UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Celebrating

90

Years of

University News

#Let'sBeatCoronaTogether

In This Issue

Frontiers of Social Science Studies: Post COVID-19 Scenario

G Gopa Kumar*

There is a near consensus in academic, administrative, corporate and civil society circles that Post–COVID-19 scenario will fundamentally alter the global and societal interactions hitherto made. It has been hitting human life hard in every sector, be it economy, society, health care, culture, mobility, politics, education, science and technology, media and communications and other areas. Most of the nations and governments are concerned about the impact it can make on the current and future life of humanity and environment. Obviously, like the outbreak of Plague in 1918 and the catastrophic developments that followed, humanity will overcome and find out ways and means of eliminating the virus from the hemisphere. Here is an attempt to discuss the possibilities of expanding the borders of academic world in India, more particularly in social sciences consequent to the post COVID-19 developments and evaluate how Indian academia are ready for absorbing the emerging areas of development. The new generation of student community will be getting exposure and training so that many of the negative aspects that led to the outbreak of Corona virus and similar threats can be challenged and prevented. A new dawn emerges in the study and practices of social sciences which has to be properly tapped and energized. It will further demonstrate the significance of social sciences in the twenty-first century with more focus and application and its ability to adapt and contribute in the age of knowledge expansion and development.

Higher educational advancement is a key ingredient in the march of progress for any nation. Although India improved quantitatively and qualitatively in higher education since Independence, lot of attention is still required on many aspects. Not only that we need to reverse the *brain drain* and migration of students to overseas but also transform Indian educational landscape efficient and conducive to the national and global requirements. The quantitative expansion of Universities and Colleges (third largest in the world with 993 Universities, 39931 Colleges and 10725 standalone institutions with an enrolment of 37.4 million students and 14, 16,299 teachers as per the 2018 AISHE Data) is really impressive. But the overall leadership and quality-wise expansion seems to be not very effective except in urban pockets. While the total Gross domestic product (GDP) share on Education in India is 4.6 per cent as per 2020 Budget, in higher education it is 2.84 per cent and research 0.85 per cent only. It is abysmally low to cater to the needs of the demographic dividend on which we are forthrightly proud of. The investment in education and skill development is really an investment in social progress and human resource building and that way the best bet to improve Indian economy and address the chronic unemployment problem and other volatile social issues.

* *Vice Chancellor, Central University of Kerala, Kasaragod, Kerala-671316, Email: ggkumar@gmail.com , vicechancellor@cukerala.ac.in*

As the projected rising power (read *soft power* with a strong cultural background) and rated as the fifth economy in the pre COVID-19 world, India has a great opportunity to progress if properly planned in three major sectors – Education, Public Health and Infrastructure development. In the age of disruption and complexity, it is argued here that social sciences can play a meaningful role in orienting the society. The focus should also be on the issues concerning rural areas with more funding and mentoring on projects, research and infrastructure. The emerging themes in this direction will be identified and discussed soon. This process should be unlike the present condition of urban centrism, over theorization and political activism prevailing in some academic circles. A strong social science perspective with interdisciplinary and trans-disciplinary inputs and flavor is warranted now. The rise of nationalism and internationalism with a human face is also expected. A new dimension of globalization is expected in the emerging setting wherein the interface of culture and human security will be given high priority. In short, as a role model nation, India can and should strive for accommodation, tolerance and understanding, global peace and nation building. These are the major concerns of humanity in the present context, rather than dwelling into the unhealthy competition led by the assertive market forces of the pre COVID-19 world that ruined eco system and human values.

Areas of Significance in the Post COVID-19 Setting

Accordingly, some of the important and potential emerging areas in the unprecedented Post COVID-19 situation–studies related to Public Health, Environmental Issues, Climate Change, Sustainable Development, Migration; Domestic and International Migration, Social Development, Social Reform and Self Reform, Ageing, Gender Studies, Child Abuse, Human Rights and Human Security, Poverty Redressal, Inclusive Development and Social Equality, Social Justice, Human Resource and Skill Development, Nationalism and Nation Building, National Security, Return of Statism, Multiculturalism and Global Cooperation, Online Education and E-Learning Process, Cultural and Ethnic Studies, Post–Globalization and Human Development, Interdependence of Regions and States, New Social Media and Multi Media Studies, Plurilateralism and Nation-States, Volunteerism and NGO Activism, E-Commerce and International Trade, Eco Tourism, Global Peace and Development, Post-COVID-19 International Order, Civil Society dynamics and Citizen Participation, Fiscal and Cooperative Federalism, Neo-Corporatism versus Protectionism, Rural Empowerment and Village Sustenance etc are briefed in Table-1.

Table - 1: Important Emerging areas in the Post COVID-19 Situation

Sl. No.	Conventional Disciplines	Contemporary Influences
1.	Sociology	Poverty and Hunger, Crime and Domestic Violence, Response of Religious Structures towards COVID-19, Medical Ethics, Health Care, Women and Gender Equality, Inclusive Development
2.	Social Work	Action Oriented Research in Community Development; Ageing, Public Health and Community Participation, Inclusion and Social Equality, Gender Studies, Human Ethics, Life Skills
3.	Economics	Informal Economy, Unorganized Sector, Hunger and Poverty Question, Food Security, Role of MSMEs, Migrant Labor, Job Loss and Labor Laws, Neo-Corporatism, COVID-19 and Inclusive Economy, Health Economics
4.	History	History of Epidemics, Social History of the Marginalized , Chronicle of Unorganized People, History of Legal and Illegal Migration
5.	Political Science	State and Public Policy, Legal and Illegal Migration, Gulf Return Migration and Policy Issues, Revival of Nationalism, Human Security, Peace and Human Development, Pluralism, Federalism and Democracy, NGO Activism, New Media, Civil Society and Politics
6.	International Relations	COVID-19 World Order and IR, China and COVID-19,US-China Relations, Decline of UNO and WHO, India and ASEAN, SAARC, BRICS, P4, Universal Health Care and India's Role as a Soft Power

7.	Law and Legal Studies	COVID-19 Law and Jurisprudence, Human Rights, Constitutionalism, Judiciary and Public Health, Rule of Law, Labor Laws for Unorganized Sector, Migration and International Law
8.	Anthropology	Cultural Studies, Community Behavior, Social Distancing, Human Ethics and Social Life
9.	Psychology	Mob Behavior, Crowd Management, Isolationism and Stress Management, Human Ethics
10.	Journalism	Multi Media Studies, Social Media, Citizen Journalism, Ethical Journalism, E-Democracy
11.	Public Administration	E-Governance, Good Governance, Public Health and Public Policy, Sustainable Development
12.	Education	Skill Learning ,Soft Skills, E-Learning, MOOCS, SWAYAM, Digital Natives, Teachers as Facilitators, Technological Advancement and Knowledge Expansion
13.	Tourism	Eco-Tourism, Health Tourism, Village Tourism, Ethnic Tourism
14.	Management	Supply Chain, E-Trade and Commerce, New Public Management
15.	Commerce	International Trade and Business, Logistics, Supply Chain, E –Commerce and Development
16.	Public Health	Epidemiology, Demography, Health Economics, Community Medicine and Public Participation, Healthy Ageing, Women, Children and Health
17.	Development Studies	Decentralization ,Rural and Urban Development, Global Peace, Gender Equality
18.	Public Policy	Policy Analysis, Comparative Public Policy on Health Care, Public Health and Population Policy

Potentials of Inter – disciplinarity

The most marked feature of the post COVID-19 in the global scene will be the return of the State and its ability to enforce public policy directly for the benefit of public good. Earlier, the post -1991 world order brought the state power to its knees and marked the rise of market fundamentalism. Corporatism became the hallmark and private actors and entrepreneurs dominated the global economic scene linking local to global and vice versa. This impacted heavily on culture, ideology and standards of living. The praxis of International Relations was dominated by trade and commercial relations and neo-liberal forces unleashed the march of global Capitalism. Multi - National Corporations dictated the dynamics of domestic and international politics. The rise of Information Technology further facilitated the scenario by easing the flow of capital, services and goods. Socialist countries like China and Russia also adapted its economic strategies to suit the globalization policies. The ensuing competition devoid of all business and values finally led to trade war between USA and China especially since President Trump came to power. Indeed, the economic slowdown of 2008 brought a temporary economic set back but still the neo-liberalization policies were in place. The rapid rise of China as a manufacturing power with its assertive national pride and the decline of USA in multiple sectors signaled the global trends for the early Twenty first Century.

However, the Corona Virus that was reported firstly in China by December 2019 fundamentally altered the rules of game that were set in by 1991. Within three months, the entire world fell into the grip of the virus which halted all activities- economic, business, industrial, social, cultural and educational. The global mobility was entirely arrested with the increasing reports of the pandemic upsurge causing heavy human causalities spreading from China to Europe, North America, Australia, South Asia, Africa and elsewhere. The pandemic did not differentiate between rich and poor countries although the early impacts were confined to industrialized countries. Mostly, heavy casualties were reported from USA, Spain, Italy, United Kingdom, Germany and Canada etc. Corporate forces signaled its slowdown followed by halting its production and lull in business activities and causing heavy decline in employment. The impact was very high and the onslaught of pandemic

will remain in our collective consciousness and memory for a very long time to come. Reviving the economy has become the number one agenda but the possibilities of strengthening it without paying a heavy price for human health frowns upon the policy makers and governments the world over. Desperately, the market forces appealed to the State to intervene which signaled a U-turn. By this time, many urban centers notably cities like New York, New Jersey, London, Wuhan, Mumbai, Ahmedabad, New Delhi, Jaipur, Indore, Surat faced the wrath of the pandemic. Social distancing in over populated urban pockets became a major challenge. MNCs and big business corporates found it extremely difficult to manage its activities. It is in this context, we need to discuss about the revival of the State power and the role of village development for the future of mankind. The relevance of village co-operatives, Micro, Small and Medium Enterprises (MSMEs) has to be properly estimated rather than planning for mega industries whose ramifications had produced immense global problems to humanity and the environment.

Therefore, two features are conspicuous in this context ; the relevance of interdisciplinary approach as a powerful tool for understanding the resourcefulness of Social Sciences and the significance of refocusing from the traditional function of theory building to application side. Social sciences are now expected, more than any time, to take up policy oriented, outcome oriented projects. Practical solutions are the need of the hour, be it governmental or community oriented projects. It is heartening to see that the Indian Council of Social Science Research had already initiated a new scheme- Impactful Policy Research in Social Sciences (IMPRESS) .The major objective is that societal relevance and policy oriented projects are to be identified and promoted. The research proposals do not require an application from social scientists exclusively; rather it can originate from any scientific source provided it aims to strengthen policy outcomes benefiting the society. Interdisciplinary projects are to be encouraged which is quite essential in this context. Research frontiers in social sciences are multiplying as the world is becoming small and better connected. The pandemic further stressed this reality before us.

Our thrust should be to link the societal and human developmental aspects. International Human Rights issues, Human Security vs. National Security, International and Domestic migration, Multiculturalism, Secularism, Civil Society, Post Globalization, resurgence of Nationalism, E-Governance and Good Governance, Healthcare and Social Development, Climate Change and Environmental Protection, Sustainable Development, Demography and Population Planning, Urban Planning, Rural Development, Global Peace and Development , E-Learning , Skill Development, E-Commerce and Trade, Supply Chain Management, Decentralized economy , etc are some of the themes that can be studied from interdisciplinary angles and methodologies. These themes will show that they have not only the capacity to produce societal values but carry immense socio-economic and cultural utility for the future. We have reached a stage in which many of our actions and decisions are not restricted to national borders. If Globalization had produced disruptive technology, time has come to see that technology per se cannot guarantee progress. Instead, social commitment and progress for the community are to be ensured. If markets and profits ensured the march of globalization previously, its lacunae to produce a human face had led to increase lust and corruption. Covid19 gave us an opportunity to rethink about our march towards unhealthy competition and ethnocentric progress. Social scientists with their social science and critical perspectives can review this vulnerability better than others.

A Few Questions at this Juncture

Emphases are to be given to the reconstruction of village economy in a sustained manner. Effective decentralization policies and federalism holds the key for the better management of complex socio-political systems. The capacity of poor nations to resist the temptations of urban cultures and economic values and practice social distancing to address the pandemic has been amply proved now. Otherwise, how could one explain the relative success of South Asian countries in addressing the COVID-19 crisis despite its poor economy, disruption in supply chain and limited health infrastructure? Is it not necessary and essential to draft new dimensions of Globalization which ensures humanism, inclusivity, volunteerism and internship? It is high time that developing nations and emerging economies like India should identify priorities for its progress wherein lies the mantra for future – strengthening social and physical sectors like Education, Health and Infrastructure. Are we prepared to focus on these aspects with sound planning, necessary funding and increased role of and space for the State and thereby benefitting the larger segments of population?

Conclusions

It has been very clear that the traditional boundaries of social sciences are blurring and new, novel areas and themes are emerging within the broad rubric of social science disciplines. Therefore, a vision of a solution oriented, instead of theory oriented social sciences, is required. Empiricism and theory building can go together but ultimate focus should be on praxis that benefits society. However, this should not be construed as an attempt to recommend political activism. The tragedy of Indian social science has been its inability to produce healthy academic activism .While absolute objectivity may be impossible; social scientists should strive for result oriented outcomes with ethical and humane considerations.

New frontiers are emerging in Social Sciences every day and COVID-19 provided one good opportunity in this direction. Most of the themes in Social Sciences are interdisciplinary in nature and practice. Environmental issues, Sustainable Development, Public Health problems, Climate Change, Peace and Development are few examples.

We need to advocate for creating a strong civil society–educated, humanist, tolerant, nationalist, citizen oriented with civic values. In order to nurture this, students are to be trained consistently through pedagogy and curriculum. International and national dimensions are to be properly reflected in the learning process. Even in many developed countries, school texts are not objectively presented while covering international developments. Ethnocentrism held the key and this biased perspective limited the potentialities of social sciences. For instance, how could we study and explain the moral and legal responsibility of China in unleashing COVID-19 through curriculum? This will be a moot question baffling many social scientists.

More resources are required for training a new society. Universal social peace and harmony is a pre requisite for shaping an integrated human society. Nations, the United Nations, the NGOs do have significant responsibilities here. We have recently seen the decline and limitations of the UN and the controversies relating to the role of World Health Organization in the management of the present crisis. Therefore, a sustained social science understanding is most essential and proper funding is important for attaining this objective. Unfortunately, many of the social science courses are not funded properly in different countries, or the UN funding goes in the right direction. Major donors of the UN and WHO are shying from their responsibilities. Needless to state that the negative impact of all these would be detrimental to the progress of society and humanity.

Philosophical satisfaction also emerges through social science studies. This is not a luxury but a necessity for strengthening a vibrant civil society with ethical values.

It will be interesting to view how political systems and various social structures, both traditional and modern, respond to the Post Covid19 world. Inevitably, the world will be striving for harmony and going for better alliances. This would include strengthening industry–academia and civil society partnerships. Flexibility in educational advancement and skill oriented learning are most warranted at this juncture. Social science understanding of all these will be useful and productive for shaping the future of the Twenty-first century. ❑

National Education Policy (2020): Proposed Implementation Strategy for Accreditation of Higher Education Institutions

Manjulika Srivastava *, Bijayalaxmi Mishra**, Vandana Varma*** and Navita Abrol ****

The Origins of Accreditation

Accreditation was introduced in India by the National Policy on Education (NPE) (1986) and reiterated in the Programme of Action (POA) (1992). The NPE (1986) recommendations resulted in the establishment of the National Assessment and Accreditation Council by the University Grants Commission (UGC). The UGC under Section 12 of the UGC Act of 1956 has the following mandate: "the determination and maintenance of standards of teaching, examinations, and research in universities" (UGC, 1956: p.10). The National Assessment and Accreditation Council (NAAC) was established under this provision of the UGC Act of 1956. 2004: p.21).

Apex Bodies for Assessment and Accreditation of Heis

Currently, there are two bodies involved in the assessment and accreditation of Higher Education Institutions namely: The National Assessment and Accreditation Council for all universities and colleges and Higher Education Institutions (HEIs) offering general and professional programmes other than technical and medical science programmes. The National Board of Accreditation set up by the All India Council for Technical Education is responsible for the assessment and accreditation of all HEIs offering technical programmes.

The National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution by the University Grants Commission (UGC) and was entrusted with the major responsibility of assessment and accreditation of HEIs. The NAAC has adopted the same methodology

*Professor and Director, Centre for Internal Quality Assurance, Indira Gandhi National Open University, Maidan Garhi, New Delhi-110068. E-mail: manjulika@ignou.ac.in
**Director, Research Unit, Indira Gandhi National Open University, Maidan Garhi, New Delhi-110068. E-mail: bijayalaxmi@ignou.ac.in
***Assistant Director, Academic Coordination Division, Indira Gandhi National Open University, Maidan Garhi, New Delhi-110068. E-mail: vandana_varma@ignouac.in
****Assistant Director, Centre for Internal Quality Assurance, Indira Gandhi National Open University, Maidan Garhi, New Delhi-110068. E-mail: navita@ignou.ac.in

as other international agencies, namely that of self–evaluation combined with peer review based on predetermined criteria for the assessment of the HEI. It was a four-step process that commenced in 1998: (i) Identifying pre-determined criteria for assessment; (ii) Preparation and submission of Self- Study Report by the HEI; (iii) Site visit by peer team to validate the Report and submit its recommendations to the NAAC; and (iv) Final decision of the Executive Committee of the NAAC and declaration of the grade awarded to the HEI. At that time the major role of the peer team was not only to prepare the Report but also to finalize the scores and recommend the grade which was based on a total score of 100 points and on a five-point scale; which was subsequently revised to 1000 points (NAAC, 2004). However, with the increase in demand, and to bring in more objectivity in the process, the NAAC completely overhauled the system of assessment and accreditation which was launched in July in 2017. The NAAC process of assessment and accreditation today is ICT based and formulated on the principle of self- disclosure, and transparency (NAAC,2020a).

The process followed currently is given in Figure-1 (NAAC, 2020; Srivastava et al, 2020a): Step 1: Submission of Institutional Information for Quality Assessment (IIQA); Step 2: Submission of Self Study Report (SSR); Step 3: Assessment of Quantitative metrics; Step 4: Student Satisfaction Survey (SSS) by NAAC; Step 5: Assessment of Qualitative metrics through onsite peer team visit; Step 6: Declaration of NAAC Accreditation outcome; and Step 7: Appeal (if any) (NAAC, 2020a). The NAAC has developed manuals for filling up the SSR by different types of HEIs as given in Table-1.

Although the NAAC is accrediting Higher Education Institutions (HEIs) of different categories yet the process followed is the same for every HEI. There are specific eligibility criteria for every type of HEI who can apply for assessment and accreditation from the NAAC. The assessment and accreditation process are online and the NAAC does not demand any document in offline mode or hard copy (NAAC, 2020a; Srivastava, et al, 2020a; Srivastava, et al, 2020b):
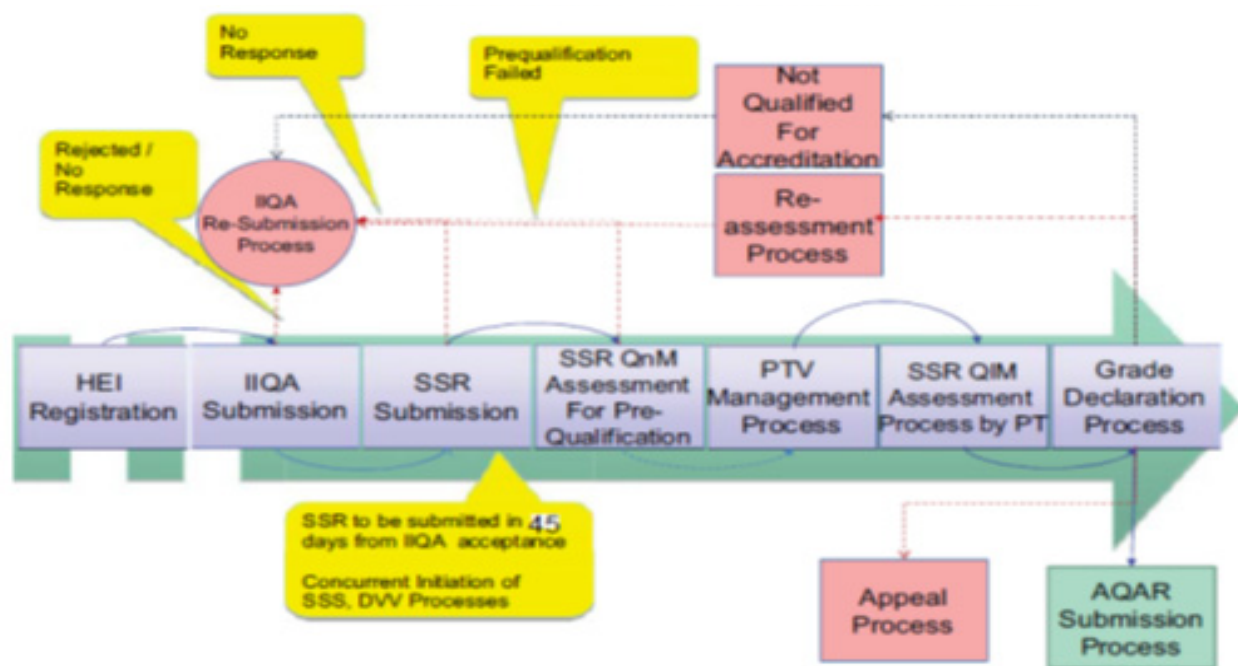
Fig 1: Online Assessment and Accreditation Process of NAAC

Source: NAAC website. (http://naac.gov.in/images/docs/Flowcharts-of-A-and-A-process.pdf)

National Board of Accreditation (NBA) was established in 1994 by AICTE to accredit diplomas, undergraduate and postgraduate programmes in the fields of engineering and technology, management, pharmacy, architecture, applied arts and crafts, computer applications, and hospitality and tourism management. While the NAAC accredits general colleges and universities, the NBA accredits programmes and not institutes. The NBA has been operating as an autonomous body since 2010. With India signing an agreement in 2014, the NBA became a full-fledged member of the Washington Accord in

Table- 1 Type of HEIs accredited by NAAC

S No.	Type of Institutions	Criteria	Key Indicators	Metric			Total Weightage points	Update on NAAC website
				Q_lM	Q_nM	Total		
1.	**General Institutions** a) University	7	34	36	79	115	1000	04/02/2020
	b) Autonomous Colleges	7	34	35	72	107	1000	24/02/2020
	c) Affiliated/ Constituent i) UG Colleges	7	31	35	58	93	1000	04/02/2020
	ii) PG Colleges	7	32	36	60	96	1000	04/02/2020
2.	**Health Science Institutions** a) Health Science University	7	35	44	81	125	1000	01/01/2020
	b) Health Science Colleges	7	33	41	68	109	1000	01/01/2020
3.	Sanskrit Universities	7	34	63	88	151	1000	13/02/2020
4.	Open Universities	7	34	40	90	130	1000	11/12/2019
5.	Dual Mode Universities	7	34	43	97	140	1000	07/02/2020
6.	Teacher Education Institutions	7	32	45	82	127	1000	04/03/2020

Source: NAAC(2020a)

2014. The Washington accord requires that member nations set up suitable accreditation standards which would ensure a minimum quality of attainment for their engineering graduates. This membership meant global recognition of Indian degrees was likely to increase the mobility of engineers to the USA and other countries for jobs. The accord was significant for ensuring the highest quality assurance standards in the technical and engineering programmes and also to provide global mobility to engineering graduates of India (AICTE, 2020).

The process of Accreditation by the NBA involves the following four sequential stages as follows: i) Initial Stage; ii) Pre-Assessment Stage; iii) Assessment Stage; and iv) Post Assessment Stage Decision-Making). The process followed is depicted in Figure 2 (AICTE, 2020).

Fig 2: Accreditation Process of NBA

Source:https://www.nbaind.org/Accreditation/Accreditation Process
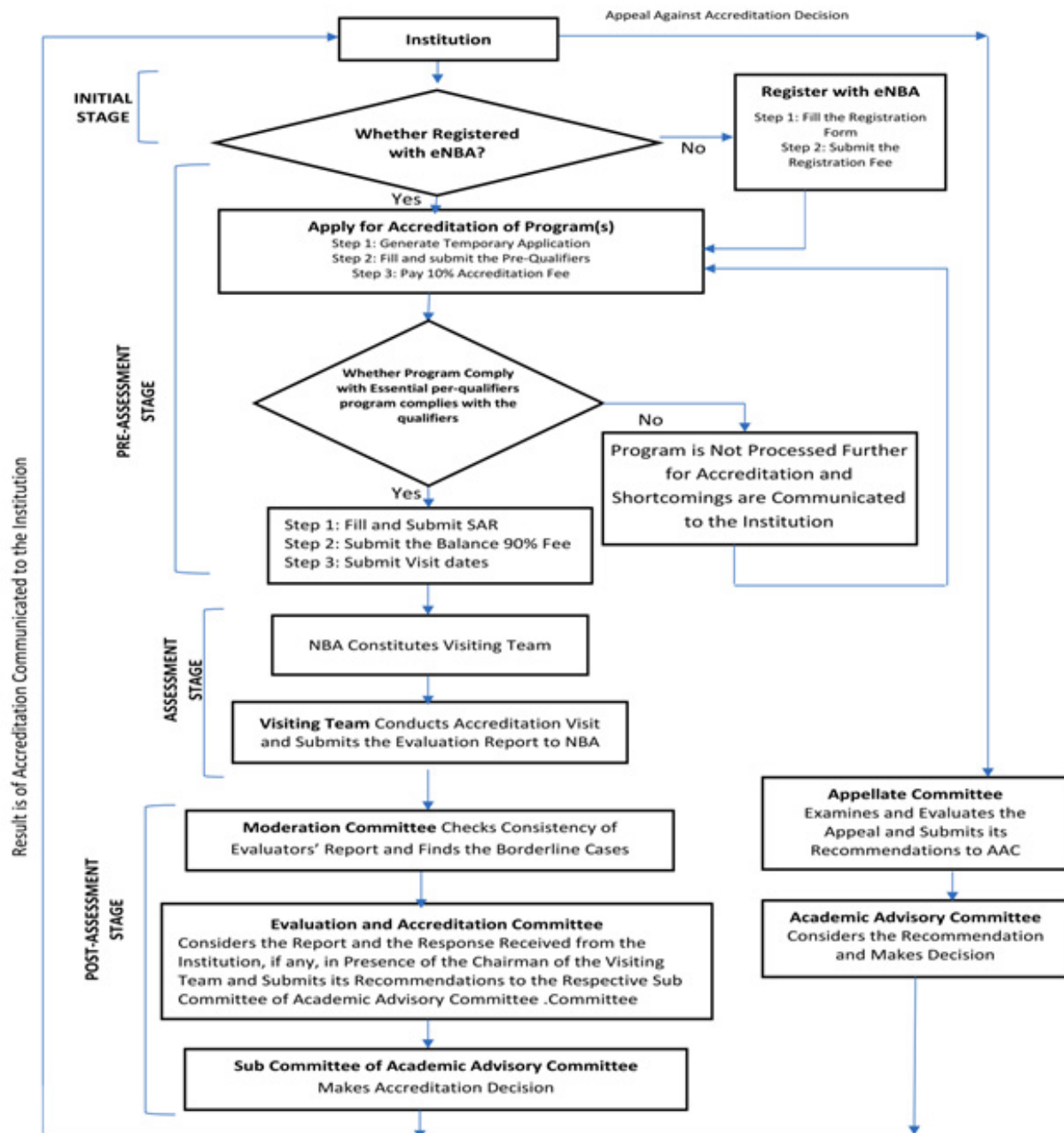
Existing Practice Governed by Regulations

The University Grants Commission (Mandatory Assessment and Accreditation of Higher Educational Institutions), Regulations, 2012

The University Grants Commission (Mandatory Assessment and Accreditation of Higher Educational Institutions), Regulations, 2012 apply to all universities, all institutions, other than technical institutions, declared by notification under Section 3 of the University Grants Commission (UGC) Act to be deemed to be universities; and all colleges, other than technical institutions, including autonomous colleges, notified in the Official Gazette on 19th January 2013.

The Regulations defined 'Accreditation', "as the process of quality control in higher education, whereby, as a result of evaluation or assessment or by any other scientific method followed by Accreditation Agencies, a Higher Educational Institution or any programme conducted therein recognized as conforming to parameters of academic quality and benchmarking of such academic quality determined by the University Grants Commission". Assessment "means the process involved in ascertaining or verifying the capabilities of a Higher Educational Institution in terms of its physical infrastructure and human resources before the commencement of its academic programmes. Thus, the aforementioned Gazette notification has made it mandatory for all HEIs to get accredited by the Accreditation Agency after passing out of two batches or six years, whichever is earlier, following the norms and methodology prescribed by such agency. The accreditation will be valid for five years and that it shall be mandatory for the accredited HEIs to apply for reaccreditation six months before the expiry of the five years following the norms and procedures prescribed by the relevant Accreditation Agency. The Regulations further stated that no HEI or its Faculties, Schools, Departments, Centres or any other units therein, shall be eligible for applying or receiving financial assistance from UGC under any of its schemes without having undergone assessment and accreditation within the stipulated period. Failing to get themselves accredited would invite penal action by the UGC against the HEI as deemed fit (Government of India, 2013).

Before this Gazette notification, the assessment and accreditation were not mandatory for HEIs and even NAAC had made it voluntary for universities and colleges to apply to NAAC for accreditation. The process to be followed by accreditation agencies has also been spelled out in the Regulations.

The UGC (Open and Distance Learning) Regulations 2017

The UGC (Open and Distance Learning) Regulations 2017 is a watershed in the journey of Distance Education in the country in more than one way, the most distinct being the concept of self-regulation integrated through disclosure, declarations, and reports. As per the new norms, HEIs offering programmes in Open and Distance Learning mode shall make a self-declaration regarding the following information, authenticated by the Registrar of the University and get all the information/documents uploaded on the HEI's website (Government of India, 2017).

The establishment of CIQA was provisioned as a mandatory requirement of UGC (ODL) Regulation, 2017 to put in place a comprehensive and dynamic internal quality assurance system to provide high-quality programmes of higher education through the Open and Distance Learning mode. The CIQA under the Regulations is mandated to maintain quality in the services provided to the learners; ensure continuous improvement in the entire operations of the Higher Educational Institution; identify the key areas in which the Higher Educational Institution should maintain quality; disseminate information on quality assurance; devise mechanisms for interaction and obtaining feedback from various Departments or Centres or Schools in the Higher Educational Institution; suggest to the authorities of the Higher Educational Institution, measures for qualitative improvement; ensure the implementation of its recommendations through regular monitoring; ensure participation of all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government in quality improvement processes; prepare Programme Project Report and ensure another launch of programme(s); collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s) (Government of India, 2017).

As per the UGC (ODL) Regulations, it is mandatory for all HEIs offering programmes through ODL mode to get themselves accredited by NAAC. NAAC has developed a Scheme of accreditation

of Open Universities that was launched in April 2019 (NAAC, 2019) The Open Universities were given a window since the process was new to them and they were required to get NAAC accreditation within one year of their becoming eligible for the same. The Accreditation process for HEIs offering ODL programmes developed by NAAC is the same as its conventional counterpart, only metrics have been tweaked to represent the ODL system. This has brought credibility to the system by making the accreditation mandatory, bringing it at par with conventional universities (Srivastava et al, 2020b).

The NAAC has also launched a Scheme of accreditation of Dual Mode Universities that are providing programmes through classroom-based face to face mode (conventional mode) as well as ODL mode through Directorates of Distance Education (NAAC, 2020b). The 3rd Amendment to the UGC (ODL) Regulations, 2017, notified on 6th September 2018, states that the HEIs in dual mode or Dual Mode Universities (DMUs) shall submit an undertaking to the effect that it will attain a NAAC score of 3.26 on a 4-point scale before the end of academic session July 2019-June 2020, failing which, the Commission shall not accord any approval to the ODL Programmes of the HEIs (Government of India, 2019; Srivastava et al, 2020b).

UGC (ODL and Online) Regulations, 2020 has changed this clause and the requirement for DMUs is now having a NAAC minimum score of 3.01 on a 4-point scale to be eligible to offer programmes through ODL mode or a DMU having rank in top-100 in University category of National Institutional Ranking Framework, at least once in two preceding cycles. It also states that "Higher Educational Institutions having NAAC score 3.26 and above or having rank in Top-100 in University category of National Institutional Ranking Framework, at least twice in three preceding cycles (at the time of application), shall be permitted to start full-fledged Online programmes without prior approval of the UGC" (Government of India, 2020a; Srivastava et al, 2020b).

National Education Policy (2020) on Accreditation

The National Education Policy (NEP) 2020 is the first education policy of this century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, including Sustainable Development Goal 4 (SDG 4), while building upon India's traditions and value systems (Government of India, 2020b: p.3).

While talking about the fundamental principles that will guide both the educational system at large, as well as the individual institutions within it, the NEP 2020 indicates "light but tight" regulation by a single regulator for higher education. This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion (Government of India, 2020b: p.34).

Institutional Restructuring and Consolidation

Following Point of NEP-2020 cover the area of Institutional Restructuring and Consolidation.

According to the Policy-

"10.3–The definition of the university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

10.4–A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire…

10.10–Institutions will have the option to run Open Distance Learning (ODL) and Online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4) ". (Government of India, 2020b: p. 34-35).

Transforming the Regulatory System of Higher Education

Following Point of NEP-2020 cover the area of Transforming the Regulatory System of Higher Education.

"18.1–Regulation of higher education has been too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability. The regulatory system is in need of a complete overhaul in order to re-energize the higher education sector and enable it to thrive, hence, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI)...

18.3–The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). The second vertical of HECI will, therefore, be a 'meta-accrediting body', called the National Accreditation Council (NAC). The third vertical of HECI will be the Higher Education Grants Council (HEGC) and The fourth vertical of HECI will be the General Education Council (GEC).

18.4–Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The task to function as a recognized

accreditor shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice ...

18.10–Strict compliance measures with stringent action, including penalties for false disclosure of mandated information, will be ensured so that Higher Education Institutions are conforming to the basic minimum norms and standards. There will be transparent public disclosure of all the financial matters with recourse to grievance-handling mechanisms to the general public. The accreditation system developed by NAC will provide a complimentary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective...

18.14–Transparent mechanisms for fixing fees with an upper limit, for different types of institutions depending on their accreditation, will be developed so that individual institutions are not adversely affected. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence" (Government of India, 2020b:p. 46-49).

Salient Points on Accreditation in NEP (2020)

1. National Accreditation Council (NAC), envisioned as the second vertical of HECI will be a 'meta-accrediting body'.

2. The accreditation system developed by NAC will provide a complimentary check on the regulatory system, and NHERC will consider this as one of the key dimensions of its regulatory objective.

3. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence.

4. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC.

5. Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC.

6. Every HEI will aim, through its Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice

7. Transparent Public Disclosure system: The underlying principle will be that of a faceless and transparent regulatory intervention using technology. There will be transparent public disclosure of financial matters with recourse to grievance-handling mechanisms to the general public.

8. Accreditation System would strive towards ensuring uniformity in high quality of education, and teaching-learning, across all HEIs.

9. Fostering the culture of autonomy to innovate and empowerment by gradually phasing out the system of 'affiliated colleges' over fifteen years through a system of graded autonomy.

10. Four–Year integrated B.Ed. the degree to be minimum degree qualification for teaching by 2030: The 4- year Degree course shall have a strong practical component for student-teaching at local schools.

11. B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes.

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

13. All colleges currently affiliated to a university shall attain the required benchmarks overtime to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges.

14. ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available.

15. A framework for quality of ODL that will be recommendatory for all HEIs to be developed.

16. A Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals who have proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of the head of the institution, and make all governance decisions.

17. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous.

Strategy for Implementation

Constitution of NAC and Graded Accreditation

As the first step in this direction, it is proposed that the NAAC should be upgraded to the 'meta-accrediting body' and renamed as the 'National Accreditation Council' (NAC), considered to be one of the verticals of the Higher Education Commission of India (HECI).

Presently, the existing HEIs namely colleges functioning under Universities and different types of Universities having various disciplines are being accredited by NAAC. The NAAC has developed various parameters for the assessment and accreditation of different types of Universities and Colleges offering programmes in specific disciplines and specializations. With its long experience and knowledge base NAAC is most suited to perform this major role in the future.

The NEP proposes (Government of India, 2020b): three broad types of HEIs namely (i) Colleges; (ii) Autonomous Degree-granting Colleges; and (iii) Research/Teaching Intensive Universities. HEIs will be categorized under these three categories and placed in this proposed continuum. HEIs will have the autonomy and freedom to move gradually from one category to another as depicted in Figure 3. The vision of NEP is that in the next 15 years all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence.

The role of NAC shall be:

- Identification and empanelment of Recognized Accreditors;
- The orientation of Recognized Accreditors;
- Development of benchmarks for the proposed range of HEIs to facilitate their upgradation and movement from one category to the next;
- Allocation of HEIs to Recognized Accreditors;
- Overseeing the functioning of Recognized Accreditors;
- Renewal of contract of Recognized Accreditors;
- The final assessment of Reports of HEIs submitted by the Recognized Accreditors;
- Award of grades to HEIs valid for three years;and
- Attending appeals received from HEIs and resolving the disputes that may arise.

As far as graded accreditation as proposed in NEP 2020 (Government of India, 2020b) is concerned, there is a need for a robust system that not only works as an accrediting body but also plays a key role as a mentor to encourage, support, and incentivize the HEIs to gradually attain the minimum benchmarks. To gradually phase out the system of 'affiliated colleges' over fifteen years through a system of graded autonomy, the digital form of the Annual Quality

Figure 3: Stage–wise Graded Autonomy through the Process of Graded Accreditation
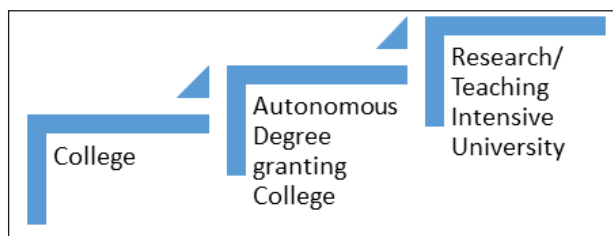
Assessment Report of each HEI may be submitted to the NAC every year within a stipulated time frame and the same may be evaluated by the Recognized Accreditors empaneled by the NAC. A year-wise evaluation report of each HEI may be maintained at the NAC level. NAC would also develop and decide on the qualifying scores to be achieved to move from one category to the next level. After every three years, a consolidated report of each HEI may be shared with these Recognized Accreditors to evaluate the incremental growth of the HEI towards attaining autonomy over the years. In this way, the consolidated progress of every HEI during 15 years would additionally be monitored and if required, these Recognized Accreditors may work as mentors for the HEIs to guide them on how to achieve the benchmark quality parameters. Accordingly, the HEIs would be assessed for graded autonomy (Government of India, 2020b).

Appointment of Recognized Accreditors

Since it is proposed in the NEP (2020) to develop multidisciplinary HEIs and various facets of HEIs will need to be assessed such as the curricular aspects; human resources and capacity building; learning resources; infrastructure particularly IT infrastructure, teaching-learning processes particularly the use of ICT; learner support mechanisms including grievance redressal; equity and inclusion in higher education; learner assessment and evaluation; learner performance and learning outcomes; linkages with industry/NGOs/communities/etc. and extension activities; promotion of research and development; institutional leadership; e-governance; innovation ecosystem; mobilization of funds and utilization; institutional values including human values; green practices; engagement with alumni and placement services; quality protocols and quality assurance system; and any other area/s of distinctiveness.

There is a need to identify people who are pioneers in their field and the proposed NAC may empanel groups of experts. Each group mandatorily should have one environmentalist, one IT expert, one person having sound experience of University administration and finance, even a social worker; besides discipline-based subject experts to form a team, largely multidisciplinary. Several such groups may be formed and selected as empaneled accrediting teams/ agencies by NAC.These agencies so formed must cater to the federal fabric of the country. These

Table 2: Self-Regulation through Self- Disclosures by HEIs

S.No.	Criteria	Self-Disclosure Documents/ Links
1	**Curricular Aspects**	Details of Statutory bodies (compositions, minutes of the meetings) Need Assessment Reports Feedback Reports of stakeholders Report on Revision of Programme(s) Report on Launch of New Programme(s) Programme curriculum details including programme guides and brochures Degree Programmes under Choice Based Credit System CBCS/ Elective Course System (ECS) Programme structure with credit points, programme-wise faculty details Curricular details of new programmes, programmes under revision and programmes in the pipeline
2	**Human Resources and Capacity Building**	Details of Teaching/ Academics/Non-Teaching staff members (Sanctioned posts/ positions filled/ vacant) Qualification Details of Faculty Members (Teachers/ Academics and Non-Teaching including Technical staff) Additional credentials of Faculty Members (Teachers/ Academics) and Non-Teaching Future projections of positions (Teachers, Academics, and Non-Teaching) Details of FDPs/ Refreshers/ Workshops/Seminars: Teachers, Academics, and Non-Teaching (Reports/ Proceedings, List of Participants) Publications of proceedings Career Advancement Scheme for Faculty and Non-Teaching staff Achievements/Recognition of faculty members outside the university
3	**Equity and Inclusion in Higher Education**	Student enrollment at HEI Demographic details of learner diversity Affirmative actions for learners belonging to socially, and economically weaker sections of society Advocacy programmes for an inclusive approach Institutional Concessions/relaxations
4	**Teaching Learning processes particularly use of ICT**	Academic calendar Details of curriculum transaction through various modes: classroom-based; online; ODL; blended Courses being offered as MOOCs or using OERs Details of Programmes incorporating electronic media and other digital components Details of the use of ICT in teaching-learning Details of laboratories, skill development centres, etc. Detailed strategy plan related to On-line course delivery and ODL course delivery Schedules of various teaching-learning activities
5	**Learning Resources specially e-Resources**	Repository of e-resources: e-SLMs; MOOCs; OERs; audio and video programmes; etc. Learning Resources adopted by other institutions Automation of library Annual procurement of Books/ journals Remote access to e-resources of the library

S.No.	Criteria	Self-Disclosure Documents/ Links
6	**Learner Assessment and Evaluation**	Details of ICT facilities available for the conduct of examination in a fair and transparent manner Evaluation Manual Examination management system/software Innovative examination practices Date sheets and schedules of continuous and term-end evaluation
7	**Promotion of Research and Development**	Research policy Anti-plagiarism measures Publications of Faculty members Projects understudy Project reports of completed projects Research Ethics Committee Citation index H index of faculty Systemic Research studies undertaken/completed/ implemented Framework for Good Academic Research practices M Phil/Ph.D. awarded Number of research supervisors Research Grants received for research projects and Chairs sponsored by the government and non-government sources Research Fellowship and scholarships Schemes to encourage research amongst faculty Initiatives are undertaken for system-based research
8	**LearnerPerformance and Learning Outcomes**	Details of LOCF: Programme wise concept maps Aggregate student achievement across groups of students in terms of employability Student pass-out (Convocation) records of HEI Competency and Skill Development mechanisms
9	**Innovation ecosystem**	Innovative programmes developed Innovative teaching-learning practices Awards received for innovation Awards instituted for innovation for Teachers and students Workshops/ Programmes conducted to promote the innovation ecosystem
10	**Infrastructure particularly IT infrastructure**	Physical Infrastructure of the HEI Available bandwidth and IT infrastructure Server rooms and back-end facilities Availability of Technical staff
11	**Linkages with industry/ NGOs/ Communities/etc and Extension Activities**	Collaboration with Government/ Non-Government agencies for research, faculty exchange and sharing of resources, field trips, student exchange, apprentice-ship and development of infrastructure, etc. Linkages with industry/ NGOs/ Communities/ etc for curriculum design, development, and delivery of programmes
12	**Learner Support Mechanisms including Grievance Redressal**	Modes employed by the Institution to attend to learner's queries Modes employed to provide academic counselling and mentoring support Enabling provision for lateral entry for learners List of programmes having modular approach with flexible exit options for the learners Remedial teaching/coaching for the slow-learners from the weaker socio-economic groups

S.No.	Criteria	Self-Disclosure Documents/ Links
13	**E-Governance**	Annual Report of the HEI Office automation, ERP Professional development programmes Areas of operations where e-governance has been implemented
14	**Institutional Leadership**	Act and Statutes or the Memorandum of Association, empowering HEI to offer programmes Letters of recognition from statutory bodies Organogram of HEI Transparency and decentralization in operations Evidence of participative management Strategic planning and monitoring of deliverables
15	**Mobilization of Funds and optimum Utilization**	Annual Budget of the HEI Consultancy policy Revenue generated through consultancy Revenue generation measures other than consultancy Policy for mobilization of funds Policy for optimum utilization of resources Annual Audit Reports Audited utilization certificates
16	**Institutional Values including Human Values**	Amenities for PwD Number of Awareness/ soft skills/life skills/value-added courses on offer Initiatives taken to inculcate Human values and Professional ethics Programmes conducted for promoting Institutional values and best practices
17	**Green Practices**	Geotagged photos of Green Campus Green Initiatives Recognition for green initiatives Energy conservation measures/practices Awards for green practices Awareness programmes conducted
18	**Alumni engagement and placement services**	Details of the registered Alumni association Directory of Alumni Platform for networking Placement policy Details of Student placement Reports of Campus placement activities Career Counselling services
19	**Quality protocols and Quality Assurance system**	Initiatives for the development of Quality protocols Number of Programme Project Reports (PPRs) prepared Number of workshops/ seminars organized on quality related themes Quality audit and Self-Assessment activities undertaken Feedback studies were undertaken Activities are undertaken for recognition and accreditation of the Institution
20	**Any Other Area of Distinctiveness**	HEI specific

NB-The list of documents/ links is only suggestive.

persons so selected to work as a team are to be digitally connected.

Faceless and Transparent Accreditation

The Government of India had brought a completely electronic assessment scheme for transparent taxation for honoring the honest taxpayers claiming to be 'Painless, Seamless, and Faceless' by establishing a National e-Assessment Centre (NeAC) as the main gateway for communication between the taxpayers and the tax authorities. On similar lines, to eliminate all human interfaces during the process of accreditation of HEIs, a faceless model is being proposed. It is a new model proposed to make the system "faceless" and to make the accreditation process "painless and seamless", making the process objective, swift and beyond the cumbrances of organization of an onsite visit (as is being done today). It is hoped that the proposed process will bring in more self-accountability through self-regulation in HEIs. The proposed model will have the following features:

1. A complete electronic assessment mechanism eliminating all human interfaces to save time and effort. All communications between the NAC, a single-window system, and the applicant Institution may be exchanged exclusively by electronic mode without any physical intervention.

2. Establishment of specialized hubs across the country, with dynamic jurisdiction and objective to work seamlessly and have a panel of recognized accreditors to assess, review, and verify the documents.

3. Shifting towards rationalization, simplification, greater transparency, ease of managing the accreditation process, and creating an overall Institution-friendly ecosystem.

4. The system should have an Institution Charter, defining the rights and obligations of the applicant institution as well as the Recognized Accreditors and the meta Accreditation Agency i.e. NAC.

5. Besides this, the HEI is expected to be honest and compliant, disclose complete information, post and update it from time to time on its official website, be informed about accreditation rules/procedures and compliance requirements, and maintain accurate records and documentation as specified in Table 2.

The methodology to be adopted will be faceless and transparent. Therefore, the HEI will be expected to follow the principle of self- disclosure through self-regulation and self-evaluation through its Centre for Internal Quality Assurance as mandated in all HEIs as per the Regulations and Guidelines prescribed by NAAC.

Conclusion

The NEP 2020 owes its foundation to the earlier Education Policies in India which stood on Access, Equity, Quality, Affordability, and Accountability. However, NEP 2020 is more aligned to the 2030 Agenda for Sustainable Development Goals (United Nations, 2015). One of these goals is to bring flexibility in the higher education scenario, by opening the door for foreign universities to set up their campuses in India. Before this, India remained indecisive concerning Transnational Education (TNE). A proper foreign policy for higher education continues to be the Achilles' heel for Indian policymakers. Almost up to the '90s, India operated virtually as a closed economy, and understandably has been reluctant about the entry of international providers in the education sector (Chakraborty, 2020). However, with the opening of Campuses of foreign universities in India, our own higher education implementation strategies are going to be watched keenly by other countries. Therefore, Accreditation policy and practices in India will be significant for our universities to prove their mettle.

The NEP 2020 provides a framework for a new layered accreditation system that will differentiate between a degree-granting stand-alone college and a full-fledged multidisciplinary university. The earlier affiliation system of the university has to be discontinued and a university needs to concentrate on teaching and research. It is therefore essential that the process of accreditation needs effective implementation strategies to set standards in quality of infrastructure, faculty, technology, GER, and research facilities.

References

1. All India Council for Technical Education (2020). All India Council for Technical Education: Website Introduction of NBA, New Delhi: AICTE, Retrieved on 14th September, 2020 from *https://www.nbaind.org/about*

2. Chakraborty, A.(2020). NEP 2020: Is Opening The Door For Foreign Universities: A Good Deal For India? *Outlook*, 11th August, Retrieved on 2nd October from *https://www.*

outlookindia.com/website/story/opinion-nep-2020-is-opening-the-door-for-foreign-universities-a-good-deal-for-india/358

3. Government of India (1986). *National Policy on Education – 1986*, New Delhi: Ministry of Human Resource Development, New Delhi, May, pp. 48, Retrieved on 12th September, 2020 from *https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf*

4. Government of India (1992). *Programme of Action-1992*, New Delhi: Ministry of Human Resource Development, Retrieved on 12th September, 2020 from *https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf*

5. Government of India (2013). Mandatory Assessment and Accreditation of Higher Education Institutions Regulations 2012 (25th January) *The Gazette of India*, Part III, Section 4, Retrieved on 15th September, 2020 from *https://www.ugc.ac.in/pdfnews/8541429_English.PDF*

6. Government of India (2017). University Grants Commission (Open and Distance Learning) Regulations, 2017, (23rd June) *Gazette of India*, Extraordinary, Part III, Section-4. Retrieved on 12th September, 2020 from *https://ugc.ac.in/oldpdf/regulations/distance%2520education%2520regulations.pdf&ved=2ahUKEwic4bmOoujoAhXFV3wKHUUyD-UQFjACegQIBRAC&usg=AOvVaw28l3ijhz7MGoRj-j7n1faK*

7. Government of India (2018). University Grants Commission: Third Amend*ment to the UGC (Open and Distance Learning) Regulations, 2017,* (6th September) *Gazette of India*, Extraordinary, Part III, Section-4. Retrieved on 12th September, 2020 from *https://www.ugc.ac.in/pdfnews/8516033_ODL-3rd-Amendment-Regultaions-2018.pdf*

8. Government of India (2020a) University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, (4th September) *Gazette of India*, Extraordinary, Part III, Section -4. Retrieved on 12th September, 2020 from *http://deb.ugc.ac.in/Uploads/20200906.pdf*

9. Government of India (2020b). *National Education Policy-2020*, New Delhi: Ministry of Human Resource Development, Retrieved on 12th September, 2020 from: *https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf*

10. National Assessment & Accreditation Council (NAAC) (2004). *NAAC A Decade of Dedication to Quality Assurance*, Bangalore: NAAC, December, Retrieved on 15th September, 2020 from *http://naac.gov.in/docs/Books/NAAC%20A%20Decade%20of%20Dedication%20to%20Quality%20Assurance.pdf*

11. National Assessment & Accreditation Council (NAAC) (2019). *NAAC Institutional Accreditation Manual: Self Study Report Open Universities*, Bengaluru: NAAC, December, Retrieved on 11th May 2020 from *http://www.naac.gov.in/images/docs/Manuals/OpenUniversity-Manual-11-12-2019.pdf*

12. NAAC (2020a). *National Assessment & Accreditation Council: Website*, Bengaluru: NAAC, Retrieved on 15th September, 2020 from *http://naac.gov.in/*

13. NAAC (2020b). *NAAC Institutional Accreditation Manual for Self- Study Report: Dual Mode Universities*, Bengaluru: NAAC, February, Retrieved on 17th April, 2020 from, *http://www.naac.gov.in/images/docs/Manuals/final-Dual-Mode-University-Manual-7feb2020.pdf*

14. Srivastava, M, Pulist, SK, Abrol, N.,& Suman S. (2020a). Online Mentoring Model for NAAC Accreditation under Paramarsh Scheme in the Age of Social Distancing and Digital Era, *Edu Tech*, 2020 (1), May, p.1-9.

15. Srivastava, M, Rai, M,& Abrol, N. (2020b).Accreditation of Higher Education Institutions offering programmes through ODL mode–An Appraisal**,** *University News*, 58 (31), September, p.10-19.

16. United Nations (2015). *Transforming our world: the 2030 Agenda for Sustainable Development*, New York: Department of Economic and Social Affairs, The United Nations Secretariat, Retrieved on 25th September, from *https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf*

17. University Grants Commission (1956). The University Grants Commission Act, 1956, New Delhi: UGC, Retrieved on 12th September, 2020 from *https://www.ugc.ac.in/oldpdf/ugc_act.pdf* ❑

On the Contexts of Discovery and Justification

Ravindra K S Choudhary *

Research and development in any field of knowledge do not come out of the blue; they are always contextual. But contexts may vary widely across fields of study and research affecting them spectacularly and posing unthought-of challenges for the knowledge pursuits. In the contemporary thinking about science, an important distinction is often made between the context of discovery and the context of justification. This paper is an attempt to analyse these twocontexts and to understand them critically as they occur in sciences, natural and social.

The Two Contexts

The distinction between the 'context of discovery' and the 'context of justification' was first made by Hans Reichenbach. Karl Popper has also spoken of it in terms of 'questions of fact' and 'questions of validity'. The distinction may be made clear as thus:

The context of discovery refers to the actual historical process by which a scientist arrives at a given theory. The context of justification refers to the means by which the scientist tries to justify his theory once it is already there – which includes testing the theory, searching for relevant evidence, and so on (Okasha, 2002:79).

Every discipline of knowledge such asvarious sciences evolves in a larger intellectual landscape where extra-disciplinary environment is also at work. Method, proof and justification are no doubt decisive in sciences, but the very process of discovery is also vital. The context of discovery involves lots of creativity, ideation and situational considerations, which are not confined to the rigid methods and rigorous proof. Needless to say, such extra-disciplinary factors are mostly subjective and highly imaginative affairs in the sense that they are not always the product of systematic and careful thought. Great discoveries and inventions often spring from the intersection of the intellectual and the visceral. Hypotheses, for instance, are often formed in quite out of box manners.

_____

* _Faculty and Head, University Department of Philosophy, Vinoba Bhave University, Hazaribag-825301 (Jharkhand). E-mail: raviksc@gmail.com_

We have great many classic examples of the context of discovery. Kekule hit on the hypothesis of a hexagonal structure for benzene after a dream in which he saw a snake trying to bite its own tail. Descartes while lying in bed watched a housefly walking on the ceiling of his room. He observed that the position of fly could always be represented by its perpendicular distance to any two walls forming a corner of the room, and thus he arrived at the concept of co-ordinates. Archimedes found the solution to buoyant force problem in his bath not in his study. Fritzof Capra while sitting one day by the ocean, watching waves rolling in and the feeling of rhythm of his breathing, came across a unique experience called 'the Dance of Shiva' constantly unfolding all through inner and outer existence.

Are these just figments of imagination, flashes of insight, or suggestive of something significant in the process of discovery? Are these simply 'Eureka moments' permeated with ephemeral, unfathomable feelings of inspiration, illumination, intuition and the like?

Critique of the Context of Discovery

Even if we do not deny the ontology of the context of discovery, the question arises as to how much importance or weightage should be accorded to such factors. More precisely, what bring them into question is that they are often chaotic and syncretic in character and quite clumsy in their epistemological implications. Thus the question is: Is the context of discovery cogent and conclusive enough to deserve the serious treatment of scientists and scholars in any great detail?

From one point of view, what matters in the last count is an appropriate way of justification which is rational and methodical enough, and which can be subject to logic and objective investigation. Hence, it is often argued that the factors constituting the context of discovery are logically not as sound and significant as to foster and further research and development in any field. As Hacking puts this criticism,

In case of a discovery, historians, economists, sociologists, or psychologists willask a battery of

questions: Who made the discovery? When? Was it a lucky guess, an idea filched from a rival, or a pay-off for 20 years of ceaseless toil? Who paid for the research? What religions or social milieu helped or hindered this development? Those are all questions about the context of discovery (Hacking, 1983:5-6).

At first glance, these seem to be peripheral issues which are beside the point. They cannot provide us with any methodical lead to advance on the path of scientific rationality. How a discovery is really made may be of historical and literary interest, but not of logical significance. Popper, for instance, holds that 'the work of the scientist consists in putting forward and testing theories.' He goes on to argue.

The initial stage, the act of conceiving and inventing a theory, seems to me neither to call for logical analysis nor to be susceptible of it. The question how it happens that a new idea occurs to a man – whether it is a musical theme, a dramatic conflict, or a scientific theory – may be a great interest to empirical psychology; but it is irrelevant to the logical analysis of scientific knowledge (Popper, 2010:7).

Thus Logical Positivists, in their organized search for logically rigorous and rationally sound methodology, considered it necessary to focus only on the context of justification. They were emphatic that scientific enterprise has nothing to do with any extra-scientific considerations:

For Logical Positivists such thinking bore witness to a straightforward confusion of realms, namely that between 'the context of discovery' (where all sort of historical, cultural or psychological factors might play a role) and the properly scientific 'context of justification' (where truth-claims and theories were tested on their merits and subject to the most rigorous standards of observational, predictive or causal-explanatory warrants) (Norris, 2000:179).

If thus viewed, the context of discovery is of no help in setting the problems of science; nor is it useful in suggesting any reasonable solutions to them. Scientific research is often called 'the art of soluble' (Medawar, 1967). The context of discovery seems to concern only with insoluble existentialistic problems such as love, life, death, norms, values and ideals. These sorts of problems cannot be formulated clearly; nor can they be solved in a determinate manner.

It is no accident that we often hear scientists classify problems as being either 'researchable' or 'non-researchable'. Only those problems seem to be relevant and researchable to them which are currently approachable in scientific terms. If this view taken to the extreme, science is justifiable, but non-science lacks in terms of justification; so much so that the latter could be declared and discarded as nonsense. This amounts to narrowing down the problematic of scientific enterprise to the context of justification and to dismiss the context of discovery from 'science' on the grounds of irrelevancy.

Overemphasis on Justification Criticised

Underlying such an over-emphasis on the context of justification, there is a notion of an *ideal knower*. This ideal knower is thoroughly rational but faceless and abstract in nature; what is more, he or she is not situated in any particular place and time yet presumed to be omnipresent anonymously. For, scientific rationality, as it is commonly conceived, calls for universal justifiability and applicability of knowledge. Science is 'science,' we are told, 'because it can be inter-subjectively tested' (Popper, 2010:44). This also suggests that 'knowledge in the objective sense is knowledge without a knower; it is a knowledge without a knowing subject' (Popper, 1972:109).

Hence, in this view all personal specialities including one's own life-experience is nothing but idiosyncrasy, and so epistemologically irrelevant. Is then the context of discovery is just a narrative with which no valid connection of justification could be established? Radhakrishnan is instructive here:

Knowledge when acquired must be thrown into logical form and we are obliged to adopt the language of logic, since only logic has a communicable language. When the formal logical presentation is set forth, a confusion arises between discovery and proof. As proof takes the form of conceptual synthesis, discovery is supposed to be of the same kind. The art of discovery is confused with the logic of proof and an artificial simplification of deeper movements of thought results (Radhakrishnan, 2009:179).

Something of an obsession with method and heuristics, and a state of being oblivious to roots and foundations are the zeitgeist of our age. So we

tend to gloss over the significance of the context of discovery. The matter needs to be looked into deeply. Two influential critiques of this tendency have been put forward in contemporary philosophy:

(1) The *hermeneutic tradition* of thinking which emphasizes on qualitative aspects and categories like meaning, purpose and value. It is critical of the simple notions of methods and heuristics, and seeks to add humane dimension to scientific enterprise.

(2) There is also a more recent and emerging *historical-sociological perspective on science*. In this trend, science is viewed basically as a social activity which is carried out in the specific historico-cultural situation and governed by the prevailing paradigm of the day.

Only after having these two critical threads discussed, we can reach the stage of rounding off our deliberations on discovery and justification.

Heuristics vs. Hermeneutics

Humans are at once influential factors of change as well as mindful subject to change at large, and with changes come up new challenges for thinking critically and creatively. A change acquires greater significance for us as humans only when it is not merely mechanical; it is marked instead by a sharp departure from the set patterns and directed towards some purpose. Obviously, freedom from rigid methodology along with a spontaneous concern for lived-experience is an aspiration quite conducive to critical thinking and it is also in the spirit of scientific temper.

But the positivistic conception of science does not accord due importance to time and change; it conceives science as essentially a historical. Science is frequently defined in terms of a particular sort of method that leads us to wider generalizations based on experience. Interestingly enough, 'scientific method is not an algorithm. It is not a formalized method at all. And so, in an age in which everyone claims he or she is using it, the question who is really using the scientific method becomes a difficult one' (Putnam, 1995:484).

Science has turned out to be quite good at explaining natural phenomena, but it is pretty weak in understanding the crux of human life. Yet the mainstream of sciences seeksall too often to explain human beings and societies as part and parcel of the natural order. But according to the hermeneutic tradition of thought: *human life must be interpreted and understood, not just explained*. For instance, the very concept of 'meaning' has been construed by Wilhelm Dilthey as the category which is 'peculiar to life and to the historical world' (Hollis, 2000:17). The sort of meaning we strive for in our 'life-world' is distinct from the meaning we seek in scientific investigations.

Modern science, according to Gadamer, is obsessed with method, and it is pre-occupied with a too narrow conception of truth to accommodate humanistic and historical understanding. This has been construed as 'heightening the tension between truth and method' (Gadamer, 1989:555). What we are often required in this tense situation is just to go beyond the preoccupation with 'method'. We must realize that 'the truth that science tells us is relative to a specific attitude towards the world' (Ibid., 449). Scientific method appears only when we have already objectified the world and tried to distance ourselves from it in order to adopt a spectator's standpoint. But the hermeneutic tradition emphasizes that the world must be understood from within.

The point is that human life has a tacit dimension which is understandable by *indwelling* only in the context of discovery. The hermeneutic engagement with truth and method accords greater importance to the context of discovery. The problem with the dominant notion of scientific rationality is that it is too rigid and circumscribed to take our variegated lived-experience into account. Life experience does not address itself to us through reason alone, but through the rest of our being as well. So we need also to develop situated understanding and interpretation of matters of fact as well as of value.

Predominance of the Paradigm

Thomas Kuhn has argued that science is as social an activity as our other intellectual pursuits are. The notion of science as a purely objective enterprise is more a myth than a reality. Such a notion is not supported by the actual practice of science we are very much familiar with. Social and historical factors play crucial roles in shaping the nature, method and progress of scientific knowledge. Hence, in this view, "The context of justification

cannot be separated from the context of discovery. Science is in time and is essentially historical" (Hacking, 1983:6).

Science is practised in a community of scientists who are guided and governed by the prevailing paradigm of the day. The concept of paradigm is central to Kuhn's account of science. A paradigm is described as "the entire constellation of beliefs, values, techniques and so on shared by the members of a community" (Kuhn, 1970:144). There are two major aspects of a paradigm – intellectual and institutional (Hollis, 2000:85-6):

(a) In the intellectual side, a paradigm consists of certain theoretical axioms which are at work as guiding fundamental assumptions. For example, the Newtonian-Cartesian intellectual system once represented a model account of scientific knowledge and the standard ways and means to achieve it.

(b) At the institutional side of a paradigm, certain social hierarchical mechanisms are functional to keep the normal science on track. For instance, textbooks, exemplars, journals, professional associations, funding agencies and the like are extremely influential in deciding our ways of doing science.

These aspects show how the contexts of discovery and justification are equally indispensible and they operate in continuity. A paradigm holds sway over the normal science as long as it is effective enough in problem-solving. But no paradigm can be absolute and immutable. When a paradigm fails repeatedly in solving the relevant problems of the field, anomalies creep into the system and eventually crisis comes to the fore. All this necessitate paradigm-shift which ushers in an era of revolutionary science. With time, this revolutionary shift of paradigm earns wider acceptance as the new normal.

But the choice of paradigm at any stage is not actually determined by facts and justified by reason alone. For, there are no theory-neutral facts at our disposal. Thus, in this view, "there are noparadigm-independent facts we can use to justify the adoption of one [paradigm] rather than another. The choice scientists make are conventional rather than rational, and relate, allegedly, to the prevailing cultural, political and ideological values of the society supporting their investigations (Gower, 1997:245).

Complementarity and Continuity of the Contexts

We have reached now a stage where we can sum up our deliberations on the two contexts. What all our discussion on discovery and justification boils down to is explicable in a few of points:

(i) No scientific discipline makes progress in purely 'scientific' manner. Science itself, contrary to what many scientists want us to believe, is never entirely rational. For, truth is not a fixed and a historical category; it is always subject to change and evolution. What is normally recognized as truth in any discipline in given moment is in fact often a matter of consensus and it is governed in large measure by paradigms prevailing at that time. Thus all our knowledge rely upon the context of discovery, but some rely on it more heavily than others.

(ii) The Context of discovery and the context of justification are actually continuous; no clear cut line of demarcation can be drawn between the two. Either of these two contexts evolves all the time affecting and enriching one another in myriad ways. It can thus be said that the methodological issues have already begun before one enters into a particular field of study and research.

(iii) The extra-disciplinary factors which are constitutive of context of discovery are sometimes considered as extraneous to a scientific discipline, and as such they are regarded as contributing little or even nothing to the growth of that discipline. But the truth of the matter is the other way round. Extra-disciplinary factors are not extraneous to the whole of knowledge situation; they are integral to it and they do influence the overall growth of human knowledge.

(iv) In shaping our intellectual landscape at large, we are often required to go beyond the binary division of the context of discovery and the context of justification. In addition to these two, there are in fact other vital contexts too, e.g. 'context of dissemination' and 'context of application'. Ideas and insights, imagery and thought experiments, views and visualizations all play crucial role in the context of dissemination.

Scientists and scholars have to make pupils or public understand a specific subject or theme by making full use of imagination. Moreover, they often need to devise new ways of applying their intellectual achievements in solving complex real-life problems. Hence, one cannot remain heedless of 'the growing importance of the context of application as a site for research' (Barry & Weszkalnys 2008:23).

(v) What is more, such exercises in dissemination and application of knowledge may further give rise to novel contexts of discovery which would again be in a need of fresh contexts of justification. The point to be noted is that none of the contexts is final or terminating; neither are they independent. They all are very much interdependent, subject to co-evolution and often repetitive in their applications.

Concluding Remarks

No knowledge comes out of the blue, but always from some background which is considerably constituted by the extra-disciplinary factors. Every piece of human knowledge is *knowledge in perspective*, an instance of 'situated knowledge'. The very idea of an *ideal knower* free from all contingency yet applicable across all possible constituencies is nothing but a chimera.

However, viewing science as a considerably contextual enterprise need not necessarily lead to relativistic scepticism or epistemological anarchy. Such a view has also potentials to steer the scientific enterprise towards humanitarian goals or even towards the welfare of all beings. As Best and Kellner puts, "If science and technology are socially constituted, they can be reconstituted in new forms, guided by more humane, ethical, democratic, and ecological values" (Best & Kellner, 2001:117).But such goals are achievable only through being interdisciplinary, particularly through a close collaboration of natural and social sciences along with humanities.

References

1. Barry, A., Born, G., and Weszkalnys, G., (2008). Logics of Inter disciplinarity. Economy and Society 37: 20-49

2. Best, S., and Kellner, D., (2001). The Postmodern Adventure: Science, Technology and Cultural Studies at the Third Millennium. NY & London, The Guilford Press.

3. Gadamer, H-G.,(1989).Truth and Method. Second Edn. Trans. J. Weimsheimer and D. G. Marshall. London: Sheed & Ward.

4. Gower, B., (1997). Scientific Method: An Historical and Philosophical Introduction. London & NY: Routledge

5. Hacking, I.,(1983). Representing and Intervening: Introductory Topics in the Philosophy of Social Science. Cambridge, UK, Cambridge University Press.

6. Hollis, M., (2000). The Philosophy of Social Science: An Introduction, UK, Cambridge University Press.

7. Kuhn, T. S., (1970). The Structure of Scientific Revolutions. Second Edn. Chicago, Chicago University Press.

8. Medawar, P. B., (1967). The Art of Soluble. London: Metheun.

9. Norris, C., (2000). Deconstruction and the 'Unified Project of Modernity'. London: The Athlone Press.

10. Okasha, S., (2002).Philosophy of Science: A Very Short Introduction. Oxford, Oxford University Press.

11. Popper, K. R., (1972). Objective Knowledge. Oxford: Clarendon Press

12. _____. (2010). The Logic of Scientific Discovery. First Indian Rept., London & NY: Routledge Classic.

13. Putnam, H., (1995). The Idea of Science. *In J. Conant* (ed.), Words and Life: Hillary Putnam. Cambridge, Massachusetts, Harvard University Press

14. Radhakrishnan, S., (2009). An Idealist View of Life. New Delhi, Harper Collins Publishers India. ❑

Attributes of a Progressive Mindset

N R Narayana Murthy, Co-founder, Infosys delivered the Convocation Address at the 54ᵗʰ Convocation of Indian Institute of Management, Kolkata on April 06, 2019. He said, ''No country can make sustainable economic progress and experience long-lasting peace unless every citizen is happy, enthusiastic and energetic about the country. In such a country, no citizen can be made to feel inferior to others. That is why *"the four freedoms of a true democracy"* enunciated by President Franklin Roosevelt should become the birth right of every citizen of the country, irrespective of his or her religion, region, caste, education level, economic and social class, and language. The four freedoms are: *freedom of expression, freedom of faith, freedom from fear, and freedom from want.* As the future leaders of this country, it is your duty to protect these freedoms for every citizen." Excerpts

Chairman and members of the board, Director, faculty, staff, students, families of the graduating students, guests, and, most importantly, the graduating students, please accept my sincere thanks for inviting me to be part of this joyous occasion. My congratulations to you, the graduating students, on your accomplishments and best wishes to you as you start your life as an adult taking on responsibilities for yourself and your society.

You will play an important role in shaping the future of this country and this world. You start your career at a time when competition is intense, opportunities are huge, and challenges are daunting. The Indian market has players from all over the world. Most Indian companies aspire to succeed in the global market. Why? Because, today, to *succeed is to succeed globally*, thanks to a phenomenon called *globalization*. What is globalization? *Globalization is sourcing capital from where it is cheapest, sourcing talent from where it is best available, producing where it is most cost-effective, and selling where it is most profitable, without being constrained by national boundaries.* The market players offering products and services in a country in such a globalized world could come from any part of the world. You use your mobile phone from China to order a taxi from Uber, a US company, to go to the airport built by Unique Airport Company, an airport management company from Switzerland. You fly IndiGo, an Indian airline, in an Embraer aircraft, a plane from Brazil. You stay in Accorhotels, a French hotel company. In other words, several nations are participating in making your life more productive and comfortable right here in India!

What is common amongst these companies? It is their ability to transcend national boundaries and compete successfully in foreign lands. What are the attributes required for such an ability? First of all, they believe like my friend, Rahul Bajaj, that the best management guru is competition. These companies perform every day with the belief that succeeding in competition will make them stronger, larger, smarter, faster, leaner, fitter and more profitable. Everyday, they learn from their competitors in one part of the world, and leverage that learning to operate more successfully in another part of the world. They also create several next practices. It is this competition that has helped these companies become more and more customer-focused, employee-oriented, and investor-driven day after day. Therefore, the most important advice I can give you is to embrace competition with enthusiasm and alacrity, and to ride the wave to your own and your company's advantage.

Every human being, no matter what part of the world he or she comes from, faces a very important challenge early in life. That is to develop the power of mind to win the battle in favor of a competitive, progressive mindset over a regressive mindset. A regressive mindset is the negative force that holds one back from progress. It originates from the database of experiences resulting from diffidence, apathy, apprehension, negativity, dilemma, inadequacy and failure. A competitive, progressive mindset is the positive force that propels you forward towards progress. It emanates from the database of successful experiences resulting from confidence, curiosity, happiness, daring, success, open-mindedness and a desire to try out new ideas and become better. My friend, Raghunath Mashelkar, says that only those of us who work hard to transform our mindset from a regressive one to a progressive and competitive one will become successful in life. I want you to resolve today to win this battle if you have not already done so.

What are the attributes of a progressive, competitive mindset? Such a mindset is open to new ideas, no matter where these ideas come from. It creates an environment in the workplace where hierarchy of ideas rather than hierarchy of corner offices is celebrated. It heralds an era when everybody in the company – from a janitor to the chairman - feels like an owner since his or her ideas are listened to, judged on its merits, and implemented with alacrity should they be the best available. It creates a sense of "*Can-do*" spirit in employees of the company. Everybody with such a mindset lives the adage that *a plausible impossibility is better than a convincing possibility*. Such a mindset embraces meritocracy and open-mindedness, and engenders confidence, hope, enthusiasm and a sense of ownership among the employees. Such a mindset fosters a determination in every tired mind leaving the office in the evening to come back next morning with a renewed sense of "*Will-do*". Such a mindset will ensure that fairness, transparency (on a need to know basis) and accountability are available in every transaction to every employee.

Speed is the other hallmark of such a mindset. Fair decisions will be taken as soon as the required data and facts are speedily collected rather than waiting for the lofty, unsubstantiated opinions of the corner office demi-gods. Such a mindset celebrates the adage, "*In God we trust, everybody else brings data and facts to the table*".

Progress comes from good ideas. Good ideas come from an innovative mind that is ready to take bold decisions, that is not afraid of failure, that is ready to share its ideas with others, and that is ready to learn from others. Therefore, a progressive, competitive mindset has to be necessarily innovative, imaginative and open-minded. Let us remember that just good ideas alone have no value unless they result in a concrete, positive change. Such a change is only possible with flawless execution. Excellence in execution is an integral part of a progressive, competitive mindset.

Every one of you has the potential to become a leader in your chosen field. Remember that a leader is an agent of transformation. Transformation is a big-ticket change. No transformation is possible without a team of competent, optimistic, highly-motivated, energetic, enthusiastic, confident, hardworking and disciplined people. A productive working environment comes only from a happy and hungry human mind with high aspirations. Hence, your main challenge is to raise the happiness, hunger and aspirations of your younger colleagues. Late Robert Kennedy borrowed the words

of George Bernard Shaw to say, "*Most people see things as they are and wonder why. I dream of things that never are and then say, why not?*". Therefore, your challenge as a leader is to imagine a plausible hither-to-unthought-of idea which appears impossible and make it a reality. This journey requires aspiration, commitment, daring, hard work, discipline and sacrifice from everybody in your team with complete trust in your leadership. Such a transformational journey requires you, the leader, to create a grand vision; communicate that vision clearly to your team; convince them that the chosen vision will result in the betterment for everyone in your team; raise their trust in you through your leadership by example, walking the talk and practising the precept; and making them confident, enthusiastic, hopeful and committed; and making them feel an inch taller in your presence through your generosity of sharing the credit for accomplishments with your team.

No corporation is successful unless it earns the pride of ownership of its products and services in the minds of its customers; unless it earns the unquestioned loyalty, pride and enduring commitment of its employees; and unless it earns the full trust of its investors. Creating such a trust in your investors requires you to follow the adage, "*When in doubt, disclose*". Even if you do all of this, please remember that no institution can demonstrate longevity unless it earns the goodwill of the society by ensuring that the primary interest of the society is put ahead of the interest of your institution in every decision.

No country can make sustainable economic progress and experience long-lasting peace unless every citizen is happy, enthusiastic and energetic about the country. In such a country, no citizen can be made to feel inferior to others. That is why "*the four freedoms of a true democracy*" enunciated by President Franklin Roosevelt should become the birth right of every citizen of the country, irrespective of his or her religion, region, caste, education level, economic and social class, and language. The four freedoms are: *freedom of expression, freedom of faith, freedom from fear, and freedom from want*. As the future leaders of this country, it is your duty to protect these freedoms for every citizen.

Some of you will go on to become independent directors and chairmen of the boards of listed companies. Remember that good governance is about representing shareholders faithfully, doing everything possible to increase shareholder value legally and ethically, and enhancing the reputation of the corporation. It is about

ensuring that every law of the land is fully complied with. It is about recognizing risks in every function and in every decision and mitigating them through debates, systems of control, and timely review and action in the boardroom. It is about proper succession planning. It is about holding the management responsible to be fair, honest, efficient, transparent and accountable to every stakeholder of the company. It is about ensuring that the CEO does not put pressure on the board to obtain disproportionate direct or indirect pecuniary advantage for himself or herself or for his or her family, friends and cronies to the exclusion of a fair compensation for lower level employees. It is about understanding the nuances of the industry and the intricacies of the business model. It is about not being mute spectators in board meetings when the CEO informs the board about his or her decision that is questionable and unethical. It is about questioning deeply and seeking truth by getting into the details of critical transactions without being overawed by the jargons and the charm of the CEO. It is about disagreeing without being disagreeable in the board room. It is about not abdicating governance to ill-informed, greedy law firms and seeking their approval for even opening one's mouth in the board room. Remember that your accountability as an independent director is only to your shareholders and the regulators. You have to accept and operate with the axiom that shareholders have every right to ask you any question. You are not the one to judge whether their question is appropriate or not. Your duty is to be fully transparent to every shareholder. However, you cannot be a party to any *selective disclosure* to just any group of shareholders including the founders. You should not leak classified board information to your friends in the media.

How do you earn respect as an independent director and as the chairman of a listed company? You have an easy instrument to earn respect. That is to ask your conscience, before taking any decision in the boardroom, whether that decision will enhance respect for your corporation and for you from the shareholders and the society. Please remember that *the softest pillow is a clear conscience.*

Those of you who will join the government would do well to remember the famous, age-old Hindi saying - "Jis desh mein sarkar vyapari hojata hein, us desh mein log bikari hojate hein!" Every government that proclaims adherence to the adage, "*Minimum government, maximum governance*" should remember this age-old Hindi saying and resist the temptation of getting into business. Your first duty as a civil servant is to be an impartial regulator and to remove all bottlenecks to honest, smart, innovative and law-abiding entrepreneurs in their quest to create a large number of jobs with good disposable income, and to create aspirational wealth for themselves. Your duty is to ensure that tax collection is maximized through a fair, transparent, honest and hassle-free process for both individuals and corporations. It is to use that tax money efficiently and fairly for public-good purposes.

I have often been asked what success means to me. Let me answer that question borrowing the words of Ralph Waldo Emerson who said, '*To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty; to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition: to know even one life has breathed easier because you have lived. This is to have succeeded.*' I wish everyone of you much success.

Finally, remember that any tough task requires a happy mind. When you leave the office, forget about your office matters. Spend quality and happy time with your loved ones. Remain grateful to your loved ones for having made a huge sacrifice to provide you this opportunity for successfully experiencing this prestigious institution.

My best wishes to you for a purposeful, productive, happy, healthy, value-based and worthwhile life.

Thank you!

COMMUNICATION

We Will Never Change Unless we Seek A Change

Hema Raghvan*

I write this with the awareness of being a lone voice in the wilderness and that there are hardly any readers these days, as almost all knowledge is gained from the so called Whatsapp university. Further, it seems no one in the active working age is caring to read an octogenarian's views on modern day education as octo-s are deemed as fossilized groups fit to be in museums as ancient artefacts (if they had some pretence to distinction in their younger days). I still cannot hold back from writing what I feel is my responsibility as a citizen and a former teacher. The *University News* provides a platform for free exchange of views and ideas on higher education.

This preamble is important as the suggestions in this communication may be a repeat of my many in the previous years that had never been attended to by the powers that draw the roadmap for higher education. At the cost of sounding repetitive, I feel time is ripe for reiteration of my suggestions in the interest of our future generation.

Let me start with the immediate crisis brought on by Corona Virus. It had led to the closure off all schools and colleges and the cancellation of the year ending semester examinations. Pending the SC judgement, amidst all the pandemonium, University of Delhi decided to hold OBE-Open Book Examinations as though the declaration of graduation results, hinges on this one single examination. Amidst glitches galore and after repeated difficulties arising out of mock examinations that were held, and protests from students and teachers that nearly 85 per cent out of the total 50,000 students had no access to internet and infrastructure that includes non- stop power supply, the University issued guidelines for the conduct of OBE: "According to the guidelines, students would get a total of three hours – two hours for downloading and appearing for the paper and an additional one hour for uploading the answer sheets. The guidelines also stated that for those lacking internet and infrastructural facilities, DU would engage the Common Service Centres (CSC) under the Ministry of Electronics and Information Technology. The university also said that students who aren't able to give the exams remotely will be allowed to sit for physical exams 'as and when the present situation improves'."

If we analyze these guidelines, it becomes clear that the examinations that are usually for three hours have been reduced to less than two hours as the uploading and downloading of question papers and answer sheets need a minimum of one hour or more. The students are required to answer only four and not five questions. They are allowed to open their books(and guides/notes) and write which in essence means they can copy straight from the available material. What is the worth of such an examination? If it is to test the student's comprehensive knowledge, understanding and ability to express, all these are missing in the OBE. Courses could not be completed because of the sudden imposition of lockdown (which effectively seals the claim that exams are to test the student's comprehensive knowledge of the entire semester), copying of answers from the open book onto answer scripts is feasible and over and above there is the possibility of the university portal crashing and sundry problems associated with uploading answer scripts as is being evidenced during the current OBE. But what is ironical is Delhi University refuses to accept the credits and grades secured by the students in the previous five semesters which it had only awarded as an index of the students' academic potential. Students who have no access to smart phones and laptops are told to go to the Common Service Centres. When the pandemic has affected free mobility and transport and the physical examinations had to be therefore cancelled, how are the students expected to visit CSC especially when there is a raging pandemic in the city and all over the country? The University has also given the concession to those who cannot take OBE----to take the physical examinations "as and when the present situation improves". This concession could have been extended to all the students for year ending dates, hopefully by which time the Corona virulence would have subsided!

---
* *Former Dean, University of Delhi, Block N, 12 C (Opposite Pushp Vihar) SFS Apartments, Saket, New Delhi-110 017. E-mail: h.raghavan13@gmail.com*

If five semester grades have no meaning and the sixth alone matters, then the University could have decided a more suitable time for the conduct of thee examination, instead of hurriedly working out a farce of an Open Book exam. Does not this amount to risking the health of students and the invigilators? Further, will this not amount to discrimination--- those who had taken OBE with reduced number of questions along with open book consultation have a distinct advantage over those who for want of internet facility could not attempt the OBE? Those who have appeared for OBE may get their results earlier and will have the unfair advantage of getting into higher academic studies or getting a job. Is this also a covert and cynical reflection of the teaching-learning process in our institutions with no care for the quality and standard to be expected of the students? When the University has decided to conduct only online classes, factoring in the risk of opening colleges, it goes beyond reason and judgement that both teachers and students are compulsorily ordered to risk their health in the examinations. College openings should be left to medical experts rather than administrators and courts. As a former Dean of students welfare I appeal to all the lawmakers and administrators to make sure it is scientists, doctors and parents to decide when it's safe to go back to colleges.

What is the sanctity of our present exam system? It is an open secret that today when the question papers are set by a group of 3 or 4 teachers, there have been many instances of the papers being photographed by the paper setters on their phones and later schedule their teaching to revolve around just those six or eight questions. The OBE has further diminished the sanctity and worth of all examinations. This was not so in the earlier years when questions were set only by specialists ensuring utmost confidentiality and question papers had to be sealed and handed to the exam branch. Answer scripts were sent home with false numbers to select teachers who were given ten to fifteen days for evaluation. Such a foolproof system has been given up because some teachers played truant and delayed returning the scripts. Instead of plugging this lacuna with remedial steps, the university resorted to the present system where the teachers including the paper setters are packed into a room and mandated to finish evaluation within three days. Huddled together in a room, they evaluate with one eye on the clock to finish the scripts in record time. If the university turns out graduates in large numbers whose degrees are worth nothing but just a proof of their three years' stay in a college and not an index of their cognitive potential, the reason is not far to seek. OBE has proved to be the last nail on the coffin. Unless there is a re-look at our examination system, all those high-sounding words about raising the quality of our graduate students will remain as paper documents. A lovely painting of fruits can remain a delight for the eye but cannot satisfy our appetite. The emphasis on semester- end exams has to be modified. Results will have to be mainly on the basis of students' work during term time(60 per cent) from the current emphasis on semester end exams that account for 75 per cent.

A change in the exam system cannot be met without a change in the teaching schedule. Today every paper is assigned 3 Lectures and 2 Tutorials (if it is a 100 marks paper) and 2 L and one T (if it is 50 marks paper). If the student has to appear for four papers every semester, it will be a minimum of 12L+8Tper week This is effectively 20 classes spread over five days amounting to 4 classes per day stretching to almost 5-6 hours. The 12L+ 8T formula has to be drastically reduced to 2L +2T+1 S (Seminar) per week. The lecture classes and seminars are for one and a half hours each. The two tutorials should each be of 45minutes duration. This will give students adequate time for self study. The tutorials and seminars are important for students to write assignments and present papers. Seminars are meant for a small group of students to meet once a week under the guidance of the lecturer and discuss topics arising out of the weekly lectures. The students should present papers on different topics and follow them up with discussion. Written assignments should be given on time and tutorials are classes assigned for discussion of the assignments. The teacher grades the students both on paper presentation and their written assignments. This should account for 60 per cent and the rest of 40 per cent is for the end semester examinations. What are the advantages ?

1. Continuous assessment of the students and helping them to improve as and when required.

2. Since lecture classes are curtailed and total number of classes per week is reduced to 5, students get more time to visit library and do reference work. It also gives sufficient time for self development through participation in sports , cultural activities, debates etc.

3. Encourages self-study on the basis of lectures and the reference books as prescribed by the lecturer

4. Writing skills and articulation skills get improved as the tutorials and seminars demand both,

5. Boosts the self confidence of the students as slowly they gain command over language.

6. Fullfills the main aim of college education by providing ample opportunity to develop students as responsible citizens and be aware of life and society

What kind of teaching is demanded from teachers? The policy of UGC specifying the minimum number of classes for a lecturer per week is between16 and 18. This is at the root of the malaise that has set in our higher institutions. The UGC has reduced colleges to be extensions of schools with strict time table, offering lollypop of 5 per cent for maximum attendance (75 per cent), with extended hours from 9 in the morning till 4.30 in the evening by which time the students are thoroughly bored and return home with no zest to study any further. The teachers are bored and exhausted after a minimum of three lectures and a tutorial class every day. What is required in the new scheme of 2 lectures per week of one and a half hours duration is to prepare capsule lectures that give a broad understanding of the topic to be discussed. Each semester is for 16 weeks of study followed by examinations. The lecturer has to prepare eight lectures and should complete the course for one paper. These lectures will have to be highly concentrated lectures, broad in scope with depth in content to serve as catalyst for the student to do additional study for a good grasp of the topic.

What are the advantages?

1. This format demands quality lectures as they have to be informative, incisive and broad in its scope, sufficient to spark interest in the students without lollypop feeding.

2. The reduced hours of class work give teachers sufficient time to do their own research, write articles and keep up with developments in their area of specialization. Capsule lectures and updating them also need extra hours of work.

3. There is also time to be mentors to their students outside of the class schedule

4. The pressure to publish or perish is building on teachers. It is not easy to write articles or get them published. All leading international journals take a year or two and national journals at the least six to eight months to approve or reject articles sent to them. But the insistence on publication for promotion makes the teachers write shoddy papers and pay to get them published. Articles cannot be produced like a magician pulling a rabbit out of his hat. Collection of sample data, analysis, library research- all require considerable time and then when the article is submitted to a journal, the waiting for a response is unending. Hence the plea to reduce teaching workload by insistence on high quality teaching for three hours a week(two lectures @ one and a half hours each) and two tutorials and two Seminars making it another four hours per week to enable teachers pursue research , correct assignments and grade the students.

5. Unless such a radical change takes place, quality of teaching, quality of research and quality of students will not improve. While the NEP talks of setting up NRF, it is necessary to have the NRF only in the universities and higher educational institutions. Otherwise as it is happening today the government is disbursing whatever meagre funds it has among universities and institutes separately set up outside the universities like Indian Council for Philosophical Research, Indian Statistical Institute, Indian Chemical Society, India Physics Association etc... If Oxford University is able to produce good quality research, it is because of its strong and well funded research wing. Universities should be autonomous and enter into MOUs with foreign and national industries and receive funds other than expecting the Government to give a larger share of a shrinking pie.

6. The UGC should do away with API` form for promotion. Without reducing the teachers' workload, today teachers are further engaged most of the time in clerical work to fill in columns associated with NAAC so that they can garner extra points for their API. The process of filling the API form is tedious, time consuming and runs into pages. In addition, time is wasted on calculating attendance of students every month. It is time to give up attendance. If the lectures are capsule lectures, broad and intensive in content and analysis, students will not absent themselves. Preparing the reading lists to be given to the student- that should include a short summary of the books besides their lecture plans- is a time consuming affair. The teacher has to include all the latest theories from the latest books on a given topic. Doing away with attendance is a way of ensuring discipline among the students as they have be present in all the

tutorial classes, submit assignments on date and attend all the seminars where they will be graded on their participation and presentation of papers. Since 60 per cent marks are for paper presentation and participation in seminar discussion and tutorial assignments, students will have no choice but to be present in all these classes.

7. The teachers should be assessed on students' feedback, on their research work and their contribution to the mentoring and overall development of students. An open interview on the basis of a personal write up by teachers is essential to assess a teacher's academic potential for promotion. Instead of asking them to fill reams and reams of forms with reams and reams of documentary evidence of their achievement as a part of their curriculum vitae, a short account of their academic achievements and academic work will be sufficient to judge the potential of a teacher for promotion to the next grade.

8. It is good to read the NEP that recommends autonomy for universities. Universities should be given the free hand to start new courses on the basis of their Academic Councils and the single overarching NHERC should provide the funding with no strings attached. NHERC by its very name is a regulator- but regulator of what? It is conceived as one single regulator for the entire higher education sector excluding medical and legal education. The NEP does not state what its functions are, who shall be the members –will they be all academics?- and how does this regulator not impinge on the autonomy that has been so graciously granted to higher education? As of today, hardly any college is in a position to recruit new faculty as it depends on UGC's nod on the basis of a convoluted ratio of 20:1 and 15:1 for Pass and Honours courses respectively. When we have large numbers in some disciplines like English, Economics, Business Studies etc, there is a much smaller number for Philosophy, Sanskrit, some regional languages etc. The result is when any permanent faculty retires, the post is not even advertised. It is for the University academic councils to look into faculty recruitment and recommend positions as justifiably needed by the colleges. Almost all colleges are currently working with a large number of ad -hocs who have to be interviewed for every semester and if they don't get selected, they will be looking for placement in another college. All these ad- hocs are under severe pressure with the Damocles' sword of uncertainty hanging over them? Unless academic recruitments are made on merit and posts sanctioned as per the legitimate requirement of the colleges, quality teaching will remain only on paper.

9. Time to have two distinct streams in higher education- the Vocational should not be a part of the academic mainstream. As degrees are linked with employment, vocational colleges have to be given better infrastructure to accommodate a large number of students who would prefer vocational stream over pure academic study. The colleges that offer pass and Hons degrees should have restricted number of admissions as this alone can ensure academic quality of graduation. India's student population is around 11 lakhs as per this year's CBSE results. If equity, access and affordability are needed to transform India into a vibrant knowledge hub, how can 11 lakhs to be accommodated in colleges and turn out to be first class graduates? The time is ripe for establishing more quality vocational institutions and limit the number of students in the academic stream so that we have a good mix of skilled and employable graduates with academically oriented graduates whose sustained research can be for the benefit of the society.

10. Selections to the posts of Vice Chancellors, Professors , HODs and Principals will have to be strictly on merit, factoring in their academic knowledge, administrative acumen and understanding of the Idea of University education.

These are the thoughts that I have put forth culled out of my 45 years of academic association where I have been a lecturer, a principal and a Dean. Some of them may sound earthshaking, but unless we seek a change, we will never change. ❑

CAMPUS NEWS

National Webinar on Education During COVID-19 and Beyond

A five-day National Webinar on 'Education During COVID-19 and Beyond' was organised by the School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala during September 28-October 02, 2020. The participants of the event included teachers, research scholars, and students from across the country. Prof. Minikutty A, Head, School of Pedagogical Sciences and Convenor of the event welcomed all the dignitaries to the webinar. During the welcome address, Prof. Minikutty A remarked on the relevance of the theme and commented about the impact of COVID-19 on education sector such as large scale disruption, setting up of virtual class room and need of reducing fear and anxiety of students. The event was inaugurated by Prof. Sabu Thomas, Vice Chancellor, Mahatma Gandhi University. He stressed on the importance of the webinar in the pandemic period and the need of turning the crisis into opportunity in a successful manner. Further, he observed that since India is a country where different branches of medical sciences like Allopathy, Homoeopathy, Ayurveda, Siddha, Unani, Nature Cure, Yoga, etc., we have to adopt all these in a holistic point of view and try to improve our immunity.

After the Inaugural Address, Keynote Address was delivered by Dr. Ramla Beevi, Director, Medical Education, Government of Kerala on 'COVID Pandemic: Role of Medical Colleges in Managing Pandemic'. During the address, Dr. Remlabeevi described the various activities done by the medical colleges in our state. Medical colleges are not only for teaching, but also for carrying out multifaceted activities. The responsibilities of medical colleges are enhanced during this period. COVID-19 virus is a type of RNA virus and it affects the respiratory track and the patient can be recovered without morbidity but it may be serious in old aged people and those who are suffering with some other diseases. She also gave a brief history of COVID-19 cases in Kerala.

Dr. Sameer S Sahasrabudhe, Director, EMMRC, Savitribai Phule Pune University delivered a special lecture on 'Learning in COVID-19 Times: Turning a Crisis into an Opportunity'. Mr. S Sahasrabudhe remarked the need for providing a digital learning experience for the learner. During the COVID-19 times, online teaching and learning are mostly taking place in our country. So, the teacher not only provides the online classes, but also provides digital learning experiences. The design of digital learning experiences should be formed by careful thought process. The day was concluded with the vote of thanks proposed by the Organising Secretary of the webinar, Dr. Sajna Jaleel, Associate Professor, School of Pedagogical Sciences, Mahatma Gandhi University.

Further, Convenor, Prof. TV Thulasidharan, Professor School of Pedagogical Sciences, Mahatma Gandhi University delivered the Welcome Address. Dr. Ajay Semalty, Swayam Coordinator, HNB Garhwal University, Srinagar, Uttarakhand delivered a special lecture on 'Education During COVID-19 Times and Beyond'. Dr. Ajay reminded about the nine characteristics of a teacher. He added that during this pandemic period, it is essential to create a movement in the field of education by taking a leadership and keep balance between all expectations that are set up on time. The session was ended with the vote of thanks by the Coordinator, Dr. Ismail Thamarasseri, Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University.

The Chairperson, Prof. Jaya Jaise, Dean, Faculty of Education, Mahatma Gandhi University welcomed the resource person and all participants of the event. Dr. Jayakrishnan M, Senior Scientist, NPTEL, IIT Madras delivered a special lecture on 'Teacher Professional Development and Learning Analytics. Dr. Jayakrishnan M started the session by mentioning the importance of identifying the learning difficulties of students in terms of pedagogy and technology. He commented on the latest trends in education for the last few years. It included more ICT penetration in the field of teaching and learning and the arrival of digital natives into our classroom. The latest trends in education also consist of focus on outcome-based education and continuous professional development for teachers. Coordinator, Dr. Muhammed KV, Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University proposed the Vote of Thanks.

The Chairperson, Prof. Asha J.V, Professor, School of Pedagogical Sciences, Mahatma Gandhi University welcomed the resource person and all participants during the next session. Dr. Arun B Nair, Associate Professor of Psychiatry, Medical College, Thiruvananthapuram delivered a special lecture on 'Psycho Social Impact of COVID-19 among Students, Teachers and Parents'. Dr. Arun B Nair started his session by describing the impact of Spanish flue in 1918. After the pandemic, there was a period of great depression, huge financial crisis and increase in suicide rate. He observed that the long-standing effect of COVID pandemic in psychological area is behavioural addiction. The session was ended with the vote of thanks proposed by Coordinator, Dr. Sibu G Netto, Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University.

Further, the session was chaired by Dr. Sajna Jaleel, Associate Professor, School of Pedagogical Sciences, Mahatma Gandhi University. Dr. Jaleel delivered the welcome address. Dr. Bindu John Pulparambil, RMO, Govt. Homoeo Hospital Thiruvananthapuram delivered a special lecture on 'Holistic Health Perspective During Emergencies'. Dr. Bindu John Pulparambil started the session with an introduction about different branches of medical sciences. Throughout the life of a person from birth to death, the events are connected by a continuum in the health of a person, which the person may experience as a state of ease to state of disease. The body as a whole suffers at any given point of time in an acute or a chronic condition. The chronic or acute state of diseases in the medical history of a person reflect a related chain of immune responses either as result of environmental insults or a disarray of the body's natural defences innately developing.

The Valedictory Function was begun with the remarks of Prof. Minikutty A. In the Valedictory Address, Prof. CT Aravindakumar, Pro Vice Chancellor, Mahatma Gandhi University presented a historic overview of the epidemic and pandemic. Prof. C T Aravindakumar mentioned about the history of several pandemics attacked human being at different time. From all these pandemics human beings survived and learned a lot of things. But now the situations are different, more civilised human have different way of living and they are reoriented by pandemic. We can reach a conclusion that we should learn to live with COVID pandemic. Preventing a learning crisis from becoming a generational catastrophe requires urgent action from all. Prof. CT Aravindakumar virtually released the webinar report.

In order to mitigate the potentially devastating consequences of the COVID-19 pandemic, governments and stakeholders are encouraged to pursuing the policy responses outlined in this webinar organised by the School of Pedagogical Sciences of Mahatma Gandhi University, Kottayam. Preventing a learning crisis from becoming a generational catastrophe requires urgent action from all.

The participants expressed their observations in the valedictory session. The vibrant open forum in each day was the major attraction of the webinar. E-certificates provided to all eligible participants. Mr. Styne George, Research Scholar, School of Pedagogical Sciences, Mahatma Gandhi University served as Rapporteur of the webinar. The vote of thanks was proposed by Dr. Ismail Thamarasseri, Coordinator of the webinar and Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam.

Celebration of International Yoga Day

A One-day National Webinar on 'Effect of Yoga in Increasing the Immunity During COVID-19 Crisis' was organized to celebrate International Yoga Day by the IQAC of Anjuman Islam's Akbar Peerbhoy College of Education and Sainath Education Trust's H. B. B.Ed. College, Vashi, Navi Mumbai, recently. It was addressed by Dr Bandita Satapathy, Research Officer, Kaivalyadham, Lonavala, Dr Kailash C Das, Professor at IIPS and Yoga trainer, Ms Shabina Khan, Yoga Trainer, Mumbai. The webinar was attended by about 88 participants mostly the students of B.Ed. of these two colleges and few from different states of India. Participants included students, teachers, staffs, principals and HODs of various streams like Education, Engineering, Management, Commerce and members of rotary club. Principal, Dr. Asma Shaikh introduced the Keynote Speaker, Dr. Bandita Satpathy, Research Officer, Kaivalydham. She started the programme with the prayer:

Om Sahana Bhavatu, Sahanau Bhunaktu, Saha Viryamkaravavahai, Tejassvinavadhitamastu, Ma Vidvisavahai, Om Shantih, Shantih Shantih…

Which means 'May we all be protected, May we all be nourished, May we work together with great energy, May our intellect be sharpened, Let there be

no animosity among us, Peace in me, Peace in nature and Peace in divine forces. She emphasized on meditation.

Dr. Kailash Chandra Das, Prof. IIPS and also yoga trainer in IIPS demonstrated on *Pranayam* and explained the benefit of *Kapalbhati* and *Bhramery*. Ms Shabana Khan demonstrated on some Asanas. She emphasised on balanced diet, exercise and sleeping for maintaining good health. Ms Hoor Hasan, Faculty of Anjuman College helped in question answer session and summarised the theme of the webinar. Such events are humble recognition of the need in modern society for guidance towards a new way of living -- a way of living that is in greater harmony with our natural surroundings and more synergistic with our fellow beings. Yoga encompasses not only habits for healthy, pure living, but also 'attitudes toward being'. This includes the moral and ethical foundations that enable us to exist harmoniously with each other and with nature, as well as for evolving the Self to the ultimate heights of spiritual consciousness. The study and practice of yoga is by nature interdisciplinary. Physical asana (postures or positions) of yoga, it is in fact an integrated system of history, philosophy, psychology, and cultural studies. The practice is rooted in a system that is very connected to specific culture and identity. The event helped in increasing knowledge and understanding of the impacts of Yoga in life specially during COVID-19 crisis to increase the immunity power as well as to manage stress. The main purpose of the webinar is to highlight about different institutions which are disseminating training about yoga. This will not only make people familiar with the concept of Yoga and its uses in life but will develop the skill and interest in practicing Yoga in their daily life.

Dr. Swarnalata Harichandan delivered the Vote of Thanks by quoting Yogi Bhagat that attitude of gratitude is the highest yoga. She informed about the different themes of yoga day since 2015 and this year the theme is yoga at home and yoga with family. She told that irrespective of lockdown and social distance it is possible to organise the programme with a large number of participants from various places due to information and communication technology. She also thanked the technical team of Anjuman College and concluded in the words of B.S. Iyenger that yoga is a light, which once lit will never dim. The better your practice, the brighter the flame. She gave the message that '*Karo Yog, Raho Nirog*'.

International Conference on Global Emerging Innovations Summit- 2020

A two–day International Conference on 'Global Emerging Innovations Summit- 2020' is being organised by Lovely Professional University, Phagwara, Punjab during October 30-31, 2020. The Educators, Faculty, PhD Scholars, Industry Professionals, Practitioners (Brand Specialists, Head of Marketing, Stakeholders, Innovators, Government Officials, Technology Experts, UG/PG Students) may participate in the event. The event is focused on the various aspects of the Global Emerging Innovation Summit-2020 related areas. It provides a chance for academic and industry professionals to discuss recent progress in the area of Global Emerging Innovation Summit. To provide opportunities for the different research area delegates to exchange new ideas and application experiences face to face, to establish business/research relations to find global partners for future collaboration in the areas of Innovations in Engineering and Technology. Papers describing new methods or technologies, advanced prototypes, systems, tools and techniques and general survey papers indicating future directions are also encouraged. The Tracks of the event are:

- Engineering and Technology.
- Basic and Applied Sciences.

For further details, contact Convenor, Dr. Rajesh Singh, Professor, Division of Innovation and Entrepreneurship, Lovely Professional University, Phagwara, Punjab-144001, Mobile No: +91-9837043685, E-mail*: geis.innovation@lpu.co.in*. For updates, log on to: *www.lpu.ac.in.* ❑

THESES OF THE MONTH

SOCIAL SCIENCES

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

Anthropology

1. Chumchano, R Humtsoe. **Eating out: A study of emerging popular culture in urban Nagaland**. (Dr. Q Marak), Department of Anthropology, North Eastern Hill University, Shillong.

Business Administration

1. Sakshi. **Influence of social media in shaping tourist preferences**. (Prof. Harbhajan Bansal), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

2. Sanjula. **Effect of talent management practices on organizational commitment of healthcare employees in Haryana and NCR**. (Dr. Anju Verma), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

Commerce

1. Bajrang Lal. **Farmers attitude towards tractor in Haryana**. (Dr. Ajmer Singh), Faculty of Commerce and Management, Chaudhary Ranbir Singh University, Jind.

2. Neeraj Rani. **New product development in small and medium enterprises**. (Dr. Tajinder Sharma), Department of Commerce, Kurukshetra University, Kurukshetra.

3. Pardaman Kaur. **Distress among small farmers of Punjab: causes and mitigation strategies**. (Dr. Jaskaran Singh Dhillon), Department of Commerce & Management, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

4. Pastagiya, Pintu Nitinbhai. **Impact of Information Communication Technology (ICT) in banking industry: A study of selected banks of Surat District**. (Dr. Kumudini Thakor), Department of Commerce, Veer Narmad South Gujarat University, Surat.

5. Prabhpreet Kaur. **Efficiency of working capital management in pharmaceutical industry in India**. (Dr. Harsh Vineet Kaur), Department of Commerce & Management, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

6. Suman Devi. **An economic analysis of the production and marketing of Kinnow cultivation in Haryana**. (Dr. Narendra Singh and Dr. Hawa Singh), Department of Commerce, Kurukshetra University, Kurukshetra.

Economics

1. Bhuyan, Debajit. **Nature and determinants of rural non-farm sector activities in Assam: A study of Sonitpur (Undivded) and Lakhimpur District**. (Prof. A Mitra), Department of Economics, Rajiv Gandhi University, Itanagar.

2. Dhingra, Anjali. **A comparative study on job satisfaction of bank employees and customers satisfaction towards banking service provided by Bank of Baroda and HDFC Bank**. (Dr. Sandeep Singh), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.

3. Mandeep Kaur. **Cost and financing of health ailments in India**. (Dr. Sumit Kumar), Department of Economics, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

4. Rajbanshi, Prafulla. **A study of poverty alleviation programmes in rural Assam**. (Prof. N C Roy), Department of Economics, Rajiv Gandhi University, Itanagar.

5. Roy, Chhanda Saha. **Mahatma Gandhi National Rural Employment Guarantee Act: Implementation and evaluation in Bodoland Territorial District of Assam**. (Prof. Bhagirathi Panda), Department of Economics, North Eastern Hill University, Shillong.

Education

1. Bennet, Suja. **Effectiveness of digital technology on achievement in mathematics of undergraduate management students**. (Dr. Praveen R), Department of Education, CMR University, Bangalore.

2. Bhatnagar, Vivek. **Vidharthiyoan ke shaikshik dvab ka vidhyalai vatavaran evam samajik arthik isthithi ke sandarbh mein adhyayan**. (Dr. Lokesh Sharma), Department of Education, IASE Deemed University, Sardarshahr.

3. Bhundiya, Dipti Narendrabhai. **A study of the relation amongst self concept, anxiety and creativity on secondary school students**. (Dr. Janakbhai L Makwana), Department of Education, Saurashtra University, Rajkot.

4. Bosumatary, Shibu. **Domestic violence among married women and its affect on the education in Garo Hills of Meghalaya**. (Dr. S C Subudhi), Department of Education, North Eastern Hill University, Shillong.

5. Garima. **Effectiveness of computer assisted instruction in acquisition of mathematical concepts in relation to style of learning and intelligence at secondary stage**. (Dr. Susheela Narang), Faculty of Education, Tantia University, Sri Ganganagar.

6. Humbal, Kinjal Rajshibhai. **A study of an effectiveness of concentration development programme in uper primary**

school students. (Dr. Janakbhai L Makwana), Department of Education, Saurashtra University, Rajkot.

7. Kataria, Khushboo. **A comparative study to measure attitude towards e-learning in relation to modernization of teacher-trainees of Punjab and Rajasthan State**. (Dr. Minakshi Mishra), Faculty of Education, Tantia University, Sri Ganganagar.

8. Pandya, Manish Rasiklal. **Construction and stanardization of an achievement test in business administration for standard XII**. (Dr. Shushilkumar Dubey), Department of Education, Saurashtra University, Rajkot.

9. Papang, Teibor. **Teacher effectiveness in relation to work motivation and job satisfaction among secondary school teachers in East and West Jaintia Hills Districts**. (Dr. Ashok Kumar Erigala), Department of Education, North Eastern Hill University, Shillong.

10. Rosily, T E. **A comparative study of the strategies followed by salesian and model schools in Andhra Pradesh and Telengana in developing life skills in students**. (Dr. Geetha K), Department of Education, Assam Don Bosco University, Guwahati, Assam.

11. Sangeeta Rani. **Effect of graphic organizers on science achievement of eighth grade students and their attitude towards science**. (Dr. Sushil Kumar), Department of Education, Kurukshetra University, Kurukshetra.

12. Sen, Subrata. **Coping mechanism of parents with disabled children in West Bengal**. (Prof. B P Sahu and Prof. R N Rai), Department of Adult and Continuing Education, North Eastern Hill University, Shillong.

13. Vala, Girish Rajubhai. **A study of attitude of students at graduation level towards self discipline, educational achievement and study**. (Dr. Ranjitsinh P Pawar), Department of Education, Saurashtra University, Rajkot.

14. Vandana Kumari. **Personality development moral values and academic achievement in mathematics of high school students**. (Dr. Madhu Singh), School of Educational Training & Research, Aryabhatta Knowledge University, Patna.

15. Yadav, Ombir. **Prarmbhik istar par Hindi bhasha ke pathan evam lekhan sambandhi ashudhiyoan ke nivaran hetu upcharatmak module kee prabhavshilta ka adhdhyayan**. (Dr. Rajender Singh Yadav Dr. B. S. Yadav), Department of Education, Kurukshetra University, Kurukshetra.

Journalism & Mass Communication

1. Dubey, Rakesh Kumar. **Media and mass movements: Role of print media-case study of mass protest movements about POSCO, Niyamgiri and Utkal Alumina**. (Dr. Pradosh Kumar Rath), Department of Journalism & Mass Communication, Central University of Odisha, Koraput.

2. Rasmin, M C. **Stuggle of community radio in Sri Lanka: Status of community ownership and leagal recognition**. (Dr. WADP Wanigasundera), Department of Mass Communication, Assam Don Bosco University, Guwahati, Assam.

Law

1. Balakrishnan, Kavitha. **Framework of redressal mechanisms to victims of domestic violence in Kerala: A critical study**. (Prof. M C Valson), Faculty of Law, The National University of Advanced Legal Studies, Ernakulam.

2. Dahiya, Komal. **Honour killing: A curse to society: A socio-legal study**. (Prof. Vimal Joshi), Department of Law, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan.

3. Sharma, Sushila. **Narco-terrorism in India: Law and practice**. (Dr. Ashok Kumar), Department of Law, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan.

Library & Information Science

1. Guite, Florence. **Women health information communication channels in rural areas: A study of Kangpokpi sub-division, Manipur**. (Dr. P Hangsing), Department of Library and Information Science, North Eastern Hill University, Shillong.

2. Lalchatuana. **Library automation skills of college librarians using SOUL 2.0 in North East India**. (Prof. Pravakar Rath and Prof. R K Ngurtinkhuma), Department of Library and Information Science, Mizoram University, Aizawl.

3. Lalnunpuii, Esther. **Use of social networking sites by teachers and students of colleges in Aizawl: An evaluative study**. (Prof. R K Ngurtinkhuma and Dr. M K Verma), Department of Library and Information Science, Mizoram University, Aizawl.

4. Singh, Angom Jeevan. **Newspapers citations in scientific publication indexed in Web of Science**. (Dr. S Ravikumar), Department of Library and Information Science, North Eastern Hill University, Shillong.

Management

1. Aanchal. **Application of capital asset pricing model in the stock markets of SAARC countries**. (Dr. Anil Kumar Mittal), Department of Management, Kurukshetra University, Kurukshetra.

2. Aggarwal, Puja. **Impact of corporate restructuring through mergers and demergers on valuation of companies: A study of Indian corporate sector**. (Dr. Sonia Garg), L M Thapar School of Management, Thapar Institute of Engineering and Technology, Patiala.

3. Arora, Shilpy. **Management practices of micro, small and medium enterprises: A case study of Haryana**. (Dr. Jai Kishan Chandel), Department of Management, Kurukshetra University, Kurukshetra.

4. Arya Kumar. **Impulsive clustering and clout effect in Indian derivative market: An in-depth study through stochastic models**. (Prof. Prafulla Kumar Swain), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

5. Behera, Madhuchhanda. **Entrepreneurial ecosystem: A study of entrepreneurship in Odisha**. (Dr. Manoranjan Dash), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

6. Chilukuri, Sri Sai. **Management of non-performing assets: Its trends and impact on profitability of select public sector banks: With special reference to Punjab National Bank, Bank of India, Oriental Bank of Commerce and United Bank of India**. (Dr. V Venu Madhav), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.

7. Dube, Durga Prasad. **Towards design and development of a cyber security capability maturity model**. (Dr. Rajendra Prasad Mohanty), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

8. Gupta, Dipak Kumar. **HRD climate in selected public sector banks**. (Prof.Duryodhan Jena), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

9. Jena, Dharmendra Kumar. **To find out the factors that impact the effectiveness of eye care camps organised in rural areas in Gujarat and Rajasthan**. (Dr. Somya Choubey), Department of Management Studies, Raffles University, Neemrana.

10. Laldinmawia, Samuel. **Personality and job performance of government of officers in Mizoram: A study of civil secretariat**. (Dr. A K Singh), Department of Management, Mizoram University, Aizawl.

11. Marhatta, Shakti. **Emerging engagement models for employees in IT and ITes companies**. Department of Human Resource Management, Dr D Y Patil Vidyapeeth, Pune.

12. Narula, Neha. **HRD Climate, personality factors and turnover intention in relation to job performance of teachers in private universities**. (Dr. Nirmala Chaudhary), Department of Management, Kurukshetra University, Kurukshetra.

13. Pani, Rojalin. **Market integration and price forecasting of selected agricultural commodities**. (Dr. Saroj Kanta Biswal), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

14. Pattanayak, Amiya Kumar. **Studying the cost of quality in the internal supply chain of an integrated aluminium manufacturing company**. (Dr. Rajendra Prasad Mohanty), Department of Management, Siksha O Anusandhan University, Bhubaneswar.

15. Rajendra Kumar. **To study the effectiveness of yoga education on stress management of management professionals**. (Dr. Somya Choubey), Department of Management, Raffles University, Neemrana.

16. Ramandeep Kaur. **Performance evaluation of rural banking institutions in Northern India: An empirical investigation**. (Dr. Jai Kishan Chandel), Department of Management, Kurukshetra University, Kurukshetra.

17. Sharma, Sourav. **Financial performance evaluation of banking sector: A comparative study of public and private sector banks**. (Dr. R K Sharma), Department of Commerce & Management, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

18. Suresh Kumar. **Impact of spiritual intelligence of self efficacy and teacher effectiveness of high school teachers**. (Dr. Vikramjit Singh), School of Educational Training & Research, Aryabhatta Knowledge University, Patna.

19. Varghese, Sabu. **The impact of psychological contract breach among bank employees in Ernakulam District, Kerala**. (Dr. M S Raju), Department of Management, Kerala University of Fisheries and Ocean Studies, Kerala.

Physical Education & Sports

1. Avtar Singh. **A comparative study of physical fitness and psychological variables of sportsman**. (Dr. Ashok Kumar Malik), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

2. Dhanda, Sunil. **Analysis of planter feet pressure distribution pattern among young and old sportsmen of selective sports**. (Dr. Arvind Malik), Department of Physical Education, Kurukshetra University, Kurukshetra.

3. Gagandeep Kaur. **Recovery modalities and lactic acid responses of hockey players to endurance training: A diagnostic study**. (Dr. Somanpreet Singh), Department of Physical Education & Sports Technology, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

4. Gagandeep Kaur. **Study of psychological variables among individual, dual and team sports**. (Dr. Kanwaljeet Singh), Department of Physical Education & Sports Technology, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

5. Geeta Devi. **Analytical study of sociological and administrative factors of sports person and non-sports person of Haryana Women Police**. (Prof. Monika Verma), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

6. Kulwinder Singh. **Typology superstitious behaviour, decision making and personality characteristics among individual, dual and team sports**. (Dr. Kanwaljeet Singh), Department of Physical Education & Sports Technology, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

Political Science

1. Basumatary, Anjalu. **Human security of the indigenous people of BTAD (Assam): With special reference to Bodo Community**. (Dr. Gayatri Dekadoloi), Department of Political Science, Bodoland University, Kokrajhar.

2. Brahma, Anu Rani. **Emergence and role of Bodo middle class in Assam**. (Prof. T T Haokip), Department of Political Science, North Eastern Hill University, Shillong.

3. Mili, Sanjay. **Political participation and representation of missing women in Assam: A study of Dhemaji and Jorhat Districts of Assam**. (Prof. Nani Bath), Department of Political Science, Rajiv Gandhi University, Itanagar.

Psychology

1. Pandya, Sachi Sanjay. **Adolescents and young adults with bone and soft tissue sarcoma-efficacy of psychosocial interventions for patients and their siblings**. (Dr. Mrinalini Purandare), Department of Psychology, S.N.D.T. Women's University, Mumbai.

Public Administration

1. Lalrinchhani, R. **Tourism administration in Mizoram: Issues and challenges**. (Prof. Lalneihzovi), Department of Public Administration, Mizoram University, Aizawl.

Social Work

1. Ahmad, Shabab. **A study of street vendors of Delhi**. (Dr. Darshan Singh), Department of Social Work, Kurukshetra University, Kurukshetra.

2. Purshottam. **A study of patterns of migration in Lahauli Tribes of Himachal Pradesh**. (Dr. Vanita Dhingra), Department of Social Work, Kurukshetra University, Kurukshetra.

3. Varghese, Jaison. **Social survival of Chakma settlers in North East India: A case of Arunachal Pradesh**. (Dr. RP Athparia), Department of Social Work, Assam Don Bosco University, Guwahati, Assam.

Sociology

1. Kalita, Kakoli Das. **Fishing technologies and associated cultures of communities in Nort Western Assam**. (Dr. B K Das), Department of North East India Studies, Assam Don Bosco University, Guwahati, Assam.

2. Kamduk, Jumgam. **Chakma ethnicity in Arunachal Pradesh: A sociological study**. (Prof. D V Kumar), Department of Sociology, North Eastern Hill University, Shillong.

3. Suyog, G. **Youth sub-culture: A sociological study**. (Dr. M Gurulingaiah), Department of Sociology, Kuvempu University, Shankaraghatta.

Tourism & Hospitality Services

1. Eknath, Suresh Kumar. **Quality of tourism and hospitality education in India: A study on select institutions of national repute**. (Dr. Sapan Kumar Sadual), Department of Hospitality and Tourism Management, Siksha O Anusandhan University, Bhubaneswar.

2. Mohanty, Patita Paban. **An empirical analysis of tourism destination marketing: Case study of golden triangle of Odisha**. (Dr. Sapan Kumar Sadual and Dr. Himanshu Bhusan), Department of Hospitality and Tourism Management, Siksha O Anusandhan University, Bhubaneswar.

3. Pooja Rani. **Customer - Based Brand Equity (CBBE): An exploratory study of Kurukshetra**. (Dr. Manjula Chaudhary), Department of Tourism Management, Kurukshetra University, Kurukshetra. ❑

COTTON UNIVERSITY

Panbazar, Guwahati: 781001

Website: www.cottonuniversity.ac.in

Advertisement No: - Recruitment/CU/2020/06   Date: 06.10.2020

RECRUITMENT FOR FACULTY POSITIONS

Cotton University invites applications from eligible Indian Citizens for the positions of Professor/Associate Professor/Assistant Professor in its various Academic Departments:

Post	Academic Level	Total No. of Posts
Professor	14	15
Associate Professor	13A	26
Assistant Professor	10	6

Applicants should have an excellent academic record and fulfil requisite qualifications and criteria laid down in the UGC Regulations 2018 and rules of the Govt. of Assam. For details, log in to :
www.cottonuniversity.ac.in

Applications should be sent in both soft and hard copies. Last Dates of receipt of Applications via (i) e-mail: **4ᵗʰ Nov 2020** and (ii) Postal services (candidates within India): **10ᵗʰ Nov 2020** & (Overseas candidates): **17ᵗʰ Nov 2020.**

Registrar

Shri Hanuman Shikshan Prashark Sanstha's

Sameer Gandhi kala Mahavidyalaya, Malshiras

Taluka- Malshiras, Dist- Solapur
Affiliated to Punyashlok Ahilyadevi Holkar
Solapur University, Solapur
(Permanent Non-Grant Basis)

WANTED

For Non-Grantable Posts

Applications are invited from eligible candidates for the following posts.

Sr. No.	Designation	Total Posts	Open Posts	Reserved Posts
1.	Principal	1 F.T.	01	---
2.	Librarian	1 F.T.	01	---

Note:-*Apply giving full particulars **within 30 days** from the date of publication of this advertisement to the undersigned.

*For detailed information about posts, qualifications and other terms and conditions, please visit (University) Website: **https://su.digitaluniversity.ac**

Sd/-
Adv. Milind Kulkarni
General Secretary

Sd/-
Mr. Shrikantrao Panchwagh
President

Sd/-
Assistant Registrar
Academic Research and Development
Punyashlok Ahilyadevi Holkar Solapur University

Zagdu Singh Charitable Trust's (Regd.)

THAKUR COLLEGE OF SCIENCE

Thakur Complex, Kandivali (E), Mumbai- 400 101.

HINDI LINGUISTIC MINORITY

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2020-21.

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Post	Category
1	Principal	--	01	01-OPEN
2	Assistant Professor	Microbiology	02	02-OPEN
3	Assistant Professor	Botany	01	01-OPEN
4	Assistant Professor	Chemistry	01	01-OPEN
5	Assistant Professor	Mathematics	01	01-OPEN
6	Assistant Professor	English	03	03-OPEN
7	Assistant Professor	BMS	04	04-OPEN
8	Assistant Professor	BMM	02	02-OPEN
9	Assistant Professor	BSc IT	02	02-OPEN
10	Assistant Professor	Computer Science	02	02-OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

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

Application with full details should reach the **CHAIRMAN, Zagdu Singh Charitable Trust's (Regd.) THAKUR COLLEGE OF SCIENCE, Thakur Complex, Kandivali (E), Mumbail-400 101** within 15days from the date of publication of this advertisement. this is University approved advertisment.

Sd/-
CHAIRMAN

Prabodhan Education Society's

Vidya Prabodhini College of Commerce, Education, Computer and Management
(Recognized by Govt. of Goa, Affiliated to Goa University and Approved by NCTE)
(Recognized by U.G.C. under Section 2(f) and 12 (B) of the UGC Act 1956)
Accredited by NAAC with B+ Grade on a Seven Point Scale
Under New Framework (1st Cycle)
Vidyanagar, Parvari, Goa. 403521
Ph. No. 0832-2413600/2410500
Website: vidyaprabodhinicollege.edu.in

APPOINTMENT OF PRINCIPAL

Applications with Full Bio-Data are invited from Indian Citizens for the **POST OF PRINCIPAL** (Unreserved Category) to be filled at the level of undergraduate in Government Aided College from the Academic College from the Academic Year 2020-2021 onwards:

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

A) Eligibility

    i)   Ph.D. degree

    ii)   Professor/Associate Professor with a total service/experience of at least fifteen years of teaching/ research in Universities, Colleges and other institutions of higher education.

    iii) A minimum of 10 research publications in peer reviewed journals as approved by Goa University from time to time OR UGC-listed journals out of which at least two should be in Scopus/Web of Science Journal.

    iv) A minimum of 110 Research Score as per Appendix II, Table 2.

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 Statutes.

Essential Requirements:

a)   Knowledge of Konkani Language, b) 15 years of residence certificate in Goa

Desirable Requirement: Knowledge of Marathi Language.

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

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

Persons who are already employed shall send in their applications through proper channel.

Application completed in all respect along with self-certified photocopies of statements of marks of all public examinations from SSC onwards. API Score sheet and other certificates should reach the **Chairman, Prabodhan Education Society,** C/o Vidya Prabodhini College of Commerce, Education, Computer & Management, Vidyanagar, Parvari, Bardez – Goa – 403521 **within 20 days** from the date of publication of this advertisement by superscribing on the envelop **"Application for the post of Principal"**. No TA/DA will be paid for attending the interview.

Date: 07/10/2020   **(Sanjay Walavalkar)**
Place: Parvari – Goa   CHAIRMAN

ANNOUNCEMENT

Special Number on Implementing National Education Policy–2020 to Transform Higher Education in India

A **Special Number of the University News** on the theme **'Implementing National Education Policy -2020 to Transform Higher Education in India'** is being brought on 30th November, 2020.

The **Special Issue** will cover articles of eminent educationists and policy makers. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on above theme by November-10, 2020. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News.

Manuscripts may be emailed to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002. E-mail: unaiu89@gmail.com /universitynews@aiu.ac.in/rama.pani2013@gamil.com, Fax: 011– 23232131 on or before November-10, 2020.

GUIDELINES FOR CONTRIBUTORS

The *University News*, a Weekly Journal of Higher Education, provides an avenue for publishing Articles on topics related to different dimensions of higher education; Convocation Addresses; Book Reviews; Reports on Seminars, Symposia, Conferences, Refresher and Orientation Courses and various other events held in the university campuses; News related to higher education; and Communications on new ideas, concepts, innovations and recent trends in higher education, by its practitioners and stakeholders. Following are the guidelines applicable to contributions:

• Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.

• Manuscripts including tables, figures and references should be around 3000-4000 words for articles and 600 words for Communications.

• All the manuscripts should type in double-space with 12 point font and ample margin on all sides on A 4 size paper.

• The cover page should contain the title of the paper, author's name, designation, official address, address for correspondence, contact phone/fax numbers and e-mail address.

• The main text should not contain footnotes. References should be given at the end of the manuscript and should contain only those cited in the text of the manuscript. The full reference should be listed at the end in alphabetical order running the following style:

• **Books**

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

• **Articles**

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

• **Chapter in a Book**

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

• **Article Retrieved from Website**

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

Authors are responsible for any copyright clearance, factual inaccuracies and opinions expressed in their paper.

• No fees is payable to submit or publish in this Journal.

Editorial Policies

The final decision on the acceptance or otherwise of the article rests with the Editorial Committee and it depends entirely on its standard and relevance. The article accepted may be modified to meet the journal's standards of contents, presentation and style. Authors may also be requested to revise their manuscripts before they can be accepted for publication. Correspondence in this regard will be done with the first named author unless otherwise indicated.

The Editor is free to make editorial corrections in the content as well as title of the article and change the title in accordance with the content of the article as well as the overall theme of the Issue.

Maximum time taken for processing the article is six months. Contributors are free to send the material to any other publication after a period of six months from the date of their submitting the article to the University News, if they do not receive any intimation from AIU.

Author will receive two complementary copies of the Journal immediately after its publication.

AIU may re-use the articles published in the University News for its various other publications including University News.

AIU may extend courtesy to other journals or websites to use the articles published in the University News if due credit is given to the author(s) of the article(s) and the University News.

Only those manuscripts will be published which are sent through E-mail: *unaiu89@gmail.com* **or** *universitynews@aiu.ac.in* **or** *rama. pani2013@gmail.com* to Editor. For Further queries contact :

Dr. S Rama Devi Pani
Editor,
University News, Association of Indian Universities
AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg) New Delhi-110 002
Ph No 011-23230059 Ext.240

ASSOCIATION OF INDIAN UNIVERSITIES
AIU House, 16, Comrade Indrajit Gupta Marg
New Delhi 110 002
EPABX : 011-23230059,   **FAX :** 011-23232131
E-mail IDs : publicationsales@aiu.ac.in / advtun@aiu.ac.in / subsun@aiu.ac.in
Website : http://www.aiu.ac.in

The payment to Association of Indian Universities may be made using any of the following modes :

A.   **IN CASH** : The required amount could be remitted directly to our Saving Account in any branches of Canara Bank.

B.   **DEMAND DRAFT ONLY** : Such instrument is required to prepared be in the name of **"ASSOCIATION OF INDIAN UNIVERSITIES" (payable at New Delhi), preferably from the Nationalised Banks ONLY.**

C.   **CHEQUES OF ANY KIND ARE <u>NOT</u> ACCEPTABLE.**

D.   **Also, t**he **Demand Drafts of Banks falling under the categories of "Grameen', 'Sahakari', Co-operative and alike are NOT ACCEPTABLE.** Hence, **Colleges/ Institutions/ Universities may send the requisite amount by NEFT/RTGS through these banks for crediting the amount directly to our Account.**

E.   NEFT/RTGS/Net Banking/BHIM/G-pay/UPI, AIU Web Portal, etc.: The **requisite amount could be transferred for its direct remittance to our Saving Account by NEFT/RTGS/Net Banking/BHIM/ G-Pay/UPI, etc. using the following data:**

1	**Bank Account No.**	**0158101000975 (Saving)**
2	Beneficiary Name	**Association of Indian Universities**
3	Address	16, Comrade Indrajit Gupta Marg New Delhi – 110 002
4	Bank & Branch Name	CANARA BANK DDU MARG
5	Bank's Address	"URDU GHAR" 212, Deen Dayal Upadhayaya Marg New Delhi – 110 002
6	MICR Code	110015005
7	Branch Code	0158
8	IFSC Code	CNRB 0000158
9	PAN NO.	AAATA0407F
10	GST Regn. No.	07AAATA0407F1ZG

11	Contact No.& E-mail ID	(011) 23230059 Extn. 208/213
		Mob : 9818621761
		
		E-Mail IDs :
		       advtun@aiu.ac.in **(Advertisement),**
		       subsun@aiu.ac.in **(Subscription) &**
		       publicationsales@aiu.ac.in

NOTE : In case of **Cash Deposit** and **Transfer via NEFT/RTGS**, the proof of payment in the form **Counter foil of the Cash Deposit Slip** and the **UTR Number for NEFT/RTGS** may be communicated **IMMEDIATELY BY MAIL** for its linking and settlement at our end including the Complete Name & Address of the University/Institute/Organization, etc please.