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# UNIVERSITY NEWS

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#Let'sBeatCoronaTogether

# Announcement

## Special Issue of 'University News'

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

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

**A. Internationalization of Higher Education**

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

**B. Transformative Pedagogies and Technologies in Higher Education**

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

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

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

**D. Research and Excellence in Higher Education**

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

**E. Evaluation Reforms in Higher Education**

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

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## Developments in University Level Institutions in India

Sunil Behari Mohanty\*

Nations throughout the world realise the truth that higher education plays a crucial role in the development of nations. "Higher Education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society" (UNESCO 1998, p.2). Yash Pal (2009, p. 9) stated,

*"A university is a place where new ideas germinate, strike roots and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge."*

"In today's lifelong-learning framework, tertiary education provides not only the high-level skills necessary for every labor market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and myriad personnel." (Ramphel 2002, p. ix). However, Van der Zwaan (2017, p.19, commenting on the transformation of the university concept stated that "Many believe that the old university has been transformed into a teaching factory, where students, as modern consumers, protest against the value for money they receive." Globally, there has been exponential expansion of universities (Frank and Meyer 2007, p. 289). "Higher education drives and is driven by globalisation. It trains highly skilled workers and contributes to the research base and capacity for innovation that determine competitiveness in the knowledge-based global economy. It facilitates international collaboration and cross-cultural exchange" (OECD 2009, p.13). "Governments pursue reforms to build world-class systems of higher education, which assure quality in both research and teaching" (Kearney, 2009, p. 11). According to OECD (2014), "Within education, higher education is much more innovative than the primary and secondary levels – and is one of the most innovative sectors of the economy in terms of innovation in knowledge or methods." "Universities, in particular, are essential to achieving the SDGs because they can equip the next generation with the skills, knowledge and understanding to address sustainability challenges and opportunities and perform research that advances the sustainable development agenda". (Ahmadein, 2019, p.18). EUA 2021, pp 6-7) stated,

*"The higher education learning experience will nurture and enable the development of learners as creative and critical thinkers,*

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*problem solvers and active and responsible citizens equipped for lifelong learning. It will kindle curiosity and creativity and support personal development through familiarity with the scientific method and the traditions of human knowledge and commitment to evidence-based discourse.”*

OECD (2021a, p.6 ) stated,

*“A tertiary degree yields better earnings, especially in countries with a small share of tertiary educated adults in the population. However, this earnings advantage varies significantly by field of study. In some countries, workers with a tertiary degree in arts and humanities earn less than those with just an upper secondary education.”*

According to Song (2019, p.40), “National higher education systems throughout the world are in a state of flux, facing pressure to change and adapt to a global environment.” “By their very nature, institutions of higher learning provide a space for the widest exploration of knowledge exchange and debate across every field of human enquiry” (Wells 2019. P. 43). (OECD 2021b, p.188) stated that participation in tertiary education plays an essential role in developing young adults’ skills so they contribute fully to society.

Giving a note of caution about the future scenario of education, OECD 2021c, p. 4) stated,

*“The future is unpredictable. The acronym VUCA – volatility, uncertainty, complexity, ambiguity – suggests that we live in a time and a world where the future is intrinsically unknown. To educators and education policymakers, this is a troubling message. How can they educate learners for jobs that have not yet been created, to use technologies that have not yet been invented, or to solve social problems we cannot yet imagine? “*

OECD (2021c, p. 24) highlighting plight in making funds available for higher education stated that “Education policymakers know only too well the difficulty of securing stable financing for expanding tertiary education, whether by reallocating funding from other areas of public expenditure or imposing tuition fees.”

UNESCO (2021, p. 16) mentioned the following key messages on the futures of higher education:

***Takes Active Responsibility for Our Common Humanity***

- Opens up and develops the potential of all humans
- Grapples with risks and bridges divides across time, people, and places
- Advocates for knowledge and ways of knowing as a global common good

***Promotes Wellbeing and Sustainability***

- Orients towards justice, solidarity, and human rights
- Supports a life project that strengthens individuals, their families, communities, and humanity
- Acts and is organized sustainably, ethically, and responsively

***Draws Strength from Intercultural and Epistemic Diversity***

- Respects cultures and identities, whether collective, institutional, or personal
- Creates spaces for reflection and dialogue
- Makes comparisons in good faith, without imposing or implying homogeneity

***Upholds and Creates Inter Connectedness at Multiple Levels***

- Forges collaborations between people, groups, local and global communities
- Sustains bonds between HEIs, levels of education, formal, non-formal and informal learning
- Relates humans with other humans, non-humans, the Earth, and the universe.

There have been new models of universities including “entrepreneurial university; the service university; the enterprise university; and the corporate/managerial university” (Meek and Davies 2009, p. 41). Internationalisation is the trademark of high -quality university education. “Internationalisation is of growing significance worldwide, with economic, political and social changes driving an increasingly global knowledge economy” (University of Oxford 2015, p.5). Reporting findings of the *5th Global Survey* of the International Association of Universities, Marinoni (2019, p.5) stated, “An overwhelming majority of institutions (more than 90%) have internationalization

mentioned in their mission/strategic plan- a clear sign of how internationalization has become widespread at HEIs around the world.” However, the availability of higher education is a dream for many. “While higher education can be made formally available to all citizens as a legal right, the reality is that access and participation are not always equally available to everyone” (Bohrmann, 2021, p.4). Nations have been encouraging alternate providers in higher education in addition to conventional universities, a study on the situation in the United Kingdom stated that “In 2017 there were 112 institutions termed ‘alternative providers’ offering higher education. These institutions do not receive government grants directly but do access public funding through student loans which are used to pay their fees.” (House of Commons, UK 2018, p.4).

Referring to the situation in India, Altbach (2009, p. 200) stated that “Despite the use of English as the main academic language and the existence in India of many extraordinarily well-trained and bright scholars and scientists, it seems unlikely that India will have internationally competitive research universities in the coming several decades”. Modern university education system had its origin in India in 1857 with the establishment of three universities. Various commissions and policy documents have given directions to the process of evolution. In 1949, the first education commission of India, after independence from British rule stated,

*“If India is to confront the confusion of our time, she must turn for guidance, not to those who are lost in the mere exigencies of the passing hour, but to her men of letters, and men of science, to her poets and artists, to her discoverers and inventors. These intellectual pioneers of civilization are to be found and trained in the universities, which are the sanctuaries of the inner life of the nation. (Radhakrishnan 1949, p. 29).*

The Report of the Education Commission 1964-66 stated,

“In broad terms, the functions of the universities in the modern world may be said to be:

- to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and interpret old knowledge and beliefs in the light of new needs and discoveries;

- to provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values;
- to provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose;
- to strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; and
- to foster in the teachers and students, and through them in society generally, the attitudes and values needed for developing the ‘good life’ in individuals and society. “(Kotari 1966, pp. 497-498)

The National Policy on Education 1986 stated,

*“Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through the dissemination of specialised knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system.”(MHRD 1986, p.14).*

Indian national education policy–2020 stated that “Higher education significantly contributes towards sustainable livelihoods and economic development of the nation” (MHRD 2020, p. 33). The new strategies mentioned in NEP–2020 to streamline the path of evolution of university-level education are:

#### **Establishment of New Organisations/Institutions**

- a. National Research Foundation (NRF) (p. 46, Art.17.9-11)
- b. Higher Education Commission of India (HECI). (Art 18.2, p. 47)
  - (a) National Higher Education Regulatory Council (NHERC) (Art 18.3, p. 47)
  - (ii) National Accreditation Council (NAC) (Art 18.4, p. 47)



- (iii) Higher Education Grants Council (HEGC) (Art 18.5, p. 47)
- (iv) General Education Council (GEC), (Art 18.6, p. 47)
  - National Higher Education Qualification Framework (NHEQF)
  - National Skills Qualifications Framework (NSQF)
- c. Indian Institute of Translation and Interpretation (IITI) (Art. 22.14, p. 55)
- d. National Institute (or Institutes) for Pali, Persian, and Prakrit (Art.22.16, p. 55)
- e. Academies for Language Development (Art. 22.18 pp. 55-56)
- f. National Educational Technology Forum (NETF) (Art. 23.2, p. 56)
- g. Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity (Art. 24.5, p.60)

#### **Incorporating Modifications in the Functioning Styles of Higher Education Institutions**

- a. Converting Stand-Alone Universities for Professional courses into multidisciplinary institutions by 2030 (Art. 20.2, p. 50)
- b. Integrating Programmes of Agriculture and Veterinary Sciences with General education (Art. 20.3, p. 50)
- c. Converting Sanskrit Universities into Large Multidisciplinary Institutions of Higher Learning (Art. 22.15, p. 55)
- d. Merging of Classical Language Institutes with Universities (Art. 22.16, p. 55)

The pattern of providing higher education through universities was laid by the British rulers in 1857, by establishing three universities - Bombay University in Mumbai, Calcutta University in Kolkata, and Madras University in Madras. The following table gives the status of university- level higher education institutions including intuitions of national importance.

Numbers of universities and institutions deemed to be universities arranged in descending order are 87- Gujarat and Rajasthan, 81-Uttar Pradesh, 73- Karnataka, 68-Maharashtra, 67-Madhya Pradesh, 56 -Tamil Nadu, 52-Haryana, 50-West Bengal, 40 - Andhra Pradesh,

36-Uttarakhand, 35-Punjab, 34-Odisha, 32-Chhattisgarh, 30-Bihar, 29-Jharkhand, 28-Telangana, 27-Assam and Delhi UT, 25-Himachal Pradesh, 19 - Kerala, 11-Arunachal Pradesh, Jammu & Kashmir UT, Manipur, and Sikkim, 10-Meghalaya, 5-Nagaland, 3-Tripura, and Puducherry UT, 2-Chandigarh UT, Ladakh UT, and Mizoram, and 1-Goa.

#### **Growth Pattern of Higher Education Institutions**

Ministry of Education (2020, p.9) gives the following growth pattern of higher education institutions at all India level.

#### **Central Universities**

On July 27, 2022, there were 54 Central Universities (UGC 2022).

Out of 54 central universities, 7 old universities were converted to Central universities-2005(1), 2007(3) and 2009 (3). The State- wise distribution – 6 - Uttar Pradesh; 4- Bihar, 3 each in Andhra Pradesh, Manipur, and Telangana; 2 each in Assam, Madhya Pradesh, and Tamil Nadu, and 1 each in all other States except Goa. Amongst Union Territories, 7- Delhi, 2- Jammu & Kashmir and 1 - Puducherry. Out of these, the universities for special programmes- Agriculture-3 (Bihar-1, Manipur-1, and UP-1), Sanskrit language-3 (Andhra-1, Delhi-2), Tribal studies - 2 (Andhra - 1, MP - 1), Aviation -1 (UP). English and Foreign language-1(Telangana), Hindi language – 1 (Maharashtra), Sports-1 (Manipur) and 1 Urdu-1 (Telangana). Maritime-1 (Tamil Nadu), and South Asian Studies-1 (Delhi). There is one Open University (Delhi). The first Central university of the Nation is Banaras Hindu University (1916). The rationale behind the creation of certain special category universities is not clear. For instance, although Maharashtra is not a Hindi speaking state, it has a Hindi university. The Following four central universities have been declared as Institutes of national importance- 1. Allahabad University, Uttar Pradesh, 2. Nalanda University, Bihar; 3. Dr. RP Central Agricultural University, Bihar and 4.Visva Bharati, West Bengal. Category wise, the Central Universities are : General-41, Agriculture-3, Aviation-1, English & Foreign language-1, Maritime-1, Sanskrit-3, Sports-1, Tribal-2, and Urdu-1.

#### **State Universities**

On July 27, 2022, there were 456 state government Universities (UGC 2022). The growth in

**Table 1: Number of University Level Institutions (As on 27. 7. 2022)**

Sl. No.	State/UT	TOTAL	Deemed Universities	Central Govt. Universities	State /Union Govt. Universities	Private Universities
1	Andhra Pradesh	40	04 (1981)	03 (2019)	27 (1926)	06 (2017)
2	Arunachal Pradesh	11	01 (2005)	01 (1985)	01 (2022)	08 (2012)
3	Assam	27	01 (2018)	02 (1994)	18 (1948)	06 (2009)
4	Bihar	30	01 (2006)	04 (2009)	18 (1917)	07 (2017)
5	Chhattisgarh	32	0	01 (2009)	16 (1964)	15 (2006)
6	Goa	1	0	0	01 (1985)	0
7	Gujarat	83	03 (1963)	01 (2009)	29 (1950)	54 (2003)
8	Haryana	52	06 (1989)	01 (2009)	20 (1956)	25 (2006)
9	Himachal Pradesh	25	0	01 (2009)	07 (1970)	17 (2002)
10	Jharkhand	29	01 (1986)	01 (2009)	11 (1960)	16 (2012)
11	Karnataka	71	14 (1958)	01 (2009)	34 (1916)	24(2010)
12	Kerala	19	03 (2007)	01 (2009)	15 (1937)	0
13	Madhya Pradesh	67	01 (1995)	02 (2008)	24 (1957)	40 (2010)
14	Maharashtra	68	21 (1964)	01 (2009)	25 (1857)	21 (2014)
15	Manipur	11	0	03 (1980)	03 (2015)	05 (2015)
16	Meghalaya	10	0	01 (1973)	0	09 (2005)
17	Mizoram	02	0	01 (2000)	0	01 (2006)
18	Nagaland	05	0	01 (1994)	0	04 (2006)
19	Odisha	34	03 (2002)	01 (2009)	22 (1943)	08 (2009)
20	Punjab	35	02 (1985)	01 (2009)	14 (1962)	18 (2005)
21	Rajasthan	87	08 (1964)	01 (2009)	26 (1947)	52 (2008)
22	Sikkim	11	0	01 (2007)	02 (2017)	08 (1995)
23	Tamil Nadu	56	28 (1976)	02 (2008)	22 (1857)	04 (2021)
24	Telangana	28	03 (2001)	03 (1974)	17 (1918)	05 (2020)
25	Tripura	3	0	01 (1987)	01 (2015)	01 (2004)
26	Uttar Pradesh	81	09 (1981)	06 (1916)	33 (1921)	33 (2004)
27	Uttarakhand	36	03 (1962)	01 (2009)	11 (1960)	21 (2002)
28	West Bengal	50	02 (1965)	01(1951)	36 (1857)	11 (2012)
29	Chandigarh UT	2	01 (2003)	0	01 (1947)	0
30	Delhi UT	27	09 (1958)	07 (1922)	11 (1998)	0
31	J&K UT	11	0	02 (2009)	09 (1949)	0
32	Ladakh UT	02	01(2016)	0	01 (2018)	0
33	Pondicherry UT	0-3	01 (2008)	01 (2009)	01 (2020)	0
<b>TOTAL</b>		<b>1055</b>	<b>126 (1958)</b>	<b>54 (1916)</b>	<b>456 (1857)</b>	<b>419 (1995)</b>

Source: UGC 2022

**Notes:**

1. In the above table, the starting years of functioning of a university or institution deemed to be a university in a state are given in parenthesis.
2. There is no university-level higher education institution in the Union territories of Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu, and Lakshadweep

the number of State universities can be ascertained from the following table:

The numbers of state universities in states arranged in descending order are 36- West Bengal, 34 – Karnataka, 33 - Uttar Pradesh, 29 - Gujarat, 27 - Andhra Pradesh, 26 - Rajasthan, 25 - Maharashtra, 24 - Madhya Pradesh, 22 - Odisha and Tamil Nadu, 20 - Haryana, 18 – Assam, and Bihar, 17 - Telangana; 16 – Chhattisgarh, 15 - Kerala, 14 - Punjab, 11 - Jharkhand, and Uttarakhand, 7 - Himachal Pradesh; 3 - Manipur, 2- Sikkim, and 1 each in Arunachal Pradesh, Goa, and Tripura. The States of Meghalaya, Mizoram, and Nagaland do not have any State Universities. The number of State Universities in various Union Territories are 11-Delhi, 9-Jammu & Kashmir, and 1 each in Chandigarh, Ladakh, and

Puducherry. The number of government universities is more than private universities in the states of Andhra Pradesh, Assam, Bihar, Chhattisgarh, Goa, Karnataka, Kerala, Maharashtra, Manipur, Odisha, Tamil Nadu, Telangana, Tripura, Uttar Pradesh, and West Bengal and UTs - Chandigarh, Delhi, Jammu & Kashmir, Ladakh and Puducherry. Categories -wise the number of state universities are as follows:

#### Tribal Universities

There are 3 state tribal universities - one each in Andhra Pradesh, Gujarat, and Rajasthan.

#### Cluster Universities

There are 5 state cluster universities –2 in Jammu and Kashmir UT and 1 each in Andhra Pradesh, Himachal Pradesh, and Karnataka.

**Table 2: Year Wise, Oldest University Level in Each State and UT**

Year	State	Institution	Year	State	Institution
1857	Maharashtra	University of Mumbai (State)	1956	Chhattisgarh	Indira Kala Sangeet Vishwavidyalaya, (State)
	Tamil Nadu	University of Madras (State)		Haryana	Kurukshetra University (State)
	West Bengal	University of Calcutta (State)	1957	Madhya Pradesh	Rani Durgavati Vishwavidyalaya (State)
1916	Karnataka	University of Mysore (State)	1960	Jharkhand	Ranchi University (State)
	Uttar Pradesh	Banaras Hindu University (Central)	1962	Punjab	Punjabi University (State)
1917	Bihar	Patna University (State)		Uttarakhand	G.B. Pant University of Agriculture & Tech (State)
1918	Telangana	Osmania University (State)	1964	Puducherry UT	Pondicherry University (Central)
1922	Delhi UT	University of Delhi (Central)	1970	Himachal Pradesh	Himachal Pradesh University (State)
1926	Andhra Pradesh	Andhra University (State)	1973	Meghalaya	North Eastern Hill University (Central)
1937	Kerala	University of Kerala (State)	1980	Manipur	Manipur University (Central)
1943	Odisha	Utkal University (State)	1985	Arunachal Pradesh	Rajiv Gandhi University (State/Central)
1947	Chandigarh UT	Panjab University (State)		Goa	Goa University (State)
	Rajasthan	University of Rajasthan (State)	1994	Nagaland	Nagaland University (Central)
1948	Assam	Gauhati University (State)	1995	Sikkim	Sikkim Manipal University (Private)
1949	Jammu & Kashmir UT	University of Kashmir (State)	2000	Mizoram	Mizoram University (Central)
1950	Gujarat	Gujarat University (State)	2016	Ladakh UT	Central Institute of Buddhist Studies (Deemed University)

**Table 3: Growth Pattern of Higher Education Institutions 2015-20**

Category	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Universities</i>	799	864	0903	993	1043
<i>Colleges</i>	39,071	40,076	39,050	39,931	42,343
<i>Standalone institutions</i>	11,923	11,669	10,011	10,725	11,779
<i>Enrolment</i>	15,18,813	13,65,786	12,84,753	14,16,299	15.03,156
<i>Foreign students</i>	45,424	47,575	46,144	47,427	49,348



**Table 4: Growth of Central Universities (1916-1921).**

Year	New Universities	Total	Year	New Universities	Total	Year	New Universities	Total	Year	New Universities	Total	Year	New Universities	Total
1916	1	1	1974	1	7	1998	1	16	2009	16	42	2019	2	51
1920	1	2	1985	2	9	2000	2	18	2010	2	44	2020	3	54
1922	1	3	1988	1	10	2003	1	19	2013	1	45	2021	0	54
1951	1	4	1994	3	13	2005	2	21	2014	2	47	2022	0	54
1969	1	5	1996	1	14	2007	3	24	2016	1	48			
1973	1	6	1997	1	15	2008	2	26	2018	1	49			

### Government Women Universities

There is one state government women university in each of the states of Andhra Pradesh, Assam, Haryana, Karnataka, Maharashtra, Odisha, Tamil Nadu, and West Bengal. There is a government women technical university at Delhi UT.

### Government Open Universities

There is one state government open university in the states of Assam, Bihar, Chhattisgarh, Gujarat, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh, Uttarakhand, and West Bengal.

### Private Universities

On July 27, 2022, there were 419 private Universities (UGC 2022). The growth in number

of number of private universities are given in the following table:

Gujarat state topped privatisation of higher education by having 54 universities. Other States arranged as per number of private universities are: 52- Rajasthan, 40 - Madhya Pradesh, 33- Uttar Pradesh, 25 - Haryana, 24 - Karnataka, 21 – Maharashtra, and Uttarakhand, 18- Punjab, 17- Himachal Pradesh, 16 - Jharkhand, 15- Chhattisgarh, 11- West Bengal, 8 - Arunachal Pradesh, Odisha, and Sikkim, 7-Bihar, 6 - Andhra Pradesh, and Assam, 5 - Manipur, and Telangana, 4 -Nagaland, and Tamil Nadu and 1 each in Mizoram and Tripura. There is no private university in the States of Goa, and Kerala and in all union territories. The largest number of private universities (40) was started in 2018, followed by 36 in 2013, 33 in 2021, 30 in 2016, 29 in 2011, and 2017, 28 in

**Table 5: Growth of State Universities**

Year	New	Total	Year	New	Total	Year	New	Total	Year	New	Total	Year	New	Total
1857	3	03	1954	1	24	1972	5	82	1990	2	131	2008	24	263
1916	1	04	1955	3	27	1973	3	85	1991	1	132	2009	14	277
1917	1	05	1956	2	29	1974	4	89	1992	5	137	2010	17	294
1918	1	06	1957	3	32	1975	3	92	1993	3	140	2011	18	312
1921	1	07	1958	2	34	1976	3	95	1994	4	144	2012	13	315
1926	1	08	1959	0	34	1977	0	95	1995	7	151	2013	9	324
1927	1	09	1960	5	39	1978	3	98	1996	1	152	2014	23	347
1929	1	10	1961	1	40	1979	0	98	1997	4	156	2015	16	363
1937	1	11	1962	9	49	1980	3	101	1998	6	162	2016	16	379
1943	1	12	1963	0	49	1981	4	105	1999	7	169	2017	14	393
1947	2	14	1964	7	56	1982	4	109	2000	3	172	2018	15	408
1948	1	15	1965	4	60	1983	4	113	2001	4	176	2019	9	417
1948	1	16	1966	1	61	1984	1	114	2002	4	180	2020	7	424
1949	4	20	1967	2	63	1985	3	117	2003	7	187	2021	26	450
1950	1	21	1968	6	69	1986	4	121	2004	22	209	2022	6	456
1951	1	22	1969	2	71	1987	6	127	2005	14	223			
1952	1	23	1970	4	75	1988	0	127	2006	7	230			
1953	0	23	1971	2	77	1989	2	129	2007	9	239			

2012, and 25 in 2015, and 2019. Category -wise distribution of private universities are 378- General, 5- Technology, 4-Health, 3-Engineering, 3- Science & Tech, 2 each for Environment, Information Technology, Petroleum, and Vedic and One each for Art, Design

& Tech, Handicapped, Homoeopathy, Management, Maritime, Research, Technology & Management, and Yoga. The number of private universities is more than government universities in states - Gujarat, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh,

**Table 6: Categories of State / UT Government Universities**

State/UT*	TOTAL	GENERAL	Subject/Discipline	Agriculture	Horticulture	Veterinary Sc	Medical	Ayurveda	Sports	Technical	Law	Sanskrit	Sanskrit	Language except Sanskrit	Teacher Education	Music //Fine Arts	Culture / Sanskrit	Journalism	Miscellaneous
Andhra Pr.	27	15	12	1	1	1	2	0	0	3	1	0	1U	0	0	0	0	0	2
Arunachal	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assam	18	11	7	1	0	0	1	0	1	0	1	1	0	0	0	1	0	1	
Bihar	18	13	5	1	0	1	0	0	0	0	1	1	1A	0	0	0	0	0	
Chhattisgarh	16	9	7	1	0	0	1	0	0	2	1	0	0	0	1	0	1	0	
Goa	01	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Gujarat	29	16	13	4	0	0	1	1	1	1	1	1	0	1	0	0	0	2	
Haryana	20	8	12	1	1	1	2	0	0	3	1	1	0	0	1	0	0	1	
Himachal Pr.	7	3	4	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	
Jharkhand	11	7	4	1	0	0	0	0	0	1	1	0	0	0	0	0	1	0	
Karnataka	34	18	16	3	1	1	1	0	0	1	2	1	1K	0	1	1	0	3	
Kerala	15	7	8	1	0	1	1	0	0	1	1	1	1M	0	0	0	0	1	
Madhya Pr.	24	10	14	2	0	1	1	0	0	1	2	1	1H	0	1	0	1	3	
Maharashtra	25	19	6	4	0	1	0	0	1	0	3	1	0	0	0	0	0	0	
Manipur	03	1	2	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	
Meghalaya	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Mizoram	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Nagaland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Odisha	22	13	9	1	0	0	1	0	0	2	2	1	0	0	0	1	0	1	
Punjab	14	5	9	1	0	1	1	1	1	2	2	0	0	0	0	0	0	0	
Rajasthan	26	12	14	3	0	1	1	1	0	2	2	1	0	0	0	0	1	2	
Sikkim	02	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Tamil Nadu	22	14	8	1	0	1	1	0	1	0	2	0	1Ta	1	0	0	0	0	
Telangana	17	9	8	1	1	1	2	0	0	0	1	0	1Te	0	0	0	0	1	
Tripura	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Uttar Pr.	33	17	16	4	0	0	4	0	0	3	1	1	1U	0	0	0	0	2	
Uttarakhand	11	6	5	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	
West Bengal	36	28	8	1	0	0	1	0	0	1	1	1	1H	1	0	0	0	1	
Chandigarh *	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Delhi*	11	3	8	0	0	0	0	0	1	2	1	0	0	1	0	0	0	3	
J&K * 9	9	6	3	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	
Ladakh*	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Puducherry*	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	
<b>TOTAL</b>	<b>456</b>	<b>258</b>	198	36	6	11	21	4	6	29	28	12	9	4	3	4	3	25	

\*Union Territories

Misc.: 25-Andhra Pradesh-2 (Architecture-1, Vedic-1), Assam-1 (Co-op Mgmt-1) Chattishgarh-1 (Info Tech-1), Gujarat-2 ( Biotech-1, Transplantation Sc.-1), Haryana-1 (Skill-1), Jharkhand-1 (Raksha-1), Karnataka-3 (Economics-1, Folklore-1, Rural Dev-1), Kerala-1 (Digital Sc.-1), Madhya Pradesh-3 (Buddhist-1, Rural Dev -1, Soc. Sc. -1), Odisha -1 (Info Tech-1), Rajasthan-2 (Police-1, Skill-1), Telangana-1 (Ar.chitecture-1), Uttar Pradesh-2 (Dental Sc.-1, Handicap9ed-1), WB-1 (Fisheries-1), Delhi UT-3 (IT-1, Pharma Sc.-1, Skill-1).

Notes: Languages: A-Arabic & Persian, H-Hindi, K-Kannada, M-Malayalam, S-Sanskrit Ta-Tamil, Te-Telugu, U-Urdu

Meghalaya, Nagaland, Punjab, Rajasthan, Sikkim, and Uttarakhand.

### Institutions Deemed To Be Universities

On May 2, 2022, there were 126 institutions deemed to be universities (UGC 2022). The growth in number of number of institutions deemed to be universities is given in table 8.

The earliest institutions deemed to be university are Indian Agricultural Research Institute at Delhi and Indian Institute of Science at Bangalore, established in 1958. Amongst states, Tamil Nadu topped list of institutions deemed to be universities - 28, followed by 21 - Maharashtra, 14 - Karnataka, 9 - Uttar Pradesh, 8 - Rajasthan, 6 - Haryana, 4 - Andhra Pradesh, 3 each in Gujarat, Kerala, Odisha, Telangana and Uttarakhand, 2 each in Punjab and West Bengal, and 1 each in Arunachal Pradesh, Assam, Bihar, Madhya Pradesh. Amongst Union territories 8 – Delhi, and 1 each in Chandigarh, Ladakh and Puducherry. There is no institutions deemed to be university in the States of Chhattisgarh, Goa, Himachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and in union territories of Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu, Jammu & Kashmir, and Lakshadweep. Out of these deemed universities 37 are controlled by the government. The distribution of deemed universities among states and UTs is 8- Maharashtra, 7-Delhi, 4-Uttar Pradesh, 3 each in Haryana and Karnataka; 2- Kerala, and 1 each in States of Arunachal

Pradesh, Assam, Bihar, Gujarat, Jharkhand Madhya Pradesh, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttarakhand, and West Bengal and UTs of Chandigarh and Ladakh. Private institutions deemed to be universities are 70% of the total number. The distribution as per state/UT are given below:

Category wise distribution of Institutions deemed to be universities are: General - 55, Science & Tech - 11, Medical - 6, Technology-5, Engineering -4, Information Tech -4, Music & Dance-3, Science - 3, Agriculture-2, and 1 each for Ayurveda, Brain, Buddhist study, Chemical, Dairy, Defence, Development Res, Environment, Fisheries, Food, Foreign trade, Forest, Industrial tech, Law, Liver, Management, Maritime, Mathematics, Museum, Physical education, Planning, Pol. Sc.& Eco., Rail transport, Research, Space research, Tibetan studies, Veterinary and Yoga.

### Institutes of National Importance

Certain institutes have been declared by the Government of India as Institutes of national importance. The list as found in the Ministry of Education (2022) is given in table 10.

### Health Related Institutes

#### *All India Institute of Medical Science (AIIMS) -15*

The first AIIMS was established at Delhi in 1956. After 55 years, 8 more were added in 2012. There were 1 in 2013, 2 in 2018 and 3 in 2019. The following states are yet to have an AIIMS- 1. Arunachal Pradesh, 2. Assam, 3. Goa, 4. Gujarat, 5. Haryana, 6. Himachal

**Table 7: Growth of Private Universities**

Year	New	Total	Year	New	Total	Year	New	Total	Year	New	Total	Year	New	Total
1995	2	2	2005	6	20	2010	26	93	2015	25	239	2020	10	373
2001	1	3	2006	8	28	2011	29	122	2016	30	269	2021	33	406
2002	2	5	2007	3	31	2012	28	150	2017	29	298	2022	13	419
2003	6	11	2008	17	48	2013	36	186	2018	40	338			
2004	3	14	2009	19	67	2014	28	214	2019	25	363			

**Table 8: Growth Pattern of Institutions Deemed to be Universities**

Year	New	Total	Year	New	Total	Year	New	Total	Year	New	Total	Year	New	Total	Year	New	Total
1958	2	2	1983	2	11	1990	1	23	1999	2	35	2005	8	70	2016	1	119
1962	1	3	1985	2	13	1991	3	26	2000	2	37	2006	10	80	2017	2	121
1963	1	4	1986	1	14	1993	3	29	2001	5	42	2007	9	89	2018	3	123
1964	2	6	1987	2	16	1994	1	30	2002	10	52	2008	24	113	2019	1	124
1976	1	7	1988	2	18	1995	2	32	2003	6	58	2009	4	117	2020	1	125
1981	2	9	1989	4	22	1996	1	33	2004	4	62	2012	1	118	2021	1	126

Pradesh, 7. Karnataka, 8. Kerala, 9. Manipur, 10. Meghalaya, 11. Mizoram, 12. Nagaland, 13. Sikkim, 14. Telangana, 15. Tripura.

**Health Science (Other than AIIMS)**

There is a mental health institute in Karnataka and 3 superior quality medical institutes in one each in Kerala and union territories of Chandigarh and Puducherry

**National Institute of Pharmaceutical Education and Research (NIPER) - 7**

The first NIPER was established in Punjab in 1998. After 8 years, 5 more were added in 2007 and 1 more in 2008.

**National Institute of Food Technology (NIFT) -2**

Two NIFTs were established in Haryana and Tamil Nadu in 2021

**Regional Centre for Biotechnology (RCB) -1**

The Regional Centre for Biotechnology (RCB) in collaboration with UNESCO was established in 2009 in Haryana

**Ayurveda-1**

Institute of Teaching and Research in Ayurveda was established in 2020 in Gujarat.

On August 24, 2022, there is no institute of national importance for Homeopathy.

**Indian Institute of Technology (IIT) -23**

The first IIT was established at Kharagpur in

West Bengal in 1951. Growth in number of IITs were:1951-1,1958-1,1959-2,1963-1,1994-1,2001-1,2002-1,2008-5, 2009-2, 2015-2, 2016-5 and 1 in 2019. Out of these, two IITs were made by converting existing engineering institutions. Uttar Pradesh is the only state having 2 IITs. The following 8 states are yet to have an IIT- 1. Arunachal Pradesh, 2. Haryana, 3. Manipur, 4. Meghalaya, 5. Mizoram, 6. Nagaland, 7. Sikkim, 8. Tripura. No Union Territory except Delhi has an IIT.

**National Institute of Technology (NIT) -31**

The oldest NIT was established at Raipur in Chhattisgarh in 1956. Growth in the number of NITs was: 1959-1, 1960-6, 1961-4, 1963-2, 1964-1, 1965-1, 1967-1, 1986-1, 1987-1, 2004-1, 2010-10 and 2015-1(Andhra Pradesh). Every State has a NIT. Amongst UTs, there is a NIT in Delhi, J&K and Puducherry.

**National Institute of Design (NID) -5**

The oldest NID was established in Gujarat in 1960. Growth in number of NIDs were: 2015-1, 2016-1 and 2019-2.

**School of Planning and Architecture (SPA)-3**

Oldest SPA is at Delhi established in 1941. Two more were established in 2008 in Andhra Pradesh and Madhya Pradesh.

**Indian Institute of Science Education & Research (IISER) -7**

In 2006, two IISERs were established in Maharashtra and West Bengal. Two more were established in 2008, one in 2013 and two in 2016.

**Table 9: Management Wise Institutions Deemed To Be Universities**

State/UT	Total	Govt.	Private	State/UT	Total	Govt.	Private
Andhra Pradesh	4	0	4	Madhya Pradesh	1	1	0
Arunachal	1	1	0	Maharashtra	21	8	13
Assam	1	1	0	Odisha	3	0	3
Bihar	1	1	0	Puducherry	1	0	1
Chandigarh	1	1	0	Punjab	2	1	1
Delhi	9	7	2	Rajasthan	8	1	7
Gujarat	3	1	2	Tamil Nadu	28	1	27
Haryana	6	3	3	Telangana	3	0	3
Jharkhand	1	0	1	Uttar Pradesh	9	4	5
Karnataka	14	2	12	Uttarakhand	3	0	3
Kerala	3	1	2	West Bengal	2	0	2
Ladakh	1	1	0	TOTAL	126	35	91

**Table 10: Number and Categories of Institutes of National Importance**

Sl. No.	State/UT	Total	All India Institute of Medical Sciences (AIIMS)	Health Sc. (except AIIMSS)	National Institute of Pharmaceutical Education & Research	Indian institute of Technology (IIT)	National Institute of Technology (NIT)	National Institute of Design (NID)	School of Planning & Architecture (SPA) Architecture	Indian Institute of Science Education & Research (IISER)	Indian Institute of Information Technology (IIIT)	Indian Institute of Management	Petroleum Technology	National Institute of Food Technology	Agricultural Central Universities	General Central Universities	Others
1	Andhra Pradesh	10	1			1	1	1	1	1	2	1	1				
2	Arunachal Pradesh	01					1										
3	Assam	05			1	1	1	1			1						
4	Bihar	08	1		1	1	1				1	1			1	1	
5	Chhattisgarh	04	1			1	1					1					
6	Goa	02				1	1										
7	Gujarat	10			1	1	1	1			2	1					3
8	Haryana	06					1	1			1	1		1			1
9	Himachal Pradesh	04				1	1				1	1					
10	Jharkhand	05	1			1	1				1	1					
11	Karnataka	06		1		1	1				2	1					
12	Kerala	06		1		1	1			1	1	1					
13	Madhya Pradesh	10	1			1	1	1	1	1	3	1					
14	Maharashtra	07	1			1	1			1	2	1					
15	Manipur	02					1				1						
16	Meghalaya	02					1					1					
17	Mizoram	01					1										
18	Nagaland	01					1										
19	Odisha	05	1			1	1			1		1					
20	Punjab	06	1		1	1	1			1		1					
21	Rajasthan	05	1			1	1				1	1					
22	Sikkim	01					1										
23	Tamil Nadu	10				1	1				2	1	1	1			3
24	Telangana	04	1		1	1	1										
25	Tripura	02					1				1						
26	Uttar Pradesh	14	2	1	1	2	1				2	1			1	1	2
27	Uttarakhand	04	1			1	1					1					
28	West Bengal	10	1		1	1	1			1	1	1					2
29	Chandigarh UT	01		1												1	
30	Delhi UT	05	1			1	1		1								1
31	J&K UT	03				1	1					1					
32	Puducherry UT	02		1			1										
	<b>TOTAL</b>	<b>161</b>	<b>15</b>	<b>4</b>	<b>7</b>	<b>23</b>	<b>31</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>25</b>	<b>20</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>@12</b>

Out of the above 161 Institutes of National Importance, 5 institutes - Bihar (2) - Dr. Rajendra Prasad Central Agricultural University, Samastipur, & Nalanda University; Uttar Pradesh (2) - University of Allahabad and Rani Lakshmbai Central Agricultural University, Jhansi and West Bengal (1) - Visva Bharati are also central universities.

Note: @ 12 miscellaneous institutes include Gujarat – 3 - Ayurveda 2020, Forensic science 2020 (Converted state university), and Defence studies 2020 (Converted state university), Haryana -1- Biotech 2009, Tamil Nadu –3- Art & Culture 1936, Hindi 1918, and Youth Affairs 1993, Uttar Pradesh – 2 Sc & Inn Res 2010, Footwear 1986, West Bengal -2 Statistics 1931, Engineering (1856/2014) Delhi -1 Arbitration 2020.

Source: Ministry of Education (2022)



Twenty-one States do or have such an institution. No union territory including Delhi has also an IISER.

### ***Indian Institute of Information Technology (IIIT)-25***

The oldest IIIT was established in 1997 in Madhya Pradesh. Subsequent growth in IITs were as follows: 1999-1, 2005-1, 2007-1, 2013-5, 2014-3, 2015-5, 2016-3, 2017-3, 2018-1 and 2019-1. There are no IIIT in the states of Arunachal Pradesh, Chhattisgarh, Goa, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Telangana and Uttarakhand and in any union, territory including Delhi.

### ***Indian Institute of Management (IIM) -20***

In 1961, two IIMs were established in Gujarat and West Bengal. Subsequent growth in IITMs were as follows: 1973-1, 1984-1, 1996-2, 2007-1, 2010-3, 2011-3, 2015-6 and 2016-1. There are no IIMs in the states of Arunachal Pradesh, Assam, Goa, Manipur, Mizoram, Nagaland, Sikkim, Telangana, Tripura, and Uttarakhand and in any union territory except Jammu & Kashmir.

### ***Agricultural Science-2***

There are 2 institutes – the first one was created in 2014 and the second one was by converting an old one in 2016.

### ***Petroleum Engineering-2***

There are 2 institutes – the first one was created in 2007 and the second one was in 2016.

### ***One Each for 12 Categories***

1. Statistics (1959/1931); 2. Hindi language (1964/1918); 3. Footwear (1986); 4. Youth Affairs (1993); 5. Art & Culture (1994/1936); 6. Biotechnology (2009), 7. Scientific Research (2010); 8. Ayurveda (2020), 9. Defence studies (2020), 10. Forensic science (2020), 11. International Arbitration (2020). 12. Engineering (Excluding IIT, NIT) (2014/1856)

### **Conclusion**

The pattern of evolution of university-level institutions has not been uniform throughout the states and union territories. NEP 2020 stated that “A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high-quality teaching, research, and community engagement” (MHRD 2020, p. 34, Art. 10.3). Besides institutes of national

importance, there are several central as well as state government run single discipline universities and institutions deemed to be universities. Providing multidisciplinary academic activities might necessitate changing their nomenclatures and might also dilute the level of the depth of research and studies related to the discipline for which they were created. Of course, Mohanty (2021, p.153) expressed doubt in acceptance of the sentence in the National Education Policy “University, worldwide, means a multidisciplinary institution of higher learning that offers undergraduate, graduate, and Ph. D. programmes, and engages in high-quality teaching and research” (MHRD 2020, p.36, Art. 10.14). In the case of central universities out of 54, 12 are universities which deal with a single subject or discipline – Agriculture -3, Aviation -1, English and foreign language-1, Hindi-1, Maritime-1, Sanskrit-3, Sports-1 and Urdu-1. There may be problems in converting these universities into multi-disciplinary universities. The problem may be more severe in the case of State and Union Territory government universities. Table 6 indicates there are 198 state / UT universities which deal with a single subject or discipline. Converting these universities shall be superfluous in the case of state governments which are unable to fill up teacher posts mainly due to a shortage of funds. As lack of funds has not enabled many state governments to universalise elementary education, which is a constitutional responsibility, it is obvious that they shall not be able to have funds for making their universities multidisciplinary.

In India, at the higher education level, high-quality education is being provided in top-quality government institutions such as IITs, AIIMs, Central Universities etc. which get more talented students than found in the case of private higher education institutions, as education is cheaper here. There are also high-quality fee-charging private institutions, which get students not only from India but also from foreign countries. Although top-ranking universities are not found in India, still many students from developing countries come to India, as education is much cheaper in India compared to education in top-ranking universities in developed nations like UK and US. Trends in teaching and learning in higher education in India indicate upward movement, in spite of all odds. Due to its large size, the challenge of reform in Indian education is inherently more daunting.

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# Mobile Learning Prospects of Pedagogical Practices

S Prabu Shankar\*

What we understand of mobile learning from what we hear is at least quite a bit notionally incorrect as the true concepts related to mobile learning are much deeper and more intriguing; it needs a thorough study to fathom the true meaning of Mobile learning. Mobile learning as it has widely been called M-learning is basically learning through multiple contexts using technological devices where content interactions happen using portable forms of electronic devices; in the case of mobile learning such devices are sorted to be mostly handheld devices that are laptops, notepads, tablets, portable mini-computers, iPod, iPad, mp3 players, etc., The major focus of mobile learning is the mobility it creates and provides the learner with opportunities that encompasses ease, portability, compatibility, customization, self-pacing, range of content, multiple application choices to choose from an array of applications, the design, layout, and presentation of content in its variedness and the instantaneous access and freedom of time.

## Mobile Learning in Knowledge Transaction

Mobile learning in the present-day context may still be specifically defined as virtual, app-based, web-based content media with a unique choice of portability of unlimited choice of content, it may be ascribed that for carrying infinite books/materials of learning with oneself all the time and all through. In this context, learning is ever ready to happen and it awaits the learner to unfold and experience learning. This paper explores and highlights the various possibilities that mobile learning provides as it has unfolded an array of opportunities during the pandemic times when learning institutions are closed and then learning happened everywhere in a phased approach with technology being the central aspect catering to the multi-dimensional needs of teachers and all stakeholders involved in knowledge transaction.

## Genesis of Mobile Learning

The general concept of mobile learning or portable data management and application was

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primarily conceived by Alay Kay in 1970s of Palo Alto Research Centre, Xerox Corporation, California, which later been established as 'The Learning Centre (TLC)' in 1977 aimed to provide child-centered and play-based learning with a goal of fostering emotional, social, cognitive and physical growth, backed by e-learning courses aimed to provide learning at one's pace covering all elements of technology from fundamental to specialized role-based learning. The basic idea of developing a 'Dynabook', a portable and hands-on personal computer that could provide children access to the digital world is the basis of mobile learning.

Later in 1994, with the development of the initial smartphone version known to be IBM Simon developed by Mitsubishi Electric Corporation, the concept of personalized mobile learning emerged as learning from a handheld personal communicator. Successive attempts to create portable systems led to the invention of laptops, mobile phones, smartphones, ipads, textpads and designpads, and the concept of mobile learning got established. In the present scenario, 'Mobile learning' is a prospective area of Research and Development of many information and communication technology giants across the globe and in the later course, Mobile learning emerged as a new area, 'Mainstream Education and Training' (Keegan, 2005).

## Focus on Mobile Learning

The major focus of mobile learning is aimed at customization of learners' needs and upholding the compatibility aspects to suit across devices, of their content, the presentation, and networking across domains, interfaces, and systems. The most preferred mobile projects were undertaken by international companies and technology giants namely Ericsson Education Project called, Leonardo Da Vinci Project - from e-learning to m-learning; and successive projects namely Learning and Skills Development Agency (LSDA) of UK, MOBILearn project aiming the development of mobile learning solutions by Giunti Ricera an Italian based company, etc., The major area of concentration of the above mention projects are on the core aspects that affect m-learning namely,

- Motivation toward Learning.
- Engagement in Learning and Self-learning Activities.
- Focus on Inclusion and Special Needs Children.
- Compatibility of Content Provisions Across Devices.
- Designing Content Suited to Diverse Learning Needs.

### **Notional Improprieties in Understanding M-learning**

M-learning has mostly been misunderstood and misinterpreted as learning that happens only through a mobile phone, instead of conceiving the happening of learning through an array of portable / mobile devices, which in simple terms may be defined as devices that are able to be moved freely which has a physical capacity of portability. The general conception that m-learning is mobile-based learning is implicatively true in the present day context as almost all learners own or have an access to a personal mobile device or a similar another device such as ipad, textpad, smartphone, ipod, mp3 players that are portable in nature.

Because of this characteristic mobile learning in today's context is widely referred to as 'ubiquitous learning' which means present, appearing everywhere for teaching and learning purposes. Hwang et.al. (2008) defined ubiquitous learning based on its aim, to provide learners with content and interaction anytime and anywhere that supports a learning environment by mobile or embedded computers or wireless network devices.

### **Attributes of Mobile Learning**

- Mobile learning is based on and consists of short to minuscule modules based on bite-sized micro/mini lessons that are aimed at quick information processing and distribution.
- The learning modules or units are comparatively smaller that support the learning process and cater to immediate access to bits of information and content.
- Mobile learning is learning on the go, is learning on the move, the major part of course content is present in the applications, and it does not require a download.
- Mobile learning modules/units/blocks are designed for a considerably shorter period of time

that ranges between 4 minutes to 10 minutes; the evaluation aspect involves usually 2 to 4 minutes of reflection based on self-activity of the content presented in that m-learning duration.

- Mobile learning is optimized and customized for small screens and hence it may not contain highly detailed content areas, large amounts or lengthier information, complex graphics, or media (Lynch, 2019).
- The information or content area of instruction presented is bite-sized, one idea per screen with simple screen navigation options.
- The purpose of mobile learning is not to introduce or teach a large content area but to reinforce a small concept.
- Mobile learning may be used as a supplement to e-learning or it may be independently used as a separate learning system.
- Synchronous mobile learning refers to learning modes through live technology-based applications with video, audio, and text tools meant for live interactions, chats, discussions, and through voice/text/images; the communication happens with most likely a group presentation will be of individual or group communication.
- Asynchronous mobile learning methods use offline or non-time chats/posts to an individual or to a forum using applications and common communication modes like messages / WhatsApp chats to collaborate with the group and to interact through off-time messages with their tutors at their convenience.

### **Scope and Characteristics of Mobile Learning**

Mobile learning as it can be generally referred to or Mobile based learning has already taken the world of knowledge transaction by storm and the effect of it is visible in all aspects of the teaching – learning process throughout. Learners of all ages and levels are into the mobile learning in a cohort manner and the impact of it in the teaching – learning still needs to be addressed. It can be notionally quoted that mobile learning is everywhere, happens with everyone and will take over with no point of return to native or conventional approaches. Meindi (2003) opined that, 'the general trend of computing devices to become smaller, faster and more powerful every few years', this has been said before two decades from now and



the present inventions of devices are evidences in the field of mobile technology proving the application of smart phones, smart watches, interactive glasses, virtual reality consoles, nano-computing devices, wearable devices, fit-bits, assistive techno-devices in the knowledge transaction process.

**Limitations Mobile Learning**

- Alternate or simultaneous scope of accessing multiple access to other potentially distracting media.
- Since it is based on the self-learning principle and when there is no restriction on time and when there is no periodical assessment, part of the students who lack self-control may lose pace and get stagnated and may suffer the risk of dropping out of learning/course.
- Risk of imbalances between studies and mobile-based entertainment activities.
- Open and unrestricted access to global content that may be age-irrelevant.
- Risk of inviting distraction and getting distracted, getting addicted to the over and above use of other apps during mobile learning.

**Mobile Learning Management Systems (MLMS) and Tools**

Mobile Learning Management Systems (MLMS) is basically a software-based or Software as a Service (SaaS) application-oriented and an interactive database that basically supports educational administration, automation of activities that are content specific and administration specific, and delivery of educational courses, training programs (that are generally offered in as modules or packages) and, learning cum development programs that helps to create, manage, interact and deliver content-based, designed instructional online content for learning, training or full-courses, as well as online/offline instructor administered and learner interactive learning/training content that are designed to suit the compatibility requirements for learning on mobile devices. In precise it helps to deliver training content/modules / materials to various stakeholders almost all content that ranges from online courses, real-time instruction sessions, and offline sessions via mobile devices (OECD, 2015).

Some of the commonly known and widely used MLMS used specifically by educational institutions

**Table 1: Classification of Mobile Learning Characteristics Based on Technological, Pedagogical and Application Aspects**

Technological	Pedagogical	Application
<ul style="list-style-type: none"> <li>• Micro-learning content</li> <li>• Bite-sized content</li> <li>• Distance and Continuous learning</li> <li>• Social learning</li> <li>• Increased learning</li> <li>• Explorative and interactive learning experience</li> <li>• Aids learning with the use of augmented reality</li> <li>• Virtual learning</li> <li>• Assistive applications</li> <li>• Content presented in conversational tone rather than a complex theoretical frame</li> <li>• Infrastructure and resource cost effectiveness</li> <li>• Content indexing and serialization</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent learning engagement</li> <li>• Remote access to knowledge</li> <li>• Embedded content</li> <li>• Built on Gamification mechanisms</li> <li>• Alternate mediums: Text/Audio/Video</li> <li>• Interactive modes through Virtual consoles</li> <li>• Direct access without membership and login compulsions</li> <li>• Intuitive interface systems</li> <li>• Built on Active learning principles</li> <li>• Readily available synchronous and asynchronous learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Address diversity of learners' needs</li> <li>• Simplified access and use</li> <li>• Seamless access</li> <li>• Allows restructuring and reusability of content</li> <li>• Artificial Intelligence based search interface that provides scope for additional exploration of related areas while search</li> <li>• Enhances collaboration and engagement with social learning</li> <li>• Reinforceable content presentations encouraging repetitive referencing</li> <li>• Increases self-motivation, interest, pace of learning, retention, and productivity</li> <li>• Saves cost, time, space and physical binding.</li> </ul>



across the globe are Medium,GSMA Intelligence, Global WebIndex, EduMe, Xyleme, docebo, Moodle, Blackboard Learn,Schoology,Instructure Canvas,D2L Brightspace, Edmodo, Quizlet, Google’s Workspace for Education which include Google Classroom, etc. Few other MLMS meant for professional training and instructional mobile learning management systems include Learn Upon, Tovuti, Digital Chalk, Looop, Sky Prep, Connecteam, Cornerstone, Synap, TalentCards, PlayAbo, Talent LMS, Pocket Study, Skill Lake, uQualio, SAP Litmos etc.,

The following are the features and services that are commonly provided by the above mobile learning management systems and there is wide scope to construct the MLMS to customize and build software and platforms that require additional features. Generally, the myriad MLMS comes with large ecosystems of educational tools and services right from basic learning tools to advanced features that offer high-tech synchronization of sophisticated learning systems with varied assessment modes.

- Open Source, Free, Granular role creation, web-based assessment, grading and annotations, Assessment Management Platform, Extensive inter-operability
- AI-based Intuitive feature that could presume needs based on key-word used in search options, Extensive and full-featured course assembler and course assembly tools, enables users and administrators to add or create the features as needed, supports a wide range of learning activities
- Rubrics and standards alignment, Common core micro-assessment options, large-scale audio and video conferencing
- App Center, User interface (UI) and User experience (UX), language localizations and unparalleled language support, Application Program Interface (API)

### **Mobile Learning as a Transformational Trend**

Mobile learning has been naturally adopted during the pandemic times, the barriers of limited or literally no in-person interactions between the teacher and the taught mobile learning opened up and turned out to be the single most opportunity for teaching and learning with a greater paradigm shift in the education process model that has been mostly confined to classrooms. Mobile learning waylaid the opportunities by providing new ways to deliver

instruction and content knowledge through different modes. The key attributes include flexibility, ease of adaptability, cost-effectiveness, engagement, and equity (Tapscott, 2009).

The conventional norms of rigid learning have been eased up and mobile learning happened everywhere with flexible schedules, pre-recorded tutorials, open-book assessments, the immediacy of results, and more than everything mobile learning provided an exhilarating learning alternative when compared to the traditional learning environment. Video-based interactive meeting platforms bridged the physical absence between students and teachers with voice-based and text-based chat options. Altogether mobile learning opportunities created remote access to learning beyond the digital divides and barriers; though are wide-felt gaps in the learning process and achievement, learning happened without compulsion and student engagement in academic activities through mobile learning was considerably high in terms of the relevance of the content area; instruction modes and learning of the certain concepts related to mathematics and science subjects where complex problem solving and derivational skills and problem-solving involved; but still with the virtual learning applications relating augmented reality, learning happened based on visual experience that is three dimensional and colorful. Lynch (2019) observed that special mobile-based applications, learning software, and learning management systems provided enriched content with relevant visual illustrations. It can be noted that mobile learning literally transformed the face of teaching, learning, and assessment during the pandemic and it proved to be more sustainable, accountable, and valid with few limitations indeed.

### **Future of Mobile Learning**

Mobile learning will emerge as pedagogy by itself and it will predominate learning in the future. It will not be an overstating to mention that, mobile learning will be the future of learning; though the conventional trend continue to lead, mobile learning will be the way forward as the dependency on devices for learning by both the tutor and tutee is visible than ever. Academic activities get a new meaning and dimension with the aid of mobile learning and in future course mobile learning will consume other learning modes as it emerges rapidly with the development of futuristic information and communication based technological aspects.

The mobile devices come in handy and wearable forms offering multimodal information sharing and dissemination options right from voice and video interactivity with scan, surf, browse and learn options giving insights to near to real experiences through visual optimization techniques like augmented reality and artificial intelligence based looping that provides relevant content choosing options which makes learning more continuous and productive. Mobile learning creates scope for specific learning (area specific and interest specific), choice based learning, mini-learning and mini-course certifications that will become future learning trends. Mobile learning undergoes an exponential development phase because of its unique features of portability, mobility and compatibility. No doubt that beyond the digital gap and accessibility divides mobile learning will take over the future course of learning in all aspects; managing and regulating the course of teaching and learning will be the role of educators (Clark, 2011). Mobile learning is a boon for learners of the present times, as learning is available all the time and all the way; making learning more interactive and participative (UNESCO, 2019b).

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# Multiple Entry and Exit: An Expedient Solution to Many Problems and an Academic Revolution

Ajit M Mulajkar\*

Thorough reading of two documents, the National Education Policy 2020, and Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions prepared by the Expert Committee chaired by Prof. Avinash Chandra Pande, published by UGC in July, 2021 will provide conceptual understanding of the process of implementing the Multiple Entry and Exit in India. In this paper, an attempt had been made to review the guidelines in the light of Policy document. Multiple Entry and Exit' is an attempt to protect the right of a learner to continue one's education at ones pace and convenience. It is worth to understand what John Rawls says about protecting the rights of an individual as a part of justice. He says, "Each person possess inviolability founded on justice that even the welfare of society as a whole cannot override," (Rawls, 1999). Life of a person may bring a variety of situations, if a student remains away from main stream of education for some time and wish to come back again 'Multiple Entry and Exit' will help him/her to continue education; and will act like socio-educational justice.

A close study of the policy and the guidelines make it clear that 'multiple entry and exit' is an expedient solution to some of the major problems currently faced by the higher education system in India which includes "a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;" and a new method of institutional restructuring and consolidation, as mentioned in paragraph No. 10 of the Policy. "The world is moving into a new age of numbers (Ministry of Human Resource Development, 2020)." (Friedman, 2006) Multiple entry and exit is a smart way to increase the Gross Enrolment Ratio (GER) in higher education including vocational education from 26.3% (2018) to 50% by 2035 as mentioned in paragraph No. 10.8 of the policy. And it is a smart way to address the issue of drop-out, which is faced a lot by a number of higher education institutes (HEIs) while getting

accredited from National Assessment Accreditation Council (NAAC). It is observed that a number of girl students, especially in small towns discontinue their education after marriage, somewhere in between while pursuing their degree in UG or PG. They wish to continue their education after getting settled well in marital life, but the burden of gap is so great that mostly, they never continue their education; and the efforts taken by them to take education and become something in life become an unfulfilled dream, reminiscence! The introduction of 'Multiple Entry and Exit' and 'Academic Bank of Credit' (ABC) will be like a flashback technique used by a novelist which will provide the students licence of time travel in the past, if not in future, in academic career.

Increasing GER is a way forward of elevating GDP to a higher level. It is a prudent solution to phase out Single-stream HEIs over time, as mentioned in paragraph No. 10.11 of the policy; and to establish at least one large multidisciplinary HEI in or near every district by 2030 as mentioned in paragraph No. 10.8 of the policy. It is an intelligent way of stepping towards a more Holistic and Multidisciplinary Education, as mentioned in paragraph No. 11 of the policy.

It is imagined that "providing imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points." And it will remove "currently prevalent rigid boundaries and creating new possibilities for life-long learning," as mentioned in paragraph No. 11.5 of the policy. (Ministry of Human Resource Development, 2020) It is important to note that the facility of 'multiple entry and exit' provides an opportunity/freedom to the students to take break from the programme for some time and re-join it as per convince and need.

Why is this apparently new idea of 'multiple entry and exit' – which has its roots in ancient Indian education system – introduced in this education policy? To understand this, we have to go to the policy document again. It is mentioned in paragraph No. 11.1 of the policy that "India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the

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extensive literatures of India combining subjects across fields.” (Ministry of Human Resource Development, 2020) It is also mentioned that this “National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat...” (Ministry of Human Resource Development, 2020) And it is believed that “a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.” (Ministry of Human Resource Development, 2020)

And such students will be able to face the challenges of 21<sup>st</sup> century. It is important to note here what Yuval Noha Harari, a great researcher and author of 21<sup>st</sup> century says about education and challenges of twenty-first century in his book 21 lessons for the 21<sup>st</sup> Century. He says, “Humankind is facing unprecedented revolutions, all our old stories are crumbling, and no new story has so far merged to replace them. How can we prepare ourselves and our children for a world of such unprecedented transformations and radical uncertainties? A baby born today will be thirty-something in 2050. If all goes well, that baby will still be around in 2100, and might even be an active citizen of the twenty-second century. What should we teach the baby, that will help him or her survive and flourish in the world of 2050 or of the twenty-second century? What kind of skills will they need in order to get a job, understand what is happening around them, and navigate the maze of life?” (Harari, 2018 )

Uncertainty is a prime characteristic of future. Before this century, we got enough time to adjust ourselves with the changed situations or environment. But the speed with which everything is changing in this century, will not provide enough time to adjust, think and adopt in the changed situation. Keeping in mind the future, we need entirely new and futuristic education system. Developing only a confined dimensions will not be enough in future. The citizens of tomorrow should be emotionally fit to accept any

change, intelligent enough to survive in a multiply changed situation and skilled enough to manage everything and move forward.

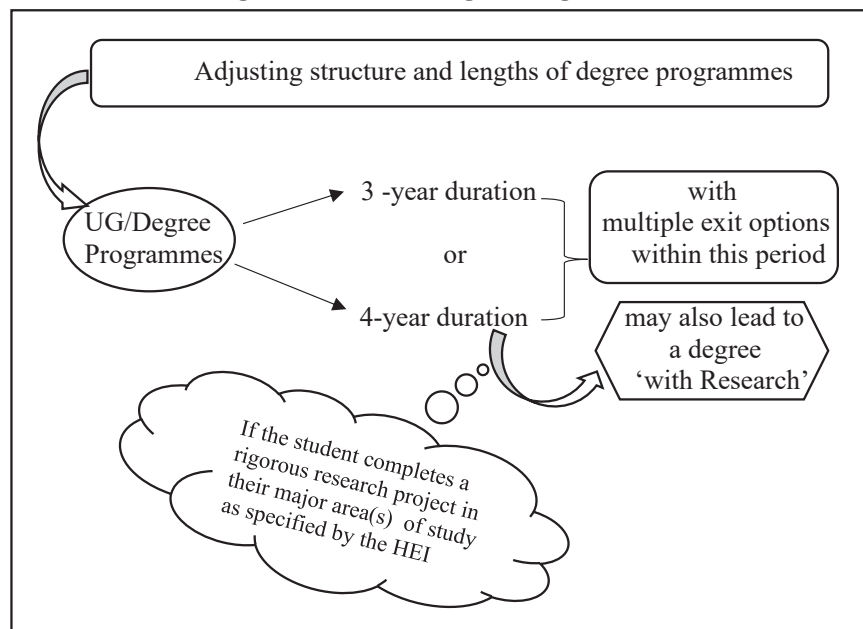
**Adjusting structure and duration of degree programmes**

It is important to understand that the educational demands of the learners differ in degree and nature. The upbringing, socio-economic conditions and the personal perceptions of the learners demand a variety and not only one option to be a graduate or postgraduate. So to suit the demands of learners some adjustment is made in both structure and duration of degree programmes, which is mentioned in the figure 1:

From the fig. 1 it becomes clear that degree programmes can be of both 3- or 4-year duration. The learner can choose the type as per one’s requirement, and the option of ‘multiple entry and exit’ is available for both the types of degree programmes. Students who wish to make carrier in research can choose the option of 4-year duration and complete a rigorous research project in their major area(s) of study as specified by the HEI to get a degree with research. It will lay the foundation of their research; and such students, in future, can contribute to the knowledge of the nation through their research.

From Table No. 1 it becomes clear that one can pursue doctoral research either after completing PG or

**Fig. 1: Duration of Degree Programmes**





**Table-1: Eligibility for Ph.D.**

UG (Bachelor's programme)	+	PG (Master's programme)
3	+	2 (With the Second entirely devoted to research) (Eligible for Ph. D)
4 (With Research) (Eligible for Ph. D)	+	1
5 Year Bachelor's /Master's Integrated Programme		

even after completing UG with Research. The option of five-year integrated programme is the best to those who are sure about not exiting before completing the entire degree programme, and wish to pursue doctoral research. It can save one year of the student to get doctoral degree awarded. It will increase the percentage of researchers with doctoral research in India. Possibility of poor research cannot be denied; but it largely depends upon the research supervisor and the candidate who wish to pursue doctoral research, the research centre in which the actual research work is going on and the university, which monitors and carries out the entire process of doctoral research from conducting entrance test to award of degree. For high quality research only system is not responsible, but the academic will of the research supervisor and the candidate is more important. The teachers and researchers have immense capacity to transform vision of the policy into tomorrow's reality, provided that they must have a strong will to do so. One can find limitations or lacunae in best of the works. However, quality can be achieved with hard work, in any system.

### **An Academic Bank of Credit (ABC)**

The ABC is an academic service mechanism as a digital/virtual/online entity established and managed by Ministry of Education (MoE)/UGC to facilitate students to become its academic account holders. It shall be established in the interest of the students. It would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned by the students. It will revolutionize the entire higher education system in India. It will complement the process of 'multiple entry and exit'. ABC will be an academic boon for the students which will provide autonomy or freedom to choose

a course(s) for a programme of study with flexibility in curriculum, novel and engaging course options across a number of higher education disciplines/institutions.

From the Table No. 2 one can understand that each postgraduate programme is of 1800-200 Credits. And there are three ways to complete : 3 Year UG + 2 Year PG; 4 Year UG + 1 Year PG or one can opt 5 Year integrated UG, PG programme.

In the Foreword of the Guidelines for Multiple Entry and Exit, Prof. D.P. Singh says, "The multiple entry and exit points in the academic programmes offered at Higher Education Institutions (HEIs) would remove rigid boundaries and create new possibilities for students to choose and learn the subject(s) of their choice. In addition, it will pave the way for seamless student mobility, between or within degree-granting HEIs through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption." (Pandey, 2021) "Flexible learning is important to choose one's academic pathway leading to the award of certificate, diploma, and degree." It will remove rigid boundaries to ensure 'zero-year-loss' of the students in the process entry-exit-entry. It will reduce the drop-out rate, thus improving Gross Enrolment Ratio (GER), which is one of the major objectives of the National Education Policy, (NEP), 2020. "Flexible learning also facilitates lifelong learn. It will provide opportunity of learning from anywhere, anytime. It will offer creative combinations of disciplines of study that would enable multiple entry and exit points. It will provide flexibility in curriculum and novel course options to the students in addition to discipline specific specializations. And different designs of the Master's programme will be possible because of it.

### **Admission Paths for Undergraduate Programme (First Degree)**

A student with Grade 12 School Leaving Certificate shall be eligible for admission to a first degree programme. The admission shall be made on merit on the basis as per the guidelines issued by Government. These two criteria are not new, but much change will be there in the HEIs as per the third and fourth criteria which say that student enrolment shall be in accordance with the academic and physical facilities available keeping in mind the norms regarding

**Table-2 : Academic Bank of Credits**

Entry	Level	Credit	Academic	Semesters	Exit
Entry →	9	72–80	Master’s Degree. (Programme duration: Two years or four semesters after obtaining a Bachelor’s degree)	Two-year (IV- semester)	Exit →
Entry →	9	36–40	Master’s Degree. (Programme duration: One year or two semesters after obtaining a four-year Bachelor’s degree —Honours/Research).	One-year (II- semester)	Exit →
	9	180–200	Integrated Bachelor’s - Master’s Degree programmes	Five-year (X- semester)	Exit →
Entry →	8	36–40	Postgraduate Diploma for those who exit after successful completion of the first year or two semesters of the two-year Master’s degree programme. (Programme duration: One year or two semesters)	One-year (II- semester)	Exit →
Entry →	8	144–160	Bachelor’ Degree (Honours/ Research). (Programme duration: Four years or eight semesters)	Four-year (VIII- semesters)	Exit →
Entry →	7	108–120	Bachelor’ Degree (Programme duration: Three years or six semesters).	Three-year (VI- semesters)	Exit →
Entry →	6	72 – 80	Undergraduate Diploma (in the field of learning/discipline) for those who exit after the first two years (IV- semesters) of the undergraduate programme (Programme duration: First two years or four semesters of the undergraduate programme)	Two-year (IV- semester)	Exit →
Entry → Grade-XII	5	36 – 40	Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (two semesters) of the undergraduate programme. (Programme duration: First year or two semesters of the undergraduate programme)	One-year (II- semesters)	Exit →

(Source: Guidelines for Multiple Entry & Exit by UGC)

the student-teacher ratio, the teaching-non-teaching staff ratio, laboratory, library, teaching-learning tools, etc. The in-take capacity shall be determined at least three months in advance by the university/institution through its academic bodies in accordance with the

guidelines/norms in this regard issued by the UGC and other statutory bodies.

### Summing Up

Implementation of ‘multiple entry and exit’ will

(contd. on pg. 30)

# Innovations in Higher Education through Life Skills

Agila V\* and Jayachithra J\*\*

The present scenario of higher education has changed in accordance with the National Educational System which upgrades placing the students at the midpoint of all revolutions and advancements in the process of teaching and learning. Life skills Education is a fundamental learning process required for all young communities. Youngsters are considered the most powerful and productive members of society because of their personal and psychological capacity. But in actual scenarios, they are incapable to promote their ability in a relevant method due to a deficiency of intelligence and inspiration. A person can improve more positive and holistic approaches in order to educate the new generation through life skill education. Life skills include areas like morals, leadership, reasonability, versatility, personal accountability, and self-determination (Sharma, and Sharma, 2017).

Social problems like alcohol addiction, smoking, juvenile delinquency, substance abuse, sexual offense, unsociable acts, etc. have unfavorable consequences on them and others too. It assists the students to empower in difficult circumstances and develop their beneficence to society. This new challenge requires an immediate and responsible system of education (Rao, 2016). Hence, it is compulsory to develop scholastic and co-scholastic skills recognized by the Central Board of Secondary Education (CBSE). It added life skills education as a necessary element in its curriculum. This shows that life skill education plays a vital role in enhancing innovations in higher education throughout the country.

## Concept of Life Skills

The UNICEF defines life skills as “an alteration of attitude or development of attitude considered to manage a balance of these three areas: Knowledge, Attitude, and Skills”. The World Health Organization has explained life skills as, “The potentialities for the adjustable and optimistic attitude which empower a

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person to cope successfully with the requirements and difficulties of day-to-day life”.

Delor’s report (1996) has been considered in order to influence essential life skills very efficiently in children through four pillars of education, they are Educating to Do, Educating To Live Together, and Educating To Be. Apart from this, life skills comprise psychosocial competencies and interpersonal skills which aid a person make informed decisions, solve problems, developing healthy relationships, crucial thinking, innovative thinking, efficient communication, manage with stress and emotions, sympathizing with others, and carrying on their lives in a well and beneficial manner. Life skill facilitates nourishing the survival capabilities of an individual and establishes their capacities with the altering environment and enables them to construct reasonable choices about the future (Chan and Brinceno, 2019).

## Essential Life Skills

Life skills classified by WHO are as follows:

- Logical Domain
  - Logical Thinking
  - Imaginative Thinking
- Effective Domain
  - Self- Conscious
  - Sympathy
- Intellectual Domain
  - Interpersonal Relationship
  - Communication skill
  - Responsible Decision Making
  - Problem Solving
  - Managing Emotions
  - Managing Stress

Hamburg (1990) defines life skills training as the instruction of necessary skills for surviving with others and prevailing in a competitive society. Life skills include General skills, Problem specific, and Area-specific. It increases personality development. The General skills are ten core life skills that

assist students to develop into well-known people with different life skills. Hence, they can be better qualified to manage difficulties, enhance themselves, control weaknesses, and can able adapt well to any circumstances. Problem-specific life skills are required to build capabilities to cope with adolescent needs and to avoid necessary adverse activities. Area-specific skills are required to promote proficiency of a person where he wants to shine. These skills are ideal for an individual who aims to develop a better and well-equipped person (Kawalekar, 2017).

Today, our country is going across a period of alteration. Hence, the System of Education has to raise the potential for perfection, modernization, and competitiveness. The school management should understand the reality that the students need support from teachers in improving better values and ethics (Findikoglu and Ilhan, 2016). They should also be aware of the fact that young students have to face a difficult and violent situations in the future. It shows that Life Skills develop knowledge, behavior, and morals required to bring more achievement in the academic area. Let us now take into attention each life skill individually, and their importance in academic achievement.

The skill of Awareness comprises recognition of our individuality, our personality, our strength, and our weakness. It aids in goal-setting ethical problems in a broad sense. This skill also promotes intrinsic motivation for academic excellence.

The skill of Empathy increases social interconnections and decreases dissimilarity. It also helps the teachers to construct their teaching aids according to the student's needs, capacities and difficulties. Students have to face more problems in the current scenario and their unresolved problems create mental stress and physical illness; when educated properly, they can overcome their problems related to their friends, family, teachers, and community. The problem-solving skill is directly or indirectly connected with the student's academic excellence (Singh, and Menon, 2015). It also assists the student intake correct decisions and creates a way for creative and critical thinking. This skill is fundamental for academic achievement.

It is very essential that the skill of coping with stress and emotion is very much needed for our students to tackle anxiety, tension, annoyance, failure,

anger, discomfort, and hopelessness. Teachers should know the methods of life skill that helps the students to manage these emotions and must be taught to them. Teachers must know about communication skills. Classrooms are set up for communication and not for incorporating teachers' ideas into students growing minds. Inculcating communication skills among students should be the fundamental concern of the school and therefore, teachers must create ways for developing and improving their communication skills (Thomas, Karmos, and Altekruse, 1981).

Critical thinking is the capacity to investigate information and experience in an objective manner. It aids the student to recognize and estimate the factors that affect attitude and behavior. Critical thinking assists to look at the problem from different angles to understand the recommendations between apparently dangerous events and problems to communicate efficiently. The skill of creativity is used to refer to the act of producing new goals, viewpoints, and actions and applying them the too difficult situations to find a solution for an issue (Carkhuff, Berenson, and Pierce, 1977). The students must be confident and aware of their rights and they must learn to listen and read critically shifting from right to wrong.

The skill of decision-making is the students' ability to choose the best alternative solutions to a problem for the alternative options, with due consideration of the consequences of different decisions. It is important to develop decision-making skills among the student to take correct decisions during their problematic situations. Life skills are definitely, the technique that aids the student to have a positive outlook and enhances self-confidence and interpersonal communication. Teachers must be innovative during their preparation of teaching aids, new techniques for teaching, and research study. It improves the quality and utility of education. Teaching creativity and innovation should be implemented in teacher training institutes by including Life Skills in their Curriculum (Salter, 2003).

### **Significance of Life Skills in Higher Education**

Life skills aid to construct a community that is equipped with Thinking Skills, Self-Management, Social Awareness, Responsible Decision Making, Communication, and Interpersonal relationships for surviving in society. All these capabilities are fundamental to a fruitful lifestyle. Hence, proper

training should be given from basic education along with the curriculum of scholastic and co-scholastic activities. The teaching of life skills is important because it helps students to control psychological pushing factors like drug abuse, alcoholism, conflicts, frustration, and anxieties. These skills assist a person to become a more independent learner, a self-directed who can fit alteration, manage problems, take responsibility for their work, guide others and produce better outcomes (Sarika Chauhan, 2016). Mental well-being aims to minimize factors that cause mental stress e.g., child abuse, bullying, inequity, and social isolation. Nourish factors are known to strengthen mental health, e.g. excellent education, better family relationship, a safe environment, etc. Aforesaid suggests the essentials of life skills programmes in classroom practices, therefore this promptly improves attitude, consciousness, behavior modification, inspiration, decreased stress, and emotions of students. The overall confidence level of the students should be enhanced.

### **Life Skills Educational Program for Teachers**

Professionally trained and skilled personnel are needed for the effective implementation of life skills in higher education. A well-planned programme of study for giving professional training that should be developed by a specialist who has the acceptance of an appropriate authority is important. Teacher education and training courses in India must be developed above the competencies it nurtures to new professionally trained teachers. The primary duty of a teacher is not only to inculcate textual analysis in students but also to construct a healthy generation for the upcoming years. The students must be healthy both physically and mentally in the future generation. To nurture these demands teachers should be stretchable to fabricate a powerful foundation for our students, helping them to improve social and psychological well-being. Increasing resilience among students, teachers, and the school's role is essential. It means that teachers have to understand life skills thoroughly (Robinson, Wilson, and Robinson, 1981). The important skills are effective communication, interpersonal relationship, developing empathy with students, and caring about their needs, desires, and feelings to lead a successful life in the challenging world. Prospective teachers must be empowered with life skills by following the effective methodology. They are, Introducing Life skill education in Curriculum, Introducing Practical

and record on Life skill education, Training of Life skill programme for teacher trainers and teacher educators, and integrated approach on life skill education (Aspy, and Roebuck, 1977).

### **Imparting Life Skills Education in Colleges**

Inculcating life skills education in colleges has been achieved conscientiously. It has been proved that when taught as a part of the curriculum, it should produce an adverse effect Yadav P, Iqbal N (2009). The wide range of previous research manifestations about lifestyles capabilities is carried out as an educational training program, as an interference plan, and as a representation contributing to the beneficial improvement of adolescents. The method based on social learning theory will be used in the teaching of life skills and it associates with the process of executing learning using the following four basic components (Jayachithra, 2018).

1. Productive activity
2. Assessment and Observation
3. Combination and Augmentation
4. Practical implementation of everyday life challenges.

To improve life skills in students, the following techniques may be involved.

### **Students' Discussion**

Activity will be provided for students to grasp and exercise twining to each and everyone in the problem-solving process. Empower students to sharpen their understanding of the concept and individualize their relationship to it. Establish skills in listening, confidence, and sympathy (Jayachithra, 2020).

### **Buzz Session**

It helps students to form ideas creatively, immediately, and instinctively. Allows students to use their artistry and think apart from the topic. Students can generate new ideas according to the initial group discussion. It is important to assess the strengths and weaknesses of every idea in accordance with certain principles.

### **Role Plays**

It provides an extraordinary approach for practicing skills along with existing enjoyable



activities and participating entire class, being active and cooperative. Students have been experiencing how one might tackle problematic circumstances in actual life; developing sympathy for others and their viewpoint; enhancing perception into own feelings (Jayachithra, 2020).

### **Teamwork**

Teamwork is beneficial when the duration is restricted as it increases student intake. Enhances student interaction, and permits them to understand one another better which method improves team building and teamwork.

### **Educational Games and Acting**

It encourages enjoyment of active learning and deep discussion as participants work dedicative to authenticate their scores or gain scores. They should use an integrated form of knowledge, attitudes, and skills and permits the student to examine their acceptance and capabilities in relatively secure surroundings.

### **Analysis of Situation and Case Studies**

It provides an opportunity to scrutinize, examine challenges, and difficulties, and cautiously test results; furnishing possibilities for working united in teams, sharing thoughts, and new learning, and provides perception, encourages sometimes to view things differently. Case studies are a forceful activator for ideas and conferences. Students can enhance their critical and creative thinking, and decision-making skills by engaging in this thinking process. It also provides an opportunity to encounter risks or any difficulties and discover ways to manage them (Monicka, and Jayachithra, 2019).

### **Recitation**

It can aid students in thinking about regional issues and promote creative thinking, and critical thinking skills to write down tales or interrelate to narrate stories. Recitation imparts itself to bring correlation or make a differentiation, helping to find out beneficial results (Jayachithra, Jan-Feb-2018). It also improves observation, application, and listening skills and develops tolerance and capacity.

### **Debates**

It furnishes probabilities to talk about a particular issue in a deep and innovative manner.

Unhealthiness imparts them well; students can discuss, for instance, whether alcoholism may affect our health and family. It improves higher-order thinking skills among students (Agila, and Jayachitra, 2021).

### **Conclusion**

Concluding that through life skills education person can develop more positive and universal access as a means to educate the young generation and through them to next generation. Life skills are capabilities that qualify the individual to face everyday challenges in an effective manner. Actually, numerous life skills are required to behave as a perfect individual and responsible member of the community as well as political parties like family, organization, society, business, nation, and other institutions. Life skills technique improves a person with positive behavior. Incorporating life skills with curriculum provides the person a chance to develop interpersonal skills and helps to improve energy to face unexpected situations. It helps to attain a light-hearted living. Life skills comprise proper time management, good academic skills, family-related skills, personal skills, concentration, completion of school work, etc. valuing the necessity of life skills, the 164 countries pledged to "Education for All" have incorporated life skills as fundamental learning requirements for all youngsters. Throughout the world, life skills education exists as an accepted one to empower youngsters in a difficult environment. Excellent education is the outcome of the interconnection of several factors, the most essential of which is increasingly identified to be the excellence of teachers and teaching and this is dependent on the quality of teacher education. The quick alteration in the world leads to facing more complex and difficult issues by the teachers resulting in changes in teacher education. The pre-service training program should be provided to the teacher trainers to develop knowledge about life skills. Teachers require a special blend of content pedagogy and evaluation techniques. Education has always been a powerful medium in the hands of the teacher to realize social endeavors in an efficient and quick manner. Hence, it should be concluded that life skills education has its significance and consequences in the common improvement of students.

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(contd. from pg. 25)

revolutionize the entire academic gamut. It will not only provide an opportunity to continue education after some gap, but also an opportunity to reshape the life to many. Complementing the multiple entry and exit' with the Academic Bank of Credit will add to value as well ease to the students in their education. It is an example of better use of technology to reduce human interface to ensure transparency and speed. Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) is India's national Massive Open Online Course (MOOC) platform. It is designed to achieve the three basic principles of the Policy i.e. access, equity, and quality. It has been serving a number of students in multiple ways. Thus, the NEP—2020 and other initiatives of Government of India will go a long way in making Indian higher education system worldclass.

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## Use of Education as a Tool for Empowerment

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**Bandaru Dattatreya, Hon'ble Governor of Haryana delivered the Convocation Address at the 10<sup>th</sup> Convocation Ceremony of Lingaya's Vidyapeeth (Deemed-to-be-University), Faridabad on March 24, 2022. He said, "We need to be ready to face challenges and convert them into opportunities. We have to move forward to become a knowledge society. The market for the developed world has reached a plateau and a new search has been launched for new markets for trade and new avenues for cheap labor and services. New developments in information technology further fueled the process of globalization." Excerpts**

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I am glad to be among you all on the occasion of the 10<sup>th</sup> convocation of Lingaya's Vidyapeeth, an important seat of learning in the private sector, a deemed-to-be university. Let me at the very outset put on record my congratulations and best wishes to the entire family of Lingaya's Vidyapeeth for playing an important role in imparting quality education to our students, who are the backbone and future of the nation.

It gives me immense pleasure to know that today 750 students from the streams of Science and Technology, Commerce, Management, Humanities, and Law. It is encouraging indeed to note that two hundred sixty-two of them are female students. Out of a total of 29 students who have scored 8.50 CGPA, sixteen are girls. I am really happy to see our daughters marching ahead in their pursuits to achieve excellence and self-reliance. It is a good omen indeed!

Ladies and gentlemen, India is on the cusp of total metamorphosis. The whole world is looking toward us with a great deal of hope. Our exemplary fight against Covid-19 showed the world our collective strength and determination to rise to the occasion and deal with any challenges with ease. Our companies did not only produce anti-Covid vaccines for ourselves but for the whole world. A new India is in the making and you all have to be an important partner in the build-back process.

Accordingly, we need to be ready to face challenges and convert them into opportunities. We have to move forward to become a knowledge society. The market for the developed world has reached a plateau and a new search has been launched for new markets for trade and new avenues for cheap labour and services. New developments in information technology further fueled the process of globalization.

Our students need to be a Jack of all trades. Diversity in learning and exposure to multifaceted experiments, research and skills have become the need of the order. The run-of-the-mill approach won't work. R&D spurs innovation, invention, and progress. Every campus should be a hub of R&D activities so that our students are aligned with emerging technologies like Artificial Intelligence, Internet of Things, Blockchain Smart spaces, generative AI, graph technologies, and the metaverse.

Dear students, our expectations from you are very high. We don't only wish to see you a life of happiness, prosperity and good health but also want you to give back to society so that one is left out. I shall be happy if some of you become good entrepreneurs and create job opportunities for others. As per the 6th Economic Census, we have nearly 59 million entrepreneurs in the country. It is indeed an impressive number but we want to have more and more entrepreneurs.

Similarly, we are all aware of the fact that many aspiring students have to give up their studies for want of resources, opportunities, facilities, and guidance. Never ever forget that you have a great responsibility towards the students – boys and girls – hailing from weaker sections of society such as backward classes, scheduled castes, scheduled tribes, and minorities. Do take care of them. Do their hand holding! We know all fingers cannot be equal but all fingers have to be equally strong to make a strong, vibrant and inclusive India.

I would like to appeal to all degree holders to focus on building empathy, sympathy, patriotism and social cohesion. Our diversity is our strength. You have to be the harbingers of hope, reform, transform and perform. You all have to be the agents of positive change. Through the alumni association, you can always do wonders. You can run incubation centres,

career counseling programmes, and offer sponsorship to poor students and whatnot! I call upon you all to actively participate in *Azadi Ka Amrit Mahotsav* and give your best during *Amrit Kaal* so that when India celebrates the centenary of Independence, our country should be an ideal epitome of equality, fraternity, liberty, justice, and prosperity for all.

Ladies and gentlemen, whatever I have stated so far in my convocation address are in sync with our new National Education Policy-2020, which has to be implemented by 2030 nationally but Haryana is geared up to achieve the task by 2025 itself. NEP-2020 effectively takes care of almost everything. From entrepreneurship, digitization, accreditation, inclusivity, innovation, flexibility, smart classes, and moral values to skill development, NEP-2020 strives to achieve excellence through affordability, accessibility, quality, equity, and accountability.

In conclusion, I would like to share some of

the great observations made by the great monk Swami Vivekananda who said that education should cover all aspects of life– material, physical, moral, intellectual, spiritual, and emotional, as education is a constant process. He once said: “Education is not the amount of information that is put into your brain and runs riot there, undigested all your life. We must have life-building, man-making, character-making, assimilation of ideas.”

Let us resolve collectively to use education as a tool for empowerment of all in general and those left out in particular.

I congratulate the medal winners, and degree awardees and wish good luck to all of you and thank Lingaya’s Vidyapeeth administration, faculty members, and students for successfully organizing this convocation.

Thank You! Jai Hind!

<b>ATTENTION : SUBSCRIBERS UNIVERSITY NEWS</b>			
<b>The NEW RATES of Subscriptions effective April 01, 2020 shall be as per following:</b>			
	<b>Institutions</b>	<b>Teachers/Students/Individuals*</b>	
	<b>Rs.</b>	<b>Rs.</b>	<b>*AT RESIDENTIAL ADDRESS ONLY</b>
<b>1 year</b>	<b>1,250.00</b>	<b>500.00</b>	
<b>2 years</b>	<b>2,200.00</b>	<b>900.00</b>	

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## CAMPUS NEWS

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### **National Moot Court Competition-2022**

A two-day National Moot Court Competition-2022 was organized by the Shri Vaishnav Institute of Law and Shri Vaishnav Institute of Forensic Science, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, recently. In the Competition, about twenty-one teams from different universities and law colleges participated in undergraduate programmes in Law. Shri. Shailendra Shukla, Former Justice, High Court, Madhya Pradesh was the Chief Guest of the Ceremony.

Dr. T K Mandal, Coordinator, Shri Vaishnav Institute of Law said that the purpose of this competition is to provide practical exposure and inculcate lawyering skills among the students who are aspiring to become a part of the legal community. It helps students to enhance their communication skills, drafting skills, presentation, and research skills. It sharpens their legal knowledge and helps them become a better legal practitioner, he further said.

Dr. Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore said, "Moot court stimulates a court hearing where it deals with the problems which are typically set in laws that are unsettled or that are a subject of recent development. The procedure initiates similar proceedings to real courts. Moot enables students to engage with and think deeply about interesting issues. It enables their advocacy, legal research, and writing skills. It helps students to work closely with and learn from their peers. It enables students to demonstrate their interest in advocacy and competence as an advocate to prospective employees. The moot is a specialized activity of art, persuasive advocacy and it has been a part of training lawyers for centuries."

Shri. Shailendra Shukla, Former Justice, MP High Court said, "In earlier days, there was no moot court but now students have the opportunity to become a part of moot court. During the court proceeding, one should have an amiable, confident, and pleasant mannerism personality. You should not be browbeaten by your opposite council. Don't show your frustration in front of the Judge. Gage them with the proper argument. Even if you lose the case, you should be gracious and dignified enough to accept it." In the end, he advised

students that the path of law practice involves a lot of labor; it doesn't give immediate monetary gain students have to be ready for the long journey ahead which will eventually be very fruitful for them.

Dr. K N Guruprasad, Director, Shri Vaishnav Institute of Science proposed the vote of thanks and Dr. Amit Joshi, Assistant Professor, Shri Vaishnav Institute of Social Sciences, Humanities and Arts headed the overall event.

### ***Virtual Moot Courtroom 1***

The moot court started with the permission of the judges, Mr. Vivek Wilson, Assistant Professor MNLU, Aurangabad and Ms. Shweta Yadav, Advocate, District Court Delhi. Jaspreet Kaur Taldar and Yamini Gupta participated as petitioners with URN No. NMCC014 while Gnanaprasunambigai S.A. and Kalaimagal G acted as respondents with URN No. NMCC004. Indu W joined as a researcher. The session concluded with the concluding remarks of both judges. The session lasted for 1.5 hours. The moderator /courtroom manager was Dr. Amit Joshi, Assistant Professor, SVISSHA.

### ***Virtual Moot Courtroom 2***

The Oral Rounds took place in Virtual Moot Court Room 2 which was coordinated by Dr. Varsha Upadhyay, Assistant Professor, SVISSHA. The Preliminary Round-I was judged by Adv. Neha Goswami, Advocate, District Court, Bengaluru and Ms. Preety Anand, Assistant Professor, CNLU, Patna. NMCC002 was the petitioner and NMCC006 was the respondent. In Preliminary Round-II, the judges were Ms. Neha Goswami, Advocate, District Court, Bengaluru and Ms. Preety Anand, Assistant Professor, CNLU, Patna. The argument in the Moot Courtroom-2 was between NMCC002 as respondent and NMCC004 as petitioner. NMCC004 was declared disqualified due to their absence in the courtroom.

### ***Virtual Moot Courtroom 3***

The Oral Rounds took place in Virtual Moot Courtroom-3 which was coordinated by Ms. Mansi Trivedi, Assistant Professor SVIL. Preliminary Round-I was judged by Mr. zenith chhablani, Advocate, High Court, Indore and Ms. Sakshee Sharma, Assistant Professor, IMS Unison University, Dehradun.



NMCC003 was the petitioner and NMCC008 was the respondent. In Preliminary Round-II the judges were, Mr. Zenith Chhablani, Advocate, High Court of Indore, and Ms. Sakshee Sharma, Assistant Professor IMS Unison University, Dehradun. The argument in the Moot Courtroom-3 took place between NMCC003 as respondent and NMCC015 as petitioner.

#### ***Virtual Courtroom 4***

The Oral Rounds took place in Virtual Moot Courtroom-4 which was coordinated by Mr. Nirwan Ingole, Assistant Professor, SVIFS. The Preliminary Round-I was judged by Ms. Archana Kumari, Assistant Professor, Amity Law School, Patna and Mr. Ibrahim Kannod, Senior Associate JMVD Legal. Team NMCC005 was the petitioner and NMCC015 was the Respondent in this round. In Preliminary Round-II, the judges were, Ms. Archana Kumari Assistant Professor, Amity Law School, Patna and Adv. Manvardhan Singh Tomar, High Court Bench, Gwalior. The argument in the Moot Courtroom-4 took place between NMCC005 as respondent and NMCC008 as petitioner.

#### ***Virtual Courtroom 5***

The Oral Rounds took place in Virtual Moot Courtroom-5 which was coordinated by Mr. Dinesh Kamble, Assistant Professor, SVIFS. The Preliminary Round-I was judged by Ishita Vyas, Advocate, High Court, Indore and Ms. Reeya John, Assistant Professor, MGCL, Kerala University. NMCC007 was the petitioner and NMCC0011 was the respondent. In Preliminary Round-II the judges were, Ishita Vyas, Advocate, High Court and Ms. Reeya John, Assistant Professor, MGCL, University of Kerala. The argument in the Moot Court Room-5 took place between NMCC007 as respondent and NMCC013 as petitioner.

#### ***Virtual Courtroom 6***

The Oral Rounds took place in Virtual Moot Courtroom-6 which was coordinated by Mr. Anurag Srivastava, Assistant Professor, SVIFS. The Preliminary Round-I and II was judged by Ms. Iti Johri, Advocate, High Court, Delhi and Mr. P. Shubham, Assistant Professor, Symbiosis Law Institute, Pune. NMCC010 was the petitioner and NMCC0013 was the respondent in Preliminary Round-I. In Preliminary Round-II NMCC011 was the petitioner and NMCC010 was the respondent.

#### ***Virtual Courtroom 7***

The Oral Rounds took place in Virtual Moot

Courtroom-7 which was coordinated by Mr. Aayush Verma, Lab Instructor, SVIFS. The Preliminary Round-I was judged by Ms. Ruchita Jain, Advocate, High Court, Gujarat, and Ms. Swati Sharma, Assistant Professor, Presidency University, Bangalore. NMCC020 was the petitioner and NMCC017 was the respondent in Preliminary Round-I. In Preliminary Round-II the judges were, Ms. Ruchita Jain, Advocate, High Court, Gujarat and Ms. Swati Sharma, Assistant Professor, Presidency University, Bangalore. The argument in the Moot Courtroom-7 took place between NMCC020 as respondent and NMCC017 as petitioner.

The final round took place in virtual mode via Google Meet which was coordinated by Ms. Mansi Trivedi, Assistant Professor, SVIL. The judges for the round were Former Justice Ishwar Sahai Shrivastava and Former Justice Alok Verma. The judges were introduced by Dr. T K Mandal Sir Coordinator, Shri Vaishnav Institute of Law. The Teams for the final Round were NMCC010 as petitioner and NMCC005 as respondent. Justice Shrivastava gave some important advice to the teams that they should have a deep study of the cases to which they refer to. He also talked about the importance of communication. To win a case the way of presenting the same in the court is very important. Former Justice Alok Verma also said that an advocate is an industry itself so the students must present themselves to win the case. With the vote of thanks, the session ended.

During Valedictory Function, the Chief Guest was Additional Advocate General, Shri Pushyamitra Bhargava. Ms. Archana Pathak, Coordinator, NMCC-2022 presented the report of the event of the Memorial Round, Preliminary Rounds, and Final Rounds. The teams of the final round gave feedback on the event. One of the judges of the oral rounds, Mr. Vivek Wilson, Assistant Professor, MNLU, Aurangabad gave his views on the competition and congratulated all the participants. The winners of the competition were announced in the session. Symbiosis Law School Pune was the winner and SVKM's Praveen Gandhi College of Law, Mumbai was the runner-up. The best researcher was awarded to Adra Mini Satish, best memorial was awarded to SLS, Pune and best speaker was awarded to Chandni Garg, SLS Pune. The concluding remarks were given by Dr. T K Guruprasadr, Director, Vaishnav Institute of Science. The Chief Guest talked about the importance of mooting and constant practice is required to be a successful mooter. He also said that there is a

requirement for advocates who are specialized in the field of medico-legal cases, accidents, forensic sciences, etc. so that they can expertise and excel. The vote of thanks was proposed by Ms. Amrita Singh, Coordinator, NMCC-2022. The session ended with National Anthem.

### **International Seminar cum AIAER Annual Conference on Reconstruction of Education**

A three-day International Seminar cum AIAER Annual Conference on 'Reconstruction of Education for Sustainable Tomorrow' is being organized by the Department of Education, Rajiv Gandhi University, Arunachal Pradesh in collaboration with All India Association of Educational Research (AIAER), Bhubaneswar, Denning College for Teachers' Education, Tezu, Arunachal Pradesh, Kasturba Gandhi Institute of Higher Education, Roing, Arunachal Pradesh, and Namdapha Degree College, Miao, Changlang, Arunachal Pradesh during November 09-11, 2022. The academicians, teachers and researchers, research scholars and students, policymakers, people from NGOs, and Bureaucrats and other stakeholders of education may participate in the event.

Society is a dynamic entity that keeps on changing. As the change in society is influenced by several factors, it creates multi-faceted issues side by side. Hence, despite unprecedented growth and development in social, economic, political, education, health, and other landscapes of human society, ecological problems, poverty, inequality, conflicts, economic crises, food crisis, hunger and many other issues are still affecting us. John F. Kennedy rightly pointed out that "Our problems are man-made; therefore, they may be solved by man". All the issues that we are facing today are the result of our own unsustainable production and consumption patterns. For ages, human beings are in constant interaction with their surroundings for their survival and ease. Looking ahead to the future, therefore, is inherently human nature; it is considered to be an important aspect of decision-making and behavior.

Education has always been used as a means to bring change and development to society. This interconnection between education and society makes education and the future inseparably intertwined. It is impossible to think about educational matters without making references to the future. Our understanding of the future helps us to determine what knowledge and skills are considered to be important for the next

generation. Diversity and unparalleled developmental scenario results in some countries contributing less and some countries more towards sustainability challenges and issues; complexities, controversies, and inequities arise from issues relevant to the environment, natural heritage, culture, society, and economy. But accelerated globalization influenced by the technological revolution in recent millennia shortened the distance between nations in terms of ideas, human, and material resources which demands us to perceive and deal with issues at any level as global citizens. This calls for educating people across the globe to acquire competencies and learn to think and behave in a sustainable way.

However, our effort should not be limited only to imparting knowledge or raising awareness but rather to fostering sustainable behavior; cognitive skills and abilities, and motivational, volitional, and social readiness to solve problems responsibly in a variety of situations. To this end, education must seek to integrate values, activities and principles inherently linked to sustainable development in all forms of education and learning. And also seek to help realize a change in attitudes, behaviors and values to ensure a more sustainable future in social, environmental and economic terms. This idea of focusing on education for a sustainable tomorrow offers us an opportunity to reorient various dimensions of education, training and governance to enable all stakeholders to view the world through a lens of concern for sustainability. How we understand the future, greatly influences how we think about education. Though the future is uncertain, analysis of the past and understanding prevailing societal situations help us to presume the future which further helps us to direct our present action to pursue alternatives for a sustainable future. A sustainable future is possible if we educate people to reflect collectively on current societal conditions and work out alternatives. Education is a platform for experimentation and critical thinking required to think of alternatives for the future. The themes of the event are:

- Sustainable Development and Education.
  - Sustainable Education Financing.
  - Sustainable Educational Practices.
- Culture and Education.
- Classroom Practices and Education.
- Technology and Its Dynamism/ Evolution for Education.
- Sustainability of Technology in Education.

- ICT and Eduprises.
- E-resources for Teaching-learning and Evaluation.
- National Education Policy– 2020.
  - Teacher Education.
  - Science and Mathematics Education.
  - Inclusive Education.
- Privatization and Corporatization of Education.
- Policy Perspectives, Programmes and Regulation of Education.
- Knowledge Systems.
- Environmental Education.
- Human Rights Education.
- Women Education.
- Citizenship Education.
- Education During and after COVID-19 Pandemic.
- Social Media and Education.
- Education in the Modern and Post-modern Times.
- Teacher Education.
- Education and Quality of Life.
- Life Skill and Education.
- Quality Education.
- Approaches and Pedagogy: Constructivism, Heutogy, Blended Learning, Web-based Learning, Digigogy.
- Education and Development.
  - Education for Human Development.
- Education for Behavior Development.
  - Promotion of Scientific Temper.
  - Vocational Education.
  - Quality of Life and Education.
  - Regulations of Education.

For further details, contact Convener, Prof P K Acharya, Head, Department of Education, Rajiv Gandhi University-791112 (Arunachal Pradesh), Mobile: +918132885496, E-mail: [restseminar@gmail.com](mailto:restseminar@gmail.com). For updates, log on to: [www.rgu.ac.in](http://www.rgu.ac.in)

### **International Conference on Revisiting Social Theory**

Atwo-day International Conference on ‘Revisiting Social Theory: Challenges and Possibilities’ is being

organized by the Department of Sociology, North-Eastern Hill University, Shillong, Meghalaya during November 16-17, 2022 through virtual mode.

There is something dialectical about social theory. It can illuminate or camouflage. What a particular theory does, however, depends on the socio-economic location of the theorist in question and the enabling environment or lack of it in society. The essential function of a ‘good’ social theory is to raise relevant questions and if possible, to find answers. As part of its explanatory power, it is said to possess certain important features such as critical and reflexive interrogation of concepts, rationally rooted search for objectivity, deep concern to make sense of empirical data, aims to project some degree of generality and abstraction are some of them. Without the above features, a social theory remains merely speculative and metaphysical. This is what one finds in some of the best social theories we have had so far in social sciences.

The question of revisiting social theory becomes relevant when one asks oneself whether the social theory has been raising the right questions and if not, what are those questions which escaped the attention of social theory and the answers that help us have a better grasp of social reality. One is not suggesting that the questions raised in the past are inconsequential. But what one is suggesting is that as societies change (some more rapidly than others), new and more relevant theoretical questions need to be asked. The Social theory faces a difficult challenge in the context of India which is known for diversities of immense nature and whose interaction with one another produces big challenges for any social theory in terms of how it can capture them. The challenges become even biggest when one engages with the societies of North-East India. That probably explains the absence of theory in most of the work done in the northeast. Scholars have acquired a considerable amount of data about the societies in the North-East but unfortunately, it is difficult to find a work that is theoretically well-grounded which would help us make sense of the data we have on the North-East. There is an innocent assumption that an empirical work need not be theoretically located without realizing that no empirical work can be theoretically neutral. There is, therefore a strong need to realize the importance of theory while doing work in North-East India. The Areas to be covered are:

- The Development of Social Theory and its Problematics.
- Nationalism and the Contesting Approaches to it.
- Racial and Ethnic Relations and Their Engagement with Modernity.
- Democracy, Civil Society, Market, The State and The Dialectics Involved in Their Relationship.
- Environment, Development and Their Dialectical Relationship.
- Feminist Theory: The Challenges and Contradictions it Faces.
- Interrogating Secularism Both as a Principle and as a Practice.
- Social Theory and North-East India.

For further details, contact Convener, Prof. D V Kumar, Department of Sociology, North-Eastern Hill University, Shillong-793022, Meghalaya, Mobile No: +919436160928, E-mail: [dvkumar4229@gmail.com](mailto:dvkumar4229@gmail.com). For updates, log on to: [www.nehu.ac.in/event](http://www.nehu.ac.in/event).

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# THESES OF THE MONTH

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## HUMANITIES

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

#### Geography

1. Dhotre, Jyoti Bhagwan. **Geographical assessment of rural development in Shirur.** (Dr. Ratnaprabha S Jadhav), Department of Geography, S.N.D.T. Women's University, Mumbai.

2. Megeji, Tashi Dorjee. **Spatio-temporal analysis of agricultural development in Tenga River Catchment, West Kameng District of Arunachal Pradesh.** (Prof. S K Patnaik), Department of Geography, Rajiv Gandhi University, Itanagar.

3. Patil, Omprakash Subhashrao. **Devni va Shirur Anantapalal Talukyateel gram in vastyancha bhogolik abhyas.** (Dr. A A Kalgapure), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

4. Patil, Sunaina Ravindra. **Agro tourism development: Potential and impact on local agricultural occupation in Pune District.** (Dr. Sachin J Deore), Department of Geography, S.N.D.T. Women's University, Mumbai.

#### History

1. Roy, Badal. **Traditional games, sports and amusements in twentieth Century North Bengal: A historical perspective.** (Prof. SudashLama), Department of History, University of North Bengal, Darjeeling.

#### LANGUAGES & LITERATURE

##### English

1. Kapil Dev. **Exploring modernity and development: A study of the selected works of Pankaj Sekhsaria, Madhusree Mukherjee and Padma Venkatraman.** (Prof. Umed Singh), Department of English and Foreign Languages, Chaudhary Devi Lal University, Sirsa.

2. Kathivarapu, Pratapkumar. **Integral vision of man in the select works of Sri Aurobindo.** (Prof. M Suresh Kumar), Department of English, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Manohar, Palle. **A study of the Lacuna of LSRW skills among the students of select high schools**

**in South coastal Andhra Pradesh.** (Dr. G Chenna Reddy), Department of English, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Raval, Priyanka Rajendrabhai. **Select English contemporary novels from India and Pakistan: A study in the light of partition movement.** (Dr. B C Rathod), Department of English, Gujarat University, Ahmedabad.

5. Talaviya, Chandravali Jagdishbhai. **Language property: An extremity of the avant-garde in postmodern poetry.** (Dr. Paresh B Joshi), Department of English, Veer Narmad South Gujarat University, Surat.

##### Hindi

1. Ingle, Amol Ramesh. **Uttar Shati kee Hindi kahaniyoan mein shoshan ke vividh rup.** (Dr. Satish Yadav), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Krishnan, Anumol. **Samkaleen Hindi kahaniyoan mein bal vimarsh.** (Dr. K Ajitha), Department of Hindi, Cochin University of Science & Technology, Kochi.

3. Munsabkhan, Imrankhan. **Ikkisvi sadi ke aadivasi upanyasoan mein vyakat jeevan sangharsh.** (Dr. Ramesh S Kure), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

4. Revathy, S. **Samkaleen Hindi kavita kee bhasha: Ek adhyayan.** (Dr. K Vanaja), Department of Hindi, Cochin University of Science & Technology, Kochi.

5. Sadanandan, Sangeetha. **Prasadyugeen Hindi natakaon mein rashtriya chetna.** (Dr. K Ajitha), Department of Hindi, Cochin University of Science & Technology, Kochi.

6. Shyja, K. **Ikkisveem sadi ke pratham dashak ke Hindi kathasahitya mein sampradayikata ka virodh.** (Dr. R Sasidharan), Department of Hindi, Cochin University of Science & Technology, Kochi.

7. Sugatha, A R. **Alka Sarogi ka katha sahitya:**



**Ek vishleshnatamak adhyayan.** (Dr. R Sasidharan), Department of Hindi, Cochin University of Science & Technology, Kochi.

### Sanskrit

1. Dalai, Biprabar. **A study of epical dissertation on Ujjwalanilamani written by Rupagoswami.** (Prof. Makhlesh Kumar), Department of Puranetihas, Central Sanskrit University, New Delhi.

2. Das, Priyanka. **A critical edition of Gitashankara written by Bhismamishra.** (Dr. Udaynath Jha), Department of Sahitya, Central Sanskrit University, New Delhi.

3. Das, Sabitarani. **A critical edition on Arthabodhinitika by Banshidhara of Mruchhakatikam.** (Dr. Udaynath Jha), Department of Sahitya, Central Sanskrit University, New Delhi.

4. Dawre, Sandhya. **Astadas Mahapuranoan mein Trivedi kee parikalpana: Ek tulnatamak adhyayan.** (Dr. Rameshchandra Sharma), Department of Sanskrit, Vikram University, Ujjain.

5. Gupta, Satya Prakash. **Vadivageeshvaracharyavirachitmanmanohargranthasya Sameekshatmakamadhyayanam.** (Prof. Satyam Kumari), Department of Sarva Darshana, Central Sanskrit University, New Delhi.

6. Kashyap, Brajesh. **A critical study of linguistic principles in Sanskrit poetics.** (Dr. Raghavendra Bhat), Department of Sahitya, Central Sanskrit University, New Delhi.

7. Maheshbhai, Rajyaguru Hardik. **Sringarprakashastha-Rasaviyogaprakashanaprakashasya Sameekshanam.** (Prof. Ram Kumar Sharma), Department of Sahitya, Central Sanskrit University, New Delhi.

8. Mali, Meetha Lal. **Paribhashendushekharasya Vaidyanathbhattavirachitakashikateekayah sampdanam sameekshanach.** (Prof. Shivkant Jha), Department of Vyakarna, Central Sanskrit University, New Delhi.

9. Meena, Kamlesh Kumari. **Navbharat mahakavyasya sameekshatmakamadhyayanam.** (Prof. Shridhar Mishra), Department of Vyakarna, Central Sanskrit University, New Delhi.

10. Mishra, Naveen Kumar. **Yogdarshane Srikrishnavallabhacharyasyavadanam.** (Prof. Vishvambhar Nath Giri), Department of Darshana, Central Sanskrit University, New Delhi.

11. Ojha, Prashant Kumar. **Shriramcharitabdhiratnamiti Mahachitrakavyasya Kavyashastriyam Parisheelanam.** (Prof. Shailakumari Mishra), Department of Sahitya, Central Sanskrit University, New Delhi.

12. Pandey, Sneha. **Panchasayakavivaranasya Sahibramvirachitasya Patha-Sameekshatmakam sampadanam.** (Prof. Harinarayan Tiwari), Department of Sahitya, Central Sanskrit University, New Delhi.

13. Priyatha, T M. **A grammatical review of Sugalarthamala.** (Dr. Lalita Chandran), Department of Vyakarna, Central Sanskrit University, New Delhi.

14. Sangeeta. **Sanskrit Wangmay ko Dr Kesavhavrao Musalgaonkar ka yogdan.** (Dr. Rameshchandra Sharma), Department of Sanskrit, Vikram University, Ujjain.

15. Sridhar Kumar. **Analytical study of the vartikas that come under the sutra of the first and second chapter of Ashtadhyayi composed by Panini.** (Dr. Naresh Kumar Pandey), Department of Navya Vyakarana, Central Sanskrit University, New Delhi.

16. Tiwari, Virendra Kumar. **A critical study of sahityalankar composed by Mahamahopadhyaya Rewaprasad Dwivedi.** (Prof. Sanandan Kumar Tripathi), Department of Sahitya, Central Sanskrit University, New Delhi.

### Telugu

1. Dasari, Vijaya Lakshmi. **In Guntur District Tenali Mandal Nomadic Denotified Tribes Budabukala, Dommara, Mondibanda, Pamula caste their social life and literature-analysis.** (Prof. G Krupachari), Department of Telugu and Oriental Languages, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Kokkiligadda, Yesuratnam. **C Umnadevi saahityam-anuseelana.** (Dr. E Madhavi), Department of Telugu and Oriental Languages, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Kolipaka, Aruna. **H R Chandram Sataka saahityam-oka pariseelana.** (Dr. Kodali Somasundara Rao), Department of Telugu and Oriental Languages, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Swathi, Dhamuluri. **Jampana Chandrasekhara Rao jeevitham-navala saahityam.** (Dr. Ch. Satyanarayana), Department of Telugu and Oriental Languages, Acharya Nagarjuna University, Nagarjuna Nagar.

## Philosophy

1. Deka, Anup. **Understanding religious language as a form of life: A philosophical quest after later Wittgenstein.** (Prof. K L Das), Department of Philosophy, University of North Bengal, Darjeeling.

2. Jain, Shruti. **Vidyanandikritasya sudarshancharitasya pathsameekshatmakam sampadanam.** (Prof. Sriyansh Kumar Singhai), Department of Jaindarshana, Central Sanskrit University, New Delhi.

3. Jamader, Sahabuddin Ahmed. **Relation between ethics of duty and ethics of virtue: A critical study.** (Prof. L K Padhi), Department of Philosophy, University of North Bengal, Darjeeling.

## Religion

### Buddhism

1. Kavisara. **An analytical study on rules and activities of Monks in Theravada Buddhism.** (Prof. Ch. Swaroopa Rani), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Mishra, Shwera. **Mahayan-Kashmirshaivagamayoh aandarbhe Buddhattvashivattvapaddhatyoh**

**Parisheelanam.** (Prof. Awadhesh Kumar Chaubey), Department of Bauddhadarshana, Central Sanskrit University, New Delhi.

3. Kesalu, Pusalapati. **Moral education for global peace: A phenomenological approach.** (Prof. L Udaya Kumar), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Khanticara. **Critical study of mind controlling system (Anapanassati) in Theravada Buddhism.** (Prof. Swaroopa Rani), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

5. Phu, Y Le. **A study of lotus sutra: Vyakarna attainment of Buddhahood.** (Prof. L Udaya Kumar), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

6. Tien, Le Kieu. **The hermeneutics of engaged Buddhism from classic to contemporary philosophy.** (Prof. L Udaya Kumar), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.



## WANTED

Applications are invited for the post of **Principal** to be filled in Lal Bahadur Shastri Mahavidyalaya, Dharmabad, Dist. Nanded (Granted) run by Dharmabad Shikshan Sanstha, Dharmabad. Eligible candidates should submit their application along with all necessary documents **within fifteen days** from the date of publication of the Advertisement by Registered post only.

Sr. No.	Name of Post (Designation)	No. of Posts	Full Time	Reservation
1.	Principal	01	Full Time	Unreserved

### Educational Qualifications:

#### A. Eligibility:

1. A Master's Degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D. Degree in concerned/allied/relevant discipline (s) in the institution concerned with evidence of published work and research guidance.
3. Professor/Associate Professor with a total experience of 15 years of teaching/ research in University, Colleges and other institutions of higher education.
4. A minimum of 10 research publications in peer reviewed or UGC listed journals.
5. A minimum of 110 research score as per Appendix II, Table 2 of UGC Regulations 2018.
6. Academic Eligibility and other rules regulations as per UGC regulation 18<sup>th</sup> July, 2018 and Govt. Resolution No. Misc-2018/C.R.56/UNI-1 date 08<sup>th</sup> March, 2019.

#### B. Tenure:

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

#### Salary & Allowances :

Pay scales as per the U.G.C., State Government & Swami Ramanand Teerth Marathwada University's rules from time to time.

#### Note :

- 1) Prescribed application form is available on the University website ([www.srtmun.ac.in](http://www.srtmun.ac.in)).
- 2) No T.A./D.A. will be paid to attend the interview.
- 3) Eligible candidates those who are already in services should submit their applications through proper channel.
- 4) All attested Xerox copies of certificates and other relevant documents should be attached with the application form.
- 5) The vacant posts are being filled under the decision of Hon. High Court, Aurangabad Bench Petition No. 12051/2015.

#### Address :

To  
The Secretary,  
Dharmabad Shikshan Sanstha, Dharmabad  
C/o Lal Bahadur Shastri Mahavidyalaya  
Dharmabad-431 809, Dist. Nanded (MS)

Secretary  
Dharmabad Shikshan Sanstha, Dharmabad

President  
Dharmabad Shikshan Sanstha, Dharmabad

**YASHWANTRAO CHAVAN (KMC) COLLEGE**

2032, "A" Ward, Dhatri Galli, Gangavesh,  
Kolhapur – 416012 (Maharashtra)

Contact No.0231-2542085

[www.yckmcollege.com](http://www.yckmcollege.com)

(Affiliated to Shivaji University, Kolhapur)

(Permanently Granted)

**WANTED**

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Vacant Post	Unreserved (Open) Post
1	Principal	1	1

**Note:** For detailed information about Post, Qualifications and Other Terms & Conditions, please visit University Website: [www.unishivaji.ac.in](http://www.unishivaji.ac.in), [www.kolhapurcorporation.gov.in](http://www.kolhapurcorporation.gov.in) & [www.yckmcollege.com](http://www.yckmcollege.com).

Place : Kolhapur  
Date : / /2022

Administrator / Commissioner  
Kolhapur Municipal Corporation  
Kolhapur

**Saraswati Shikshan Sanstha's  
SARASWATI COLLEGE OF EDUCATION, KINWAT**  
Tq. Kinwat, Dist. Nanded-431804 (Maharashtra)  
(Affiliated to Swami Ramanand Teerth  
Marathwada University, Nanded)

**WANTED**

(Non-Grant)

Applications are invited from eligible candidates for the following posts completed in all respect should reach to the office **within 15 days** from the date of publication of this advertisement.

Sr. No.	Designation	Total Posts	Reservation
1	Principal	01 – Regular	Unreserved
2	Assistant Professor	11 – Regular	Open-04, ST-01, VJA & NT (B)-01, NT(C), NT(D), SBC-01, OBC-03, EWS-01

**Note:-** For detailed information about post, Qualification & Other terms and conditions, please visit the University Website: [www.srtmun.ac.in](http://www.srtmun.ac.in)

**Address for Correspondence:-**

The President  
Saraswati Education Society's  
Saraswati College of Education B.Ed.  
Mandva Road, Kinwat, Tq. Kinwat  
Dist. Nanded Pin-431804

President  
Saraswati Education Society,  
Kinwat, Dist. Nanded

**Adivasi Pragati Mandal Sanchalit**

**Comrade Godavari Shamrao Parulekar College of Arts, Commerce and Science  
Talasari, Tal. Talasari, Dist. Palghar 401 606**

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

**AIDED**

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Total CHB Posts	Post reserve for
1	Assistant Professor	Marathi	02	7	01- SC
2	Assistant Professor	Political Science	02		01- DT(A)
3	Assistant Professor	Business Law	01		01 - OBC
4	Assistant Professor	Foundation Course	01		01 - EWS
5	Assistant Professor	Mathematics	01		03 - OPEN

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

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

Candidates having Knowledge of Marathi will be preferred.

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

Remuneration of the above post will be as per University Circular No. TAAS (CT) / 01 / 2019-2020 dated 2<sup>nd</sup> April, 2019.

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

Application with full details should reach the **PRINCIPAL, Adivasi Pragati Mandal Sanchalit, Comrade Godavari Shamrao Parulekar College of Arts, Commerce and Science, Talasari (Patilpada), Tal. Talasari, Dist. Palghar-401 606** within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-  
Principal  
Com. GSP College of A, C & S, Talasari

Sd/-  
Secretary  
Adivasi Pragati Mandal, Talasari

**GOA COLLEGE OF AGRICULTURE**  
**Affiliated to Goa University**  
**State Agriculture Management and Extension Training Institute (SAMETI)**  
**Government of Goa, Ela, Farm, Ela Old-Goa, Goa • Email id: goaagricollege@gmail.com**

4/4/SAMETI/RECRUITMENT/2022-23/

Date: 19/09/2022

**ADVERTISEMENT**

Applications with full biodata are invited from Indian Citizens for the **POST OF PRINCIPAL (UNRESERVED Category)**.

**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 atleast Fifteen years of teaching/research in University, Colleges and other institutions of Higher Education.
- iii. A minimum of 10 research publications in peer reviewed Journal as approved by Goa University from time to time or UGC listed Journals out of which atleast two should be in Scopus/ web of Science Journals.
- iv. A minimum of 110 Research score as per Appendix II, Table 2.

**B. Tenure:**

1. 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 committee appointed by the university, constituted as per these statutes.

**Essential Requirement:**

- a. Knowledge of Konkani language
- b. 15 years of residence certificate in Goa issued by competent Authorities.

**Desirable requirement:**

Knowledge of Marathi language

**Scale of Pay:**

As prescribed by the UGC, Goa University, Directorate of Higher Education, Government of Goa and Other Competent Authorities

Applicants who are already employed shall send their applications through proper Channel.

Applications completed in all respects with photograph, along with self certified photocopies of statement of marks of all public examinations from S.S.C. onwards, copy of 15 years residence certificate, experience certificate, publications, research score sheet etc. should reach the Director (State Agricultural management and Extension Training Institute (SAMETI), Goa College of Agriculture, Government of Goa, Ela, Old Goa 403402 **within 20 days** from the date of publication of this advertisement by superscribing on the envelop "**Application for the post of Principal**".

Sd/-  
**Nevil Alphonso**  
**Director, SAMETI**

**WANTED**

Applications are invited for the post of Perspectives in Education, Pedagogy Subjects, Health & Physical Education and Performing Arts to be filled in **Shri Sharda Bhavan Education Society's College of Education (B.Ed), Nanded (Permanent Non-Granted)**. Eligible Candidate should submit their application along with all necessary documents **within 15 Days** from date of publication of this Advertisement by registered post only.

Sr. No	Designation	No. of Posts	Nature	Reservation
01	Perspectives in Education	05	03 Regular	Open 02
02	Pedagogy Subjects			ST 01
03	Health & Physical Education			OBC 01
04	Fine Arts		02 Part Time	EWS 01
05	Performing Arts (Music/Theatre/ Dance)			

**Note :**

- 1) Apply giving full particulars **within 15 days** from the date publication of this advertisement to the undersigned.
- 2) For detailed information about post, qualification and other terms and condition, please visit University **Website: [srtmun.ac.in](http://srtmun.ac.in)**

**Address: Shri Sharda Bhavan Education Society's B.Ed College, N.C. Law College Building, IInd Floor, Baba Nagar, Post : Shivaji Nagar, Nanded, Pin code – 431 602 (Maharashtra).**

**Principal**

**GOA COLLEGE OF AGRICULTURE**  
 Affiliated to Goa University  
 State Agriculture Management and Extension Training Institute (SAMETI)  
 Government of Goa, Ela Farm, Ela, Old-Goa, Goa  
 Email id: goaagricollege@gmail.com

4/4/SAMETI/GCA/RECRUITMENT/2022-23/

Date: 19/09/2022

**ADVERTISEMENT**

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

Sr. No	Designation of Posts	Nature of Post	No. of Posts	Reserved/Unreserved
1.	Assistant Professor in Agronomy	Full time Regular	1	UR
2	Assistant Professor in Agricultural Economics & Statistics	Full time Regular	1	UR

**Minimum Qualifications:-**

- For posts under Sr. No. 1 & 2. M.Sc with NET /SET.
- Minimum 55% marks or an equivalent grade in relevant subject with good academic record.
- Candidates who are or have been awarded Ph.D degree in accordance with the UGC (Minimum Standards and procedure for award of Ph.D degree Regulation 2009) in the relevant subject as incorporated in the relevant Goa University Statute shall be exempted from the requirement of the minimum eligibility conditions of NET/SET.
- In case NET/SET/Ph.D. candidates are not available or not found suitable candidates fulfilling other conditions shall be considered for an appointment on purely temporary basis till the end of academic year 2022-23.

**Mandatory Requirement**

- Certificate of 15 years Residence in Goa.
- Knowledge of Konkani is essential; Knowledge of Marathi is desirable.
- Pay and other service conditions as per the rules, ordinances, statutes prescribed by Directorate of Higher Education, Government of Goa and Goa University.
- All posts subject to NOC/ Approval from Directorate of Higher Education and Goa University and subject to work load.
- Persons already in service should send application through proper channel
- Application completed in all respects with photograph along with self certified photocopies along with statement of marks of all public examinations from S.S.C onward, copy of 15 years residence certificate, experience certificate, should reach the Director (State Agricultural Management and Extension Training Institute (SAMETI) Goa College of Agriculture Government of Goa, Ela Old Goa 403402 **within 20 days** from the date of publication of this advertisement.









Sd/-  
 Nevil Alphonso  
 Director, SAMETI

# Ganpat University

**Inviting applications for admission to Full time | Part time (January-2023 Intake)**

# Ph.D.

## Program

-  **ENGINEERING & TECHNOLOGY**
-  **COMPUTER APPLICATIONS**
-  **MANAGEMENT**  **PHARMACY**
-  **COMMERCE**  **ECONOMICS**
-  **SCIENCES**  **ENGLISH**

### **Focused Research Areas**

**Machine Learning | Artificial Intelligence | Cyber Security | Cloud Computing | Data Analytics | Robotics | Energy Management | Non-Conventional Energy Sources | Food Technology | NDDS | Drug Design | EV | 5G | Additive Manufacturing | Hospital Management | Entrepreneurship | Public Policy & Good Governance**

Candidate can avail special Research Scholarship with Research Funding support for focused research area.

Candidates interested for full-time Ph.D. Program are eligible for JRF/ SRF/ Research Associateship with Financial Assistance.

For financial assistance, application process and more details please refer [www.ganpatuniversity.ac.in](http://www.ganpatuniversity.ac.in)

**Last date of Application: October 15, 2022**

Ganpat Vidyabagar-384 012,  
 Mehsana-Gandhinagar Highway, Gujarat, India.

**Toll Free No. 1800 233 12345, (M) 99250 99036**



**ASSOCIATION OF INDIAN UNIVERSITIES**  
**AIU HOUSE, 16, COMRADE INDRAJIT GUPTA MARG,**  
**NEW DELHI-110 002**

No. AIU/Admn/Rectt./2022/

Dated: 07.09.2022

**Vacancy Notification**

Association of Indian Universities (AIU), an apex Inter-University Organisation invites applications from eligible candidates for appointment by direct recruitment (Sl. No.1 to 4) on regular basis (failing which by deputation) and on contractual basis (Sl. No.5&6). Duly completed applications should reach AIU **within 30 days** from the date of publication of advertisement in the Employment News:

Sl. No.	Name of Posts	Pay level of the posts as per 7 <sup>th</sup> CPC	No. of posts
1.	Under Secretary	Level-11	02 (UR-1 & OBC-1)
2.	PS to SG	Level-10	01 (UR)
3.	Assistant	Level-6	04 (UR-2, SC/ST-1 & OBC-1)
4.	Library Assistant	Level-6	01 (UR)
5.	Consultant (Sports)	Rs.50,000/Rs.60,000/-pm consolidated	01
6.	Post-Doctoral Fellow	Rs.50,000/- p m consolidated	02

**A. Educational Qualifications, eligibility and other requirements etc., for regular appointments are as under:**

**1. Under Secretary, Two Posts (UR-1 & OBC-1) Pay Level-11**

**Age Limit: 40 years** (relaxable by 5 years for employees of Government Departments/Autonomous Bodies/ Higher Education Institutions of Central/State Government).

**Essential:**

- i. Master's degree from a recognised university with consistently good academic record;
- ii. At least 6 years of experience in the field of establishment/administrative/personnel/audit/financial/foreign education systems/sports and cultural activities in Central/State Government Departments/Autonomous Bodies/Institutions of Higher Education/ Public Sector Undertakings/NGOs/Corporates/ Consultancy Organisations at the level of PB-2 (Rs. 9300-34800) with GP of Rs. 4800 or at least 5years continuous regular experience at the level of PB-3 (Rs. 15,600-39100) with GP of Rs. 5400 or equivalent;
- iii. Knowledge of Government rules & regulations.

**Desirable:**

- i. Knowledge of functioning of Universities, their Act & statutes and rules & regulations;
- ii. Proficiency in working on computer applications.

**2. PS to SG, One Post (UR) Pay Level-10**

**Age Limit: 35 years** (relaxable by 5 years for employees of Government Departments/Autonomous Bodies/ Higher Education Institutions of Central/State Government).

**Essential:**

- i. Master's degree from a recognised university with consistently good academic record;
- i. At least 2 years of experience in Central/State Government Departments/Autonomous Bodies/ Institutions of Higher Education/Public Sector Undertakings/Corporates/NGOs/Consultancy Organizations at the level of PB-2 (Rs. 9300-34800) with GP of 4800 or equivalent;

- i. Skill Test Norms [Dictation 10 mts @ 110 w.p.m. and Transcription: 50 w.p.m.. (English) on computer];
- ii. Proficiency and experience in working on computers for emails, internet, word and data processing application.

**Desirable:**

- i. Good communication and inter-personal skills with ability to manage/schedule appointments travel and meetings;
- ii. Ability to draft letters, notes, memos, presentation.

**3. Assistant, Four Post (UR-2, SC/ST-1 & OBC-1) Pay Level-6**

**Age Limit: 35 years** (relaxable by 5 years for employees of Government Departments/Autonomous Bodies/ Higher Education Institutions of Central/State Government).

**Essential:**

- i. Bachelor's degree from a recognised university with consistently good academic record;
- ii. At least 10 years of experience of handling administrative/stores / estate/audit/accounts/ printing & publication/ foreign higher education /sports and cultural activities in Central/ State Government Departments/ Autonomous Bodies/ Institutions of Higher Education/ Public Sector Undertakings / NGOs/ Corporate/ Consultancy Organizations at the level of PB-1 (Rs. 5200-20200) with GP of Rs. 2400 or equivalent or 6 years of experience in PB-1 (Rs. 5200-20200) with GP of Rs. 2800 on regular basis or equivalent.

**Desirable:** Proficiency in working on computer applications.

**4. Library Assistant, One Post (UR) Pay Level-6**

**Age Limit: 35 years** (relaxable by 5 years for employees of Government Department/ Autonomous Bodies/ Higher Education Institutions of Central/State Government).

**Essential:**

- i. Master's Degree from a recognised university with consistently good academic record with a minimum of 4 years experience in Library in Central/State Government Departments/ Autonomous Bodies/Institutions of Higher Education/ Public Sector Undertakings/ NGOs/ Corporates/ Consultancy Organisations at the level of PB-1 (Rs. 5200-20200) with GP of Rs. 2800 or equivalent; OR
- ii. Bachelor's Degree from a recognised university with consistently good academic record with a minimum of 6 years experience in Library in Central/ State Government Departments/ Autonomous Bodies/Institutions of Higher Education/Public Sector Undertakings/ NGOs/ Corporates/Consultancy Organisations at the level of PB-1 (Rs. 5200-20200) with GP of Rs. 2800 or equivalent;
- iii. Knowledge of computer/information technology in library/ documentation related work.

**Desirable:**

Experience in digitization of Library.

**B. Educational Qualifications, eligibility and other requirements etc., for contractual appointment are as under:**

**5. Consultant (Sports):01 (on contract for six months) Age Limit: Not exceeding 65 years**

**Essential** The candidates retired from Govt. Sector at the level of Deputy Secretary/Under Secretary or equivalent level having relevant work experience in the field of Administration/Management/Sports in Govt. departments/ Autonomous Bodies/ Universities.

**Note:** The remuneration to the Consultant (Sports) shall be paid @ of last pay drawn (basic pay plus DA) minus pension plus DA subject to maximum of Rs.60,000/- for the candidate retired from the post of Deputy Secretary or eq. level and Rs.50,000/- pm for Under Secretary or eq. level.

**6. Post-Doctoral Fellows-02 (on contract for six months) Remuneration Rs.50,000/- per month (Fixed)**

**Age Limit:** Not exceeding 35 years.

**Essential** Ph.D. Degree with a minimum of two research publication in a reputed journal.

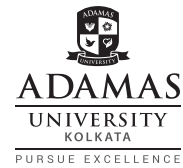
**General Instructions and Guidelines:**

- 1) Employment of the Association shall be governed by the Rules and Regulations, Bye-Laws and service conditions, as may be notified by the Association from time to time;
- 2) The crucial date for determining the age limit shall be the closing date for receipt of applications;
- 3) Mere fulfillment of eligibility criteria shall not necessarily entitle an applicant to be called for test/ interview. The Association reserves the right to relax any of conditions and shortlist the applicants in a manner as it may specify;
- 4) Reservation of posts for Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC) and Person with Disabilities (PwD) shall be as per Government of India rules/guidelines;
- 5) Relaxation in marks shall be permissible to SC/ST candidates as per Government of India rules/guidelines;
- 6) Candidates applying for reserved posts should be in possession of appropriate caste/category certificate issued by the competent authority. Further, candidature of applicant shall be subject to verification of certificates at any stage;
- 7) No person shall be appointed to any post unless:  
He/she produces a certificate of health and medical fitness in the form prescribed from a registered medical practitioner designated for the purpose by the Association;  
He/she produces documentary evidence to substantiate his/her qualifications and antecedents as prescribed for the post;
- 8) Appointment through direct recruitment shall initially be on a probation for a period of two years from the date of appointment, which may be extended by another one year by the competent authority for reasons to be recorded in writing; provided that in the case of a person, who prior to his/her appointment had served in a Central/State Government/ University/Other Institutions of Higher Education for more than five years in a similar capacity satisfactorily, the appointing authority may reduce the period of probation by not more than one year;
- 9) Where a person during his period of probation is found unsuitable for holding the post or does not complete the period of probation satisfactorily, the appointing authority may:10)  
In case of a person appointed by direct recruitment, terminate his/her services without notice; or extend his/her period of probation by not more than one year beyond which no extension of probation shall be permissible.
- 10) Applicants who are already employed in Government Departments/Autonomous Bodies/Institutions of Higher Education shall apply through proper channel and submit No-objection Certificate and Vigilance Clearance from their employer at the time of interview;
- 11) The seniority shall follow the order of ranking at the time of selection. Persons appointed as a result of an earlier appointment will be senior to those appointed as a result of a subsequent selection;
- 12) Persons appointed in a substantive or officiating capacity to a higher grade shall retain their relative seniority in the lower grade;
- 13) In cases where the date of joining is the same and ranking has not been specified, the inter-seniority will be determined with reference to age, the elder person being deemed senior;

- 14) Where a person selected initially on a temporary basis is confirmed subsequently in an order different from the order of merit indicated at the time of his/her selection, seniority shall follow the order of confirmation and not the original order of merit;
- 15) Cases which are not covered in the above guidelines would be determined by the Governing Council;
- 16) Selection of candidate may involve written examination or skill test or interview or both as the Association deemed fit:
  - (i) Selection of candidates for the positions in Pay Level-8 and above shall be through interview;
  - (ii) Group B posts below Pay Level-8 shall be through written test;
  - (iii) There shall be no interview for direct recruitment for posts in Pay Level-5 and below but they may be subjected to written test and/or skill test.
  - (iv) The syllabus for the written examination shall be as prescribed by the Association. All the candidates who fulfill the minimum qualifications/criteria for the post applied shall be called for the examination;
  - (v) Applications received for such posts shall be screened for shortlisting by a Committee constituted by the Appointing Authority;
  - (vi) The maximum number of candidates to be called for interview for a post shall not ordinarily exceed five for one post. The Association, if necessary, may undertake screening of applications, conduct of written examination, skill test and preparation of merit list or outsource the entire process of activities to an outside agency.
- 17) The upper age limit prescribed for direct recruitment shall be relaxable by 5 years in case of candidates belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, PwD and Ex-Servicemen categories as per Govt. of India rules/guidelines notified from time to time;
- 18) Upper age-limit as prescribed for direct recruitments shall not be applicable in case of Internal Candidates applying for direct recruitment;
- 19) Vacancies notified for direct recruitment may be filled up on deputation basis by taking officials of appropriate grade on deputation for specified period (s) from the Central/State Governments, Autonomous Bodies and/or Higher Educational Institutions.
- 20) No TA/DA shall be payable to applicant for any journey performed for attending the test/interview.
- 21) The posts shall carry allowances as per the AIU Rules.
- 22) The Association reserves the right of not filling any advertised post(s) without assigning any reason.
- 23) The Association reserves the right to increase or decrease the number of posts to be filled-up.
- 24) Canvassing in any form or on behalf of a candidate shall lead to disqualification of the candidate.
- 25) The envelope containing application should be super-scribed as "Application for the post of.....".
- 26) Prescribed application form can be downloaded from the AIU website: <http://www.aiu.ac.in>
- 27) Applications on prescribed form complete in all respect along with application fees through Demand Draft of Rs.1000/- for Group 'A' posts, Rs.500/- for Group 'B' posts for general candidates and Rs.500/- for Group 'A' posts, Rs.250/- for Group 'B' posts for SC/ST/OBC/PwD candidates and Rs.500/- for Consultants and Post-Doctoral Fellow favoring Association of Indian Universities, payable at New Delhi should reach to the Secretary General, Association of Indian Universities, AIU House, 16, CIG Marg, New Delhi 110002 **within 30 days** from the date of publication of advertisement in the Employment News by hand at the Reception Counter or sent by post ensuring receipt of the application at AIU Office within the stipulated date and time.
- 28) Disputes, if any, shall be subject to jurisdiction of Delhi Courts only.

**Secretary General**

# Join the Top Ranked Private University in Eastern India & Cocreate the Future.



## We are looking for Dynamic Professors, Associate Professors and Assistant Professors

Adamas University is QS-IGauge Platinum rated University in teaching and learning and ranked as the best private University in West Bengal by several national ranking agencies. The University is on an ambitious path of making a difference in the education and research landscape of Bengal with its 10 top-tier schools of study. The University offers a challenging, meaningful, and diverse working environment. We are looking for colleagues who shares our passion for nurturing and shaping the tomorrows of our students and the society at large.

<b>School of Liberal Arts and Culture Studies (SOLACS)</b> <ul style="list-style-type: none"> <li>• English • Political Science</li> <li>• Sociology • History • Bengali</li> <li>• Psychology (Behavioural Science)</li> </ul>	<b>School of Basic &amp; Applied Sciences (SOBAS)</b> <ul style="list-style-type: none"> <li>• Physics • Chemistry • Geography</li> <li>• Mathematics • Forensic Science (Under Chemistry) • Environmental Science (Under Chemistry)</li> <li>• Statistics and Data Science (Under Mathematics)</li> </ul>	<b>School of Media &amp; Communication (SOMC)</b> <ul style="list-style-type: none"> <li>• Journalism and Communication</li> </ul>
<b>School of Life Science &amp; Biotechnology (SOLB)</b> <ul style="list-style-type: none"> <li>• Biotechnology • Microbiology</li> <li>• Biochemistry</li> </ul>	<b>School of Medical Sciences (SOMS)</b> <ul style="list-style-type: none"> <li>• Pharmaceutical Technology</li> <li>• Allied Health Sciences</li> </ul>	<b>School of Law &amp; Justice (SOLJ)</b> <ul style="list-style-type: none"> <li>• Constitutional Law • Corporate Law • Criminal Law • International Law • Energy Law • Cyber Law</li> <li>• Intellectual Property Law</li> </ul>
<b>School of Smart Agriculture (SOSA)</b> <ul style="list-style-type: none"> <li>• Agriculture</li> </ul>	<b>School of Engineering &amp; Technology (SOET)</b> <ul style="list-style-type: none"> <li>• Computer Science &amp; Engineering</li> <li>• Computer Applications • Mechanical Engineering</li> </ul>	<b>School of Business &amp; Economics (SOBE)</b> <ul style="list-style-type: none"> <li>• General Management • Accounting &amp; Commerce • Economics &amp; Finance</li> <li>• Operations &amp; Supply Chain Management • Business Analytics</li> <li>• OB &amp; HRM • Quantitative Methods</li> </ul>
<b>School of Education (SOE)</b> <ul style="list-style-type: none"> <li>• B.ED. • Education</li> </ul>		

**How to Apply :** Interested candidates should send their application in the prescribed 'Application Form' available at (<http://adamasuniversity.ac.in/current-vacancies/>), and resume along with scanned copies of self-attested testimonials and other academic credentials by e-mail to: [recruitment@adamasuniversity.ac.in](mailto:recruitment@adamasuniversity.ac.in)

<b>Other Non-Academic Positions:</b> <ul style="list-style-type: none"> <li>• <b>Assistant Registrar / Deputy Registrar</b> – Academic, Admin &amp; HR with relevant University experience</li> <li>• <b>Sports Officer</b> – This is a Residential Position in AU Campus. Incumbent should have Masters in Physical Education with 5 to 7 years of relevant experience.</li> </ul>	<b>Academic Positions</b> <p><b>Mandatory Education Qualifications:</b></p> <ul style="list-style-type: none"> <li>• 60% marks or 1st Div. /1st Class marks - in Class X, Class XII, Graduation from reputed / recognised educational Institutions. • 55% marks in PG • NET / SET qualified • PhD is desirable • Excellent Communication Skill in English (both verbal &amp; written) • Tech savvy (working knowledge in MS Office &amp; LMS) • For Education we are also looking for M.Ed</li> </ul>	<b>Adamas University Help Line Details</b> Office of the Registrar Email ID: <a href="mailto:recruitment@adamasuniversity.ac.in">recruitment@adamasuniversity.ac.in</a> Contact No. +91 8240033652 Adamas Knowledge City, Barasat - Barrackpore Road, P.O. - Jagannathpur, District - 24 Parganas (North), Kolkata - 700 126, West Bengal, India
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**Salary will not be a constraint for talented and deserving candidate.**