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# UNIVERSITY NEWS

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**Dual Degree Programs**

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# Implementing NEP–2020 Dual Major Programmes for Allied Health Sciences Graduates: The SBV Experience

Uma A N\*, Lavanya P\*\* and Ananthkrishnan N\*\*\*

One of the principal objectives of the National Educational Policy–2020 was to bring about the flexibility of admission and exit, credit transfer, and value addition in the form of additional courses to acquire knowledge and skills by the graduates to increase employability. It also allowed students with limited resources, the option after an initial training period, when they feel, they are sufficiently trained to exit the system and seek employment. This is the context in which the whole framework of graduate education was altered with the possibility of exit after the first year of a bachelor's programme with a certificate, exit after the second year with a Diploma, exit after the third year with a Bachelor's degree and after a further year with BSc Honours / Research. The last would give them a lateral entry into the second year of the Master's programme or to the first year of a PhD programme.

The exit option after each year of training, however, requires a drastic revision of the curriculum. At present the courses are taught in a vertical mode in a particular order with basic sciences as applied to the subject of the programme being taught in earlier years and the subject proper in its complexity being taught later in the curriculum. Hence an exit after the first year would only produce a student with knowledge of basic sciences with a bare knowledge of the subject of the BSc and hence compromise his employability. For this exit option to work, the teaching of all subjects of the course must be commenced in the first year with increasing depth in subsequent years so that the exit option with a certificate or a diploma will be meaningful. Since it requires a major change in approach to the curriculum delivery, it will take some time to implement.

## Dual Major Programmes for Increasing Employability

While these curricular implementation strategies are being worked out, there is yet another excellent option in the NEP for dual major programmes. The NEP--2020 provides dual major programmes in a university for students who are doing a four-year undergraduate programme so that when they qualify, they will have two specialisations in two allied subject areas which will make them better candidates in the job market.

\* Professor, Medical Genetics and Principal, School of Allied Health Sciences, Sri Balaji Vidyapeeth, Pondicherry. E-mail: [principalahs@sbvu.ac.in](mailto:principalahs@sbvu.ac.in)

\*\* Assistant Professor, Microbiology, School of Allied Health Sciences, Sri Balaji Vidyapeeth, Pondicherry. E-mail: [lavanyap@mgmcri.ac.in](mailto:lavanyap@mgmcri.ac.in)

\*\*\*Professor Emeritus, Surgery and HPE, Sri Balaji Vidyapeeth, Pondicherry. E-mail: [n.ananthk@gmail.com](mailto:n.ananthk@gmail.com)

The Allied Health Sciences (AHS) CBSS Curriculum prepared by Sri Balaji Vidyapeeth (SBV), Pondicherry as per NEP---2020 envisages several transformative initiatives in higher education. These include the adoption of flexible curricular structures to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options, on offer to students, in addition to rigorous specialization in a subject or subjects. In choosing subjects which are selected for a dual major programme, the following should necessarily be considered, viz. The subjects are in the same broad area of specialization.

1. There is significant curricular concordance between the two major disciplines both in

basic sciences and in some aspects of the core knowledge in the two majors themselves.

2. The value addition, in knowledge and skills, for these two majors by value-added courses must be similar.
3. The clinical exposure in these two major areas should be concordant.

Only if these are ensured can one provide 120 credits for each of these two majors over four years with a total possible credit exposure of 160 credits as per NEP norms to qualify for a dual major programme.

The following five sets of programmes were selected by SBV for running dual major programmes

**Table 1: Curriculum Framework of the Four-year Dual Major Programme**

Year	Semester	Courses	Major 1	Major 2	Common	Credits
1	1	Basic Sciences			x	11
		Common Electives -3			x	8
		Clinical Training			x	1
	2	Paraclinical Sciences			x	11
		Common Electives -3			x	8
		Clinical Training			x	1
<b>Credits in First Year</b>					<b>40</b>	<b>40</b>
2	3	Relevant core clinical subjects			x	11
		Common Electives -3			x	8
		Clinical Training	x	x		1
	4	Relevant core clinical subjects			x	11
		Common Electives -2			x	5
		Clinical Training	x	x		4
<b>Credits in Second Year</b>			<b>5</b>	<b>5</b>	<b>35</b>	<b>40</b>
3	5	Relevant core clinical subjects	x	x		11
		Elective -1			x	3
		Clinical training	x	x		6
	6	Relevant core clinical subjects	x	x		11
		Elective			x	3
		Summer Internship	x	x		6
<b>Credits in Third Year</b>			<b>37</b>	<b>37</b>	<b>3</b>	<b>40</b>
4	7	Relevant core clinical subjects	x	x		11
		Elective -1			x	3
		Clinical Training	x	x		6
	8	Relevant core clinical subjects	x	x		11
		Elective -1			x	3
		Summer Internship	x	x		6
<b>Credits in Fourth Year</b>			<b>37</b>	<b>37</b>	<b>3</b>	<b>40</b>
<b>Total Credits over 4 years</b>			<b>79</b>	<b>79</b>	<b>81</b>	<b>160</b>

over a four-year B.Sc Dual Major programme. The sets were:

1. B.Sc.(Hons. Double Major) Dialysis Technology and Urology Technology
2. B.Sc. (Hons. Double Major) Critical Care Technology and Respiratory Therapy
3. B.Sc. (Hons. Double Major) Cardiac Care Technology and Perfusion Technology
4. B.Sc. (Hons. Double Major) Emergency Medical Technology and Trauma Care Technology
5. B.Sc. (Hons. Double Major) Anaesthesia Technology and Operation Theatre Technology

The curricular plan envisaged was that the first four semesters would be dedicated to the basic and paraclinical sciences and other areas of the curriculum which are common to both the disciplines. The credit hours calculation is as defined by the NEP with 40 credit hours per year and 20 per semester. The basic model curricular framework is shown in Table 1.

Common and concordant areas of the curriculum for the two allied majors include the basic sciences such as Anatomy, Physiology and Biochemistry, Paraclinical sciences such as Clinical Pharmacology and, Microbiology including hospital infection and pathology, relevant topics in Legal Medicine, relevant knowledge of major clinical disciplines such as Medicine and Surgery, common electives, and common basic clinical training.

Specific areas of a subject which is the target for majoring include detailed knowledge of the area of specialisation for the first major, such as Anesthesia for Anesthesia technology students and Operative Surgery for Operation Theatre technology etc. Training includes both theoretical training and specific clinical Training in the speciality of the major(s), summer internship, etc.

A single speciality or a single major training would be complete at the end of the sixth semester

in the first major and the candidate can then choose to exit with B.Sc in the Major subject. If they so desire, and if they fulfil the norms for the dual major as specified below, they can continue the seventh and eighth semesters and study the other majors. The eligibility criteria prescribed as per UGC norms are that students who have completed a three-year B.Sc. Degree and have secured a minimum of 40% credits from the second major discipline, wishing to do a double Major will be allowed to take up one year in that relevant programme in the fourth year. As can be seen from the table, the curricular concordance for these pairs of subjects exceeds 40%. Once they complete the seventh and eighth semesters in the second major, they be awarded B.Sc. Honours with Double Major. The curricula of the seventh and eighth semesters have, therefore, to be designed as exact replicas of the curricula of the fifth and sixth semesters with the only exception being that the subject of study would be the second major. In summary, the first four semesters largely cover concordant areas of the two majors, the fifth and sixth semester is devoted to the first major and the seventh and eighth to the second major.

## Conclusions

Hence at the end of the four years of training, the candidate would have put in the prescribed credits as required by the NEP-2020 and the National Higher Education Qualification Framework (NHEQF) to qualify for the B.Sc. in two majors which are allied. Since they will have a specialisation in two subjects, the job opportunities for graduates with this dual degree will be far better than those with single specialisations. This combination is possible because of the concordance of knowledge required in two allied specialities which have been chosen as pairs for this programme.

□

# Indispensable Faculty Self-configuration in Line with the National Education Policy–2020

Dhanappa Makanna Metri\*

Implementing the National Education Policy–2020 (NEP–2020) with drastic changes is gaining momentum in the country. Many states are taking steps to implement the much-needed education Policy for individual and national progress so they are supposed to be prepared with a positive mindset and adequate infrastructure facilities. Everything needs to be restructured and the faculty members are the first to be aligned with the policy. An attitudinal change in the faculties is crucial because they are in the driver's seat and should fasten their belts first. The faculties before the NEP–2020 implementation were configured for the specific roles of curriculum designing, teaching, and testing along with some administrative responsibilities and student support activities. These roles corresponded to the graduate attributes of the age-old fragmentary system of specialization. With the advent of the Policy, there are new concepts like multidisciplinary education, new structure, holistic learning, flexible choice-based credit system, multiple entry and multiple exit options, pedagogical practices, learning assessment, internship, studio activities, field practices, community engagement, etc. The faculty members should get acquainted with the new system as soon as possible. They are being built professionally to handle the metamorphosis. However, the author thinks that self-directed professional development will be more fulfilling to both the individual and the institution.

In a panel discussion on Governance and Capacity Building of Teachers for Quality Education in 2022, Continuous Faculty Development was stressed to up-skill the faculties who are the major stakeholders of the Higher Education system. In the process of self-grooming, faculty members evolve into capable leaders. The faculties consciously undertaking self-directed professional development in the National Policy get unique professional pleasure. We have academic experts in their specialized fields but we have a scarcity of domain experts in General Education. The

\* Former Vice Principal, Sangameshwar College, Solapur, Maharashtra, Presently, Honorary Academic Administrator, ACS College, Umadi, Jath, Sangali, Maharashtra-416413. E-mail: metri\_dmm@yahoo.com

author contemplates an unprecedented opportunity for the teaching fraternity to contribute to nation-building. The very objective of this article is to explore the new faculty roles, challenges, opportunities, and professional pleasure. The article will be motivational to all the faculties who are professionally established, those who are on a contractual basis at present, and the teacher aspirants.

## Faculty Reconfiguration

When the system is heading for overhauling, there is a need for changes in the professional approaches of the faculties. They can follow the following path.

## Understanding the Policy

Reading and understanding the spirit of any Policy is crucial before one is a part of its implementation. Practicing blindly and making blind comments is a negative practice. To create an individual who is good, thoughtful, well rounded, and creative rather than the specialists out of a fragmented speciality education system is its target. The graduates should have increased creativity, innovation, critical thinking and higher order thinking capacities, problem-solving abilities, teamwork communication skills, more in-depth learning, mastery of curriculum across fields, and increased social and moral awareness.

The structure, multidisciplinary approach, multiple entry and exit, flexible degree options, and Academic Bank of Credits are no doubt revolutionary ideas. The graduate attributes of any higher education system show the expected outcomes. National Education Policy–2020 has given its expected graduate attributes too. Above all, it stresses outcome-based pedagogical practices to get definite outcomes. It has more concentration on learner-centric teaching methodologies to move from passive learning to active and participative. Unless the faculty members are familiar with the Policy, they will not justify their academic and administrative responsibilities.

## Acquaintance with the New Terms

Lack of quality literacy among the faculties is one of the reasons behind the underperforming

academia. The stakeholders remain ignorant of many academic terms. There is no scarcity of persons who cannot explain concepts like best practices, and co-curricular and extracurricular activities even when the institutes are heading for the third and fourth cycles of accreditation. The implementation of the policy will be incomplete unless the concepts are clear. The author has experience as the Resource Person for many academic meetings calling NEP as New Education Policy. There is no dearth of stakeholders who are replacing NPE--1986 for the NEP--2020. The faculties should be well-versed in the technical terms of the policy. One should be crystal clear with interdisciplinary, multidisciplinary, and transdisciplinary approaches. Knowing the concept of holistic development is equally important to measure the outcomes.

The terms; CBCS, MEME, CCFUP, ODL, Credit structure, ABC, and flexibility will dominate the academia, once the policy is fully implemented. Learning outcomes, creativity, innovation, high-order thinking capacities, problem-solving abilities, hybrid modes of learning, and Major and minor disciplines, should be on the tip of the tongues of the stakeholders. We should be quite familiar with the concepts of Certificate, UG Diploma, UG Degree, 4-year UG degree (Honors) 4-year UG degree (Honors with Research) Single Major, Double Major, Ability Enhancement Courses (AEC), Skills Enhancement Courses, Value-Added Courses (VAC), etc. Unless one is clear, one cannot prepare a course and write the course objectives and the outcomes. Knowledge of the terms used for the pedagogical practices; learner-centric, generic/ transferable skills, participatory, open-ended projects, team-based activities, and internship and formative assessment are essential.

In the learning assessment, we should be familiar with Formative and Summative assessments. The formative includes; time-constrained examinations, closed books and open book tests, problem-based assignments, practical assignments laboratory reports, observation of practical skills, individual projects reports, team project reports, oral presentations, viva voce, computerized adaptive assessments, examination demand, modular certifications, etc. SG and CGPA in the process of grading will play a major role. The faculty members unfamiliar with the above concepts will not be in a position to follow anything during the training sessions. Unclear concepts will

hinder their contribution in every contribution in the implementation of the policy.

### ***Understanding the Graduate Attributes***

The Curriculum and Credit Framework for Undergraduate Programmes published by the University Grants Commission (UGC) has a list of Graduated Attributes for students with multidisciplinary education. They are the very soul of the Policy and they are very instrumental in deciding the institutional vision statement, objectives; pros, cons, etc. Every faculty is expected to know them. The list is quite different from the attributes of the fragmentary system. These qualities based on the Outcome Based Education system have been classified into two types; discipline-specific, interdisciplinary and generic learning outcomes. Under the first category, a graduate is supposed to have comprehensive knowledge of the chosen disciplinary and interdisciplinary areas. A graduate should be able to apply his skills in the career. He should be able to translate concepts into real-life situations.

Under the second category complex problem-solving skills, critical thinking, creativity, communication skills, analytical reasoning, research skills, skills of Collaboration, leadership, Learning Skills, digital and technological skills, inclusive spirit, value inculcation, accountability, Environment awareness, community engagement, and Empathy. The faculty ignorant of these features for a graduate cannot write the Programme Outcomes, Program Specific outcomes, design the syllabus, and write the course Outcomes. It is time the faculties prepare themselves with concepts of attributes and outcomes. They should be linguistically efficient in drafting these essential things. This knowledge is indispensable for faculties from autonomous institutes and affiliated college faculties when they are part of different university bodies.

### ***Strengthening the Concepts***

The academic concepts discussed above are quite new to Indian academia. A mere understanding of the policy and its contents is not sufficient. It needs further strengthening and it is possible only after further reading of its interpretations, attending the online and offline debates and meditating. The faculties must attend the academic meets on the NEP–2020 and actively participate. They should also make efforts to organize the meetings at their institutional level. Mentors are essential for

faculty development and having a mentor is highly recommended. Mentoring others is also essential to strengthen our understanding.

### ***Comparative Study of the Previous Policies***

Indian Higher Education has been evolving so Commission after Commission has been formed and the necessary changes are made. The one who is part of the academia should have the basic knowledge of this evolution. The faculty neglecting this knowledge cannot justify the role he has been entrusted with. At least the comparative study of the immediate past is indispensable. The configuration will be effective with the basic knowledge and will be instrumental in the innovations. The NPE stressed minorities, women, and adult education, reducing dropouts and vocational training. On the other hand, multidisciplinary holistic education is the focal point of the NEP–2020. It is a matter of pleasure to pursue the study before working on the present.

### ***Returns of the Self-configuration***

Once getting acquainted with the terms and concepts in the policy, the faculties have certain roles and responsibilities in the successful implementation at the individual, institutional, and national levels.

### ***Individual Progress***

The global trend of Outcome Based Education is the heart of the Policy. To run the show, there is a need to decide on different outcomes and devise a plan for effective implementation. Unless the faculties are professionally built, they may not be effective in their higher academic responsibilities. The OBE needs pedagogical practices based on Bloom's Taxonomy. One is supposed to facilitate according to the stages in the Taxonomy and test the understanding through questions with varied difficulty levels. The evaluation is based on the Pos and the Cos. The outcomes are to be tested through the mapping. Getting acquainted with the policy and preparing one for its successful implementation will make one's day today's academic responsibilities smooth and effective. Shaping oneself to new responsibilities is the secret of individual progress.

### ***Institutional Accreditation***

The accreditation process is going to change soon from an input to an output method. It is an assessment of the Outcome Based Education system mentioned in the NEP. The institutes will lose their quality time in understanding the manuals. It will

be easy for the institution to run the academic and administrative activities in line with the NEP and the accreditation with faculties perfect in the spirit of the policy. They can prepare the institution for its graduation. An expert faculty in the NEP can contribute to the institution meaningfully throughout the entire accreditation procedure. Further one can contribute to strengthening the accreditation process in the country.

### ***Educating Stakeholders***

Unless the stakeholders are familiar with the details of the policy, their participation in the institutional academic and administrative activities will not be effective. Several articles are published and the debates are held to dig out the advantages and disadvantages of the Policy. The students and parents should be made familiar with the new system. How can poorly equipped faculty members convince the need-based changes in academia? There is no dearth of the sceptics about the outcome of the Policy. The faculties should take the lead with their studied opinions. Unless there is an attitudinal change of the faculties after a clear understanding of the contents of the policy and its implementation is almost difficult. Unless the students at the entry point are convinced of the significance of the multidisciplinary education and their holistic development, the learners will not take learning seriously. Totally stakeholder orientation is possible by the faculties who are configured with NEP concepts.

### ***Constructive Feedback on the Policy***

The policies are kept open for stakeholder feedback and very few respond because they are not familiar with the same. Meaningful and constructive feedbacks strengthen the policy. The faculties confident can give their feedback which will bring credit to both the individual and the institutes. Mostly the faculties practice whatever is served but we should not forget that we are a democratic country. Our voices matter so the configured faculty expressing the voice gets the professional pleasure of unique contribution.

### ***Mentorship Opportunity***

Mentorship is a respectable position one earns out of one's efforts and professional commitments. Handholding to the individual and the institute is essential to the effective implementation of the policy. The faculties equipped with the special knowledge and plans for successful implementation are bound



to develop their network. Creating the mentees is one of the professional obligations of the academicians. Taking the lead, these mentees will be mentors to the needy institutes in the future.

### **Research Activities**

There is a need for the research activities organized by different institutes to study the acceptance and impact of the Policy. Student poster presentations, debates, and presentations need experts and the faculty clear with the contents of the Policy can take initiative. A faculty configuring oneself with the contents of the policy can undertake government-funded Major and Minor projects to contribute to strengthening the policy. The NEP needs continuous study and feedback from scholars. Along with one's specialization, one can take up Higher Education to elevate oneself for different higher posts and responsibilities. There are journals purely devoted to the cause of Higher Education. The faculties are clear with the policy concepts through their self-directed, faculty development can publish articles and research papers on various aspects of the policy. Indian Knowledge System in the policy is completely new. Different courses are created to excavate indigenous knowledge. There is an utter need for deep discourses by the experts. The faculty members clear with the policy can take the lead in publishing to educate the public.

### **Devising Best Practices**

The policy is to be implemented in spirit. The institutes must devise the best practices to make the implementation smoother and effective. The successful best practices will send positive messages to the stakeholders. The faculty configured with the new policy concepts only can devise the best practices.

### **Extension Activities**

Collaborating with the funding agencies to organize promotional and convincing meetings, implementation of the policy at large will not be successful unless one is fully prepared. The institutes with infrastructural facilities and expertise with clear concepts can organize seminars, conferences, workshops, and symposiums to orient the stakeholders in the neighbourhood. The extension activities of successful stories of implementation are the need of the hour. They need themes and sub-themes. Unless the faculties are well-versed in the policy, they cannot organize the meetings successfully.

### **Enhanced Professional Pleasure**

Professional pleasure among the faculties is very rare nowadays. It needs both the individual progress and the contribution of the individual in the progress of the institution. Very few teachers are left who can contribute to the academia going beyond the routine responsibilities. NEP is a rare opportunity to build the nation through multi-faceted personalities. A faculty configured with a special capacity in line with the Policy can fulfil his obligations towards the students, parents, institution leader, management, and one's profession. Knowledge of the faculty in all NEP aspects brings one a star value.

### **Conclusion**

National Education Policy–2020 has clear concerns with the quality and commitment of the teachers. Faculty coping with the new policy is questionable in many cases. In addition to this, the prediction of redundancy of faculty due to artificial Intelligence is getting louder. However, there is a need for well-developed faculty members to contribute meaningfully. The institutional Mission Teacher training program. The concepts are only clear to those who make conscious efforts. Self-study is indispensable for the deeper understanding of the new concepts. Very few members are ready to take the lead and enjoy the implementation. As a result, the majority of them remain illiterate and keep on creating problems. On the other hand, those who work on the concepts not only perform well but also Orient others. They extend their expertise. There is a dearth of such enthusiasts. Unless the institutes groom such experts, organized functioning is difficult. The faculties, taking things lightly and staying parasites is a common practice. Those who are in search of their professional pleasure should take the initiative of self-grooming.

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# Exploring Evaluation Practices: A Case Study of IGNOU Regional Evaluation Centre, Kochi

J S Dorothy\*, J Thiru Murugan\*\*, V Bala Krishnan\*\*\*, S Kandaswamy\*\*\*\* and R Chinniah\*\*\*\*\*

The job description describes the duties and responsibilities of a job (www.fairwork.gov.au, 2024) for a cadre and is not just a statement of what has to be done. But the job description is an indicative factor of many invisible ethical activities which has to be visualised and framed to be executed in an official setup. Such official activities have to be executed with moral and ethical standards for setting the apt individual life of the personnel involved so that there is optimum work-life balance. While involving others in a team to execute a work, it does not mean that the leader is bound to do all the work excluding others if none are found suitable to be integrated in a team. This is true for any formal work setup and is applicable to the Regional Evaluation Centre (REC) of Indira Gandhi National Open University (IGNOU) which is responsible for all the activities related to the Evaluation of Answer Scripts of the Term End Examination (TEE). Many a time, the aptness of objectivity for execution on the field level is dependent on the soft skills of amalgamating the people on the role of the work without expressing their displeasure to work together. The pandemic has facilitated the appraisal of service amenities in social media and education being a Service Sector is always prone to discussion in social media. With the storyboard for social media being open not always for the real situation, the objectivity of execution protects the education sector from defending itself in the event of highlighting bits and pieces of information with a linking story – more so for the activity of evaluation of answer scripts.

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\* Senior Regional Director, IGNOU Regional Centre, Incharge IGNOU Regional Evaluation Centre, Kaloorkochi, Ernakulam District 682 017, Kerala. Email: js.dorothy@ignou.ac.in

\*\* Deputy Registrar, IGNOU Regional Evaluation Centre, IGNOU Regional Evaluation Centre, Kaloorkochi, Ernakulam District 682 017, Kerala.

\*\*\* Section Officer, IGNOU Regional Evaluation Centre, IGNOU Regional Evaluation Centre, Kaloorkochi, Ernakulam District 682 017, Kerala.

\*\*\*\* Executive Data Processor, IGNOU Regional Evaluation Centre, Kaloorkochi, Ernakulam District 682 017, Kerala.

\*\*\*\*\* Assistant Section Officer, IGNOU Regional Evaluation Centre, Kaloorkochi, Ernakulam District 682 017, Kerala.

## The Rationale of the Study

According to Srivastava (1979), Examination in India, external or internal, falls into three major Categories: (a) written examinations; (b) oral examinations; and (c) practical examinations. Of these three, the written examinations, because they are most commonly used, play a very important role. The back-office operations of the Regional Evaluation Centre of Indira Gandhi National Open University (IGNOU) the dual mode Distance Teaching Institution (DTI) have been documented (Dorothy and Jojoy Pattathil, 2019). The authors have documented that the operations at a Regional Evaluation Centre (REC) can be categorized into the Front Office Operations and Back Office Operations; the Front Office Operations at a Regional Evaluation Centre (REC) as that related to the interaction with the Post Office, Bank, experts interested to be Empaneled as evaluators and the students who represent either for re-evaluation or to get the photocopy of their answer Script or Court of Law for appeal of any kind or Public interaction of any sort or local officials of law and order; and that of the Back Office Operations at a Regional Evaluation Centre (REC) including all activities done without any interface with outside person/public related to the handling of the answer script for evaluation and range from activities related to obtaining clearances of the delivery of post from the local Post Office, ensuring the clearances of the bank instruments served for availing of the various services and utilities, Recording the Accounting process, receipt of the answer script bundle from the examination centers falling under the jurisdiction of the REC, record maintenance, regulatory maintenance, course-wise sorting of the Answer Scripts, data entry of the Answer Script, Tracking the movement of the answer script from REC to Evaluator and back to REC, liaison with the Empaneled evaluator, despatch to and receipt from the evaluator, settlement of claims, storage of the answer scripts and disposal of the same.

The evaluation process at Indira Gandhi National Open University (IGNOU) through Regional Evaluation Centre has also been documented (Dorothy and Ashwini Kumar, 2015). In the year 2009, there were Five Regional Evaluation Centres located at

Chennai, Patna, Lucknow, Pune, Guwahati besides the Evaluation Division at Head Quarters, New Delhi as Student Evaluation Division (Notification No. F.No. IG/SED/EX-III/09 dated: 25.11.2009).

The jurisdictions of Regional Evaluation Centre (REC) were also re-notified with effect from June 2018 Term End Examination (Notification No.F. No. SED/Estt./2018 Dt.8.5.2018) when the Seven Regional Evaluation Centres were functioning at Delhi (HQ), Kochi, Shillong, Bhubaneswar, Ahmedabad, Bhopal and Lucknow and the Regional Evaluation Centre at Ahmedabad kept at abeyance.

In 2016, the shifting of some of the Regional Evaluation Centre (REC) from rental accommodation to the own buildings of IGNOU Regional Centre was also facilitated (Notification No.F. No. SED/Estt./2016 Dated 10<sup>th</sup> November 2016). Shifting of Regional Evaluation Centre (REC) from Chennai to Kochi, Guwahati to Shillong, Kolkata and Patna to Bhubaneswar, Pune to Ahmedabad and creation of new Regional Evaluation Centre (REC) at Bhopal, with retention as it is of Regional Evaluation Centre (REC) at Lucknow and Regional Evaluation Centre (REC) at Delhi (HQ) were facilitated by this notification in 2016.

In 2019, the re-activation of the Regional Evaluation Centre (REC), at Patna was facilitated from June 2019 TEE (Notification No.F. No. SED/Estt./2019 Dated 3<sup>rd</sup> May 2019). In 2019, the Seven Regional Evaluation Centre(REC) were (HQ), Lucknow, Bhopal, Bhubaneswar, Kochi, Shillong and Patna. There are seven Regional Evaluation Centres in the year 2024, spread across the Indian Sub-Continent with locations at Bhopal (MP) Bhubaneswar (Odisha), Cochin (Kerala), Delhi (NCT), Lucknow (UP), Shillong (Meghalaya) and Patna (Bihar).

Bridging between what has been documented, the individual activity related to the various modalities taken for ensuring objectivity in an evaluation of an Answer Script, the profile of the prominent Empaneled evaluators used for the evaluation of an Answer Script, the methodology adopted for consolidating the bundle for one lot sent for evaluation for a course of an Answer Script, the challenges encountered to elicit the Answer Script from the Empaneled evaluators, the diffidence prevalent among the Staff for handling the evaluation of an Answer Script, the differing attitude of the Empaneled evaluators for evaluation of an Answer Script, the attitude of the Student towards the

evaluation process of an Answer Script, the procedure of redressal for evaluation of an Answer Script and the Governance Procedure for Succession Planning in REC has been covered in the present Study.

The Study aimed to document the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin and address the gap left by the earlier studies.

### **Scope of the Study**

The back-office operations of the Regional Evaluation Centre of Indira Gandhi National Open University (IGNOU) the dual mode Distance Teaching Institution (DTI) has been documented (Dorothy and Jojoy Pattathil, 2019). The authors Dorothy and Jojoy Pattathil (2019) have documented that the operations at a Regional Evaluation Centre (REC) can be categorized into Front Office Operations and Back Office Operations. The authors have also documented the Front Office Operations at a Regional Evaluation Centre (REC) as that relating to the interaction with the Post Office, Bank, experts interested to be Empaneled as evaluators and the students who represent either for re-evaluation or to get the photocopy of their answer Script or Court of Law for appeal of any kind or Public interaction of any sort or local officials of law and order; and that of the Back Office Operations at a Regional Evaluation Centre (REC) including all activities done without any interface with outside person/public related to the handling of the answer script for evaluation and range from activities related to obtaining clearances of the delivery of post from the local Post Office, ensuring the clearances of the bank instruments served for availing of the various services and utilities, Recording the Accounting process, receipt of the answer script bundle from the examination centers falling under the jurisdiction of the REC, record maintenance, regulatory maintenances, course-wise sorting of the Answer Scripts, data entry of the Answer Script, Tracking the movement of the answer script from REC to Evaluator and back to REC, liaison with the Empaneled evaluator, despatch to and receipt from the evaluator, settlement of claims, storage of the answer scripts and disposal of the same.

The evaluation process at Indira Gandhi National Open University (IGNOU) through Regional Evaluation Centre has also been documented (Dorothy and Ashwini Kumar, 2015) upon the initial assignment of Regional Centres evaluation of assigning the evaluation of the answer scripts of the

courses of the B.Ed programme to as a pilot venture and subsequently establishing Regional Evaluation Centres to decentralise the evaluation of Answer Scripts in 2009. There are seven Regional Evaluation Centres (in the year 2024) spread across the Indian Sub-Continent at Bhopal (MP) Bhubaneshwar (Odisha), Cochin (Kerala), Delhi (NCT), Lucknow (UP), Shillong (Meghalaya) and Patna (Bihar). Bridging between what has been documented, the individual activity related to the various modalities taken for ensuring objectivity in an evaluation of an Answer Script, the profile of the prominent Empaneled evaluators used for the evaluation of an Answer Script, the methodology adopted for consolidating the bundle for one lot sent for evaluation for a course of an Answer Script, the challenges encountered to elicit the Answer Script from the Empaneled evaluators, the diffidence prevalent among the Staff for handling the evaluation of an Answer Script, the differing attitude of the Empaneled evaluators for evaluation of an Answer Script, the attitude of the Student for evaluation of an Answer Script, the procedure of redressal for evaluation of an Answer Script and the Governance Procedure for Succession Planning in REC has been covered in the present Study.

### **Research Questions**

The study attempted to answer the following questions on the basis of the activities at IGNOU Regional Evaluation Centre, Cochin:

1. What are the various modalities taken for ensuring objectivity in an evaluation of an Answer Script?
2. What is the procedure for listing the prominent Empaneled evaluators used for the evaluation of an Answer Script for the evaluation of an Answer Script?
3. What is the methodology adopted for consolidating the bundle for one lot sent for evaluation for a course of an Answer Script?
4. What are the challenges encountered in eliciting the Answer Script from the Empaneled evaluators?
5. How is the differing attitude caused due to employee dynamics for the evaluation of an Answer Script?
6. What is the attitude of the student for the evaluation of an Answer Script and the procedure of redressal for evaluation of an Answer Script?

7. What is the Governance Procedure for Succession Planning in REC?

### **Theme (Field) of Study**

The Theme (Field) of the Present Study is “Evaluation in Distance Teaching Institutions in a Regional perspective in relation to the activities behind the back-office task at Regional Evaluation Centre”.

### **Aim and Objectives of the Study**

The study aimed to document the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin. The Objectives of the Study are given below:

1. To enumerate the various modalities taken for ensuring objectivity in an evaluation of an Answer Script.
2. To enumerate the procedure for listing the prominent Empaneled evaluators used for the evaluation of an Answer Script.
3. To study the methodology adopted for consolidating the bundle for one lot sent for evaluation for a course of an Answer Script.
4. To specify the challenges encountered to elicit the evaluated Answer Script back from the Empaneled evaluators.
5. To put forth the differing attitude caused due to employee dynamics for evaluation of an Answer Script.
6. To document the attitude of the Student for evaluation of an Answer Script and the procedure of redressal for evaluation of an Answer Script.
7. To spell out the Governance Procedure for Succession Planning in the Regional Evaluation Centre (REC).

### **Methodology Adopted for the Study**

The Methodology used to document the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin is discussed below:

The Case Study method was used to enumerate the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin. Collection of data is mainly qualitative in nature drawn from experiences on a day-to-day basis and noted in diary related to the Answer Scripts environment of the Regional Centre Cochin, within the scope of the Study.

Participation observation technique was used in the conduct of the case study of the experience of integrating the various facets related to the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin. This is because, all the researchers are also employees of IGNOU Regional Evaluation Centre, Cochin during the conduct of the Study.

Descriptive research method design, which is concerned with describing the characteristics of a particular individual or of a group using the Case-Study method and involves the description, recording, analysis and interpretation of conditions that that existed at the time of study, was used to obtain information concerning the current status of a given phenomena in the evaluation of Answer Scripts highlighting the experience of the various facets related to the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin.

Both types of Observation techniques namely Structured and Unstructured Observation were used because they can complement each other; structured observation leads to more quantitative and unstructured observation leading to more qualitative data. Structured observations entail pre-specified categories and hence were used to elicit information about pre-planned, prescribed, well-defined modalities taken for initiating the Evaluation of Answer Scripts.

Since unstructured observation looks at persons and their environment in a holistic way, the same was utilised to elicit information related to the listing of actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin.

In order to ensure the authenticity of data collected on the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin , multi-technique approach to data collection and cross-examination of data through different techniques was adopted to ensure full coverage of information. Techniques such as observations, record surveys (diary), reports after the conduct of the event, and correspondence for official procedures were used to elicit information. In order to minimise/nullify the researcher's bias which may arise since all the researchers are documenting their own experience as officials of IGNOU Regional Evaluation Centre, and have interacted with the typical situations

related to the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin, the ethical standards were decided prior to the start of the Study. The necessary data, involving personal and ethical issues, experience from human interaction from the staff of IGNOU Regional Evaluation Centre, Cochin as an institution were handled tactfully and recorded without bias-even in occasion where the official hindrance has been encountered in official capacity due to employee dynamics - were handled with appropriate care. Every effort was made to identify and describe different underlying factors contributing to the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin. The data for this study is of Primary Source as it is not available in any other public domain. Special care was taken to be objective fit to the purpose of the Study and while jotting down the information falling within the scope of the individual employee/personal experience from the research angle.

The target population of this research was the records related to the actions related to the Activities behind the Back Office Operations at IGNOU Regional Evaluation Centre, Cochin as experienced for a year from 2023 to 2024.

## **Discussion of the Results**

The discussion of the results based on the Study is presented:

### ***Various modalities taken for ensuring objectivity in an evaluation of an Answer Script at a Regional Evaluation Centre***

The Various modalities taken for ensuring objectivity in an evaluation of an Answer Script at an Regional Evaluation Centre are blindfold dispatch without letting the examination centre know how the answer script is sent to the evaluators; security check for incoming and outgoing employees; Restriction of movement of other office staff/neighbouring office inside the REC premise; Not extending the Availability of Internet connection to all peripherals for access, scanning facility in all machines used for back office work; Reference for integrity of the outsourced employee before placing on the job; Not resending the same answer script while being processed for Re-Evaluation to the same Evaluator; using Evaluator on rotation; concealing the details on the face sheet while sent for re-evaluation.

### ***Procedure for listing the prominent Empaneled evaluators used for the evaluation of an Answer Script***

The list of the Empaneled evaluators to be used for the evaluation of an Answer Script is received from the Student Evaluation Division. The Preference of the Empaneled evaluators is elicited before sending the answer Script for valuation. This is because the availability of the Empaneled evaluators for the evaluation activity is dependent on multiple factors like their events in family, personal, career/profession, place of work; health of the individual; prior history of proper settlement of the remuneration; difference of attitude/aptitude/opinion for the objective decision taken while disallowing claims; non-availability of assistance in the neighborhood to collect the bundle for evaluation from the Post Office (*as all Post Office do not hand deliver if the bundle is large*) or pack for despatch; Preference for receipt/return despatch of Answer Scripts through courier; insisting on availability of Answer keys to be used for the evaluation of an Answer Script: Sudden death of a family member leading to the necessity of the evaluator to be involved in closing the life events of the deceased individual.

Hence, from the List of the empanelled evaluators as notified by the competent authority of the University either a Phone call or a letter, or a message or interest elicitation by filling the form to evaluate the answer script is elicited from the empanelled evaluator to respond to positively and have the objectivity of purpose remain the prerequisite activity before sending the Answer Script for evaluation.

The checklist for awardlist has base on the evaluation of the answer script for the exam written at an examination centre for a course with a specific syllabi content depending upon the level of study (certificate/Diploma/PG Diploma/Degree/PG Degree). e answer scripts are generally sent by insured speed post from REC to the approved Evaluator. While dispatching a bundle to an evaluator, the details of the scanner code are entered for Lot number, Course code, Evaluator code, and Evaluator name. In addition, guidelines to the Evaluator specifying the scheme of evaluation are also enclosed besides the bill to be submitted by the Evaluator along with the evaluated answer scripts and the Award list.

The process of approval of the Evaluator for a course lies with the school. In IGNOU there are 21 Schools and each of the courses in a programme is specific for approval.

The evaluated answer scripts are generally received by insured speed post by REC from the assigned approved Evaluator.

Upon receipt of Evaluated answer scripts, the scanner code is entered and matches with the earlier dispatch for Lot number, Evaluator code, and Evaluator name.

The specimen signature for an Evaluator is not maintained at REC. Hence, upon receipt of the evaluated answer script bundle, the Signature in the bill is tallied with the Signature in the Award list. Many a time, the Evaluator due to oversight inadvertently misses signing in the Award list. In such a case, the Award list is signed by one of the permanent employees at Group A/Head of the Department after tallying the individual awards specified by the Evaluator on the evaluated answer scripts with that written on the Award list. Name matching as in the bill and that in the Award list is tallied with the Evaluator database by linking the Evaluator code. The Award specified in the Award list is secured to prevent tampering by affixing a transparent tape over the awards.

While opening the bundle, the Award list, the count of the evaluated answer scripts, the presence of the Award list, bill are also ascertained. Before data entry of the Award list, the individual awards specified by the Evaluator on the evaluated answer scripts are tallied with the handwritten Award (*depending upon the marking/grading scheme*) on the Award list. At times, the Evaluator due to oversight inadvertently misses entering an Award in the Award list. In such a case, the Award is entered as specified by the Evaluator and signed by the employee.

Since the same Evaluator is also eligible for use to evaluate the answer scripts for the other courses for which they have been Empaneled or to get another lot of the same course code for evaluation, the possibility of interchanging answer scripts or the Award list prevails. Hence, while tallying the individual awards specified by the Evaluator on the evaluated answer scripts with that written on the Award list, the course code, the maximum marks specified in the question paper, securing the handwritten Awards in the Award list, ensuring

the sequencing of the award list in the right page number sequence, the number of records (*which is lot specific and should be equal to the number of answer scripts assigned to an Evaluator in a lot*) and the session of evaluation.

### ***Methodology Adopted for Consolidating the Bundle for one Lot Sent for Evaluation for a Course of an Answer Script***

First in first out is the methodology adopted for consolidating the bundle for one lot sent for evaluation for a course of an Answer Script. The medium of Instruction is also segregated so that there is a flow of thoughts without language perception while evaluating the Answer Script by the evaluator.

### ***Challenges Encountered to Elicit the Evaluated Answer Script back from the Empaneled Evaluators***

The challenges encountered to elicit the evaluated Answer Script as return despatch from the Empaneled evaluators are either that the Evaluators were not picking up the Telephonic call or responding to the letter or sending the bundle inadvertently to another Evaluation Centre Address or individual dynamics based on prior history ending in back listing by other Evaluation Centre or insisting on resolving their redressal with other Evaluation Centre.

Fatigue due to the stress of meeting deadlines, swapping work during the absence of a co-worker, and the change of work do have a impact on the quality of the work. Many a time, the main challenge for verifying the Checklist for the award list is oversight errors of omission of what to verify upon receipt of a bundle. Multiple assignment to an Evaluator leads to the error of a mismatched Award list with the answer script, and missing entries in the Award list.

Postal delay, return of dak unserved, Addressee moving from the place as given in the Address for communication to another place of stay, the holiday of the Empaneled evaluator, work-life balance of the evaluator/employee of the Regional Evaluation Centre, death/ill health of the evaluator/employee of the Regional Evaluation Centre also contribute the challenges in the evaluation of the Answer Script. Certain physical hurdles like electricity failure, non-functioning fixtures, inadequate lighting, internet connectivity, and telecommunication facilities, also regulate the progress of the work in the Regional Evaluation Centre.

Employee dynamics of not facilitating the work, taking sides in executing the work, excluding members in a team, creating a new members-based team, insisting on organization structure for executing work, nonalignment to the policy of top management, destructing the flow of work by initiating strife, partially quoting rules without integrating with earlier orders are some of the hurdles frequently encountered to be resolved which are many a time dependent on soft skill based dialogues. Many a time, employee dynamics lead to poor professional conduct in the workplace with the expectation that the Reporting officer will join one of the groups, and unrest when such expectation is not met leads to time lag- thus posing a challenge in the evaluation of the Answer Script.

The differing attitude of the Empaneled evaluators for the evaluation of an Answer Script is also encountered during the evaluation of an answer script. The process of empanelling teaching staff as Evaluator is the pre-evaluation task to be executed by the University. Even though, the evaluation task is with monetary benefit for the evaluator, many a time, the evaluation activity is not preferred by all teaching faculty. Most of the evaluators are drawn from the Conventional Education System (CES) to meet the constantly increasing examinees of IGNOU which has National Jurisdiction and one of the largest dual Mode University having the uniqueness of a Distance Education System (DES) amalgamated, intertwined with the Conventional Education System (CES) and Online Education System. The fulfillment of the prescribed eligibility criteria for empanelment as an evaluator is also a challenge. Furnishing all the requisite documents in support of the educational credentials gained, and work experience documented is a laborious task. Online empanelment does not have a hold of what is happening at the prospective evaluator end and hence, only a hard copy of the proforma for empanelment of evaluators is being resorted at IGNOU. Arduous paperwork repetition for the same course title with different course code running across the different programmes depending upon the syllabi, course structure belonging to programmes on offer by the various Schools of IGNOU is also frequently encountered.

Decentralised door-to-door evaluation is resorted by IGNOU. Answer scripts after being processed are bundled and sent by insured post to the address given by the Empaneled evaluator after getting telephonic consent. After evaluation,

the Bundling of the answer script, and taking the commutation to the post office at the evaluator end remains the challenge. Many a time, evaluators had expressed concern for packing and dispatching. Even when the evaluators are either in service or superannuated, the issue of involving another person of another cadre or family members/friends facilitating packing is a concern as it involves physical exertion for the completion of the task.

Not at all times, the addressee is in the place of stay. The Indian Postal System has unique delivery timings and is also customer-friendly in checking with the addressee about delivery of an article. Non-availability of the evaluator in the address leads to the return of the dak unserved by the postal authorities. The non-availability of the addressee at times make the postal authorities to be protective of the insured post to be delivered to any other person other than the addressee, in compliance to the postal regulations. Multiple visits of the postal officials prescribed for the insured post is bound to be returned to the Sender. Once the dak is returned unserved, it not only cause anxiety of why the bundle is returned from an evaluator who had already given the consent for evaluation but also put the officials of the evaluation centre back in the starting point of processing the answer script for sending to the evaluator. This is because, once returned unserved, the evaluator has to be contacted and needful back-office operations to resend the bundle for evaluation either to the same evaluator or to another evaluator.

The nonreaching of postal dak due to internal strikes, local curfew, and natural calamities delay the processing of the answer script either for sending to the evaluator or for processing the awards to be sent to HQ.

The Assurance of posting the evaluated answer script can only be ascertained if the speed post voucher number is given for tracking in the India Post website. The verbal assurance given if delayed whether at packing stage or dispatch stage from the evaluator end amounts to not posting the article.

Work-life balance of the evaluators also has an impact on the evaluation process. Either the work load in the parent institution or day-to-day hurdles in career/professional/personal life have a directive impact on the availability of the evaluator in a particular period of time to complete the evaluation task within the prescribed span of time. Hence, the most diligent evaluator also have the probability of

expressing diffidence to evaluate answer script in a particular period of time to complete the evaluation task within the prescribed span of time.

### ***Differing Attitude Caused Due to Employee Dynamics for Evaluation of an Answer Script***

The human capital which is responsible for putting the physical capital and the rules and regulations into practice always determines the quality of work. Both skilled and unskilled work are needed for processing of the answer script received from the Exam Centres before sending it to the Empaneled evaluators for evaluation. While unskilled work can be executed even by skilled employees, skilled work like computer data processing is not only skill-based but also person-based, if the cadre is having only one such employee. The ability to perform in the work place is not just caliber-based but also dependent on the commitments at home, the physical exertion experienced while moving from the place of stay to place of work, the zeal to take responsibility for the work to be executed within the time frame prescribed by the University, the prior experience on the job, the ability to self-learn while on the job, preference to be placed in all tasks and in all teams, team player, ability to grow wherever planted/placed, adhering to protocol, sticking to unity of command, working with moral standards rather than working for particular person as a boss, attitude to exhaust the leave and frequently moving on leave, proceeding on leave when the task is at peak, coming back from leave and not vouching for the task executed have an impact on all the stages of planning, organizing, coordinating the various activities related to the evaluation of the answer script.

The emotional stability of not being in the preferred place, prior conflict with the persons in the team, frequently changing physical and economic needs do affect the job executed in the work place and it is true even for the execution of work in the Regional Evaluation Centre.

The prominence of prevalence of spiritual intelligence enabling an individual to grow wherever planted can be observed in the Regional Evaluation Centre to have consistent performance in the work irrespective of the emotional status, physical needs, physical infrastructural challenges and people involved in the team.

Non-availability of a uniform programme of entry for back office work, Employee dynamics,



Overt behavior of explicit overconfident behavior leading to faults in the process which leads to diffidence, Competition for preference of persons in the team, juggling Work-life balance, Sudden transfer with geographical dislocation of the employee of the Regional Evaluation Centre, Raise in the career ladder enjoyed without taking additional responsibility or extraordinary work output do provide opportunities to exhibit the diffidence of the employees have an impact on the speed of work in the Office.

Expression of displeasure for posting in a place in the organizational structure of the Evaluation Centre as an Institution by perceiving the stand of the administration as a mockery of administration rather than to enjoy the power of “we” in a team or an opportunity to learn from other’s strong and weak points or an opportunity for a new beginning of collaborative and cooperative work in the official execution of the task is generally the base for expression of diffidence to execute the task.

Personal activities like ill health, commitments in the home and society, sticking to Orders for executing work, stressing on Orders to be issued leading to unnecessary time spent in typing and other office work instead of valuing verbal communication, working without the extra allowances even though look like person based have a severe impact on the flow of work of evaluation of answer scripts.

According to American Psychological Association (2024), ‘Personality refers to the enduring characteristics and behaviour that comprise a person’s unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities and emotional patterns’. (<https://www.apa.org/topics/personality>). Personality-related activities like early riser/late sitter/leaving early, abandoned employees, outsourced employees, contributors among participators against spectators, despising subordinates who do not execute the work assigned, employees who slander while assigning the task to be executed, Personnel related activities including welfare measures have a impact on the progression of work.

Personnel Activity linked with Physical Infrastructural related activities like sudden electricity failure while taking print, Budgetary provision related activities like provision of staff in line with the number of Answer Scripts received for evaluation, Who control what type attitude prevailing among employees against the ‘must perform’, ‘to be linked’ and ‘sequenced activities’, Who does what and when type based on

the performance leading to no feeder activity due to who should perform first the activity to be linked or sequenced raising discussion like whether hen is first to egg or egg is prior to hen.

Communication related activities like Notification of empanelment, dissemination of information related to procedure of empanelment, and time Allowance do affect the transmission of awards for reflection in the Grade card of the learner.

The quantity in the number of Answer Scripts received for processing in the Regional Evaluation Centre does affect the quality of work. The employees generally show diffidence for solo execution of work where non-performance gets highlighted as in the entry of forms where inadvertent left out forms lead to unwanted discussion instead of treating it as errors of omission. Horse-rider situations of collaboration do prevail to execute the physical lifting of bundles. Moving out to refresh and either leaving the introvert employee to execute the task like acknowledging the receipt of post with the fear that what would happen if a bundle is lost upon receipt also prevail. Skill is unique in that it has an upper hand over all other qualifications. For instance, the data storage in an Evaluation Centre is not only facilitates entry, compiling data entered for storing but also involves the feeling of doing the task with a fear of getting corrupted. Perception of interpreting rules for day-to-day execution stating whether there would be any audit query at the end, word of mouth economics for performance in a work, and exchange of conversation also create diffidence for execution of the work. In times of the manifestation of employee dynamics, it is always the best behavior on the part of the Reporting Officer to remain unbiased and not take sides – which would aggravate the situation. Cases also prevail that when employee dynamics experienced is reported, the employees who created unrest would join together to state that there is no unrest as reported. Such a Statement on the one side would speak in the employees who created unrest about the level of honesty of the individuals and the real fear about the documentation of professional misconduct while executing official work. Many a time, personal rapport/harmony does get affected due to employee dynamics.

### ***Attitude of the Student for Evaluation of an Answer Script and the Procedure of Redressal for Evaluation of an Answer Script***

The Attitude of the student to the evaluation

of an answer script has opened multiple avenues for the redressal of their perception of the evaluation process in general. Always the student as an examinee thinks that they have done well in the examination whereas the teacher as an assessor/evaluator sees how the examinees have linked the theory to the question asked citing practical experiences. Many a time, the examinee feels that their performance has not been aptly assessed. The background information is that the University provides the key for the evaluator to assess the answer script. Re-evaluation procedures for the award not satisfied by the examinee through submission of an application form, which can be accessed in the public domain prevails upon payment of the requisite fee. Prior to applying for re-evaluation, probability of totaling error is assessed /nullified by seeking photocopy of answer script is also in vogue. Many a time, both photocopy of the answer script and Re-evaluation of the answer script are applied by the same examinee. At times, being unsatisfied with the outcome of re-evaluation of the answer script, examinees resort to information under the Right to Information Act (RTI), legal cases with the judiciary as an intermediary between them as an examinee and the University, raising issues in social media, instigating peers to raise this same issue or to join them while raising an issue are also common. In all actions of the examinee, the reputation of the University is discussed. Hence, the University has the Examination Committee to monitor, supervise, evaluate the evaluation process and make the subject experts who are faculty in the various School of Studies to sample the content of the evaluated answer script for both the answer written by the examinee and the preciseness of how it is evaluated by the Evaluator.

Every step in the Evaluation of Answer Script process like the Inwarding receipt, segregation of processed answer script sent by evaluator from the receipt, entry of awards received after tallying with that Award hand written in the answer script after evaluation by the Empaneled evaluator, protection of Awards hand written in the answer script with transparent conceal tape to prevent tampering of records while processing, entry in the computer in the already allotted lot for the Awards, checklist of Awards entered with that in the Award list, transmitting Awards through protected file access by the Section in the University by earmarked email id – who is responsible in integrating the Term End

Examination awards with that to be displayed in public domain for access through enrolment number and later for integrating in the Grade Card are done with objectivity at the Regional Evaluation Centre. However, the word of mouth economics reflecting the Attitude of students for evaluation of an answer script has to be answered both by providing the photocopy of the answer script and doing the needful for re-evaluation of the Answer script for which the most difficult part is the location of the Answer script from the stores housing the processed Answer script.

### ***Governance Procedure for Succession Planning in REC***

The Governance and the Procedure for Succession Planning in the Regional Evaluation Centre (REC) are unique and is pre-notified in all occasions. Space and opportunity for accustoming to the field-level intricacies prevail while taking over. Events of converting the Office room to store room, and closing the entry for selected rooms just before handing over do hamper the taking over process. In both the handing over and taking over process, the state of affairs prevailing at a point in time cannot always be stated as perfectly moving ahead and hence the Statement of facts about the affairs as prevailing including the unrealized bank instruments, the equipment purchased and not yet installed, the equipment partially purchased, the waste disposal activity planned/executed/in progress, the leave records of the staff on rolls highlighting the leave not due/ leave to be arbitrated by the cadre controlling authority, list of files, Stock in hand, Stock verified/ Reported/under process for being reported and the custodian of files.

The field-level activities at the Regional Evaluation Centre (REC) of Indira Gandhi National Open University (IGNOU) are fully supported by the middle-level management represented by the Registrar, Evaluation, and the top-level management represented by the Head of the Institution with wings related to Examination Committee and Academic Council liable to report to the President of India who is also the Chancellor for the University.

Many a time, the evaluation process appears like opening a packet, repacking, send to an evaluator, pay the evaluator, entering the Award (Mark/Grade), and giving a simile to the activities between a parcel sender and a parcel receiver. But, in reality between each action of opening a packet, repacking answer scripts, sending to an evaluator, paying the evaluator, and

entering the Award (Mark/Grade) lies the diligence with which the task has to be executed for all answer script and there is no escape of having a chance of error.

The outcome of the activities at the Regional Evaluation Centre (REC) culminates in the declaration of the results in the name of the Registrar of the University (*middle level management*). In between the various activities for the execution of the various back office operations related to the evaluation of answer scripts, lies multi-tasking, exhibit of multi skill, suppression of individual interest, and preference to highlight the objectives of the University for declaration of results within the prescribed time limit.

In between the various activities for the execution of the various back -office operations related to the evaluation of answer scripts are many activities, which keep increasing from the experience leading to progress of judgment from good to better. Such activities are generally the pre-requisite or co-requisite or as a sequel for the execution of the regular activities.

The interlinking of pre-requisite or co-requisite or as a sequel for activities evolve as a separate activity in itself and mainly depends on soft skills needed to strengthen the personnel in various cadre of joining together amidst the difference/divergence/prior job training/education qualification/source mobilization of the outsourced staff by the Empaneled manpower provider/ability to fill in the gaps during the absence of co-worker/priority for a timeline for completion of the current task in hand for completion rather than adhering to the timeline for completion of a days' work prescribed by the man hours/ability to catch the frequency of the task in discussion/juggle work to ensure multi-tasking.

Evaluation as an end of the flow chart of access into the programme of study for a learner, who as an examinee is eligible to expect the result within the assured time period by the University, is the essence of the Regional Evaluation Centre. The Provisional Certificate is an indication of the successful completion or otherwise of the programme accessed with financial investment and foregone earnings/opportunities.

## Limitations of the Study

The factors that are beyond the researcher's control and that may affect the results of the study or how the results are interpreted is given as the limitations of the Present Study. The limitations of the Present Study are the following:

- Due to the failure of complete details in writing, the information to document on the basis of the experience and exposure of the investigators to information on the activities behind the back-office operations at the Regional Evaluation Centre have been arrived on the basis of the available memory.
- All the experience stated may or may not be experienced by other employees posted in other Regional Evaluation Centres.

## Delimitations of the Study

The factors that affect the study over which the researcher generally does have some control are given as the delimitations of the Present Study. The delimitations of the present study are the following:

- In order to ensure the manageability of the information available, the study focused on the areas that fall within the scope of the study.
- The content of the information used for the study was that experienced by the investigators who are also employees of IGNOU Regional Evaluation Centre Cochin, and are within the approachability to the investigators for use in the study as primary source of data.
- Even though the experience and exposure of the investigators to information beyond the back-office operations prevail, only the activities behind the back-office operations at the Regional Evaluation Centre were earmarked for usage in this study.

## Definition of the Terms

The key terms used in the study are operationally defined as under:

- **Regional Centre, Cochin:** Second-tier administrative structure of Indira Gandhi National Open University (IGNOU) Regional Centre located at Cochin.
- **Regional Evaluation Centre:** The Regional Evaluation Centre is an administrative structure that has specific jurisdiction in terms of the Examination Centres covered in the geographical location of the States encompassing the set up of

Regional Centres for evaluation of answer scripts.

- **Answer Scripts:** Answers written by an examinee for a subject in an examination.

## Conclusion

Many a time, the evaluation process appears like opening a packet, repacking, send to an evaluator, paying the evaluator, entering the mark, and gives a simile to the activities of a post office. But in reality, between each action of opening a packet, repacking answer scripts, sending them to an evaluator, paying the evaluator, and entering the mark lays the diligence with which the task has to be executed for all answer scripts and there is no escape from having a chance of error. The results which are declared in the name of the Registrar of the University are evidence for the execution of the various back-office operations related to the evaluation of answer scripts. In addition, evaluation as an end of the flow chart of access into the programme of study for a learner is an indication of the successful completion or otherwise of the programme accessed with financial investment and foregone earnings/opportunities.

“Destroying any nation does not require the use of atomic bombs or the use of long-range missiles. It only requires lowering the quality of education and allowing cheating in the examination by students.” is the Statement of Nobel Peace Prize winner and first elected President of a democratic South Africa, Mr. Nelson Rolihlahla Mandela (18.07.1918 to 05.12.2013) which was displayed at the Entrance of the University of South Africa. At IGNOU, the Ordinance on Conduct of Examinations and Evaluation of Student Performance has been clearly defined and detailed in the Manual on Student Registration & Evaluation Systems & Procedures (2003) and the Evaluation of the Answer Scripts is executed through the Regional Evaluation Centre (REC).

The Four stages in the Learning Cycle are 1. Pre-enrolment; 2. Enrolment and starting study; 3. During study and 4. Completion and Graduation (Trainers’ Kit 001, 1999). The learner needs like Assessment and evaluation are met in the third stage in the Learning Cycle and the learner needs like Notification of exam results is met in the fourth stage in the Learning Cycle (Trainers’ Kit 001, 1999). The quotation “The end of a matter is better than the beginning” (Ecclesiastes 7:8), is also applicable to the process of the Evaluation of the Answer Scripts,

as the end culminating in the Student certification makes the entire process involved as a significant event in the Student learning cycle from Access into the Programme of Study to Successful completion of the Programme.

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# A Journey of Entrepreneurship and Growth

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**Srikanth Velamakanni, Co-founder, Group Chief Executive and Vice Chairman, Fractal Analytics delivered the Convocation Address at the Special Convocation Ceremony at Indian Institute of Management Ahmedabad on February 10, 2024. He said, “When you make big decisions in life, do think of regret minimization. Especially, when faced with ethical decisions, I hope you will bring moral clarity and do the right thing.” Excerpts**

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Early this morning, as I was preparing to leave my home to catch the flight to Ahmedabad, my 11-year-old daughter woke up because of the commotion, wished me luck for the “commencement speech”, and then said something very profound in her half-awake state.

“Daddy - remember that the students you are addressing are exactly like you. So, think of what you would have like to have heard when you were graduating”...

So, here’s that speech.

In the next 18 minutes or so, I would like to share three stories from my life with you, not because they are exceptional or extraordinary incidents, not because I am exceptional or extraordinary in any way, but because these events shaped me into who I am. And I think there’s a small chance that you will remember some of these stories more than any advice I might have to offer. After all, when I try to recall the convocation address, my mind draws a blank. I don’t remember a word.

I never wanted to be an entrepreneur.

When I walked into this campus in July 1996 – that was the one thing I was sure of. And yet, for the past 24 years, I have been an entrepreneur. So, what changed?

I grew up with two assumptions about entrepreneurship, the one taught by my father and one I learned by observing the world around me.

My dad had put it rather bluntly: “There’s no such thing as an honest businessman. An honest businessman is an oxymoron.” Growing up in the India of the 1980s and 1990s, this rang true.

The second assumption I had was that you needed money to be an entrepreneur. Only people who already have capital can afford to be entrepreneurs, I thought.

One fine day on campus, in a course titled “Business Ethics” and taught by the venerable

Dr. Deepti Bhatnagar, we had a guest lecture by Mr. Narayana Murthy, who started a small tech services company out of Bangalore called Infosys. He spoke passionately about building a very ethical company that was “powered by intellect and driven by values.” I hadn’t realized it at that point, but it helped me challenge my first assumption about entrepreneurship. India was changing and the nature of entrepreneurs was changing.

After I graduated, I saw how people like me were beginning to raise venture capital to build companies, and my second assumption was also invalidated.

Now, really, there was no reason not to be an entrepreneur. So, now, 24 years after founding an AI company, I feel grateful that I had an open mind, I incorporated the latest information into my “mental models” and arrived at a better decision - to be an entrepreneur than take the more tried and tested path of the corporate world.

If there’s one thing I want to share with you today, it is that as fellow travelers in the world of data and analytics, we must practice what we preach; eat our own dog food, drink our own Kool-aid-pick your own metaphor - but use the lessons from the world of AI and analytics in the way we run our own lives, in the way we make decisions and in the way we learn from feedback.

Take feedback for instance.

In 2010, we were a small company with great potential. We had just navigated an incredibly tough period in our business with some of the founders leaving, and the great recession of 2008 & 2009.

We were looking for venture capital, and in the process, I met Vineet (name changed), a senior from college, reputed for being one of the smartest people in his class. Fractal was about \$5 million in revenue at that time. Vineet was a highly successful VC by then.

After spending a full day at Fractal along with some of his American colleagues, he came up with a

“no” decision on the investment. This was not unusual - we had several VCs reject us because analytics was a nascent industry and “services” were seen as less scalable. But Vineet’s logic was different. He said, “I really like your company and the space, but I don’t believe you (Srikanth) are capable of scaling this business. And considering you are critical for the business currently; we will pass on the investment”.

This feedback was hard-hitting. Especially after having spent several years building the business and navigating various start-up struggles.

I had two options: Reject the feedback and continue to plough on, or assimilate the feedback and get better. I decided to do the later. I shared this information with our executive team and resolved to work on improving my overall leadership of the company. And in a short three years, we had raised significant amount of venture capital, and the feedback I received from the investors was that I would make a “great public company CEO.”

At around a similar time, Shreekant Gupte, who was my coach had given me another piece of feedback on the business. He told me, bluntly, that Fractal was one of the most client unfriendly organizations he had ever witnessed. I initially argued with him telling him how it was simply not true. He said, Srikanth – you are obsessed with the craft of analytics, you are not obsessed with improving client outcomes. We took this feedback to heart and built a much better company.

Most people in the world receive feedback very poorly. The feedback feels like an attack in the moment and our first instinct is to obliterate it, defend ourselves and protect our fragile ego. Once we process it more deeply, knowing that the feedback doesn’t define who we can be and that we can get better, can we unlock the power of feedback.

We know all AI algorithms learn data. In fact, all learning happens from the feedback loop of learning. Only when the model predicts the wrong outcome are the weights of the deep learning or machine learning model updated. What if we could receive feedback like machine learning models receive, hungry to improve our accuracy?

Feedback is a gift. Cultivate it carefully. And especially as you grow senior in organizations, build a team around you that gives you feedback and isn’t afraid to receive feedback.

This is nothing new. Our wise poets from the Middle Ages had figured this out. In the words of Kabir das,

“निन्दक नियरे राखिये आंगन कुटी छबाय।  
बिन पानी बिन साबुना निर्मल करै सुभाय॥”

Loosely translated, it means - keep your critics close and listen to their advice, let their hut be in your courtyard. Without soap or water, they will clean you up.

In 2020, COVID-19 hit, and the entire world was scrambling to figure out how to respond to this unprecedented assault on our way of living. After quickly moving people to work from home seamlessly, we began exploring how we could contribute to the world around us in meaningful ways. The question we asked ourselves was this: “When this Covid crisis is all over and we live to tell our children and grandchildren about this massive disruption and loss of life we experienced, what will tell them? That we made a difference or that we just watched Netflix & YouTube at home? What will we regret more?

The answer was blindingly obvious. We wanted to contribute. We assembled a team of 50 people, helped the governments of Mumbai, Karnataka & Telangana with all sorts of data driven decision-making. We enabled Karnataka to make sure that from the time a patient is detected with COVID-19, the patient is admitted to the right hospital within 2 hours. In Mumbai, we consulted with the panel of 10 doctors who were in charge of the medical response to the crisis – we analyzed mortality data and identified risk factors such as obesity and diabetes that significantly increase mortality risk. And at Qure.ai, we built a COVID-19 detection algorithm from Chest X-rays that made a huge difference around the world.

In life, we will all be faced with major decisions. And one effective way to determine a good decision from bad is something you can take straight from the science of machine learning – it is regret-minimization. What will you regret more?

The short answer is generally that a regret minimization algorithm will suggest that we explore or experiment more when the decisions are small and reversible. And the regret minimization will prevent us from making huge blunders that threaten our survival.

When you make big decisions in life, do think of regret minimization. Especially, when faced with ethical decisions, I hope you will bring moral clarity and do the right thing.

I will now wrap-up.

We are living in unprecedented times. We are living in the age of AI –The future of work will be different from what we have seen so far. We must expect the unexpected.

The “why, what and how” of work will be different from what have seen so far:

- a. 40 hours a week will become unnecessary.
- b. In our lifetime, we will be able to alleviate poverty and guarantee the basics of life to every citizen of this world.
- c. In such a world, we will seek more meaning and purpose in the work we do.

- d. It will also mean that we will be able to unleash our imagination dream of the next big thing.

Work will get automated. A lot of the work that we currently do as human beings will feel sub- human, inhumane, or too dangerous.

How we will engage with each other, how we learn, how we make decisions and how we engage with information will change.

As you venture into this world and build a fifty-year career, may you lead the world with unimpeachable moral clarity.

And analytically speaking - May your errors always be random, your biases minimal, and your confidence intervals just right. And may you incorporate new data and revise your models often. Wish you all the best!

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## **Edited Book**

**on**

### ***Realising United Nations Sustainable Development Goals through Higher Education Institutions***

**By**

***Dr (Mrs) Pankaj Mittal  
and***

***Dr Sistla Rama Devi Pani***

The Association of Indian Universities has come out with a new publication on the vital theme ‘*Realising United Nations Sustainable Development Goals through Higher Education Institutions*’ this year 2024. AIU undertook several initiatives, like organising consultancies, debates, discussions, and Vice Chancellors Meets with experts from the United Nations, the Government, NITIAayog, and Industries to deliberate extensively on the various issues regarding SDGs. AIU also gathered articles from experts and erudite scholars on the implementation of the SDGs. Each article in the Book is unique and deals with a wide range of issues involved with SDGs in the words and opinions of the authors. This Book covers a range of articles on the status of implementation and the role that Higher Education Institutions can play in the speedy implementation of all 17 Sustainable Development Goals (SDGs). It certainly acts as a reference guide for those who are stuck in the process of achieving this extremely inevitable Agenda 2030. It provides a roadmap for the government and the universities to act timely to achieve the 2030 agenda for sustainable development.

For further details contact the Editors on Email Id : [ramapani.universitynews@gmail.com](mailto:ramapani.universitynews@gmail.com)

### **International Conclave on Relevance, and Implications of the National Education Policy—2020**

A three-day International Conclave on ‘Relevance, and Implications of the National Education Policy—2020 and the Required Technological Intervention in Empowering the Educational System’ was organized by the Sree Narayana Guru Kripa B. Ed. College, Pothencode, Thiruvananthapuram in collaboration with the Higher Educational Council, Govt of Kerala, and the All-India Association for Educational Research (AIAER), recently. The conclave aimed to bring together educators, policymakers, researchers, educational experts, and technologists globally to discuss and explore the implications of NEP—2020 and the role of technology in shaping the future of education in India to meet global standards. The Inaugural Session of the conclave was graced by Shri Adoor Prakash, Member of Parliament, Attingal Constituency. The event commenced with an introduction to the aims and objectives of the conclave by V Reghu. The speakers, scholars, government officials, and education experts provided valuable insights into the vision, objectives, and structural changes proposed by NEP—2020.

Prof S Mani, NCTE Member, Southern Region, and Former Professor, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu presented a theme talk on ‘NEP—2020: Envisioning Technological Interventions to Empower the Educational System in India’. Dr. Dennis Cheruiyot, Dedan Kimathi University of Technology, Kenya delivered on ‘Realizing the Technology Education Promise: A Golden Opportunity for all Learners’. Dr. Drisya Thumba, Data Engineer at Capgemini, Denmark engaged the audience on ‘Unlocking the AI Advantage: Applying Artificial Intelligence in Educational Settings’. The Keynote Addresses by distinguished speakers covered various aspects of NEP—2020 and technological interventions in higher education, shedding light on the policy’s goals and its potential to transform the education landscape.

The Panel Discussion on ‘Technological Intervention in Empowering Educational Systems’ was conducted which was chaired by Prof. Kuruvilla Joseph, Registrar and Dean, Student Activities at the

Indian Institute of Space Science and Technology, Thiruvananthapuram. The discussion included panelists, Dr V Reghu, Former Controller of Examinations, Dean, Research, and Chairman Board of Studies, Rajiv Gandhi National Institute of Youth Development, Ministry of Youth Affairs and Sports, Govt. of India, Dr T V Bindu, Associate Professor and Head, Department of Education, University of Kerala, Dr Joju John, Principal, Mar Theophilus Training College Nalanchira, and Dr Anila Chacko, Principal, St. Thomas Training College Mukkolakkal who each provided unique perspectives on technological interventions in various domains of education. About sixty papers were presented, covering a wide range of topics such as emerging trends in NEP—2020, technology in NEP, innovation in teaching-learning processes at the school level, constructivism, educational technology, teaching-learning in higher education, research universities in India, empowering research through technology, AI’s problems and possibilities in education, continuous professional development of teachers, and innovation in education. The event served as a comprehensive platform for stakeholders to explore synergies between the National Education Policy—2020 and advancements in educational technology. The event fostered rich discussions, providing a deeper understanding of the challenges and opportunities in reshaping the future of education. The recommendations and insights generated during the conclave are anticipated to make a significant contribution to the ongoing global discourse on education reform and technological integration.

### **International Conference on Functional Nanomaterials and their Applications**

A three-day International Conference on ‘Functional Nanomaterials and their Applications in Sustainability, Environment, Energy, and Biotechnology’ is being organized by the Birla Institute of Technology and Science Pilani, K K Birla Goa Campus, Goa jointly with the DCT’s Dhempe College of Arts and Science, Goa from November 16-18, 2024. The event aims to provide a forum for discussing the recent advances in new smart/ intelligent materials and their applications in nanotechnology and knowledge exchange. It will also offer an opportunity to strengthen the existing



education and research network among participating Institutions. The Specific Topics to be discussed will include but not limited to:

- New Smart/Intelligent Nanostructured Materials: Novel Synthesis Routes and Characterizations.
- Sustainable Energy Storage and Conversion: Nanomaterials for Electrodes for High-Performance Energy Storage Devices (Battery, Supercapacitor), Wearable Electronics, Electrocatalysts and Photoelectrocatalysis for H<sub>2</sub> and O<sub>2</sub> Production, Electrochemical Reactions, Semiconductor Technology.
- Environment: Environmental Remediation, Advanced Catalysts for Water Treatment, Identification of Pollutants and Contaminants by Nanosensors Chemosensors, Biosensors, Radioanalytical Techniques, etc.

For further details, contact Prof. N N Ghosh, Department of Chemistry, BITS Pilani, KK Birla Goa Campus, Goa- 403726, E-mail: [icfna2024@gmail.com](mailto:icfna2024@gmail.com). For updates, log on to: <https://www.bits-pilani.ac.in/goa/narendra-nath-ghosh>

### Conferences on Entrepreneurship

A three-day Biennial Conference on 'Entrepreneurship' is being organized by the Entrepreneurship Development Institute of India (EDII), Gandhinagar, Gujarat from February 26-28, 2025. The researchers, scholars, educators, professionals and practitioners may participate in the Event. The themes of the Event are:

- Cognitive and Behavioral Aspects of Entrepreneurship.
- Trans-generational Enterprises (Family Business).
- Entrepreneurship Policy and Governance.
- Entrepreneurship Education.
- Academic Entrepreneurship and the Craft of Teaching.

- Capacity Development and Lifelong Learning.
- Start-ups, Incubators, Accelerators and New Business Development.
- Corporate Entrepreneurship and Intrapreneurship.
- Women Entrepreneurship.
- Social Innovations and Entrepreneurship.
- Entrepreneurship and Society.
- Environmental, Social and Governance (ESG) and Entrepreneurialism.
- Inclusive Entrepreneurship.
- Innovation, Emerging Technologies, Appropriate Technologies, and Entrepreneurship for Achieving Sustainable Development Goals.
- Technology Entrepreneurship, Digital Entrepreneurship and Artificial Intelligence.
- Focus on MSMEs: Competitiveness, Growth and Sustainability.
- Spatial Dimensions of Entrepreneurship: Regions and Clusters.
- Culture, Tradition, and Value-based Entrepreneurship.
- Crisis Entrepreneurship and Post-pandemic Recovery.
- Functional Aspects of Entrepreneurship: Finance, Crowdfunding, Marketing, Operations and International Business.
- Sectoral Ecosystems and Entrepreneurship: Agriculture, Holistic Health, education, Green Economy, etc.

For further details, contact Coordinator, Mr. Ganapathi Batthini, Entrepreneurship Development Institute of India, Bhat, Gandhinagar - 382 428, Gujarat, Phone No: 079 - 6910 4900 / 6910 4999, Mobile No: 093270 45345, E-mail: [conference@ediindia.org](mailto:conference@ediindia.org). For updates, log on to: [www.ediindia.org](http://www.ediindia.org) / [www.ediindia.ac.in/conference.ediindia.org](http://www.ediindia.ac.in/conference.ediindia.org)

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## AIU News

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### Capacity Development Programme on Catalyzing Academic Reforms

A six-day Capacity Development Programme on 'Catalyzing Academic Reforms through Capacity Building of Universities Administration' was jointly

organized by the Association of Indian Universities (AIU), New Delhi—Academic and Administrative Development Centre (AADC), and Department of Rural Development, University of Science and Technology, Meghalaya (USTM) from May 20-25,

2024. About fifty-seven participants registered for the programme. The Inaugural Session was graced by the dignitaries, the then President of AIU, Prof. G D Sharma, Vice Chancellor, USTM, Secretary General, AIU, Dr. Pankaj Mittal, Convenor, Dr. Amarendra Pani, Joint Director (Research), AIU including Dr. B L Ahuja, Vice Chancellor, Bodoland University, Dr. Rajul K Gajjar, Vice Chancellor, Gujarat Technological University, Ahmedabad, Gujarat.

The session emphasized enhancing university administration capabilities, the importance of skill distribution, and modern teaching methods aligned with NEP-2020. The key topics included innovative learning, teacher training, digital tools integration, strategic partnerships, continuous training, mobility programmes, quality assurance, and sustainable academic reforms. Discussions also covered governance, resource management, stakeholder engagement, and collaborative approaches.

Dr. P G Rao, Distinguished Scientist, Council of Scientific and Industrial Research (CSIR), New Delhi led a session on 'University Administration Aspects' such as Syllabus Preparation, Academic Calendars, Skill Development, Student Orientation, and Entrepreneurship. The importance of adding value, developing extraordinary relationships, and fostering belief in extraordinary ideas was stressed. Leadership skills, technology utilization for innovation, and conducting local issue research for Ph.D. programmes were the key discussion points. The session underscored disciplined, student-centric leadership and effective administration through strong relationships.

Dr. Rajan Saxena, Former Vice Chancellor, SVKM's Narsee Monjee Institute of Management Studies, Mumbai focused on 'Technological Advancements and New Approaches in Higher Education'. The discussion highlighted the transformative effect of digital technologies on education, stressing the importance of digitalization for enhancing learning effectiveness and engagement.

Prof. A B Joshi, Director, Academics, Kaushalya—The Skill University, Ahmedabad, Gujarat discussed technological interventions in education. The session highlighted digitalization's potential to improve learning and engagement, exploring cloud applications, digital technologies, and associated challenges. Key themes included paradigm shifts in

higher education, digital learning, and the importance of tools for lower energy consumption, automation, and communication.

Dr. Safia Farooqui, Professor and Director, Dr. D Y Patil Vidyapeeth Centre for Online Learning led a session on 'Online Courses and Digital Technology's Transformative Impact on Education'. The discussion covered digital tool's benefits, growth opportunities, and challenges in higher education's digital transformation. Participants examined stages of digital transformation and recognized the need for proficiency across all areas to maximize growth potential.

During the Valedictory Session, Dr. Lilika Zhimomi, Assistant Professor, Department of Rural Development, USTM provided a concise overview of the week's proceedings, emphasizing key discussions and the collaborative spirit. Participants shared experiences and feedback, praising the well-structured sessions and practical insights. The Chief Guest, Prof. Rajeev Ahuja, Director, Indian Institute of Technology, Ropar delivered the Valedictory Address, commending AIU and USTM for the event and highlighting continuous learning and innovation in academia and research. Prof. G D Sharma expressed gratitude to participants, organizers, and speakers, reaffirming USTM's and AIU's commitment to academic excellence and collaboration. Dr. R K Sharma, Advisor, USTM concluded with a Vote of Thanks, appreciating everyone's contributions to the event's success. The valedictory session marked the end of a productive and enlightening programme, motivating participants to pursue academic and professional excellence.

### **Faculty Development Programme on Roadmap to Educational Transformation**

A ten-day Faculty Development Programme on 'Roadmap to Educational Transformation: Implementing Strategies of National Education Policy 2020' was jointly organized by the Association of Indian Universities and the Academic and Administrative Development Centre (AADC) of the Academy of Maritime Education and Training (AMET), Deemed-to-be University, Chennai, Tamil Nadu from May 06-15, 2024. About seventy participants attended the programme.

During the Inaugural Session, Dr. T Sasilatha, Dean, Academics and International Relations,

AMET delivered the Welcome and Presidential Address. The Inaugural Address was delivered by Prof. V Rajendran, Vice Chancellor, AMET. The Chief Guest of the session was Dr. Abudhahir, IQAC Coordinator, Abdur Rahman Crescent Institute of Science and Technology, Vandalur and Chennai. He appreciated the AIU for developing the Academic and Administrative Development Centre to perfectly balance the academics and administration in an institution. He said that it was a pleasure to have such an eminent expert on this forum and the overview of the programme was delivered by Dr. R Rajavel, Head, Department of Marine Engineering, AMET.

During the Technical Session, the Guest Speaker was Dr. Abudhahir, IQAC Coordinator, Abdur Rahman Crescent Institute of Science and Technology, Vandalur and Chennai. He discussed the 'Introduction to National Education Policy NEP-2020. He mentioned the significance of the National Education Policy 2020 which represents a paradigm shift in India's education landscape, aiming to create an inclusive, flexible, and future-ready education system that empowers learners to thrive in a rapidly changing world.

Dr. Kulandaivel, Professor, Department of Electrical Electronics and Communication Engineering, National Institute of Technical Teachers, Training and Research, Chennai discussed the session on 'Integration of Technology in Teaching-learning Process'. He explained the importance of integration of technology in the teaching-learning process in the modern education system which provides interactive and multimedia-rich learning experiences that can capture students' attention and engage them more effectively than traditional methods.

Dr. Renuka Devi, Professor and Head, Department of Engineering Education, NITTTR, Chennai headed the session on 'Strategies for Fostering Collaboration between Educational Institutions and Communities'. She explained about the collaboration which allows educational institutions to tap into the resources and expertise available within the community, providing students with enriched learning experiences. It encourages a culture of lifelong learning by providing opportunities for education beyond the traditional classroom setting. This could include adult education programmes, workshops, or community-based learning initiatives.

Dr. Beulah David, Professor, School of Engineering, Saveetha University, Chennai spoke on 'Faculty Training and Professional Development'. The faculty training ensures that the educators are equipped with the latest pedagogical techniques, subject knowledge, and technological skills necessary to deliver high-quality education.

Dr. Jagannath M, Professor, School of Electronics Engineering, VIT Chennai on 'Aligning Curriculum Frameworks with the Objectives of the NEP-2020'. Curriculum frameworks should reflect this emphasis by incorporating interdisciplinary approaches, experiential learning opportunities, and activities that promote the holistic development of students. Curriculum frameworks should provide flexibility in course offerings, elective subjects, and assessment options to accommodate diverse learning needs and preferences.

Dr. T T Mirnalinee, Professor and Head, Department of Computer Science and Engineering, SSN College of Engineering, Chennai carried the session on 'Exploring Innovative Pedagogical Approaches and Teaching Methodologies'. Innovative pedagogical approaches help educators cater to diverse learning styles, ensuring that all students have an equal opportunity to understand and engage with the material. NEP-2020 emphasizes the development of critical thinking and creativity among students. The Innovative teaching methodologies such as problem-based learning, project-based learning, and experiential learning can foster these skills by encouraging students to actively participate in the learning process and apply their knowledge in practical scenarios.

Dr. S Umamaheswari, Associate Professor, Department of Information and Technology, MIT headed the session on 'Multidisciplinary and Holistic Education'. Multidisciplinary and Holistic Education lies at the heart of NEP-2020, providing students with a comprehensive and relevant learning experience that prepares them for success in an increasingly complex and interconnected world. By embracing interdisciplinary approaches, educators can empower students to become lifelong learners, critical thinkers, and active contributors to society.

The session was carried by Dr. O Uma

Maheswari, Professor, Department of Electronics and Communication Engineering, Anna University on 'Equity and inclusion in education'. She explained that equity and inclusion are fundamental principles of NEP-2020 that underpin efforts to create a more just, inclusive, and equitable education system. By prioritizing equity-focused policies and inclusive practices, policymakers, educators, and stakeholders can work together to ensure that every individual has the opportunity to access quality education, fulfill their potential, and contribute meaningfully to society.

During the Valedictory Session, the welcome address was delivered by Dr. R Rajavel, Head, Department of Marine Engineering, AMET. The valedictory address was delivered by C/E Shathish Kumar, Dean, Department of Marine Engineering. The programme ended with Vote of Thanks by Dr.

T Sasilatha, Dean, Academics and International Relations, AMET.

#### The Outcomes of the Programme

- Participants may be able to get a deeper understanding of the key principles, goals, and provisions of NEP-2020.
- FDPs contribute to the professional development and capacity building of faculty members, enabling them to stay abreast of emerging trends, research findings, and best practices in education.
- FDPs play a crucial role in supporting the successful implementation of NEP-2020 by empowering faculty members with the knowledge, skills, and resources needed to drive meaningful reforms and improve educational outcomes for students. □

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# Social Theory and Education: Understanding the Interplay between Society and Educational Systems

Aastha Srivastava\*

Social theory is a powerful tool to understand how social influences shape the processes and outcomes of education. Through exploring this intersectionality, scholars can better grasp how educational institutions reproduce social inequalities and meaningfully move towards transformative practices in education fostered by ideas about justice or equity. This paper provides an overview of the underlying mechanisms that affect education and the role of perpetuation or challenge of social inequality. It provides insight into how social structures, cultural norms, and power dynamics shape the process and outcome of education and provides a framework for the development of educational strategies grounded in social theory. It also explores the challenges of implementing social theory-based practices in educational settings. It is possible to better comprehend how educational systems continue socio-economical stratification by maintaining pre-existing paradigms and more diverse student bodies.

Education is the basis of a society's growth, building on individual knowledge, convictions and skills while reflecting and supporting larger social systems and procedures. It describes society as an institution deeply embedded in societies' structures perpetuating their dominant values and ideologies (Apple 2004). The process of education is both a product and maker of social reality hinges greatly on the relationship existing between it and the society determined by educational theory as well as practice. Understanding this complicated interaction underscores the importance of considering social theory vis-à-vis education. Social theory establishes models to aid in understanding diverse societal factors that influence educational processes and outcomes. Theories by sociological theorists such as Emile Durkheim, and John Dewey among others are important sources of

insight into how societal structures, cultural norms and power relations impact education establishments. Through exploring this intersectionality scholars/practitioners can better grasp how educational institutions reproduce social inequalities and meaningfully move towards transformative practices in education fostered by ideas about justice or equity.

### Theoretical Foundations

Social theory provides a lens for understanding the complex interactions between society and education. It provides insight into how social structures, cultural norms and power dynamics shape the processes and outcomes of education. Through a variety of theoretical perspectives, educators and researchers have gained a deeper understanding of the underlying mechanisms that affect education and the role of perpetuation or challenge of social inequalities.

### Key Concepts and Perspectives

#### *Marxian Theory*

Karl Marx's theory provides a critical study of the structures in society, with a special emphasis on the role of economic forces that determines the social relationships. Marxian thought emphasises the role of educational system in perpetuating socio-economic inequalities. Marx argued that the ruling class's dominant ideology, reinforcing class divides and legitimising capitalist exploitation are promoted by educational institutions. As Marx famously stated, "The ideas of the ruling class are in every epoch the ruling ideas. (Marx & Engels, 1845) Thus, education becomes a source for maintaining the status quo rather than challenging oppressive structures.

#### *Durkheim's Theory*

The thesis of Emile Durkheim is that education is essential for building a community and ennobling unity. According to Durkheim, education passes on a common conscience, ideals, and norms to the youth.

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\*Research Scholar, Zakir Hussain Centre for Educational Studies, Jawaharlal Nehru University, New Mehrauli Road, New Delhi- 110067. E-mail: [aastha998@gmail.com](mailto:aastha998@gmail.com)

Even more critical, schools and other educational institutions help maintain and restore people's sense of belonging and unity. From this perspective, education is a source of nothing more than "Education is a social process; education is growth; education is not preparation for life; education is life itself". Therefore, Durkheim implicitly says that education becomes a vehicle for reinforcing social structure and stabilizing society.

### ***Dewey's Theory***

Experiential learning and democratic values are the central ideas emphasized by John Dewey. He gave importance to real-world or practical experiences in education, as well as critical thinking and problem-solving abilities. As he gives his view, education alone should not be the only thing that should equip people to take part in society but contribute to social change actively. Thus, to foster individual growth and societal progress and changes, education becomes a means.

Other social theories that can be used to study and understand the education process are as follows:

- Critical Theory uses the concepts of power and aims to upend existing ideas within educational organizations; (Freire, 1970)<sup>1</sup>.
- Symbolic Interactionism seeks to understand social psychological processes and acquire information about the dynamics of curriculum and student-teacher relationships (Blumer, 1969)<sup>2</sup>.
- Additionally, feminist theory, which is a viewpoint focusing on gender inequalities in education calls for a balance of power between men and women in curriculum and pedagogy (Hooks, 1994)<sup>3</sup>.

An interdisciplinary approach to education and social theory is essential to obtaining a holistic picture of all the moving parts involved. To better comprehend and explain how social influences shape each other *via* educational procedures, educators and researchers should use insights from sociology, psychology, anthropology, and other applied social science areas.

### **Societal Influences on Education**

#### ***Impact of Socioeconomic Factors on Educational Access and Outcomes***

Socioeconomic factors play a huge role in the access and process of education and its accomplishments, but that is only representative of

broader societal patterns of social inequality. In the words of John Dewey "Education is a regulation of the process of coming to share in the social consciousness" and "the adjustment of individual activity based on this social consciousness is the only sure method of social reconstruction" (Dewey, 1916). In this sense, Dewey's attitude claims that it is vital to factor in the socioeconomic background of education.

Moreover, there is an unequal opportunity of socioeconomic status among people in society. It includes unequal opportunities to excellent educational opportunities such as adequately funded schools, high-quality instructors, and extracurricular activities. In addition, economic disparities influence students' academic excellence since students from disadvantaged backgrounds are forced to experience barriers such as low nutrition levels, unstable housing, and inadequate healthcare. The product of these factors is the constant achievement disparities between low-income students and their high-income counterparts (Dewey, 1916).

### **Role of Culture and Cultural Capital in Shaping Educational Experiences**

Indeed, culture and cultural capital play a critical role in the process and quality of education. As Durkheim put it, "Education's function is the transmission of cultural heritage from one generation to the next, and second, it aims to condition young persons into their future adult social roles" (Durkheim, 1956, p.73). In this view, provided by Durkheim, education includes a cultural aspect of the process, and it is focused on socialization and the cultural norms and values transmitted.

Cultural capital, defined as an individual's education or acquaintance with culture combined with the skills and resources acquired thereby, also greatly influences academic success. Thus, students from cultured families who have been exposed to literature, and visit museums and other cultural events often have an advantage when making their way through the college or university system. Those from underprivileged groups cannot have access to these things, which means that in the academic setting, they are disadvantaged once again. All these aspects lead to the further consolidation of patterns of inequality and ensure that unrelated occupation is inherited with generations. Indeed, as Durkheim has put it, "the being of every society is labour... difference unites if it is a source of productivity."

## **Influence of Political Ideologies and Power Dynamics on Educational Policies and Practices**

Educational policies and practices are developed based on political ideologies and power relations, shaped by contrasting aspects of societal interests and values. Dewey once stated that Democracy has to be re-born in each generation, and schooling is its mother. From that statement, it is possible to infer that education plays a crucial role in the creation of active citizenship and active participation in the deliberation of public matters. However, political perspectives often have a dual impact on educational practices; they may support the existing power relations and systems, as well as challenge them. For example, the systems favouring standardized testing and accountability give preference to efficiency and uniformity, largely neglecting the fact that all children have different needs. Likewise, controversies regarding the content of the curricula, for example, the presence or absence of some historical facts or approaches, may be construed as part of various ideological disparities regarding national identity and proposed values.

Finally, social forces have a significant impact on education, affecting the access, experience, and outcomes of students. Education and policymakers can seek more just and inclusive educational systems by taking into account socio-economic background, cultural dynamics, and political beliefs.

## **Educational Systems and Social Reproduction**

### ***How Educational Systems Perpetuate Social Inequalities***

Educational systems are not neutral units, but they play an important role in maintaining socio-economic inequality. John Dewey emphasized this point by saying that “education is in its broadest sense the means of this social continuity of life” (Dewey, 1938). Dewey’s approach emphasizes the function of education in the creation of social structures and in the perpetuation of existing disparities. Unfair access to resources and opportunities is one way in which educational institutions contribute to social inequality. Schools in wealthy neighbourhoods often receive more funding and provide sophisticated academic programmes, whereas low-income schools face limited resources and facilities. This resource inequality further increases academic achievement gaps and strengthens existing socioeconomic divisions (Dewey, 1938).

## ***Reproduction of Class, Race, and Gender Disparities within Educational Contexts***

Educational systems often work as tools for perpetuating class, racial, and gender inequality. Emile Durkheim stated: “Education is the action of older generations against those who are not yet ready for social life” (Durkheim, 1956). Durkheim’s approach emphasizes the socialization function and role of education in the transmission of society’s ideals and standards. In practice, educational institutions can inadvertently expand disparities by favouring one group over another. For example, monitoring systems that divide children into different educational paths based on perceived abilities can exacerbate social, economic, and racial gaps. Similarly, gender biases in the content of the curriculum and classroom interactions can promote conventional gender standards while restricting opportunities for girls and women (Durkheim, 1956).

### ***Critiques of Meritocracy and the Myth of Equal Opportunity***

The criticism of meritocracy and the illusion of equal opportunity questioned the idea that people achieve success only through merit and effort. Dewey warned against the concept of meritocracy and stated, “The school is primarily a social institution.” Education is a social process, and school is merely a form of community life, and all the agencies that will succeed most in bringing children to share the heritage of race” (Dewey 1938, p. 1). Dewey’s criticism emphasizes the social aspect of education and its ability to challenge or strengthen existing social structures. In reality, family backgrounds, social levels, and access to educational resources have a significant impact on the chances of success of an individual.

Finally, educational institutions are a major source of social inequality as they replicate class, racial and sex divides. Examining how educational institutions perpetuate social reproduction allows us to reconstruct the educational system and make it more equitable and accessible to everyone.

## **Socialization and Moral Education**

### ***The Role of Education in Transmitting Cultural Values and Norms***

Finally, educational institutions are a major source of social inequality as they replicate class, racial and sex divides. Examining how educational

institutions perpetuate social reproduction allows us to reconstruct the educational system and make it more equitable and accessible to everyone. Role of Education in the Transmission of Cultural Values and Norms For the young, education is an important avenue for passing culture's philosophies from one generation to the next. "Every teacher should be aware of the importance of his career; the teacher is a societal worker dedicated to keeping the moral social structure and encouraging the good social development", John Dewey had for this reason emphasized. Dewey's interpretation implies that educators have a crucial function in helping subsequent generations inherit cultural legacy develop cultural ties. Culturally laden attitudes and beliefs are a reflection of social structure within the curriculum across a wide spectrum of topics, including literature, history, and social studies. Children gain an understanding of their culture and heritage when subjected to a variety of distinct perspectives and heritages. Additionally, through classroom interactions and social activities, children develop cultural ideals, attitudes, and beliefs that they then repeatedly focus their attitudes and opinions on.

### **Durkheim's Concept of Moral Education and Social Integration**

Emile Durkheim's concept of moral education is based on the idea that education should be a means of uniting the community and creating solidarity. A school, in Durkheim's opinion, is an institution that unifies people into a community and instills the feeling of a common norm. Education is "the influence exercised by the adult generations on those that are not yet ready for social life". Thus, Durkheim's vision of moral education is based on the idea of socializing and educating the future members of society. In creating this vision, Durkheim offered the idea of creating in students an understanding of their debt and responsibility to the community. Thus, the Puritan feeling generation helps the members of the society to find themselves and connect through the group norms. The feeling of duty allows for instilling moral education as a way to create social stability through the feeling of responsibility for the societal good.

### ***Contemporary Approaches to Character Education and Civic Engagement***

Contemporary character education and civic engagement programs have a similar purpose of creating ethical ideals and civic virtues among pupils. These programs aim at embedding such

qualities as empathy, honesty, and respect for others' diversity in children to make them responsible citizens in a democratic society. Dewey's idea of education as a preparation for participation in social life resonates with the current tendency to promote civic engagement and social responsibility through character education. Civic engagement programs allow students to encounter social problems and become part of the solution. Educators assist them in acquiring the information, skills, and attitudes necessary for informed participation in the democratic processes. Through service learning, community service, and democratic decision-making, educators teach students their social responsibility allowing them to better their society. Educators may design curricula and instructions tailored to the integration of Dewey's and Durkheim's ideas to facilitate social integration, moral development, and active citizenship, thus making a societal transformation towards a more fair community.

### **Curriculum and Pedagogy**

#### ***Analysis of Curriculum Content and its Reflection on Societal Values***

Curriculum content is a statement of what a given society considers important about life and learning. It defines how human beings grasp what society holds to be a symbol of perfection and, on many occasions, is dictated by ideological ideas inherent to the dominant culture. This frequently causes certain social groups or even entire societies to be excluded or marginalized by the curriculum. Nevertheless, the piece contends that "the curricular content must be judged in line with such guiding democratic principles and a concept of social justice". Thus, assessment of the curriculum content is an integral action to establishing its validity and inclusivity.

### **Pedagogical Approaches Informed by Social Theory**

Social theory guides these pedagogical approaches, which are intended to reform current power structures and establish critical consciousness among pupils. For example, Emile Durkheim underlined education's function in fostering social solidarity and ethical integration, insisting on the need for educational methods that encourage a collective personality and the spirit of unity. According to Durkheim's model, the educational platform should be fully accessible and inclusive to enable students



to confront societal issues and form their opinions autonomously. Pedagogical approaches rooted in social theory emphasize experiential learning, critical thinking, and collaborative problem-solving. For example, project-based learning enables students to grapple problems and come up with answers while being more engaged and questioning. Similarly, culturally informed pedagogy recognises and agrees pupils' various cultural heritages, promoting justice and a sense of community.

These pedagogical approaches seek to enable students to identify and fight oppressive systems. For instance, John Dewey articulated the notion of democracy's preservation in each new generation to the extreme that "Democracy has to be born every age, and education is its midwife". Dewey's platform accentuates the value of the educational sector in a democratically accountable one's own activity. One of the numerous strategies for instilling a sense of critical consciousness is to incorporate social justice material into the curriculum. Thus, pupils may be subjected to varied authority figures, tales of days gone by from various points of view, and current events revealing social discord and the absence of equity. Furthermore, educators can organise debates and functions that compel pupils to analyse power relationships, challenge symbols, and advocate for equal opportunities.

### **Strategies for Promoting Critical Consciousness and Social Justice within Classrooms**

Classroom-based interventions to instill critical consciousness and social justice rely on educating students to recognise and react against oppressive systems and measures. According to this concept, John Dewey stated, "Every generation has to accomplish democracy over again, and education proposes to be the midwife", the process of learning is a valuable addition ensuring democratic citizenship and active participation. Dewey's education strategy focuses on the meaning of developing responsible citizens through active engagement. Educators can combat critical awareness through the introduction of material related to social justice in the social policy curriculum. This material covers various perspectives, historical records, and current realities that highlight social disparities and injustices. Educators may also hold public debates and workshops for learners to discuss power structures, ask questions, and underpin social reform agendas.

## **Educational Policies and Reform**

### ***Historical Overview of Educational Policies Influenced by Social Theories***

Numerous social theories had a significant impact on educational practices as beliefs and societal goals have changed. One of the best examples of John Dewey's stance on educational policies is the progressive education movement in the beginning of the 20th century. Dewey is convinced that the experiences and child-centered approaches shape the basis of the curriculum and found their reflection in the American educational reality in the 1920s.

Emile Durkheim's vision of moral education inspired the development of educational systems in many countries where citizenship and character education became one of the main goals.

Marx's and Engels' revelation of educational facilities as the instrument of class struggle foster social movements for equity and justice. Most of Marxists' vision of new forms of educational systems, including equal funding for everyone and empowerment of the marginalized, have been implemented in almost all liberal-minded nations.<sup>4</sup>

### **Proposals for Transformative Educational Practices Grounded in Social Theory**

Proposals for transformational educational strategies grounded in social theory attempt to rectify the root causes of educational inequality and realize more egalitarian outcomes. Progressive educators call for student-centered pedagogy and project-based learning engaging students in real-world problems, coupled with fostering agency.

To boost character education and socio-emotional development in schools, Durkheim's ideas on moral education and social connectedness can be useful. Thus, ethical progress and community-building can be encouraged by schools via explicit teaching of principles like empathy, respect, and responsibility.

Subsequent criticisms of capitalist education institutions by Marxist theorists have stimulated demands for instructional equity and social justice. Marxist-inspired proposals for transformational instructional methods argue that systemic reforms addressing disadvantages do exist, such as equitably financed schools that are responsive to multiple ethnicities and community-based education models.

Ultimately, our view of the role of education in society is influenced by all of these social theories, and this shapes our approach to educational policy and reformation. By critically evaluating their historical lineage and existing policies and transformational strategies, educators and policymakers can foster more equitably inclusive schools that encapsulate social justice and democratic tenets.

### Challenges in Implementing Social Theory-Based Practices in Educational Systems

Several issues arise when implementing social theory-based practices in educational settings. Firstly, it is the opposition from the side of traditional educational paradigms. Dewey explained that a combination of the two opposing traditional paradigms – a teacher-centered one and an experiential one, could nurture a well-rounded student. However, the former is usually overshadowed by the commitment to standardized testing, memorization, and only certifying experiences.

Secondly, it is the diversity of student populations. Durkheim argued that moral education should be aimed at developing social solidarity. However, it is difficult to achieve in a multicultural society where people come from different cultural backgrounds with its own values developed for centuries.

Therefore, Deweyan and Durkheimian theories may not be very easy to implement in the educational setting due to certain constraints that the educational practitioners face, such as standardized testing, bureaucratic regulations, and scarce financial and human resources.<sup>5</sup>

### Conclusion

Education is intricately bound to societal frameworks: it makes and changes knowledge, and mirrors socio-political relations through social theories. By incorporating social theory into education, it is possible to comprehend how educational systems continue socio-economical stratification by maintaining pre-existing paradigms and more diverse student bodies. Even so, transformative programs such as student learning-centered curriculum and character education can further generate socially just practices and outcomes. How education has changed: An interpretive review

of empirical research designs. Educators and policymakers could study historical background, current conditions, and reform programme to establish socio-educational institutions, that follow social justice and democracy principles.

### Endnotes

1. Freire, P. (1970). *Pedagogy of the oppressed*. Herder and Herder.
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# THESES OF THE MONTH

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## HUMANITIES

A List of doctoral theses accepted by Indian Universities  
(Notifications received in AIU during the month of May-June, 2024)

### Geography

1. Ahmad, Syed Towseef. **Mass balance estimation of glaciers in Jhelum Basin of North-Western Himalayas, India.** (Prof. Pervez Ahmed and Dr. Parmanand Sharma), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
2. Dar, Fairouz Ahmad. **Kashmiri Na'at of Chenab Valley: A critical study.** (Dr. Afaq Aziz Yattoo), Centre of Central Asian Studies, University of Kashmir, Srinagar.
3. Ganaie, Mohamad Imran. **Impact of pesticides on water quality and human health conditions of South Kashmir: A Geo-Medical analysis.** (Dr. Ishtiaq A Mayer and Prof. Pervez Ahmed), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
4. Jana, Rajib. **Agricultural development and emerging nutritional levels in Jashpur District (C.G.): A geographical study.** (Dr. Anil Kumar Sinha), Department of Geography, Sant Gahira Guru Vishwavidyalaya, Chhattisgarh.
5. Rafique, Nusrat. **Reclamation of degraded lands and its economic implications in Budgam District, Jammu & Kashmir India.** (Prof. Mohammad Sultan Bhat), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
6. Ruyida. **Sustainability assessment of sericulture development in Kashmir Valley.** (Dr. Harmeet Singh and Prof. Pervez Ahmed), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
7. Shah, Bilquis. **Rainfall threshold based landslide early warning system for the Kashmir Himalayas.** (Dr. Akhter Alam), Department of Geography & Disaster Management, University of Kashmir, Srinagar.

### History

1. Naikoo, Ishfaq Ahmad. **Islamic revivalism in Kashmir: Ahl-I-Hadith Jamaat-i-Islami: A comparative study (1923-1989).** (Prof. Bashir Ahmad Khan), Department of History, University of Kashmir, Srinagar.

### LANGUAGES & LITERATURE

#### Arabic

1. Bhat, Tanweer Ahmad. **Contemporary applied criticism in the select work of Mohammad Mandour and Jameel Jalibi.** (Prof. Shad Hussain), Department of Arabic, University of Kashmir, Srinagar.
2. Ganie, Ajaz Ahmad. **Resistance literature and Arabic fiction: A study of the select fiction of Bahaa Taher.** (Dr. Tariq Ahmad Ahangar), Department of Arabic, University of Kashmir, Srinagar.

#### English

1. Altaf, Sana. **Feminist Dystopian fiction: A study of select contemporary novels.** (Prof. Lily Want), Department of English, University of Kashmir, Srinagar.
2. Choubey, Arzoo. **Mahabharata: Readings into the making of heroes, heroism and heroic discourses.** (Prof. B I Guru), Department of English and Other European Languages, Dr Harisingh Gour Vishwavidyalaya, Sagar.
3. Dodia, Khyati Rameshbhai. **Contribution of sci-fi feminist discourse: A study of selected works by Ursula K Le Guin, Joanna Russ and Marge Piercy.** (Dr. B R Zala), Department of English, Saurashtra University, Rajkot.
4. Ghelani, Ami Narendrabhai. **Historiographical study of selected histories of Indian English literature.** (Dr. B R Zala), Department of English, Saurashtra University, Rajkot.
5. Hussain, Tahmeena. **Metaphor in cognitive linguistics: A study with reference to the select works of Graham Greene.** (Dr. Musavir Ahmed and Prof. Mufti Mudasar), Department of Linguistics, University of Kashmir, Srinagar.
6. Lobo, Niveditha Carolline. **A study of English language textbooks and pedagogic practices of syllabus prescribed for undergraduate courses of Mangalore University.** (Dr. Meti Mallikarjun), Department of English, Kuvempu University, Shankaraghatta.
7. Narsaiah, Ch. **The mythological interpretations of Indian life in the select novels of Devdutt Pattanaik.** (Prof. G Damodar), Department of English, Chaitanya (Deemed To Be University), Himayatnagar, Hyderabad.

8. Reddy, B Kesava. **Enhancing student-teacher interaction through task-based teaching among undergraduate students of selected degree colleges in Rayalaseema Region.** (Dr. K Gopal Reddy and Dr. V B Chithra), Department of English, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
9. Rigia, Pupy. **Designing model English textbooks for Tagin ESL learners Class I, II and III of primary schools of Upper Subansiri District.** (Prof. K C Mishra), Faculty of Languages, Rajiv Gandhi University, Itanagar.
10. Vats, Shikha. **Future imperfect: Utopia, Dystopia, and the critique of the present.** (Prof. Angelie Multan and Prof. Simona Sawhney), Department of Humanities & Social Sciences, Indian Institute of Technology Delhi, New Delhi.

#### Hindi

1. Agarwal, Vijay Laxmi. **Prem, vatsalye aur bhakti ka sangam, Surdas.** (Dr. Avadhesh Kumar), Department of Hindi, Sangam University, Bhilwara.
2. Ali, Shugufta. **Sudarshan Priyadarshini ke upanyasoan main pravasi Bhartiyoan ke manav-muliy.** (Prof. Rubi Zutshi), Department of Hindi, University of Kashmir, Srinagar.
3. Asha Devi. **Dudhnathsingh ke katha sahitye mein samajik yatharth.** (Dr. Karsan Ravat), Department of Hindi, Gujarat University, Ahmedabad.
4. Odedara, Karanbhai Ramabhai. **Himanshu Joshi ke upanyasoan mein yatharthbodh.** (Dr. N T Gamit), Department of Hindi, Saurashtra University, Rajkot.
5. Vaghadia, Heena Shantilal. **Bal sahitye ke paripekshey mein prakash Manu ke upanyasoan ka adhyayan.** (Dr. Jagrutiben N Pandya), Department of Hindi, Saurashtra University, Rajkot.

#### Persian

1. Hameed, Suraya. **Evaluation of literary themes in Vird-ul-Murideen of Baba Dawood Khaki.** (Dr. Mohd Rafiuddin Makhdumi and Dr. Jhangir Iqbal), Department of Persian, University of Kashmir, Srinagar.
2. Latoo, Barkat Ali. **Diffusion of Persian elements in Kashmiri Marsiya (elegy).** (Dr. Mohd Rafiuddin Makhdumi and Dr. Abid Gulzar), Centre of Central Asian Studies, University of Kashmir, Srinagar.

#### Sanskrit

1. Anupriya. **A critical study of post-independent Sanskrit Prahasanas.** (Prof. Banamali Biswal), Department of Sahitya, Central Sanskrit University, New Delhi.
2. Bhat, V Ganesha Prasad. **Rigvede Shakalshakhan-targatamahasaauramantranam Ashtavikriti-**

- pathasampadanam.** (Dr. K Tarakarama Kumar Sarma), Department of Rigveda, Sri Venkateshwara University, Tirupati.
3. Bhawna. **Vasude Vijaykavye kridanttadhitant-karakprayogvaishishtya parisheelanam.** (Dr. Madhukeshwar Bhat), Department of Navya Vyakarna, Central Sanskrit University, New Delhi.
4. De, Debasmita. **Shri Chajjuramashastrapranitasya Shivakathamritamahakavyasya samikshatmakamadhanam.** (Dr. Anil Kumar), Department of Sahitya, Central Sanskrit University, New Delhi.
5. Dubey, Anuradha. **Swami Hariharanandpraneetasya 'Ramhanumadeeya' Mahakavyasya Bhaktiparakam vishleshanam.** (Prof. Ramlakhan Pandey), Department of Sahitya, Central Sanskrit University, New Delhi.
6. Ganesh Prasad, K S. **Preparation of a web database to show the formation of words contained in Amarkosa according to Vyakhyasudha.** (Prof. CSS Narsingh Murthy), Department of Navya Vyakarana, Central Sanskrit University, New Delhi.
7. Kularni, Akshay Ashok. **Samvediyevamana - Vainateyakarikayoh tulanatakamadhanam.** (Dr. M V N Pavana Kumara Sarma), Department of Samaveda, Sri Venkateshwara University, Tirupati.
8. Kulkarni, Ballalnath. **Mimamsanukramanikayah dasamadhanayasa visishtamadhanam.** (Dr. T Umesh), Department of Mimamsa, Sri Venkateswara Vedic University, Tirupati.
9. Maikhuri, Pradeep. **Vinshotaridashadharen Chandragrahal vimarsh.** (Prof. Neelam Thagela), Department of Phalit Jyotisha, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.
10. Mharpa, Ambika. **Analysis of Punchadeep Prakarna of Panchadashi in accordance of Kalyanpiyusha Yakhya.** (Dr. Bhagaban Samantray), Department of Advait Vedanta, Central Sanskrit University, New Delhi.
11. Mishra, Santosh Kumar. **Sheshdhikare Mahabhasheyvyakhyatsutranam kaiyatadrishtya samalochnatamakadhanam.** (Dr. Naresh Kumar Bairwa), Department of Navya Vyakarana, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.
12. Narender Singh. **Kavivaramedhavratacharyavirachitadayanandadigvijayamadhavacharyavirachitashankardigvijaya mahakavyayoh kavyasaundaryadrishtya tulnatmakadhanam.** (Prof. Parmeshwar Narayan Shastri), Department of Sahitya, Central Sanskrit University, New Delhi.
13. Pandey, Avnish Kumar. **A philosophical review of Vishishtadvaita principles propounded in Shri-madbhagawat.** (Prof. Harekrushna Mohapatra), De-

partment of Advait Vedanta, Central Sanskrit University, New Delhi.

14. Patel, Vaishaliben Jambubhai. **The Purusartha Castustaya represented in the plays of Bhasa: A critical study.** (Dr. R N Kathad), Department of Sanskrit, Saurashtra University, Rajkot.
15. Pooja. **A critical study of Sindhuraj Vadhama-hakavya composed by Goswami Balbhadraprasad Shastri.** (Dr. Parmanand Vatsa), Department of Sahitya, Central Sanskrit University, New Delhi.
16. Rath, Parisima. **Experimental study of Yogakarnika in modern context.** (Dr. Ashok Kumar Meena), Department of Sankhyayoga, Central Sanskrit University, New Delhi.
17. Rohit Kumar. **Kashmir Shaivism and Vedanta philosophy: A comparative study.** (Dr. Wahid Nasaru), Centre of Central Asian Studies, University of Kashmir, Srinagar.
18. Sati, Madhusudan. **Trends of contemporary creative Sanskrit writings of Uttarakhand: A critical study.** (Prof. Banamali Biswal), Department of Sahitya, Central Sanskrit University, New Delhi.
19. Sharma, Naresh S. **A critical study of the Ramalvidya in the Sancha Grantha's.** (Dr. Vishnu Kumar Nirmal), Department of Jyotisha, Central Sanskrit University, New Delhi.

## Philosophy

1. Ramchiary, Arpana. **Women's subjectivity through embodiment: A feminist approach by Judith, Butler and Luce Irigaray.** (Prof. Prasenjit Biswas), Department of Philosophy, North Eastern Hill University, Shillong.

## Religion

### Islamic Studies

1. Ganaie, Bilal Ahmad. **Major Islamic financial institutions in India: A study in growth and development.** (Prof. Ab Rashid Bhat and Dr. Nasir Nabi), Department of Islamic Studies, University of Kashmir, Srinagar.
2. Rather, Nazar Mohamad. **Development of Islamic educational thought in modern times: A study of Maulana Maududi, Ismail Raji-al-Faruqi and Naquib al Attass.** (Dr. Ab Rashid Bhat), Department of Islamic Studies, University of Kashmir, Srinagar.

### Jainism

1. Jain, Nayana. **Sakalkirtipranitasya Siddhant-saardeepakasya sameekshatmakam sampadanam.** (Prof. Shriyansh Kumar Singhai), Department of Jaindarshana, Central Sanskrit University, New Delhi.

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3.	History	--	02	Mathematics	02	
4.	Political Science	01	02	Zoology	03	
5.	Hindi	02	--	Botany	03	
6.	English	01 (Non-Grant)	--	EVS. Science	01	
7.	Marathi	01 (Non-Grant)	--	Computer Science	01	
8.	History	01 (Non-Grant)	--	Microbiology	02	
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Applications are invited for the post of Asst. Professor to be filled in Royal Education Society's College of Computer Science and Information Technology (COCSIT), Latur (MS) (Permanent Non-Granted). Eligible candidates should submit their application along with all necessary documents on the address given below by Registered post only **within 15 days** from the date of publication of the advertisement.

Sr. No.	Subject	No. of Posts	Category	Parallel Reservation
1	English	3	Open-17, SC-9, ST-5, VJ(A)-2, NT-B-2, NT-C-1, NT-D-1, SBC-1, OBC-12, SEBC-7, EWS-7	Women-20 Handicap-3 Sports-3
2	Computer Science	51		
3	Mathematics/Stat.	4		
4	Biotechnology	4		
5	Physical Director	1		
6	Librarian	1		

For detailed information about posts, qualifications and other terms and conditions please visit College Website / University Website and forward candidates resume on e-mail : [cocsitrecruitcell@gmail.com](mailto:cocsitrecruitcell@gmail.com) website : [www.cocsit.org.in](http://www.cocsit.org.in) / University website: [www.srtmun.ac.in](http://www.srtmun.ac.in).

**President**  
 Royal Education Society, Latur

**Principal**  
 College of Computer Science and  
 Information Technology (COCSIT), Latur

Shri Chhatrapati Shivaji Shikshan Prasarak Mandal, Kannad  
**Shivaji Arts, Commerce and Science College Kannad**  
Tq. Kannad Dist. Chhatrapati Sambhajanagar (M.S.) –431103

**WANTED**

Applications are invited for the isolated post of Principal, Open to all categories candidates, **within 15 days** from the date of publication of this advertisement.

Sr. No.	Name of Post	No. of Post	Reservation	Remark
01	<b>Principal (Grant-in-aid)</b>	01	Unreserved	First Time

**Educational Qualification:**

1. Educational Qualification and other requirements are as prescribed by the UGC Notification dated 18<sup>th</sup> July, 2018, Govt of Maharashtra Resolution No. Misc /2018/CR 56/18 UNI-1 dated 8<sup>th</sup> March 2019 and revised from time to time.
2. The term of appointment of the college Principal shall be five years with eligibility for reappointment for one more term only a similar selection committee process.

Pay Scale and other allowances will be as per the UGC, Govt. of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajanagar rules and regulations.

**Note :-** 1) Permission as per NOC No.JDHE Chhatrapati Sambhajanagar/ NOC/2024/33 dated 09.07.2024. 2) No.T.A./D.A. will be paid for attending the interview. 3) The vacant posts are being filled under the decision of Hon. Bombay High Court, Chhatrapati Sambhajanagar, Bench in Writ Petition No.12051/2015.

**President**  
S.C.S.S.P. Mandal Kannad

**Secretary**  
S.C.S.S.P. Mandal Kannad

**Goa Vidyaprasarak Mandal's**  
**DR. DADA VAIDYA COLLEGE OF EDUCATION**  
**Shri Sitaram Kerkar Vidya Sankul**  
**P.O. Box No. 139, Farmagudi Ponda- Goa 403 401**

**Applications are invited with full Biodata from the Indian citizens for the following posts for B.Ed.**

Sr. No.	Designation of the Post	No. of Posts	Nature	Category
1	Assistant Professor in Education (Methodology of Teaching Mathematics)	1	Regular	General
2	Assistant Professor in Performing Arts	1	Regular	Reserved for O.B.C.

For other details regarding qualifications, requirement, kindly refer **website [www.gvmcollege.com](http://www.gvmcollege.com)**

Knowledge of Konkani is essential and Marathi desirable.

Pay and allowances and other terms and service conditions as prescribed by U.G.C., NCTE, Goa University and Government of Goa.

Applications with photograph stating full name, Address, Telephone/Mobile No., email-ID, Age with Date of Birth, Teaching experience, Academic qualifications with percentage from S.S.C. and onwards along with copies of statement of marks of all public examinations, experience certificates, certificate for 15 years residence and OBC certificate (if applicable), from the competent authority should reach the undersigned **within 20 days** from the date of publication of this advertisement. Persons already in Service should send their applications through proper channel. Break in service, if any, should be accounted for.

**Above post will be filled subject to the NOC/approval from the Directorate of Higher Education, Govt. of Goa, Goa University and subject to work-load.**

Incomplete applications and applications received after the due date, shall be considered invalid and no intimation will be sent. The right to fill up the above posts is reserved.

Place : Ponda-Goa  
Date : 29-07-2024

Principal  
Dr. Jojen Mathew

**Sonopant Dandekar Shikshan Mandali's**  
**SONOPANT DANDEKAR ARTS, V. S. APTE COMMERCE AND**  
**M.H. MEHTA SCIENCE COLLEGE, PALGHAR**  
**At. Kharekuran Road, Palghar (W), Tal & Dist – Palghar 401 404**  
**Phone - 02525 252 163, E-mail : sdscollege@yahoo.com**

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS POSTS**  
FOR THE ACADEMIC YEAR 2024 - 25:

**AIDED**

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Post Reserved for
1	Assistant Professor	Botany	04	04-Open
2	Assistant Professor	Chemistry	08	08-Open
3	Assistant Professor	Commerce	02	02-Open
4	Assistant Professor	Economics	02	02-Open
5	Assistant Professor	Physics	02	02-Open
6	Assistant Professor	Zoology	08	08-Open
7	Assistant Professor	Mathematics	04	04-Open
8	Assistant Professor	English	01	01-Open
9	Assistant Professor	Geography	01	01-Open

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

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

**Candidates having knowledge of Marathi will be preferred.**

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

**Remuneration of the above post will be as per University Circular No. TAAS/(CT)/01/2019-2020 dated 2<sup>nd</sup> April, 2019 & University Circular No. CTAU/23/2021-2022 dated 25<sup>th</sup> January, 2022.**

**The Government Resolution and Circular are available on the website : [mu.ac.in](http://mu.ac.in).**

Application with full details should reach the **PRINCIPAL, S. D. ARTS, V. S. APTE COMMERCE, M. H. MEHTA SCIENCE COLLEGE, PALGHAR , Kharekuarn Road, Palghar (W), Tal. & Dist. Palghar – 401 404** within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-  
**PRINCIPAL**

**SHIKSHAN VIKAS MANDAL'S  
SHRI S.H. KELKAR COLLEGE OF ARTS, COMMERCE & SCIENCE,  
Smt. Neerabai Jagannath Parkar Vidyanagari, Devgad,  
Dist – Sindhudurg Pin – 416 613**

APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS FOR  
THE ACADEMIC YEAR 2024-25

**AIDED**

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1	Assistant Professor	Geography	02 CHB	OPEN - 2
2	Assistant Professor	Commerce	02 CHB	OPEN - 2
3	Assistant Professor	Botany	02 CHB	OPEN - 2
4	Assistant Professor	Chemistry	05 CHB	OPEN - 5
5	Assistant Professor	Physics	01 CHB	OPEN - 1
6	Assistant Professor	Marathi	01 CHB	OPEN - 1
7	Assistant Professor	Mathematics / Statistics	01 CHB	OPEN - 1
8	Assistant Professor	Economics	02 CHB	OPEN - 2

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

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

Candidates having knowledge of Marathi will be preferred.

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

**Remuneration of the above post will be as per the University Circular No. TAAS/(CT)/01/2019-20 dated 2<sup>nd</sup> April, 2019 & University Circular No. CTAU/23/2021-2022, dated 25<sup>th</sup> January, 2022.**

**The Government Resolution and Circular are available on University website : mu.ac.in.**

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

Application with full details should reach **THE PRINCIPAL, SHIKSHAN VIKAS MANDAL'S SHRI S.H. KELKAR COLLEGE OF ARTS, COMMERCE & SCIENCE, Smt. Neerabai Jagannath Parkar Vidyanagari, Devgad, Dist- Sindhudurg - 416 613** within 15 days from the date of publication of this advertisement. **This is University approved Advertisement.**

Sd/-

**PRINCIPAL**

## WANTED

### Bahirji Smarak Vidyalaya Education Society, Wapti's Bahirji Smarak Mahavidyalaya, Basmathnagar Dist. Hingoli

Applications are invited for the post of Principal (**Granted**) to be filled in Bahirji Smarak Vidyalaya Education Society, Wapti's **Bahirji Smarak Mahavidyalaya, Basmathnagar Dist. Hingoli**. Eligible candidates should submit their application along with all necessary documents **within Fifteen days** from the date of publication of the advertisement by Registered post only.

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

Permission as per NOC No. JDHE Nanded/NOC/2024/32 Dt.05/07/2024.

#### Educational Qualification:-

##### A. Eligibilities:-

1. A Master's Degree with at least 55% marks (or an equivalent grade a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D. Degree in concerned/allied/relevant discipline (S) in the institution concerned with evidence of published work and research guidance.
3. Professor/Associate Professor with a total experience of fifteen years of teaching / research in Universities, College and other Institutions of Higher Education.
4. A minimum of 10 research publication in peer reviewed or UGC listed journals.
5. A minimum of 110 research score as per Appendix II, Table 2 of UGC regulations 2018.
6. Academic Eligibility and other rules regulations as per UGC Regulation 18 July 2018 and Maharashtra Govt. Resolution No Misc-2018/C.R.56/UNI-1 Date 08 March 2019.

##### B. Tenure:-

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

#### Salary & Allowances:-

Pay Scales as per the UGC, State Government of Maharashtra & Swami Ramanand Teerth Marathwada University, Nanded Rules from time to time.

#### Note:-

1. Prescribed application form is available on the University **website : (www.srtmun.ac.in)**.
2. No T.A.D.A. will be paid to attend the interview.
3. Eligible candidates those who are already in services should submit their application through proper channel.
4. All attested xerox copies of certificates and other relevant documents should be attached with the application form.
5. The vacant posts are being filled under the decision of Hon'ble High Court, Aurangabad Bench Petition No. 12051/2015.
6. The original certificates must be provided at the time of interview.

#### Address for correspondence :-

The Secretary,  
Bahirji Smarak Vidyalaya Education Society,  
Wapti Tq. Basmath Dist. Hingoli.  
C/o- Bahirji Smarak Mahavidyalaya, Basmathnagar  
Dist. Hingoli (M.S.) 431512

**President** **Secretary**  
**Bahirji Smarak Vidyalaya Education Society, Wapti Tq. Basmath Dist. Hingoli**

**BHAGWANBABA B.ED. COLEGE KAREGAON Tq. & Dist. PARBHANI**

**WANTED**

Applications are invited for the post of Perspectives in Education, Pedagogy Subjects, Health & Physical Education and Performing Arts to be filled in in **BHAGWANBABA B.ED. COLEGE KAREGAON Tq. & Dist. PARBHANI** (Permanent Non Granted) Eligible Candidates should submit their application along with all necessary documents **within 15 Days** from date of publication of this Advertisement by registered post only.

Sr. No.	Position	No. of Posts	Nature	Reservation
<b>B.Ed.</b>				
1	Perspective in Education	10	Regular	Open 04, SC 02, ST 01, SEBC 01, OBC 01, EWS 01
2	Pedagogy Subject (Math., Science, Social Science, Language)			
3	Health & Physical Education			
4	Performing Arts (Music/Dance/Theatre) Fine Art			

**As per Govt. rule dt 25/01/2024 following parallel reservation is to be followed:**

**Women 04, physically challenged 01, sports 01**

**Qualifications:- As per UGC & NCTE (2014 Rule)**

The faculty shall possess the following qualification.

**A) Perspectives in Education or Foundation Courses.**

- i) Post Graduate degree in Social Science with minimum 55% marks
- ii) M.Ed. degree from a recognized university with minimum 55% marks
- iii) SET/NET/ Ph.D. in Education.

OR

- i) Postgraduate (M.A.) degree in Education with minimum 55% marks
- ii) B.Ed./B.El.Ed. degree with minimum 55% marks.
- iii) SET/NET/ Ph.D. in Education.

**B) Curriculum and Pedagogic Courses.**

- i) Postgraduate degree in Sciences/Mathematics/Social Sciences/Languages with minimum 55% marks.
- ii) M.Ed. degree with minimum 55% marks.
- iii) SET/NET/ Ph.D. in Education.

**C) Health & Physical Education**

- i) Master of Physical Education (M.P.Ed.) with minimum 55% marks.
- ii) SET/NET/Ph.D. in Physical Education.

**D) Performing Arts (Music/Dance/Theatre) Fine Art.**

- i) Post graduate degree in Fine Arts (MFA) with minimum 55% marks.

OR

- i) Post graduate degree in Music/Dance/Theatre Arts with minimum 55% marks.
- ii) SET/NET/Ph.D. in Fine Arts.

**Salary and Allowance Pay :** Scale as per UGC State Government & Swami Ramanand Teerth Marathwada University, Nanded rules from time to time.

**NOTE :**

1. Prescribed application form is available on the University **Website : (srtmun.ac.in)**.
2. No T.A./D.A. will be paid to attend the interview.
3. Eligible candidates those who are already in services should submit their application through proper channel.
4. 3% Reservation for handicapped and 30% for woman candidates.
5. All attested Xerox Copies of certificates and other relevant document should be attached to the application form.

**Address of Correspondence**

**Secretary,**  
SHIVPRATAP GRAMVIKAS MANDALS BHAGWANBABA B.ED. COLLEGE,  
KAREGAON TQ & DIST PARBHANI 431402.  
CONTACT: 9421859444, 9763094444, 9588668988



## PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

[Under Maharashtra Public Universities Act, 2016]

Phone No.0217-2744770 Email: registrar@sus.ac.in



Applications are invited from the eligible candidates in the prescribed format for the following posts on the establishment of the Punyashlok Ahilyadevi Holkar Solapur University, Solapur.

### Advt. No. : PAHSUS/Estab./TP-1/2024/212

Sr. No.	Name of the Post	No. of Post	Category
01	Professor	02	S.C.- 01, SEBC-01

### Advt. No. : PAHSUS/Estab./TP-1/2024/213

Sr. No.	Name of the Post	No. of Post	Category
01	Associate Professor	05	ST- 01, OBC-01, SEBC-01, EWS-01 Open-01

### Advt. No. : PAHSUS/Estab./2024/214

Sr. No.	Name of the Post	No. of Post	Category
01	<b>Dean</b> I. Faculty of Science and Technology II. Faculty of Humanities	02	Open 01, S.C. 01

### Advt. No. : PAHSUS/Estab./2024/215

Sr. No.	Name of the Post	No. of Post	Category
01	Director, Knowledge Resource Centre	01	Open

Duly completed, applications in prescribed form, along with all enclosures, shall be sent to the Registrar, Punyashlok Ahilyadevi Holkar Solapur University, Solapur – 413 255 so as to reach on or before 16/08/2024 (Up to 05.30 p.m.).

Further details can be downloaded from the University website <http://sus.ac.in> link of Recruitment/ Employment Opportunities. The same is posted on Govt. of Maharashtra website [www.maharashtra.gov.in](http://www.maharashtra.gov.in).

Sd/-  
(Yogini Ghare)  
Registrar

Date : 24/07/2024

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