According to studies, preschool education programmes in many developed countries lead to higher levels of efficiency (Li-Fen et al., 2014)

This scientific innovation is recommended by the Ministry of Education to enhance preschool education and allocate resources to fulfil the demands of parents. In addition, it was determined that preschool administrators and instructors should increase their collaboration with parents.

Libent (2015) studied to analyse the elements that influence parental satisfaction with the quality of preschool education. An example of research is in which 829 parents of 5–6-year-old preschoolers were randomly questioned using a four-point Likert scale. The author analysed the variables using bivariate correlation and regression analysis, and the significance threshold assessed for each hypothesis was 0.05. The research discovered favourable and significant connections between parents' "quality perception and preschool education satisfaction."

Menon (2013) with the cooperation of 150 parents from Mumbai, examines an example of an issue in Early Childhood Stages. There were considerable disparities in levels of satisfaction among these 36 parents, with 65.6% of parents having challenges and hurdles at an early age level and reporting being very unsatisfied. This research examines the effect of parents' capacity to interact with their young children in early childhood education and the effect of "parental

participation” on a child’s educational quality. The objectives of the study were as follows:

- To study the average distance of the institute from home.
- To study the objectives of organizing meetings with mothers.
- To study the discussion points in the meetings.
- To study parent Satisfaction regarding ECCE.
- To study parent Satisfaction regarding ECCE with reference to the type of the institute.
- To study parent Satisfaction regarding ECCE with reference to the gender of the parents.

The following null hypotheses were formulated:

1. There is no significant difference between the satisfaction levels reflected on the satisfaction scale by parents regarding ECCE.
2. There is no significant difference between the mean scores obtained by male and female Parents on the satisfaction scale regarding ECCE.
3. There is no significant difference between the mean scores obtained by parents of government and self-financed institutes on the satisfaction scale regarding ECCE.

Table-1 presents information regarding the dependent and independent variables of the study.

Table 1: Variables of the Study

No.	Variable	Type	Level	Which Level?	Tools of Measurement
1	Gender of the parent	Independent	2	1. Male 2. Female	Primary Information
2	Type of the institute	Independent	2	1. Government 2. Self-financed	Primary Information
3	Parents’ satisfaction	Dependent	--	--	A self-made Scale

The main objective of the present study was to study the satisfaction of the parents whose child is studying in the ECCE. So, it was related to the area of ‘Pre-primary Education’. The present study can be also classified as applied research as it was related to the measurement of the satisfaction of the parents whose child is studying in the ECCE. The data collected on the

scale was in the form of an interval scale and analyzed by statistical methods. So, it is a quantitative study in which the survey method was used.

The population of the present study was the parents whose child is taking the education at ECCE in Gandhinagar City. There are about 100 institutes providing ECCE in different institutional setups i.e. Anganwadi, Balvatika, a stand-alone preschool or as part of a larger school that has Grades 1 and 2.

To know the parents’ satisfaction, parents from 11 different institutes were selected by a purposive sampling method. But after the selection of the schools, parents were selected randomly. Table 2 presents information regarding the sample of the study.

Table 2: Sample of the Study

Variable	Male	Female	Total
Self-financed	17	07	24
Government	15	11	26
Total	32	18	50

To study the parents’ satisfaction with ECCE, the parent satisfaction scale was developed. It was prepared on the basis of suggestions and recommendations of NEP-2020 and NCF for the foundational stage-2022. The scale was divided into 3 basic sections. Section 1 deals with the basic information and the instructions to the respondents. Section-2 deals with the frequency of the visit/meeting by the workers/teachers and the purpose. Section -3 deals with the five-point rating scale against each item containing the teaching-learning process, the environment of the institute, interactions of the workers/teachers and academic achievements. It was having face validity and content validity.

Collection, Analysis and Interpretation of the Data

The data obtained were analyzed through the quantitative and qualitative analysis technique. For testing the hypotheses the chi-square test was utilized.

The data collected through the parents’ satisfaction scale, was converted into frequency distribution in 5 sigmas on a normal probability curve. The analysis of the data is presented in Table 3.

On the basis of the above table, a total of 12% of parents were dissatisfied or highly dissatisfied. 72% of parents were neutral whereas 16% of parents were satisfied with the ECCE.

The chi-square value is 86.20 and it is significant at 0.01 level which means there is a significant difference between the satisfied and dissatisfied parents regarding ECCE. The trend of satisfaction is slightly towards satisfaction among the parents of Gandhinagar city.

Effect of Gender of the Parents and Type of Institute on the Parents' Satisfaction Scale

To test the hypotheses, t-tests were administered in the data. The following table shows the calculation for it.

From Table-1, it can be said that there was no significant difference between the mean score of the satisfaction of male and female parents. Gender was not an affecting variable on the satisfaction of the parents regarding ECCE.

From the table, it can be said that there was no significant difference between the mean score of the satisfaction of the parents of the government and self-financed institutes. The type of institute was not affecting the satisfaction of the parents regarding ECCE.

Level of Parents' Satisfaction and Gender of the Parents

To test the hypotheses, the sigma score was

calculated. Table 4 shows the calculation for it.

On the basis of Table 4, a total of 9.38 % of parents were dissatisfied or highly dissatisfied. 78.13 % of parents were neutral whereas 12.51% of male parents were satisfied with the ECCE.

It can be therefore be inferred that a total of 16.66% of parents were dissatisfied or highly dissatisfied. 61.10 % of parents were neutral whereas 22.23% of female parents were satisfied with the ECCE.

Level of Parents' Satisfaction and Type of Institute

To test the hypotheses, the sigma score was calculated. Table-5 shows the calculation for it.

On the basis of Table-5, a total of 3.13 % of parents from self-financed institutes were dissatisfied or highly dissatisfied. 79.38 % of parents from self-financed institutes were neutral whereas 12.50% of parents from self-financed institutes were satisfied with the ECCE. A total of 19.23% of parents from government institutes were dissatisfied or highly dissatisfied. 65.38 % of parents from government institutes were neutral whereas 15.38 % of parents from government institutes were satisfied with the ECCE.

Table 3: Analysis of Parents' satisfaction

Level of Satisfaction	Total			Chi-square	Level of Significance
	Score	Frequency	%		
Highly Dissatisfied	169 or less	1	2	86.20	0.01
Dissatisfied	191-170	5	10		
Neutral	190-229	36	72		
Satisfied	230-249	6	12		
Highly Satisfied	250 or above	2	4		

Table 3: Effect of Gender of the Parents and Type of Institute on the Parents' Satisfaction

Variable	Levels of variable	N	Mean	SD	SE _D	't' value	Level of Significance
Gender of the Parents	Male	32	211.16	17.03	6.39	0.83	N.S.
	Female	18	205.88	23.92			
Type of the Institute	Self-financed	24	211.92	13.75	5.48	0.93	N.S.
	Government	26	206.81	23.97			

Table 4: Level of Parents' Satisfaction and Gender

Level of Satisfaction	Score	Male		Female	
		Frequency	%	Frequency	%
Highly Dissatisfied	169 or less	0	0	1	5.56
Dissatisfied	170-190	3	9.38	2	11.10
Neutral	191-228	25	78.13	11	61.10
Satisfied	229-249	3	9.38	3	16.67
Highly Satisfied	255 or above	1	3.13	1	5.56

Table 5: Level of Parents' Satisfaction and Type of Institute

Level of Satisfaction	Score	Parents of Self-Financed Institute		Parents of Government Institute	
		Frequency	%	Frequency	%
Highly Dissatisfied	169 or less	0	0	1	3.85
Dissatisfied	170-190	1	3.13	4	15.38
Neutral	191-228	19	79.38	17	65.38
Satisfied	229-249	4	12.50	2	7.69
Highly Satisfied	255 or above	0	0	2	7.69

Major Findings

The major findings of the study were as follows:

- Average distance of the institute from home is 2.8 km.
- The 74% of workers/teachers talk about the child during their visit.
- 40 % of institutes organize the mother–teacher meeting in getting help for teachers in conducting school activities.
- 52 % of institutes organize the mother–teacher meeting in getting help for the all-round development of the students.
- Only 16% of parents were satisfied with the ECCE in Gandhinagar City.
- The trend of satisfaction is slightly towards satisfaction among the parents of Gandhinagar city.
- gender was not an affecting variable on the satisfaction of the parents regarding ECCE.
- Type of institute was not affecting variable on the satisfaction of the parents regarding ECCE.
- Among Male and female parents, 12.51% of male parents were satisfied whereas 22.23% of female parents were satisfied regarding the ECCE.
- Among parents of self-financed and government institutes, 12.50% of parents from self-financed institutes whereas 15.38 % of parents from government institutes were satisfied regarding the ECCE.

Suggestions

- Meetings with parents should be organized with different agendas such as health, nutrition, preparing healthy food, psychological guidance to their child, counselling with the child, etc.
- Parents should be included in organizing activities for their children.

- Quality parameters regarding the ECCE should be discussed with parents and their suggestions can be taken for the holistic development of the child.

Conclusion

The parents' satisfaction level regarding ECCE was below average. The involvement of the parents needs to be increased. The quality of ECCE should be taken into consideration as mandatory. Parents need to be made aware of the developmental needs of their children so that they can support the holistic development of their children.

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Quality Lag in Teacher Education

Garima Rai* and Akhil Kumar Rai**

Teachers play an important role in assisting students in honing their abilities and realizing their potential for personal growth and social well-being. Students get a broad variety of information and skills required to be decent citizens and successful employees. School teachers act as go-betweens between a fast-changing world and the pupils who are preparing to enter it. A student's success is primarily determined by the quality of the teacher. With the emergence of standard reforms, the quality of instructors has been a key concern of policymakers, and college and university administrators, particularly at teacher education colleges. Every child deserves and requires a good teacher. Teacher quality and teacher training will be more crucial than ever in an era of rising standards and accountability in education. This paper seeks to contribute to existing debates about the issues and quality of teacher education, as well as to create a new knowledge base that may assist all initiatives at all levels for teacher quality and growth in India. This initiative will aid in the search for new teacher education in the face of the multiple challenges to teacher education in the age of digital technology and globalization. This is especially important for teacher educators, educators, graduate students, researchers, policymakers, and anyone interested in future teacher education reform.

Determining quality presents several fundamental issues. First, quality is a nebulous concept with several meanings based on the perspectives of various stakeholders. When determining quality, four kinds of stakeholders must be considered: providers (e.g., funding bodies and the community, taxpayers); product users (e.g., students); output users (e.g., employers); and sector personnel (e.g., academics and administrators; Srikanthan & Dalrymple, 2003). Quality is viewed differently by each group. Students, for example, identify quality with the school they attend, the programme they enroll in, and the course they complete. Employers, on the other hand, are concerned with end product

quality, which may be proved by a competent personnel pool. As a result, all stakeholders should be included in the conversation to guarantee that varied perspectives and requirements are addressed in order to define quality and seek to develop a culture of quality in higher education (Cullen et al., 2003). Another difficulty is that quality is a multifaceted term (Vlăsceanu et al., 2007; Westerheijden, et al., 2007). As a result, condensing the notion to a one-sentence description is difficult. Such definitions are sometimes one-dimensional, lack meaning and specificity, or are too broad to be operationalized (Eagle & Brennan, 2007).

Generally, the application of pedagogical methods to provide learning outcomes for students is what constitutes quality teaching. It includes several dimensions, such as effective curriculum and course content design, a variety of learning contexts (such as guided independent study, project-based learning, collaborative learning, experimentation, and so on), soliciting and using feedback, and effective assessment of learning outcomes. It also includes appropriate learning spaces and student support services. Teacher education should be produced as a whole, rather than in response to specific project demands. Students should be able to pursue higher education through well-developed university programs. Regulations and incentives to encourage career pathways and teacher professional development programs should be specified in a framework that describes the laws, structure, and resources needed to be a successful teacher. The key to boosting learning outcomes is to develop competent teachers throughout their careers. Teachers should get systematic assistance from all levels of the education system, including school administrators, supervisors, and managers at all levels.

Governments must guarantee that the finest teachers are not only recruited and educated but also sent to the neediest locations. To attract skilled teachers to take employment in remote or underprivileged regions, enough salaries, bonus pay, appropriate housing, and assistance in the form of professional development and career prospects should be provided. Selection of qualified teachers through a clear and rigorous procedure,

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paired with local recruiting with strong incentive packages, may ensure that qualified teachers reach children in remote areas.

Fresh and inventive ways are required. While blended learning techniques may aid in the expansion of teacher development programmes, it is critical that they integrate information about what works. In order to progressively build more effective pedagogy, it must allow teacher trainees to train, receive feedback on their training, and consistently participate in training. There is a possibility that the pandemic-induced learning crisis will intensify as a result of long-term learning deficits. Teachers, as the major participants in addressing this issue, will require many sorts of assistance, particularly in pre-service and in-service teacher education. Over time, fully supporting teachers will pay off handsomely. Fostering great teaching is a multi-level undertaking, according to experience. Quality teaching is supported at three interdependent levels: -

- i. At the institutional level: tasks such as policy formulation and assistance for organisational and internal quality assurance systems are included.
- ii. Programme level: efforts to assess and improve the design, content, and delivery of programmes within a department or school.
- iii. Individual level: activities that assist teachers in achieving their goals, such as encouraging them to innovate and encourage improvements to student learning, as well as adopting a learner-centred approach.

These three layers are both necessary and interdependent. Yet, supporting quality teaching at the programme level is critical to ensuring development in quality teaching at the discipline and institutional levels. Quality teaching may be supported by a variety of activities.

Causes of Quality Lag in Teacher Education

Some issues responsible for the lag in the quality of teacher education are discussed below:

Monitoring of Teacher-Education Institutions

The National Council for Teacher Education (NCTE) is a regulatory body that controls the functioning of these institutions and prevents them from becoming commercial (money-making) institutions; however, because the country is so

diverse and has so many institutions, it can be difficult to monitor all of them. Some unethical schools have turned into money-making machines, producing certified but incompetent instructors, which is a major worry since teacher incompetence can hurt the educational system.

Deficiencies in the Selection Procedure

The regulatory body NCTE should regulate the selection procedure for teacher education. There should be no entry to the management seat without a thorough selection procedure. A solid selection system would not only increase the quality of teacher education courses but would also produce an appropriate applicant for this pious vocation. Several recommendations are made here: (a) A General Knowledge Exam should be used. (b) A school subject test. (c) An IQ test should be given. (d) A language test. (e) An aptitude, interest, and attitude inventory should be given. (f) The candidate must be interviewed.

Lack of Regulations in Demand and Supply

There is a significant gap between teacher demand and supply. The State Education Department does not have any data from which to calculate the target intake for their institutions. This has resulted in unemployment and underemployment, as well as student agitation.

Facilities for students and teachers are lacking

Even though teacher education is the cornerstone of education, it is considered a stepchild in India. Almost 20% of teacher education schools are housed in rented premises with no facilities. A strong teacher education department requires an experimental school or laboratory, a library, and other equipment. There are no hostel amenities for students.

Lack of Professional Development Facilities

Most programmes are done in a regular and uninspired manner. Even the association of teacher educators has made no contributions towards bringing professionalism to teacher education in the country.

Teaching Practice Issues

The most important part of this programme is practice teaching, but despite all kinds of elaborate arrangements regarding practice in teaching, student

teachers are uninterested in the task of teaching, lack a sense of duty, are irresponsible, aimless, indifferent to children, and lack innovative measures in teaching, all of which are significant barriers to the development of pedagogical skills.

The Problem of Teaching Supervision

The supervisory organizations for practice teaching aim to increase the instructional activity of student teachers by employing various approaches and practical skills in teaching and assisting them in developing confidence in confronting classroom conditions. It seeks to assist teachers in lesson planning, learning to arrange information, developing appropriate gestures, and developing other associated abilities. Now, the lesson plans are just briefly reviewed, with no discussion by the topic method specialist.

The Incompetence of Students and Teachers

The existing training programme does not give adequate opportunity for student teachers to gain competency since the program's organisers are unaware of the current difficulties in schools. As a result, there should be a close match between the teacher's work schedule in the programme and the school adopted for teacher development at a training college.

Defects in Related Papers

A student teacher should understand the meaning of education, its purposes, the socio-cultural and political-economic framework, the ideas that influence curriculum development, and so on. In this regard, the following procedures may be taken: (i) providing learners more time for excellent reading and sound intellectual and attitude development, (ii) trimming the current course, (iii) arranging for experience sharing rather than only attending lectures, and (iv) modifying the way of assessing inputs. (v) The material must have a direct impact on everyday classroom instruction.

Student-Teachers with Weak Academic Background

The majority of candidates lack the necessary passion and intellectual foundation for a well-deserved admission into the teaching profession. Students enroll in the teacher education program because they were unable to enroll in their desired course owing to poor performance in that field. As a result, after enrolling in a teacher education program, they demonstrate low performance.

Quality Concern of Course

Quality in education refers to the quality of a teacher's work, which has a substantial impact on his or her students. Teacher education has not met the necessary levels. Teachers are unable to think critically and address problems linked to teaching techniques, curriculum, and organizations, among other things. More theoretical ideas are stressed, but teachers are unable to apply these principles in practical classroom circumstances.

The curriculum of the Teaching Subject is Deficient

The curriculum of the teacher education program in India has been heavily criticized. Several educationists believe it does not adequately meet the needs of current Indian schools and society, and it lacks relevant information for teachers who are responsible for providing quality education in schools.

Some Key Suggestions to Improve Quality of Teacher Education

In reality, the global learning problem is a teaching issue. The most important factor in enhancing student learning outcomes is teacher quality. Most developing nations in Asia and the Pacific confront significant difficulties in attracting the finest individuals for long-term teaching positions. To improve teacher skills in developing nations, new forms of teacher education are required. For example, if the learning level is low, greater control over how teaching techniques are implemented is necessary, but greater teacher autonomy is required if learning quality is already increasing. Another problem in many teacher education programs is how to update and develop procedures to maintain a better level of learning in order to motivate teachers and students.

Transformational teacher education change necessitates the collaboration of governments and institutions, as well as their resources and skills. This is especially critical when the emphasis shifts from face-to-face mass education to individualized blended learning with the objective of generating self-directed lifelong learners.

Teachers' roles are evolving in tandem with technological advancements and changes in the rest of the world. They act as facilitators for both lagging learners and highly driven, high-achieving pupils. Teachers are not the exclusive source of information in this setting; rather, instructors

should be prepared to admit, 'I don't know,' to some inquiries and collaborate with students to find solutions. To achieve this aim, governments must create a pool of students who have a solid secondary education, good college performance, and a passion for teaching. Policymakers must also focus on hiring and educating teachers from under-represented communities.

Following are some recommendations for enhancing the quality of teacher education:

- Teacher education institutions shall be subject to stringent oversight by this regulatory authority (NCTE) in terms of teacher selection, student enrollment, and supply of adequate infrastructure, among other things.
- Regular updates should be made to in-service teacher education. It should help to build skills such as lesson planning and continual formative evaluation.
- Monitor and assist pupils who are lagging in learning. Teachers must be able to grow professionally in order to become better instructors.
- It is critical for emerging nations, such as India, to provide rigorous university-based teacher development programs by learning from successful countries' best practices.
- Greater attention should also be focused on screening, training, and mentoring the most potential teachers in order to develop them into teacher trainers, educators, and supervisors. They should have extensive teaching experience, in-depth topic knowledge, and evidence of mastery and comprehension of good pedagogical approaches.
- The functioning of teacher education institutions should be scrutinized on a regular basis, and strong action should be taken if they fail to meet expectations.
- Privatization of teacher education should be regulated.
- The affiliation criterion should be strictly enforced.
- Each state education department should include a planning section. The function of this unit should be to balance the supply and demand for instructors at various levels of education. This unit can also be tasked with forecasting future teacher requirements in other areas.
- Educational institutions should provide facilities for arranging a variety of activities, including daily assembly programs, community living, social work, library organization, and other curricular activities that develop a democratic culture of mutual appreciation and fellow feeling.
- The practice teaching in schools must be respected. Teachers' college faculty should be closely linked with schools in order to achieve this. The course of study, as well as the practical work and practice teaching, may be readily altered such that they have beneficial consequences for improving school procedures.
- The selection system should be enhanced, with interviews, group discussions, and a standard entry exam and marks implemented.
- Educational institutions should be rated according to their standards, and admission should be granted based on such norms.
- Teaching instructors must be well-skilled with language competence.
- The curriculum of the teacher education programme should be updated on a regular basis to reflect the changing demands of society.
- The teacher education programmes quality should be improved. The teacher education program should be elevated to the university level, and the program's duration should be suitably increased.
- Scholars should be able to move from one department to another. This will significantly increase the quality of teacher education programs.
- There should be more regular seminars, summer institutes, and research symposia for teacher educators' professional development.
- Correspondence courses in teacher education should be offered, with a tight and high admissions screen and a rigorous method of assessment.
- Teachers must be able to think critically, make sound judgments, and establish harmonious relationships with their students.
- Teacher education, like technical education and higher education, must be evaluated by the central government.

- Uniformity in program scheduling, curriculum, and duration must be enforced and maintained throughout teacher education institutes.
- A variety of co-curricular activities should be provided in the curriculum.
- The government should take for the institutions' financial needs.
- Teaching instructors must be experienced, well-qualified, and bilingual.

To address the aforementioned issues, the National Council for Teacher Education (NCTE) has introduced the Integrated Teacher Education Programme (ITEP) at 57 Teacher Education Institutions (TEIs) across the country beginning with the academic session 2023-24. This is NCTE's flagship initiative under NEP- 2020. ITEP, as announced on October 26, 2021, is a four-year dual-major comprehensive undergraduate degree program that offers B.A. B.Ed. / B.Sc. B.Ed. and B.Com. B.Ed. This course will equip instructors to teach at the Foundational, Preparatory, Middle, and Secondary levels of the new school system (5+3+3+4). The curriculum is originally being provided in pilot mode in renowned Central/State Government Universities/ Institutions. ITEP will be offered to all the students who desire to opt teaching profession as a career after secondary school. Students will profit from this integrated course since they will save one year by completing the course in four years rather than the traditional five years needed under the current B.Ed. plan. The National Testing Agency (NTA) will administer the National Common Entrance Exam for Admission (NCET). ITEP will not only offer cutting-edge pedagogy, but will also provide the groundwork for Foundational Literacy and Numeracy (FLN), inclusive education, and an awareness of India and its values/ethos/art/traditions, among other things. The course will significantly contribute to the rejuvenation of the whole teacher education industry. Prospective teachers who complete this programme in a multi-disciplinary setting steeped in Indian values and traditions will be infused with the demands of 21st-century global standards and, as a result, will be harbingers in moulding the future of New India.

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Transformation through Education

Anurag Thakur, Hon'ble Union Minister for Information and Broadcasting and Youth Affairs & Sports, Government of India delivered the Convocation Address at the 6th Convocation Ceremony of Shoolini University of Biotechnology and Management Sciences, Solan, Himachal Pradesh on March 22, 2022. He said, "Today's young mind does not want to tread ready-made beaten paths. It wants to carve out newer paths; it wants to step on unknown territory, new destinations, new goals as well, new roads, and new aspirations as well. And that is why we are also seeing incredible progress in sports science, in research and analytics, which is part by artificial intelligence and machine learning."

Excerpts

I am delighted to join you virtually today and deliver the keynote address at the convocation ceremony of Shoolini University. I'm happy to note that the university has provided world-class facilities and education to its students. The university also has an impressive Alumni network. In fact, I am told that in the latest rankings of research, a top international agency, two Shoolini University's Scientists, Dr. Pradeep Singh and Dr. Pankaj Raizada have been placed at the third and the fifth place in India with a total number of 67 papers and 2193 citations. So dear students, you are not just part of this great institution but also a torch bearer of a vibrant tradition.

Today marks the end of your journey within the safe walls of this esteemed institution and the beginning of a life of exploration, innovation and learning in the real world. Today marks the beginning of unleashing your potential beyond the realm of academia and accomplishments in a highly competitive world. Many, many congratulations to all of you on being conferred your degrees today. It is a special feeling. Your professors have invested a lot of time and effort in teaching you and I hope you will continue to keep in touch with them as they too will be delighted to hear where life leads you beyond these walls in the future.

At this juncture, I would like to share where our country is headed. Today, the country is set to make a momentum leap with industry-ready graduates like you. You are entering the industry at a time when major changes are taking place across sectors, both regionally as well as globally. Therefore, there is an immense potential for growth, enterprise and employment. So congratulations to you for your efforts and what you have learned from this institution, and my best wishes for the big goal

of nation- building for which you are set to embark on in your own way.

The whole world is looking at India and the innovations being done by Indians. And this includes this beautiful state of Himachal Pradesh where you have studied. The state ranked second in Niti Aayog's SDG India Index 2021 and was awarded by PhD Chamber of Commerce as the most consumer friendly state. It has opportunities in agribusiness, food processing and post-harvest technology, tourism, hospitality and civil aviation, Ayush wellness and health care, education and skill development as well as renewable energy. And similar is the story of most states and the regions across India. Just a few days ago, India scaled a milestone of 400 US billion dollars for the good exports.

This bears testimony to the vision of Prime Minister Narendra Modi, the hard work of every citizen and the widespread adoption of *Aatmanirbhar Bharat* as the Vision and Mission. Due to this, Indian products are going from local to global powered by the Mantra of "Vocal for Local". This is a mega opportunity for innovators across sectors, job seekers and job creators

Moving on, there are so many new sectors that have opened up. Whenever the subject of sports and games is touched upon, the entire Young Generation comes into the view, naturally so. And when we cast a keen glance, at the Young Generation, we notice a sweeping change there. The mind of the youth has undergone a transformation. We are seeing champions being born in our villages, Tier 2 to Tier 3 cities. They are hungry to win and unfold the Indian Flag at the podium. Today's Young mind does not want to tread ready-made beaten paths. It wants to carve out newer paths; it wants to step on

unknown territory, new destinations, new goals as well, new roads, new aspirations as well. And that is why we are also seeing incredible progress in sports science, in research and analytics, which is part by the artificial intelligence and machine learning.

We are seeing small innovations powering the best athletes and teams in the world. Sports and Fitness have become a billion-dollar business. There are immense opportunities for you there, irrespective of whether you know coding and tech or not. So, today we are seeing how India opened up her space sector. Within no time the Young Generation lapped up the opportunity. And to avail its benefits, college students and young people working in universities, and the private sector enthusiastically come forward. The day is not far when you, the young minds, will propel the next mission to space and use this opportunity like you have in the drone sector through Agri-farming, innovations, as well as the synchronized drone performance, amongst others.

Before I move on to the next topic, let me also talk a bit about unicorns and start-ups. India has over 70 unicorns. And even during the covid-19 pandemic period 42 new unicorns were born. Today their valuation is over 90 billion US Dollars. The start-up culture is expanding even to smaller cities and I'm seeing it as an indication of a bright future.

Just a few weeks ago, toys in our country were being discussed. Within no time, when this caught the attention of our youth they too lapped up the opportunity to transform India into a toy manufacturing hub by positioning Indian toys in the world within a distinct identity. And today they are trying out new experiments.

Moving on, now I have something to ask from you. When the honorable Prime Minister Modi mentioned about Amrit Kaal and the next 25 years, I'm sure he had, you, our dynamic youth in his mind. You are the Future Leaders of our country. Don't ever be afraid of doing something. He was selling tea at the railway station, when he was young, for his livelihood. And that should be the biggest example to everyone to never stop dreaming big. Honourable Prime Minister Modi adopted the cause of *Aatmanirbhar Bharat*. He spoke to the entire country about his vision for an *Aatmanirbhar Bharat*

and how in this day and age, India as a nation must be self-reliant. His action match with his words and that further inspires an entire generation to work towards that same cause. The present-day India is undergoing a major phase of change.

You have a huge responsibility to build, not only the present but India of the future. In many ways this is a golden phase of your lives and your country. You are filled with hope, ambition, opportunity, skill and youth on your side. Independent India has embarked on its 75th year since Independence and will complete hundred years of its independence in 2047. Can you imagine how important your 25 years are for the country? The 25 important years of the country and the 25 important years of your life are beautifully in tune. Hardly anybody would be as lucky as you are. So most importantly, as we are celebrating *Azadi Ka Amrit Mahotsav*, I would like you to think about the solutions. You have to transform India when we mark India at hundred years of Independence. What can we do in the field of health, sports, media, transportation, infrastructure, foreign affairs that will transform lives of billion people? If ancient India can contribute in mathematics and science to the world, what can New India contribute? What can new India contribute? What can 1 billion people contribute to the future of humanity and ease of living? With these words, I would like to congratulate you once again and thank you Shoolini University for having invited me to address the convocation ceremony in 2022.

I wanted to be there personally but unfortunately, because of the bill being issued in the parliament, I am unable to travel. I am extremely sorry from the core of my heart for not being there though I had my commitments towards Prof. Khosla. I gave my word to him, his wife and his son that I will be there but unfortunately nobody thought that on Friday we will have finance bill to pass. But that is very important for the county as we know and I have to be in the parliament. My, once again, heartfelt congratulations to you and my best wishes to all of you to do well in your life. Thank you Prof. Khosla and Team.

Jai Hind – Jai Bharat – Jai Himachal.

-Anurag Thakur

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CAMPUS NEWS

National Conference on Management Nav-Prabandhan

The one-day Online Management Conference 'Nav-Prabandhan' was organized by the Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, recently.

The event was inaugurated by Dr. Ramaswamy Nandagopal President, Association of Indian Management Schools (AIMS) and Director General, Sree Saraswathi Thyagaraja College Polachi, Coimbatore, Tamil Nadu. Dr. Santosh Dhar, Conference Convener and Dean, Faculty of Doctoral Studies briefed about the conference and pointed out the new demands, and opportunities in business organizations highlighting the importance of innovation in sustainable growth. Further, she added that digital disruption has transformed the modern workplace enhancing learning capabilities. The welcome address was delivered by Dr. Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore. Dr. Dhar elaborated that reimagining business education and industry will enhance with four pillars in terms of updated curriculum, composition of students, role of faculty, and technology in teaching pedagogy. He also highlighted the importance and format of NEP-2020 and stated that the expectation of business education and industry will also change in the near future.

The conference souvenir NAVANSH-2022 and Conference Book titled 'Reimagining Business Education and Industry in 2030' was unveiled by Dr. Upinder Dhar in the august presence of Chief Guest. Dr. Nandagopal. The Chief Guest indicated the history of the ancient education system from the *gurukul* system to massive education system and connected it to the technology-based education system. He highlighted the changes in the teaching-learning process based on the IT revolution such as MOOCs courses available on SWAYAM or NPTEL Portal. The Vote of Thanks was proposed by Dr. Pragya Jaroliya, Professor and Coordinator of the event.

After the inaugural session, the plenary session started with the welcoming of the panellists, Mr. Uday Zokarkar, Founder and CEO, Mantra Media Pvt. Ltd., Pune and Dr. Harsh Purohit, Professor and Dean, Banasthali Vidyapeeth, Rajasthan. The Chairperson for

the session, Dr. T K Mandal, Professor, Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore highlighted the importance of sustainable Development Goal 4- Quality Education particularly focusing on girl child education. Mr. Uday focused on connecting imagination to business education talking about urban air mobility with relevant and prompt examples. He highlighted the quick reach of different media especially the internet and smartphone in the market. Dr. Harsh highlighted the aspects of creating new knowledge by leveraging Indian ethos. He also emphasized on ABCDE model of sustainable happiness with special reference to *Bhagwad Gita*.

After the plenary session, total three Concurrent sessions comprising Marketing, Finance, HR and General Management were conducted. The first concurrent session was chaired by Dr. Seema Singh Zokarkar, Professor, Sri Balaji University, Pune and Dr. Ajit Upadhyaya, Professor and Director, Prestige Institute of Management, Dewas. Total nine papers were presented in the Marketing track based on technology readiness, e- marketing, digital payment system, sponsored ads on Instagram, product placement, e-word of mouth and social media marketing. The session ended with the Vote of Thanks as words of gratitude. The rapporteur of the session was Dr. Shivang Dwivedi. The second concurrent session on finance area was chaired by Dr. Vandana Gupta, Dean, Lachoo Memorial College of Science and Technology (Autonomous) Jodhpur, Rajasthan and Dr. Niranjana Shastri, from NMIMS, Indore. Total of eight papers were presented in the Finance track based on socioeconomic development, ecological polarization, rural financial well-being, risk and return analysis, and artificial intelligence in Indian Public sector banks. The rapporteur of the session was Ms Rachana Jain.

The last concurrent session on HR and General Management was chaired by Dr. Vineeta K. Saluja, Pro-Vice Chancellor, Mangalayatan University, Jabalpur and Dr. Sameer Pingle, Associate Dean, SVKM's Narsee Monjee Institute of Management Studies, Indore. Total seven papers were presented in the track based on knowledge management, quality of work life, servitude and organization effectiveness, and sustainable development goals. The session ended

with the Vote of Thanks as words of gratitude. The rapporteur for the session was Dr. Rounak Jain.

The event concluded with the Valedictory Session. The report of the event was presented by the Coordinator, Dr. Pragya Jaroliya which was followed by the feedback from the participants. Concluding Remarks were presented by Dr. Upinder Dhar. Dr. Pragya Jaroliya proposed the Vote of Thanks. The master of the valedictory ceremony was Mr. Neelesh Singh Rajput, Assistant Professor, SVSM, SVVV, Indore.

International Conference on Advances in Minerals, Metals, Materials, Manufacturing and Modelling-2023

A two-day International Conference on 'Advances in Minerals, Metals, Materials, Manufacturing and Modelling-2023' is being organized by the Department of Metallurgical and Materials Engineering, National Institute of Technology Warangal, Telangana State in association with IIM Hyderabad Chapter during September 22-23, 2023. The purpose of the conference is to provide a platform for academicians, scholars, researchers and industry personnel from all around the globe to discuss and disseminate the knowledge created in minerals processing, materials development, materials degradation and computational materials modelling. The event is structured around several thematically focused sessions during which participants present their work and discuss the advances and challenges in these thematic areas. The Topics of the event are:

- Advances in mineral processing;
- Advances in iron and steel making;
- Special steels and alloys;
- High-temperature materials;
- Nanomaterials and nanostructured materials;
- Corrosion and oxidation;
- Creep, fatigue and creep-fatigue interaction;
- Surface engineering;
- Powder metallurgy;
- Advances in manufacturing;
- Advances in aerospace materials;
- Thermomechanical processing;
- Welding/Joining;
- Advanced ceramics/Composites/Polymers;
- Additive manufacturing;

- Light alloys/Energy materials/Bio-materials; and
- Computational materials science/Process modelling.

For further details, contact Convener, Metallurgical and Materials Engineering Department, National Institute of Technology, Warangal- 506 004, Telangana State, Mobile: +91 8106933877, +91 9866310178 E-mail: icam5@nitw.ac.in. For updates, log on to: <http://cms.nitw.ac.in/conference/icam2023/>

Workshop on Research Methodology

A five-day Workshop on 'Research Methodology' is being organised by the School of Research Methodology, Tata Institute of Social Sciences, Deonar, Mumbai on May 08-12, 2023. The researchers, M. Phil/Ph.D. research scholars, teachers and NGOs working in social sciences subjects in any sector may participate in the event. The objective of the event is to provide a comprehensive overview of qualitative and quantitative research frameworks.

Workshop Dynamics

A basic understanding of the concept of research methodology is necessary to appreciate the programme. Hence, the event will start with some theoretical input sessions so as to help the participants to brush up their knowledge of basic research methods. Thus, both theoretical and practical sessions will be arranged so that the participants could understand, appreciate and be able to meaningfully interpret the output.

Course Contents

- Different approaches to social science research;
- Fundamental of social science research;
- Tools and methods of data collection for qualitative and quantitative research;
- Research based on secondary data;
- Data analysis using statistical software;
- Reporting and presentation; and
- Citation, reference management tool and plagiarism.

For further details, contact Coordinator, Prof. D P Singh, School of Research Methodology, Tata Institute of Social Sciences, V.N. Purav Marg, Deonar, Mumbai-400 088, Mobile No: + 91 9819177709, E-mail: dpsingh1212@gmail.com, dpsingh@tiss.edu. For updates, log on to: <https://tiss.edu/events>.

Faculty Development Programme on Online Education

A five-day Faculty Development Programme on 'Online Education: An Evolving Paradigm' was organised by the Association of Indian Universities (AIU), New Delhi and was hosted by the Academic and Administrative Development Center (AADC), Guru Gobind Singh Indraprastha University, New Delhi during February 13-17, 2023. More than 190 participants/attendees from several institutes/colleges throughout India participated in the programme. The Chief Guest of the Inaugural Session was Prof Mahesh Verma, Vice Chancellor, Guru Gobind Singh Indraprastha, University, New Delhi. The Secretary General, AIU, Dr (Ms) Pankaj Mittal was also present during the session. Prof. (Dr.) Arvinder Kaur, AADC, Nodal Officer delivered the welcome address and received all the dignitaries and participants of the event, as well as emphasized the significance of online education in today's digital world. Dr. Anuradha Chug introduced the attendees to the objectives and purpose of the programme as well as highlighted the significance of online education in the competitive digital market. She also accentuated the participants about the attendance and assessment criteria and the overall conduct of the online programme. The Orientation was delivered by Dr. Amarendra Pani, Director (I/c) and Head, Research Division, AIU in the field of online education. Dr. Anuradha Chug concluded the ceremony with a Vote of Thanks to all the dignitaries and participants.

The technical sessions for day one commenced with the keynote speech by Prof. Srinivasa K G, followed by a session on 'Online Education'. He talked about the challenges of virtual education and stated, "Education is changing from Socratic Methods to Cyber Learning". He also explained the components of virtual learning along with the services. In the next session, Prof. Srinivasa delivered the lecture on 'Why is blended learning essential for our students', where he gave a worldwide example of the growth of blended learning. The day was concluded with the last session on 'Planning digital pedagogies, designing online courses and effective communication in the virtual classroom' by Prof. Srinivasa.

On day second, Dr. Rahul Johri spoke on 'Teaching Using Virtual Platforms'. He explained to access the videos online and have a thorough understanding of topics such as cloud computing and security. The next session was on 'Demonstration of Managing Participation, Motivation and Engagement using MOODLE' conducted by Dr. Rahul Johari where he explained the MOODLE approach in creating the new branch and course. He also demonstrated how to create a user account and have access to it. Lastly, he demonstrated the licenses required for the copyright of the work in the digital world. He gave practical knowledge on the creation of content online for the students.

The third day of the programme commenced with a lecture on 'Digital Content Production' by Prof. Amar Raj Singh where he apprised the audience with the AI Tools used for video creation and stated the example of the necessity for the creation of video content. He also explained the various types of video editing software required for professionals and daily time users. The next session was also conducted by Prof. Amar Raj Singh on 'Demonstration of Educational Video Creation using AI Tools', he discussed the Chat GPT tool and explained how to remove noise from video recordings with speech enhancement.

The fourth day started with the talk of Dr. Kushal Shah on 'Online Education in the Post Pandemic World'. He explained what is Bloom's Taxonomy and how to go for Bloom's Taxonomy. He also discussed the comparison of what the student currently knows the ways of learning and what he actually needs to learn. He also demonstrated Self-learn Data Science and Machine Learning through an Active Learning Approach. He collected the summary of student feedback and noted down the requirements of the student to clear the concepts. The last session for the day was on 'Demonstration of Various Learning Management Tools' delivered by Dr. Kushal Shah whereby he explained the various learning tools, along with their characteristics, conceptual framework, architecture, and applications of them.

The Expert Lecture on 'Online Assessment and Future of Education' was delivered by Dr. Sunil Pratap.

He discussed how to create a quiz using MOODLE. Dr. Tanya Pathak Shah explained the Mind Map Maker for visualizing the different subjects in an organized and scheduled manner in the next session. She also demonstrated the conduction of online exams with various tools like: *exam.net* and google classroom.

Further, the participants were directed to attempt the assessment exam within the stipulated time and submit the feedback. An evaluation quiz comprising 30 MCQs was prepared covering all technical as well as non-technical sessions, to assess the knowledge gathered by the participants.

During Valedictory Session, Prof. Arvinder Kaur, AADC, Nodal Officer praised and applauded the programme Coordinators, Dr. Anuradha Chug, Dr. Amar,

Dr. Amritpal Singh as well as all Organizing Committee Members and participants for their exceptional hard work and efforts towards the successful completion of the programme. Prof. Kaur recognized the efforts and challenges of the virtual event and congratulated the organizers for the fruitful programme. She talked about coming out of the shells and becoming the creator of technologies, in a truly practical sense that can be reflected in the daily routines. With these inspiring words of wisdom, she once again commended the organizing team for their pathbreaking initiative. Dr. Anuradha Chug concluded the ceremony with a vote of thanks whereby she expressed her heartfelt gratitude to all the dignitaries, resource persons, and participants.

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The Association of Indian Universities

The Association of Indian Universities (AIU), is one of the premier apex higher education institutions of the Country established in 1925. It is a research-based policy advice institution to the Government of India in the field of Higher Education, Sports, and Culture. Since its inception, it has been playing a vital role in shaping Indian higher education. Most importantly, AIU is vested with the power of according equivalence to Degrees/Qualifications offered by the universities across the world with those offered in India. AIU has also been mandated by the Department of School Education, Ministry of Education, Government of India to accord equivalence to the Indian Boards for the Secondary/Senior Secondary Examination vide Gazette Notification. AIU is a think tank body with the responsibility of undertaking academic activities such as: conducting Research Studies in higher education; acting as the bureau of information on higher education; liaising with international bodies and universities for the internationalisation of Indian higher education among many others. AIU conducts inter-university sports and cultural events at national and international levels. As a National Sports Promotion Organization (NSPO) it promotes sports among Member-Universities and maintains the standards in sports.

Being an apex advisory institution, it constitutes an integral part of all major decision-making committees and commissions in the country. As a representative body of Indian universities, it facilitates cooperation and coordination among Indian universities and liaises between the universities and the Government (Central as well as the State Governments) and also National and International bodies of higher education in other countries in matters of common interest. Whereas all the Indian universities benefit from its contribution, at present it has a membership of about 898 universities including 14 overseas universities from other countries viz. Bhutan, UAE, Kazakhstan, Mauritius, Malaysia Nepal, as Associate Members.

Some of the legends among many, who served AIU as its Presidents are Dr. Sarvepalli Radhakrishnan, Dr Zakir Hussain, Dr. Syama Prasad Mukherjee, Dr K L Shrimali A.L Mudaliar, Dr Akbar Hydary, Prof A C Woolner, Pandit Amarnath Jha, Sir Maurice Gwyer, Dr K L Shrimali, Prof Shiv Mangal Singh 'Suman', Prof M S Gore, Prof M S Adiseshiah, Prof M S Valiathan.

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, 2023)

Accountancy

1. Agarwal, Rishika. **Impact of Ind as on financial performance of energy companies: A comparative study of selected public and private sector companies.** (Dr. Rakesh Agarwal), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

2. Bansal, Mohit. **A study of sustainability disclosure practices in select petroleum companies of BRICS countries.** (Dr. Rakesh Kumar), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

3. Peppal, Shivani. **An empirical analysis of financially distresses Indian companies: With special reference to public sector manufacturing companies.** (Prof. Nidhi Sharma), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

4. Sagar, Shobhit. **Impact of monetary and credit policy on the financial performance of commercial bank in India: With special reference to Monetary and Credit Policy declared from year 2013 to 2016 in the tenure of RBI Governor Dr Raghuram Rajan.** (Prof. Laxmi Narayan Koli), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

Commerce

1. Pawar, Rameshbhai Ganshubhai. **Analysis of profitability and liquidity of selected FMCG companies in India.** (Dr. Rajesh K Dave), Department of Commerce, Saurashtra University, Rajkot.

2. Piprotar, Ramesh Khima. **A study of customers' brand preference for selected household brands in selected districts of Gujarat.** (Dr. Chitrlekha H Dhadhal), Department of Commerce, Saurashtra University, Rajkot.

Economics

1. Fouzdar, Akanksha Singh. **Dynamics of India's Fiscal deficit: An analytical study of issues and management.** (Prof. Swami Prasad), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

2. Jaiswal, Shivangi. **Indian strategy for achieving sustainable development goals: A study with reference to decent work and economic growth.**

(Prof.V K Gangal), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

3. Mavi, Premlata. **Gunvattapurn shiksha aur koshal vikas ka anusuchit janjati ke rojgar srijan par prabhav: Madhyapradesh ke dhhar Jile ke vishesh sandarbh mein.** (Dr. P C Bansal), Department of Economics, Dr B R Ambedkar University of Social Sciences, Indore.

4. Sharma, Juhi. **Consumers buying behaviour towards green products in FMCG sector: A comparative analysis with special reference to ITC Limited and Hindustan Unilever Limited.** (Dr. Anisha Satsangi), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

5. Sharma, Nisha. **Bharat mein paryatan ka arthshastre: Agra Nagar ke vishesh sandarbh mein.** (Dr. Resham Chopra), Department of Economics, Dayalbagh Educational Institute, Agra.

6. Sushma. **Impact of pre and post patent regime on Indian pharmaceutical industry: An analytical study.** (Prof.Swami Prakash Srivastava), Department of Economics, Dayalbagh Educational Institute, Agra.

Education

1. Anuj Kumar. **Dayalbagh Educational Institute ke vibhin sankayoan mein adhyayanrat vidharthiyoan ke dainik grehdatt karye ke prati abhivriti ka shaishik uplabhdhi, adhyayan aadatoan ke sandarbh mein adhyayan.** (Prof.N P S Chandel), Department of Education, Dayalbagh Educational Institute, Agra.

2. Chaturvedi, Shiv Kant. **Vishwavidyalaya istar ke shikshak prashikshan sansthanoan mein karyerat aarakshit varg evam anarakshit varg ke shikshakoan ke shikshan pratibadhdatta, shaishik aakanksha evam vyaktitav karko ka tunatamak adhyayan.** (Prof. Mukesh Kumar Gautam), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.

3. Mendonca, Janet Sylvia. **Embedding quality culture in higher education: A paradigm of assessment and accreditation.** (Dr. Paul Pudussery), Department of Education, Assam Don Bosco University, Guwahati, Assam.

4. RajKumar. **Uchhmadhyamikistarkechatroan kee shaikshik adhigham ashanta ko nirdharit karne mein shaishik uplabdhi, aatam-pratyey, chetanta evam tark shakti kee bhumika ka adhyayan.** (Prof. Mukesh Kumar Gautam), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.

5. Rajpoot, Preeti. **Effect of flipped learning design on academic achievement, self directed learning readiness and retention of pupil teachers.** (Dr. Amit Gautam), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.

6. Shivani. **Effect of executive functions training and physical activity on working memory, inhibitory control and numerical skills of preschoolers.** (Dr. Sona Ahuja), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.

7. Verma, Shalini. **Design and development of web platform for student teachers with diversified needs based on universal design for learning.** (Prof. N P S Chandel), Department of Education, Dayalbagh Educational Institute, Agra.

Home Science

1. Malick, Yasha. **Rural women enterprise: A model to establish self sustainable enterprise having linkages from rural economic zone to special economic zone.** (Prof. Sangita Saini), Department of Home Science, Dayalbagh Educational Institute, Agra.

2. Neha. **Designing and developing parameters for human body protectors used by Indian paramilitary forces during riots.** (Prof. Sangita Saini and Prof. M S Parmar), Department of Home Science, Dayalbagh Educational Institute, Agra.

3. Panwar, Hema Yogendra Singh. **Development and post production characterization of value added minor millet products.** (Prof. Sangita Saini and Prof. Gul Mathur), Department of Home Science, Dayalbagh Educational Institute, Agra.

4. Saxena, Shweta. **Development of suitable functional clothing for workers of cement industry.** (Prof. Sangita Saini and Prof. M S Parmar), Department of Home Science, Dayalbagh Educational Institute, Agra.

5. Shakya, Akriti. **Integrated waste minimization techniques in apparel design: A sustainable perspective.** (Dr. Charu Swami), Department of Home Science, Dayalbagh Educational Institute, Agra.

Journalism & Mass Communication

1. Reena Rani. **Bhartiya parivaro par mobile phone ka samajik evam manovaigyanik prabhav:**

Ek Adhyayan. (Dr. Ashok Kumar), Department of Journalism & Mass Communication, Kurukshetra University, Kurukshetra.

Management

1. Agarwal, Pragati. **Service quality and customer satisfaction of e-commerce websites: Analysis and measurement.** (Prof. Sunita Kumari and Prof. Sanjeev Swami), Department of Management, Dayalbagh Educational Institute, Agra.

2. Alakh, V P Bhatnagar. **Enablers and inhibitors of leveraging analytics for digital business transformation.** (Prof. Shalini Nigam and Prof. D K Banwet), Department of Management, Dayalbagh Educational Institute, Agra.

3. Asha Vijay, T. **Supply chain management of aquaculture products from Kerala: A study with reference to entrepreneurship opportunities.** (Dr. M S Raju), Department of Business Administration & Management, Kerala University of Fisheries and Ocean Studies, Kochi.

4. Bahadur, Ajay. **Consumer analysis of readiness for digital payment: With reference to Agra Region.** (Prof. Sanjeev Swami), Department of Management, Dayalbagh Educational Institute, Agra.

5. Baldev Raj. **A study of organizational effectiveness in higher educational institutions.** (Dr. Nandini Srivastava), Faculty of Management Studies, Manav Rachna International Institute of Research and Studies, Faridabad.

6. Hassanzada, Farhad. **The role of information technology in human resource management: A case study of Herat City, Afghanistan.** (Dr. Anindita Chatterjee Rao), Faculty of Management Studies, Manav Rachna International Institute of Research and Studies, Faridabad.

7. Hingorani, Prachi P. **Inter-departmental dyadic coordination with reference to human resource and operations management: Current status and strategic approaches.** (Prof. Sanjeev Swami and Prof. Ravi Shankar), Department of Management, Dayalbagh Educational Institute, Agra.

8. Khatreja, Kanchan. **Relationship of creativity in mathematics of elementary school students with anxiety and parenting style.** (Dr. Suman Dalal), Department of BPS Institute of Teacher Training & Research, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

9. Prasad, Agam. **A Study on impact of job stress on performance of sales employees of Indian**

pharmaceutical industry of selected cities of Uttar Pradesh. (Prof. Sanjeev Swami and Prof. Akshay Kumar Satsangi), Department of Management, Dayalbagh Educational Institute, Agra.

10. Ram Krishna. **Applied systems approach towards sustainable development and promotion of protected rock art heritage sites in India.** (Prof. Sanjay Bhushan and Prof. Sanjeev Bhatnagar), Department of Management, Dayalbagh Educational Institute, Agra.

11. Santhakumar, V S. **A study of human capital management among the active marine fishers of Kerala.** (Dr. V Ambilikumar), Department of Business Administration & Management, Kerala University of Fisheries and Ocean Studies, Kochi.

12. Satsangi, Neetu Singh. **An analysis of financial viability of government schemes & their implementation for promoting entrepreneurial venture A select study of UP.** (Prof. Sunita Kumari), Department of Management, Dayalbagh Educational Institute, Agra.

13. Singla, Anshu. **To assess social-emotional learning of students enrolled in STEM education.** (Dr. Babita Parashar), School of Education & Humanities, Manav Rachna International Institute of Research and Studies, Faridabad.

14. Verma, Akansha. **Enablers and challenges of quality in higher education institutes: A total quality management perspective.** (Prof. Sunita Kumari and Prof. Sanjeev Swami), Department of Management, Dayalbagh Educational Institute, Agra.

15. Yadav, Aditya. **E-consumer conformity and its impact on the brand engagement.** (Prof. Shiv Kumar), Department of Management, Dayalbagh Educational Institute, Agra.

Psychology

1. Gupta, Priya. **Impact of psycho-physiological treatment techniques on cognitive functioning of students: An intervention study.** (Prof. Kamaljeet Sandhu), Department of Psychology, Dayalbagh Educational Institute, Agra.

2. Rekha Rani. **A study of personality, psychopathology and coping among epileptic adolescents.** (Dr. Suresh Kumar Darolia), Department of Psychology, Kurukshetra University, Kurukshetra.

Sociology

1. Bhardwaj, Nitika. **Hindu dharmik prathaoan ka vidhwa mahilaoan ke jeevan par padne wale prabhavoan ka ek samajshastriye adhyayan: Mathura Janpad ke Vrindavan kshetre ke vishesh**

sandarbh mein. (Prof. Lajwant Singh), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.

2. Gopal Singh. **Bhikshavriti evam dharmik isthal: Ek samajshastriye adhyayan: Mathura Nagar ke vishesh sandarbh mein.** (Dr. Birpal Singh Thenua), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.

3. Khushbu. **Aney pichde varg ke mahilaoan mein manav adhikaroan ke prati jagrukta, prayasoan aur badhaoan ka adhyayan: Agra Nagar ke vishesh sandarbh mein.** (Dr. Birpal Singh Thenua), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.

4. Manvendra Singh. **Digital India karyekaram evam shaktikaran: Aney pichde vagoan ke sandarbh mein ek samajshastriye adhyayan.** (Prof. Poornima Jain), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.

5. Rajput, Shalini. **Chetna evam adhunikikaran: Hindu evam Muslim mahilaoan ka tulnatamak adhyayan: Agra Nagar ke vishesh sandarbh mein.** (Prof. Bandana Gaur), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.

6. Ramani, Lalji Keshubhai. **Suicide of farmers: A sociological study (In reference of Saurashtra Zone).** (Dr. Ashok B Mungra), Department of Sociology, Saurashtra University, Rajkot.

7. Rishika. **Acid attack victims: A sociological study.** (Dr. Priyanka Singh), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.

8. Saxena, Antra. **Indian policy towards the Indian Ocean: A study of traditional and non-traditional security concerns.** (Dr. Vinod F Khobragade), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.

9. Singh, Monika. **Anusuchit jati ke mahilaoan mein mahila adhikari ke prati chetanta evam sashaktikaran: Ek samajshastriye adhyayan: Agra Nagar ke vishesh sandarbh mein.** (Prof. Bandana Gaur), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.

10. Singh, Seema. **Ling asanta ke karnoan, swarupoan aur chunotiyoan ka ek samajshastriye adhyayan: Agra Nagar ke gamin kshetroan ke vishesh sandarbh mein.** (Prof. Bandana Gaur), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra. □

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Aundh Shikshan Mandal, Aundh

Raja Shripatrao Bhagawantrao Mahavidyalaya
Aundh, Tal. Khatav, Dist. Satara – 415510 (M.S)

(Affiliated to Shivaji University, Kolhapur)

(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post :

Sr. No.	Name of Post/ Subject	Subject - wise Vacant post	Total Number of Vacant Post	Total Reservation
A) Assistant Professor				
1.	Chemistry	1	1	OBC - 1

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

Principal
Raja Shripatrao Bhagawantrao
Mahavidyalaya, Aundh,
Tal. Khatav, Dist. Satara

Chairman
Aundh Shikshan Mandal, Aundh,
Tal. Khatav, Dist. Satara

Shree Warana Vibhag Shikshan Mandal's
Tatyasaheb Kore College of Pharmacy, Warananagar,
Tal. Panhala, Dist. Kolhapur– 416 113 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)

(Non-Grant Basis)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Post	Total Vacant Post	Open Post	Reserved Post
A.	Principal	01	01	—

Conditions:

1. Educational qualifications, Pay Scales and service conditions are as prescribed by the Apex Body, Govt. of Maharashtra and Shivaji University, Kolhapur from time to time.
2. Appointment to the post of Principal will be for a period of 5 years from the date of appointment or upto the attainment of the age of superannuation of the candidate, whichever is earlier.
3. Please note that the recruitment procedure initiated by this advertisement is subject to decision by Hon. Bombay High-Court, Aurangabad Bench on Writ Petition No. 12051/2015.
4. Applicants who are already in service they should apply through proper channel.
5. Incomplete application will not be entertained.
6. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.
7. It is necessary to submit the certificate issued by Shivaji University Kolhapur about minimum of 110 Research Score as per Appendix II, Table-2 mentioned in Government letter dated 08th March, 2019.

Place :

Date :

President
Shree Warana Vibhag Shikshan Mandal Warananagar,
Tal. Panhala, Dist. Kolhapur

**Kamdhenu Sevabhavi Sanstha's
VASUNDHARA COLLEGE OF ARTS, SCIENCE & COMMERCE
GHATNANDUR, TQ. AMBAJOGAI, DIST. BEED (M.S.)**

WANTED

Applications are invited for the posts of **Assistant Professor** (Permanent Non-Grant) in the **Vasundhara College of Arts, Science & Commerce, Ghatnandur, Tq. Ambajogai, Dist. Beed (M.S.)**. Eligible candidates should submit their applications along with all necessary documents **within 15 days** from the date of publication of this advertisement.

Sr. No.	Subject	No. of Posts	Qualifications	Reservation
1.	Chemistry	01	M.Sc. with B+, SET / NET / Ph.D.	S.C. – 01 S.T. – 01 VJ (A) – 01 O.B.C – 02 EWS – 01 OPEN – 04
2.	Physics	01		
3.	Zoology	01		
4.	Botany	01		
5.	Computer Science	01		
6.	Mathematics	01	M.A. with B+, SET / NET / Ph.D	OPEN – 04
7.	Military Science	01		
8.	Commerce	03	M.Com. with B+, SET / NET / Ph.D.	

- Educational qualifications, Pay Scale, Service conditions and recruitment for the above posts are as per the norms of UGC, Dr Babasaheb Ambedkar Marathwada University Aurangabad, Govt. of Maharashtra and Kamdhenu Sevabhavi Sanstha, Ghatnandur.
- The candidates belonging to reserved category should submit one copy of their application to the Dy. Registrar, Special Cell, Dr. B.A.M. University, Aurangabad.
- Candidates who are already in service should apply through proper channel.
- The complete application should be submitted to **Secretary, Kamdhenu Sevabhavi Sanstha c/o Vasundhara College of Arts, Science & Commerce, Ghatnandur, Tq. Ambajogai, Dist. Beed- 431519.**

**Secretary
Kamdhenu Sevabhavi Sanstha, Ghatnandur**

**President
Kamdhenu Sevabhavi Sanstha, Ghatnandur**

**LATE LAXMIBAI DESHMUKH SHIKSHAN PRASARAK MANDAL
PARLI-VAIJNATH, DIST. BEED (MAHARASHTRA)
Email Id:-ldmmcollegeparli@gmail.com**

Application are invited for the post of Principal in Late Laxmibai Deshmukh Mahila Mahavidyalaya, Parli-Vaijnath, Dist. Beed 431515 affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (M.S.) (Granted).

WANTED

Sr. No.	Post	Category	Total Vacant Post
1	Principal	Open	01

Conditions:

1. Educational qualification, Pay Scale and other service conditions are as per rules and regulations laid down by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Govt. of Maharashtra and UGC as modified from time to time.
2. Candidates should have minimum experience of 15 years of teaching/research in university/college or institutes of higher education.
3. Candidates should submit their API record as per the requirement.
4. Appointment for the said post will be for tenure of five years from the date of appointment to date of superannuation, whichever may be earlier.
5. Candidates already in service should apply through proper channel.
6. Eligible candidates should submit their application along with attested Xerox copies of documents to the Secretary, Late Laxmibai Deshmukh Shikshan Prasark Mandal, Near Tower Chowk, Ganeshpar Road, Parli-Vaijnath, Dist. Beed-431515 so as to reach us **within 15 days** from the date of publication of this advertisement.
7. No T.A./D.A. will be paid to candidates called for interviews.
8. Preference will be given to woman candidate.

**Sanjay Deshmukh
President**

**Ravindra Deshmukh
Secretary**

APPOINTMENT

Devi Sharvani Education Society's V. M. Salgaocar College of Law Miramar, Goa

Applications with full bio-data from qualified candidates (Indian Nationals) are invited for the post of College **Director of Physical Education and Sports** [Aided; General Category].

ESSENTIAL QUALIFICATIONS

- i) A Master's Degree in Physical Education and Sports or Physical Education or Sports Science with 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed).
- ii) Record of having represented the university/college at the inter-university /inter- collegiate competitions or the State and/ or national championships.
- iii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET), conducted by the UGC or CSIR, or a similar test accredited by the UGC, like SET, or who are or have been awarded a Ph.D. Degree in Physical Education or Physical Education and Sports or Sports Science, 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 or have been awarded Ph.D. degree from National Institutes of Importance.

For other specific details of qualifications and /or physical fitness test norms as required, please go through Goa University Statute SC-16.4.8 (*minimum qualifications for the post of College Director of Physical Education and Sports*).

Applicants who are already employed shall forward their application through proper channel and shall account for break, if any, in their academic career.

In case candidate possessing NET/SET qualification is not available or not found suitable, candidate fulfilling other condition of minimum qualification would be considered for appointment on purely temporary basis till the end of the academic year only.

SERVICE CONDITIONS & SALARY: As per the rules of Goa University and Directorate of Higher Education, Government of Goa. Pay and allowance for the post and terms and service conditions are as laid down by Goa University/ Directorate of Higher Education / Goa Government and other competent Authorities from time to time.

Kindly note that knowledge of Konkani and 15 years Residence Certificate in Goa is essential; knowledge of Marathi is desirable.

Complete applications addressed to Principal, V. M. Salgaocar College of Law, Miramar, Panaji-Goa should be submitted to the College Office along with photograph and supporting self-attested copies of certificates of educational qualifications (SSC onwards), Birth Certificate and valid 15 years Residence Certificate (in Goa) issued by a Competent Authority **within 20 days** of issue of this advertisement. The applicant should specify contact details like mobile no., postal address and email ID. Late / incomplete applications will be rejected. The Principal reserves the right to fill up the above mentioned post. The appointment will be subject to Government/ DHE/Goa University approval.

Date: 27.04.2023

Offg. Principal

ATTENTION : SUBSCRIBERS UNIVERSITY NEWS

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**DAPOLI EDUCATION SOCIETY'S
DAPOLI URBAN BANK SENIOR SCIENCE COLLEGE
DAPOLI, DIST. RATNAGIRI 415712**

APPLICATION ARE INVITED FOR THE FOLLOWING POSTS
FROM THE ACADEMIC YEAR 2023-24

AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1	Assistant Professor	Chemistry	02	01-ST, 02- OBC, 02- EWS
2	Assistant Professor	Botany	03	

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

Posts for the reserved category Candidates will be filled in by the same Category Candidates (Domicile of State of Maharashtra) belongs to that particular category only.

Reservation for women will be as per University Circular No.BCC/16-74-1998 dated 10 March, 1998. 4% reservation shall be for the person with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05 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/ 2018-2019/1241 dated 26th March, 2019 and revised from time to time.

The Government Resolution and Circulars 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.

Candidates belonging to reserved categories should send two Xerox copies of their application along with the attested copy of the Caste Certificate to the Deputy Registrar, Special Cell, University of Mumbai, Mumbai-400032.

Application with full details should reach **the PRINCIPAL, Dapoli Education Society's Dapoli Urban Bank Senior Science College, Uday Nagar Road, Near Dr. Mandalik Hospital, Dapoli, Tal. Dapoli, Dist. Ratnagiri, Pin – 415 712 within 15 days** from the date of publication of this advertisement.

This is University approved advertisement.

Sd/
Principal



Matsyodari Shikshan Sanstha, Jalna

Siraswadi Naka, Near Railway Over Bridge, Survey No. 488/29, Jalna-431203

WANTED

Applications are invited for the post of Principal in the following Colleges run by Matsyodari Shikshan Sanstha, Jalna on Parmanant Non-grant basis. Eligible candidates should submit their application along with all necessary documents **within 15 days** from the date of publication of this advertisement.

Sr. No.	Name & Place of College	No. of Posts	Category	Remark
1	MSS's Arts, Commerce & Science College, Ankushnagar, Tq. Ambad, Dist. Jalna	05	01-SC, 01-VJA, 01-OBC, 01-EWS 01-OPEN	Permanent Non- Grant
2	MSS's Arts & Science College, Kumbhar Pimpalgaon, Tq. Ghansawangi, Dist. Jalna			
3	MSS's Arts & Science College, Ranjani, Tq. Ghansawangi, Dist. Jalna			
4	MSS's Law College, Jalna, Tq. & Dist. Jalna			
5	MSS's B.P.Ed College, Jalna Tq. & Dist. Jalna			

- Educational qualifications, pay scale and service conditions are as per rules and regulations prescribed by the UGC, Govt. of Maharashtra, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and Matsyodari Shikshan Sanstha, Jalna.
- The applications should be submitted to The President, Matsyodari Shikshan Sanstha, Motibag, Near Railway Over- bridge, Jalna, Tq. & Dist. Jalna, PIN - 431203.
- Candidates who are already in service should apply through proper channel.

Administrative Officer

President



GOKHALE INSTITUTE OF POLITICS AND ECONOMICS

(Deemed to be University u/s 3 of the UGC Act, 1956), PUNE – 411 004

RECRUITMENT OF FACULTY

Gokhale Institute of Politics and Economics is an educational & research Institute established in 1930 under the aegis of Servants of India Society. The Institute is widely recognized in the country as an advanced centre for the study and research in Economics and allied subject fields. The Institute is seeking applications for the following posts:

Sr.	Name of Post	Nature	No. of Posts	Category
Posts sanctioned under Government of Maharashtra:				
1	Professor	Regular	1	Open 1
2	Associate Professor	Regular	4	SC 1 ST 1 Open 2
3	Assistant Professor	Regular	2	SC 1 ST 1
4	Assistant Librarian	Regular	1	Open 1
Posts Self-Financed by the Institute:				
5	Assistant Professor	Contractual	3	Open 3
6	Chief Warden (Female)	Contractual	1	Open 1

For further details on eligibility criteria, pay, application form etc. visit www.gipe.ac.in.

Last date for receipt of applications – May 02, 2023.

REGISTRAR

March 14, 2023

APPOINTMENTS

Application is invited from the eligible candidates for the following posts in **Shahir Annabhau Sathe Mahavidyalaya, Mukhed, Dist. Nanded (100% Granted)** run by **Phule Samaj Sudharak Samiti Mukhed, Dist. Nanded**. The Application duly completed with all respect's documents should reach on the following address in **Fifteen (15) days** of the publication of this advertisement. Candidates belonging to the categories other than open should also submit their one copy of application to the **Assistant Registrar, Special Cell, SRTM University, Nanded**.

Sr. No.	Subject	Name of Post (Designation)	No. of Post	Reservation
1	English	Assistant Professor	01	NTC- 01
2	Zoology	Assistant Professor	01	OBC- 01

Permission as per NOC No. JDHE Nanded/NOC/ 2019/8 Dated: 30/12/2022.

This advertisement is subject to the final decision of Writ Petition No. 12051/2015 pending with Honourable High Court.

Details advertisement Educational Qualification, Eligibility, Scale, Category, etc. information are available on college website <http://www.sasm.in> and S.R.T.M. University, Nanded website www.srtmun.ac.in.

Note:

1. Prescribed applications form are available on the University website (www.srtmun.ac.in).
2. No T.A. /D.A. will be paid to attend the interview.
3. There will be Relaxation of 5% marks at P.G. level for SC, ST candidates.
4. Eligible candidates, those who are already in service, should submit their applications through proper channel.
5. All attached Xerox copies of certificates and other relevant documents should be attached with the application form.

Address:

President, Phule Samaj Sudharak Samiti's
Shahir Annabhau Sathe Mahavidyalaya, Mukhed, Dist. Nanded – 431715

Avinash M. Ghate
President, Phule Samaj Sudharak Samiti, Mukhed

Principal
Shahir Annabhau Sathe Mahavidyalaya, Mukhed

**Kai. Sambhajirao Garad Bahuudeshiya Va Sanshodhan Sanstha Mohol
Deshbhakta Sambhajirao Garad Mahavidyalaya, Mohol**

Tal. Mohol, Dist. Solapur

Pin Code 412 213

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

Grant-in-Aid

Applications are invited for the Post of **PRINCIPAL**:

Sr. No.	Subject/ Designation	Vacant Post	Unreserved (Open) Post
1	Principal	01	01

- 1) The above post is Open to all, however, Candidates from any category an apply for the post.
- 2) Educational Qualification and other requirements are as prescribed by the UGC Notification dated 18th July, 2018, Govt of Maharashtra Resolution No. Misc/2018/CR 56/18 UNI-1 dated 8th March, 2019 and University Circular No. PAHSUS/Estt/7th Pay /2019/2285/dated 25th March, 2019.
- 3) Candidates should submit their Academic Research Score (Academic Performance Indicator) report with related documents (Only for the post of Principal).
- 4) A relaxation of 5% shall be allowed at the Bachelors as well at the Masters level for the candidates belonging to SC/ST/OBC (Non-creamy Layer)/Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- 5) Reserved candidates who are domiciled out of Maharashtra State will be treated as Open Category candidates.
- 6) Reserved candidates should also to send a copy of their application to the Deputy Register, Special Cell Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
- 7) Application received after the last date will not be considered. The College will not be responsible for postal delay, if any.
- 8) Reservation for women and disable persons will be as per the Govt. norms.
- 9) Reserved categories candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No.BCC201/Par. Kra.1064/2011/16B dated 12.12.2011.
- 10) Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
- 11) Applicants who are in service must send their application through proper channel.
- 12) Applicants are required to account for breaks, if any, in their academic career.
- 13) Incomplete application will be entertained.
- 14) T.A. D.A. will not be paid for attending the interview.
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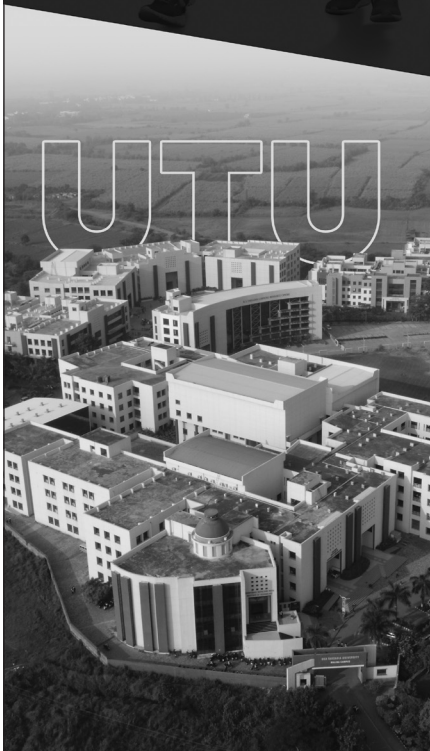
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