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Mohammad Sohail

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Regulatory Governance in Higher Education in India: Challenges before the Proposed Regulatory Framework under National Education Policy-2020

Mohammad Sohail*

Education is fundamental to the socioeconomic development of a country. The three education policies that were adopted post-independence and various committees and commissions set up by governments have dealt in detail with the contribution of education in achieving the goals of development. The National Policy on Education, 2020 states, "Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development." Global discourses and international agencies such as the United Nations have also emphasised education as a driver of development and have pressed for the prioritization of educational concerns in national policies. The UN's millennium development goals (MDGs) included education as among its major goals followed by the latest global consensus in the form of Sustainable Development Goals (SDGs). SDG 4 seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.

The education system globally consists of three stages/levels; primary, higher secondary, and higher education. Amongst these levels, the role of higher education in the development process is more pronounced and crucial. The research and development activities undertaken in Higher Education Institutions (HEIs) have been significant in putting countries on a higher pedestal of economic growth, finding solutions to socio-political problems, and facilitating technological advancements. Through developing higher-order reasoning skills and exploiting and nurturing intellectual capacities, higher education has not just played a key role in transforming citizens into social capital but immensely helps in inculcating democratic values, realizing the idea of global citizenship and brotherhood, and building a socially just and equitable society.

Effective public regulation is a prerequisite for ensuring higher education emerges as a reliable source of development and maintaining quality standards in HEIs. Public regulation not just steers the higher education system in a particular direction but keeps it in sync with national policies. In a country like India which has the third largest higher education system in terms of student enrolment and a number of higher education institutes and experiencing the stage of a rich demographic dividend, well-directed regulation of higher education

*Head, Department of Public Administration, Government Mohindra College, Patiala, Lower Mall, Patiala, Punjab -147001.

is a need of the hour for achieving a higher rate of socio-economic development. An effective regulatory mechanism in higher education in India is also necessary to successfully address the various challenges the Indian higher education system has faced and is presently facing.

Objectives and Organization of the Paper

The objective of the paper is to trace the evolution of the regulatory governance in high education in India post-independence and to examine the challenges facing the proposed regulatory framework under NEP 2020. The role of major committees and commissions in recommending changes in the regulatory governance of higher education is also discussed.

The paper has been organized into five parts. Part I discusses the regulatory framework for higher education in India post-independence. Changes in the regulatory framework proposed by various commissions and committees have been discussed in Part II. Part III describes the regulatory framework proposed in the National Policy on Education 2020. Challenges to the new framework are explained in Part IV. Part V includes concluding observations.

I. Regulatory Framework for Higher Education in India Post Independence

The present-day regulatory regime in higher education in India draws its origin from the earlier post-independence era. The idea of setting up a body to regulate standards of higher education and financing it was mooted by the Radhakrishnan Commission also known as the First Education Commission. Before the establishment of the present-day University Grants Commission, University Grants Committee was in place supervising higher education institutes in India during colonial rule as well as in the early post-independence era for some time (Sharma, 2013). The University Grants Committee was reconstituted as University Grants Commission (UGC) in 1956.¹ The Medical Council of India was another regulatory body that was established in the same year.² But UGC remained a major regulatory body in higher education in India for a long period.

Since independence till now, the Indian higher education system has expanded by leaps and bounds. At the time of independence, India had 20 universities and 500 colleges with a student enrolment of around 2.1 lakhs (University Grants Commission, 2012). At

present, there are 1043 Universities, 42343 Colleges and 11779 Stand Alone Institutions having an enrolment of around 38.5 million with 19.6 million boys and 18.9 million females (Government of India, 2020).

The expansion and diversification in higher education paved the way for the establishment of multiple regulatory bodies in higher education in India, regulating their specific field of study. All India Council for Technical Education was established in the year 1987 to regulate technical education in India.³ National Council for Teacher Education was formed in 1993.⁴ At present, India has around 18 regulatory bodies in higher education including the following:

1. University Grants Commission (UGC)
2. All India Council of Technical Education (AICTE)
3. Medical Council of India (MCI)
4. Indian Council for Agricultural Research (ICAR)
5. National Council for Teacher Education (NCTE)
6. Dental Council of India (DCI)
7. Pharmacy Council of India (PCI)
8. Indian Nursing Council (INC)
9. Bar Council of India (BCI)
10. Central Council of Homeopathy (CCH)
11. Central Council for Indian Medicine (CCIM)
12. Council of Architecture
13. Distance Education Council (DEC)
14. Rehabilitation Council
15. National Council for Rural Institutes (NCRI) and
16. State Councils of Higher Education (SCHE).⁵

A brief account of the composition and major functions of the select regulatory bodies is given in Table 1.

Among these, UGC is one of the major regulatory bodies in higher education jurisdiction of which encompasses almost every area of study.

II. Regulatory Regime under Transition

The existing regulatory framework was criticized by many commissions and committees. Two of the important reports relating to higher education in India, namely, the *Report of 'the Committee to Advise on Renovation and Rejuvenation of Higher*

Table-1: Brief Account of Composition and Functions of the Select Regulatory Bodies

Name	Major Functions
The University Grants Commission under UGC Act, 1956 on November 5, 1956	<ul style="list-style-type: none"> • Looks after ensuring the promotion and coordination of university education • Frames the standards of teaching, examination and research in universities and ensuring the maintenance of these standards; • Formulates regulations on minimum standards of education; • Performs the tasks relating to monitoring developments in the field of collegiate and university education and disbursing grants to the universities and colleges; • Works as a channel of communication between the Union and State governments and institutions of higher learning; and • Provides policy prescriptions to Central and State governments for improving university education
All India Council for Technical Education under All India Council for Technical Education Act, 1987 on May 12, 1988	<ul style="list-style-type: none"> • Ensures coordinated and integrated development of technical and management education and maintenance of standards. • Allocates and disburses funds and grants to technical institutions and universities imparting technical education • Promotes innovation, research and development in technology for overall improvement of educational process and formulation of schemes for promoting technical education for women, handicapped and other weaker sections of the society • Maintains suitable performance appraisal systems for technical institutions and universities imparting technical education, enforces accountability, and builds effective links between technical education systems and industry, development organizations, and community. • Grants approval for starting new technical institutions and for the introduction of new courses or programmes in consultation with the agencies concerned • Carries out inspection of technical institutions and universities imparting technical education and ensures compliance with high standards.
Medical Council of India (MCI) under the Indian Medical Council Act, 1956 in the year 1956	<ul style="list-style-type: none"> • Establishes and maintains uniform standards for undergraduate medical education and regulation of postgraduate medical education in accredited medical colleges • Recognizes medical qualifications granted by medical institutions in India and also approves recognition of foreign medical qualifications in India. • Gives accreditation to the medical colleges and maintains a directory of all registered doctors (called the Indian Medical Register) with recognized medical qualifications.
The National Council for Teacher Education (NCTE) under the National Council for Teacher Education Act, 1993 on August 17, 1995.	<ul style="list-style-type: none"> • Looks after the regulation and proper maintenance of norms and standards in the teacher education system • Coordinates and monitors teacher education and its development in the country by laying down guidelines on minimum qualifications for a person to be employed as a teacher • Lays down guidelines for compliance by recognized institutions, for starting new courses, for providing physical and instructional facilities, staffing patterns and staff qualification • Regulates the standards for courses of teacher education qualifications and other aspects such as criteria for admission, method of selection of candidates, duration of courses, course content, tuition fees and other fees, etc • Maintains suitable performance appraisal system, norms and mechanism for enforcing accountability on recognized institutions, and prevents commercialization of teacher education

(contd. on pg. 6)

(contd. from pg. 5)

Name	Major Functions
Pharmacy Council of India (PCI) under Pharmacy Act, 1948 on 9 August 1949	<ul style="list-style-type: none">• Prescribes minimum standard of education required for qualifying as a pharmacist,• Makes regulations for the new institutions seeking approval for imparting pharmacy education,• Ensures uniformity in the implementation of educational standards in the field of Pharmacy education throughout the country• Carries out inspection activities in institutes imparting pharmacy education in order to maintain the standards of pharmacy education and• Punishes those institutes which do not conform to the prescribed rules and regulations and standards.• Grants approval to foreign qualification
Indian Nursing Council under the Indian Nursing Council Act, 1947 in 1947	<ul style="list-style-type: none">• Recognizes the qualifications for the purpose of employment in India and abroad in the field of nursing.• Gives approval for registration of Indian and Foreign Nurses possessing foreign qualification.• Prescribes the syllabus and for regulation of the nursing programmes.• Disapproves those institutes which fail to maintain the prescribed standards of nursing education.• Advises the State Nursing Councils, Examining Boards, State Governments, and Central Government on various issues of importance concerning Nursing Education in the Country
Council of Architecture (CoA) under the Architects Act, 1972 on 1 st September, 1972	<ul style="list-style-type: none">• Carries out the inspection of the institutes imparting architectural education, through the Executive Committee as also the inspectors appointed by the Executive Committee, for recommending to the Central Government to recognize the architectural qualifications granted by a college or an institution.• Reviews whether the courses of study, examination, proficiency required from the candidates, staff, equipment, accommodation, training and other facilities provided by the institutes conform to the prescribed standards.• Prescribes minimum standards of architectural education required for granting recognized qualification by the institutes in India and it also prescribes standards of professional conduct and etiquette and a code of ethics for architects.• Maintains the register of architects in India
Bar Council of India (BCI) under the Advocate Act, 1961 in 1961	<ul style="list-style-type: none">• Lays down the standards of professional conduct for advocates, to safeguard the rights, privileges, and interests of advocates, and to promote and support law reforms.• Promotes legal education and lays down standards of legal education in consultation with the universities imparting legal education in India.• Provides recognition to universities whose degree in law is acceptable for enrolment as an advocate under the Indian Bar.• Visits and inspects the universities or directs the SBCs to do so.• Conducts seminars and organizes talks by eminent jurists and publishes journals and papers of legal interest in order to promote legal education.• Provides recognition to foreign qualifications in law for the purpose of admission as an advocate.• Organizes legal aid to the poor

(Source: Ghuman, Singh and Sohail, 2013)

Education' (popularly known as the Yash Pal Committee Report) set up by the Ministry of Human Resource Development, Government of India in the year 2008 and *Report to the Nation 2006-2009* by National Knowledge Commission constituted by the Government of India in 2005, have found that Indian higher education is over regulated and yet less governed. Both the Committees have proposed the abolition of multiple system of regulation in higher education and setting up of an umbrella regulator. The National Knowledge Commission Report named the regulatory authority as Independent Regulatory Authority for Higher Education and Yash Pal Committee Report termed the same as National Commission for Higher Education and Research. A bill, namely, The National Commission for Higher Education and Research Bill to constitute National Commission for Higher Education and Research was introduced in the Parliament during the second term of the UPA Government in the year 2012 but could not pass through.

The report of the TST Subramanian Committee titled *National Policy on Education Policy 2016: Report of the Committee for Evolution of the New Education Policy* has also recommended revisiting the existing system of regulation by multiple regulatory bodies. The Committee proposed enacting Higher Education Management Act for "... providing the legal framework which would confer the authority to promote, manage and stimulate the higher education sector, backed by a national mandate. Following the new proposed enactment it is presumed that the separate legislations governing individual agencies would lapse and the new legal regime would assign fresh roles and obligations on the existing bodies, redefine their roles and nomenclature, and facilitate coordination and cooperation between them for their optimal contribution to the sector."

Lastly the Committee set up under the chairmanship of Dr. K. Kasturirangan to draft the National policy on Education in June, 2017 have also supported doing away with the existing regulatory framework. With the adoption of the Draft National Policy on Education submitted by the Committee and release of National Education Policy (NEP) 2020 on July 30, 2020, the regulatory framework in higher education is bound to get a complete overhaul.

III. Proposed Regulatory Framework under NEP-2020

The NEP-2020 articulates the vision for revamping the higher education system in the country and vehemently acknowledges and foresees the contribution of the higher education in the socio-economic development. The policy entails, "The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation." The policy further elaborates problems faced by the higher education which are becoming bottlenecks in realizing the goals of higher education. An ineffective regulatory system does find a mention and as a solution the policy recommends "light but tight" regulation by a single regulator, namely, the Higher Education Commission of India (HECI). HECI shall have four verticals- National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC) and General Education Council (GEC). The mandate and functions of these verticals are explained in Table 2.

The HECI shall work to bring synergy between all the four verticals towards common goals and would also be responsible for resolving disputes among the four verticals.

The functioning of HECI and all the four verticals shall institutionalize transparent public disclosure and extensive use of technology to reduce human interface. In order to ensure effective compliance with the basic minimum norms and standards by Higher Education Institutions, stringent action, including penalties for false disclosure of mandated information has been proposed. The membership of the HECI and four verticals would include persons of expertise in relevant areas of higher education.

Besides these institutions, the NEP proposes that the professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc. will be transformed into Professional Standard Setting Bodies (PSSBs).

Table 2: Mandate and Functions of Verticals of HECI

Name of the Vertical	Mandate and Functions
The National Higher Education Regulatory Council (NHERC)	<ul style="list-style-type: none"> • Single point regulator for the higher education sector including teacher education and excluding medical and legal education after relooking and repealing of existing Acts and restructuring of various existing regulatory bodies
The National Accreditation Council (NAC)	<ul style="list-style-type: none"> • a ‘meta-accrediting body’ to oversee and supervise an independent ecosystem of accrediting institutions • Shall award to an appropriate number of institutions the task to function as a recognized accreditor • Shall establish a robust system of graded accreditation
The Higher Education Grants Council (HEGC)	<ul style="list-style-type: none"> • Shall carry out funding and financing of higher education based on transparent criteria • Shall be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme being offered at HEIs across disciplines and fields
The General Education Council (GEC)	<ul style="list-style-type: none"> • Shall frame expected learning outcomes for higher education programmes, also referred to as ‘graduate attributes’ • Shall formulate a National Higher Education Qualification Framework (NHEQF) in sync with the National Skills Qualifications Framework (NSQF) to facilitate the integration of vocational education into higher education • Shall set up facilitative norms for issues, such as credit transfer, equivalence, etc., through the NHEQF • Shall identify specific skills that students must acquire during their academic programmes, with the aim of preparing well-rounded learners with 21st century skills

The PSSBs, under the supervision of GEC, would continue to draw the curricula, lay down academic standards, and coordinate between teaching, research, and extension of their domain/discipline.

IV Challenges before the Proposed Regulatory Regime

The Policy tends to be comprehensive enough to spell out major issues pertaining to higher education and puts in order deadlines to achieve various goals. The restructuring of regulatory framework in higher education put forth by the NEP is a massive, holistic, overhauling, and herculean task that demands the active involvement of stakeholders including governments, existing bodies, and HEI.

Four kinds of issues in this regard deserve special mention. Firstly, the restructuring calls for repealing of certain acts that established governing bodies and universities. The Acts would be replaced by new

legislation. The legislative process is time-consuming and complex. Considering the deadlines prescribed in the policy, this whole exercise has to be time-bound otherwise the goals of NEP may get displaced and their realization may become a difficult task.

Secondly, the constitutional framework defines the role of the Union government and state governments in matters pertaining to education including higher education. While ‘education’ as a legislative subject is part of the Concurrent List, the Union Government through its legislative space provided under Entry 66 of the Union List is responsible for the coordination and determination of standards in institutions for higher education or research and scientific and technical institutions. Entry 25 of the Concurrent List empowers both the Union and state government to legislate on the matter relating to “Education, including technical education, medical education and universities, subject to the provisions of entries 63, 64, 65 and 66 of List

I; vocational and technical training of labor”. Thus, Education including higher education demands active and harmonious collaboration between Central and state governments in legislative matters. Ever since the talks of setting up umbrella regulator became louder, the proposed set up have been criticized on account of promoting centralization and undermining the role of state government in matter pertaining to governance of higher education. It is relevant to mention here that majority of the HEI are run by state governments or fall under the jurisdiction of the state government; if state governments would continue to feel threatened by centralized system and their concerns are not resolved, the conflicting situation would continue to arise between the central and state governments. Currently, many cases are sub-judice before Hon’ble Supreme Court, Hon’ble High Courts where Acts passed by the state legislatures and policy decisions have been challenged on account of undermining the position of the Union government in matters related to Entry 66 of Union List. Recently the Union government and various state governments were found to be at loggerheads in cases pertaining to the appointment of Chancellors of state universities and the implementation of UGC Regulations.

Thirdly, a major concern pertains to the representation of state governments in the proposed framework. Though the members of HECI and its four verticals may get drawn from various states, an institutional framework where state governments can represent and deliberate upon their interests and participate in the policy process is missing. In the absence of an institutional framework fostering active collaboration between Union and state governments, there are chances of both continuing to be at loggerheads in the matter pertaining to the governance of higher education.

Fourthly, the major overhaul proposed under the NEP has the capacity to halt the ongoing process of revamping the higher education system as the transition from the existing system to a newer framework would take some time. For example in the recent time the UGC have come up with number of initiatives/regulations in sync with goals of NEP 2020 including the

University Grants Commission (Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign Educational Institutions)

Regulations, 2016; the University Grants Commission (Open and Distance Learning) Regulations, 2017; the University Grants Commission (Online Courses or Programmes) Regulations, 2018; Concept Note on National Academic Credit Bank, 2019; Guidelines for Higher Education Institutions to Offer Apprenticeship/Internship embedded Degree Programmes, 2020; Guidelines for Multiple Entry and Exit in Academic Programmes Offered in Higher Education Institutions, 2021; Guidelines for Establishment of Office for International Affairs, 2021; Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions, 2022; Draft National Higher Education Qualifications Framework (NHEQF); Guidelines for Establishment of Research and Development Cell in Higher Education Institutions, 2022; and Guidelines for Institutional Development Plan for Higher Education Institutions, 2022. It would be interesting to see how a timely and smooth transition can be ensured from the existing to proposed regulatory regime.

V Concluding Observations

A well-directed and efficient system of public regulation is essential for ensuring quality of higher education and realizing the goals defined in national policies on education. The regulatory regime is undergoing transition ever since the beginning of 21st century. The commissions and committees have time and again recommended its complete overhaul. The regulatory framework for higher education proposed under the NEP 2020 replaces the existing system based on multiplicity of regulatory bodies by an umbrella regulator and its four verticals. For making the proposed framework effective, it is necessary to make the transition smooth by undertaking and completing the legislative process in a timely manner; providing an institutional framework for active collaboration between Union government and state governments in the governance of higher education; exploiting avenues for decentralizing the regulatory framework; and sustaining the continuity of reforms/initiatives being laid down by the existing regulatory framework.

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A Study on the Involvement of Employees towards the Development of the Institution among the Teachers Training Colleges in West Bengal

Bobby Mahanta*

A study was conducted among the employees in teacher training colleges in West Bengal to find their involvement in the development of the institution. This study was conducted in three colleges and a sample of 44 employees. The literature review provided certain areas to be studied which were subjected to the respondents. The study used the following variables: role of management, commitment, loyalty, accountability, professional development, etc. The study findings show that there is a lack of interest among the employees as the Management requires to provide more insights and hence the needed suggestions are provided to enhance the morale of the employees so that they start focusing on the development of the institution.

Teacher Training has its birth during the British period. Around 1802, William Carey set up a normal school for primary teachers at Serampore. The Calcutta School Society established in 1819, took early steps to train teachers. The need for teacher training drew the attention of Sir Thomas Munro, Governor of Madras. In his minute of 10th March 1826, he observed – ‘No progress in education can be made without a body of better-instructed teachers’. He further recommended the establishment of a central school for educating teachers. The Calcutta Ladies Society also organized a training class in 1828 for women teachers in the Calcutta Central School for girls. In 1829, the Native Education Society of Bombay started training primary teachers.

Initially, most institutions and organizations started to train teachers for primary schools. Later the need for training secondary teachers attracted the attention of the new Department of Education, established in 1855. Thus, many efforts were made to increase and improve teacher training, up to the middle of the 20th century. Teacher education in

India is an important sector today from the following two points of view: Firstly, the demand state-wise and central requirement of teachers for various levels of school education are met through the sector of Teacher Education in our country. Secondly, Teacher Education has been successful in generating good employment opportunities for the youth in the country. Since the year 1993, in the case of general teacher education programs, all the teacher education institutions run by the above-mentioned agencies need formal approval of the National Council for Teacher Education (NCTE) for their regular functioning. Since the year 1992, in the case of Special Education teacher education courses, the approval is given by the Rehabilitation Council of India (RCI) as per the norms framed by it from time to time. Fully funded by the Government of West Bengal, the University of Gour Banga is in the Mokdumpur District Malda of West Bengal (India). The teacher training colleges in this University were taken for the study.

Research on problems of education and particularly those related to its management started early as the 1940s. During the last forty years or so, there have been three major bench-mark surveys of research on problems of educational management (Buch, 1974, 1979 & 1986).

Most of these studies related organizational climate with a set of other variables like teacher morale, job satisfaction, the performance of students, etc. The result is not consistent. They do not make many contributions to understanding the processes of improving management. Bell (1990) found that academic success and failure outcomes lead to the academic Self Concept of B.Ed. trainees which in turn leads to academic Self Concepts and then to academic achievement.

Bhandarkar (1980) carried out a study on polytechnic teachers' Attitudes toward the Teaching Profession and examined the relationship of Attitude Toward the Teaching Profession with teachers' age, qualification, training, job mobility, and family

*Principal, Balurghat B.Ed. College, Mongalpur, PO-Balurghat, West Bengal and Professor (Adjunct), Mahatma Gandhi University, Meghalaya- 793101. E-mail: drbobbymahanta@gmail.com

problems. The study was conducted on a sample of 400 teachers of eighteen polytechnics of Maharashtra 137 from urban areas 249 from semi-urban areas, and 14 from rural areas the study reveals that (1) the Attitude Towards the Teaching Profession was not significantly related to the qualifications of the teachers. (2) there was a significant and positive relationship between the age of the teachers and their Attitude Towards the Teaching Profession (3) the trained teachers' mean attitude score was significantly higher than the mean attitude score of untrained teachers. (4) job mobility and family problems were not significantly related to teachers' Attitudes Toward the Teaching Profession. (5) women teachers had a better attitude toward professional growth than men teachers. Bhattacharya (2000) established that intrinsic motivation is essential for elevating the level of teaching competence and improving the Attitude Toward the Teaching Profession of primary teachers.

Ganguli (1964) has argued that the factors that determine the performance of the workers in an industrial job can be classified under three heads. (i) Personal factors. (ii) Work factors. (iii) Environmental (physical and social) factors. Personal Factors refer to the skills of workers and the degree of motivation that determine the extent to which they will apply their skills to the job. Work factor refers to tools and equipment, method of work, and materials used. Examples of environmental factors are (a)

physical lighting, ventilation, etc. (b) the social and psychological nature of leadership (supervisory and managerial), the social climate in the shop, the nature of the group formation amongst members, etc., and (c) Nature of organizational controls, communication patterns, etc.

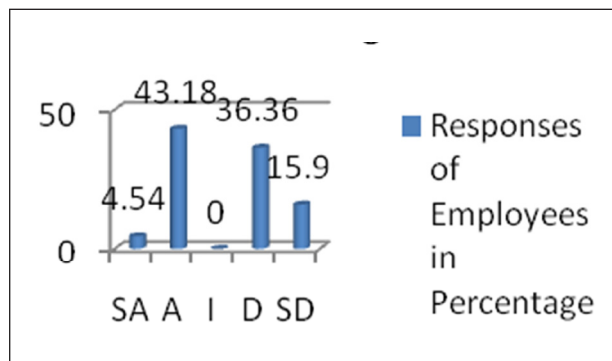
Amit (2015) explained that Personal integrity, human sensitivity, and academic competency, etc. are some of the basic qualities/ characteristics of an effective teacher. Whatever the opinion differences, for the development of the quality future citizens, there was a felt need of reforming, and modify the curriculum with the extension of the duration of B.Ed. programme for the development of 'Quality Future Teachers (Prospective Teachers). Bobby (2016) in her work cited that employee engagement shows a positive attitude held by the employees toward the organization and its values. An employee is aware of the institution's vision and mission and works with colleagues to improve performance within the job for the benefit of the organization.

Hence, the development of any organization depends on the performance of the employees and that, the performance of the employees depended on their attitudes toward the organization. Hence, the employer should be an efficient manager to supervise employees' performance and make the resources available to motivate and energize the employees and enrich the working culture.

Table 1: Management Calls for a Prior Meeting with the Employees for any Major Decision

Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
2	4.54	19	43.18	-	-	16	36.36	7	15.90

Fig 1: Responses of Employees in Percentage



The above table and clustered cylinder show that 43.18% of employees agreed and 4.54% strongly that management they are well informed about the major decision in the college as management informs them. But there is quite a good number of them who disagree (36.36%) and strongly disagree (15.90%) with it.

On enquiring further, it was understood that they are not well informed about any major decision. The management does not consider this important. His decision is final. The employees have to consider it without further question.

Discussion

The variables under study were subjected to data collection using a structured questionnaire among the three colleges in the University. The results are depicted below:

Table-1 and Fig-1 show that 43.18% of employees agreed and 4.54% strongly agreed that they are well informed about the major decisions in the college as management informs them. But there is quite a good number of them who disagree (36.36%) and strongly disagree (15.90%) with it. On enquiring further, it was understood that they are not well informed about any major decision. The management does not consider this important. His decision is final. The employees must consider it without further question.

Table 2 reveals that most (77.27) of the employees strongly agreed with this. All gave a positive response. This means that they have no problem adjusting to the changes as they can adapt to them. When enquired, some of the responses were, employees have no other choice than to accept it; they want to fit into it to maintain their status and be in tune with new developments.

Table 3 indicates that all the employees agreed to their commitment and dedication towards the college. The investigator expected this response. Therefore, the exchange views method was formally carried out to know how much effort their colleagues put into their job and responsibilities. To this, it was found that there were issues like carrying an impressive attitude, seeking false praises, others' efforts being taken as theirs, and when management

Table 2: Readiness for Unexpected Conditions

You adapt to the changing condition or unexpected conditions in the college									
Strongly agree		Agree		Indifferent		Disagree		Strongly disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
34	77.27	10	22.72	-	-	-	-	-	-

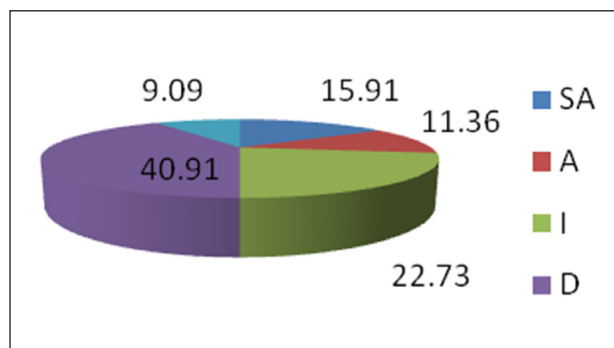
Table -3: Commitment to College

You are committed and dedicated to the college.									
Strongly agree		Agree		Indifferent		Disagree		Strongly disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
44	100	-	-	-	-	-	-	-	-

Table 4: Getting Views on How to Get the Work Done

You are Made to Participate in Deciding How the Work Gets Things Done									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
7	15.91	5	11.36	10	22.73	18	40.91	4	9.09

Fig: 2 Responses of Employees in Percentage



The pie in the 3D diagram shows that 40.91% of employees disagreed with the view that they are made to give their view as to how to get the work done. 22.73% remained indifferent; 15.91% strongly agreed; 11.36 simply agreed and 90.09% strongly disagreed.

This shows that the participation of employees in getting certain institutional work was not considered necessary in some of the institutions. Therefore, dissatisfaction is felt by many of the employees of the institution.

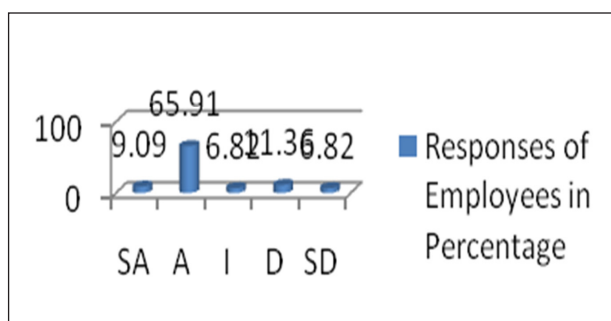
is present in the institution they staying late in the institution. Table 4 and the pie in Fig-2 show that 40.91% of employees disagreed with the view that

they are made to give their view as to how to get the work done. 22.73% remained indifferent; 15.91% strongly agreed; 11.36 simply agreed and 90.09%

Table 5: Encouragement for Doing Things in better ways

You are Encouraged to Come up with Better Ways of Doing Things									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
4	9.09	29	65.91	3	6.82	5	11.36	3	6.82

Fig 3: Responses of Employees in Percentage

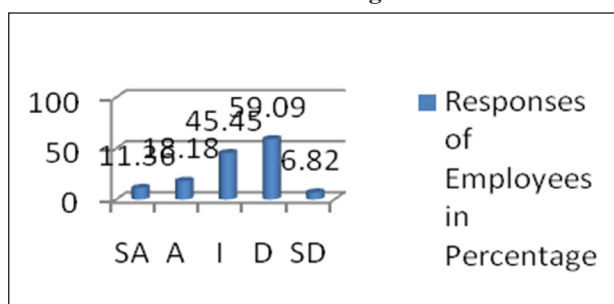


The above table and clustered cylinder diagram show that a good number of employees agree with the view that they are encouraged to come up with better ways of doing things. Although few remained indifferent there were still employees who disagreed with it. This will have an impact on their satisfaction level.

Table: 6 Judgment in Getting the Task Done

You are Free to Use Your Judgment in Getting the Task Done									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
5	11.36	8	18.18	2	45.45	26	59.09	3	6.82

Fig 4 : Responses of Employees in Percentage

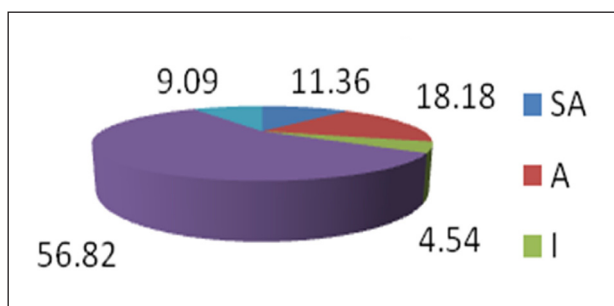


This reveals that a good number of employees felt disagreed with this statement that they are free to use their judgement for getting the task done. Compared to this few employees agree and strongly agree with this. On further investigation, it was found that employees' view was not considered by some of the management. They are made to do what was felt necessary from the management's point of view.

Table: 7 New Better Ways to Get the Work Done

You are Given the Freedom to Find New Better Ways to Get the Work Done									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
5	11.36	8	18.18	2	45.45	25	56.82	4	9.09

Fig: 5 Responses of Employees in Percentage



When asked whether the employees are given the freedom to find better ways to get work done then the responses were as 56.82% stated as disagree and a thin population stated as strongly agree, and 18.18% stated as agree.

Most of the employees feel disappointed as they do not get much scope for expressing their views and carrying on with their ideas. They are made to do and behave as instructed above.

Table: 8 Accountability for the Work Done

You are Held Accountable for the Work You Do									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
41	93.18	3	6.82	-	-	-	-	-	-

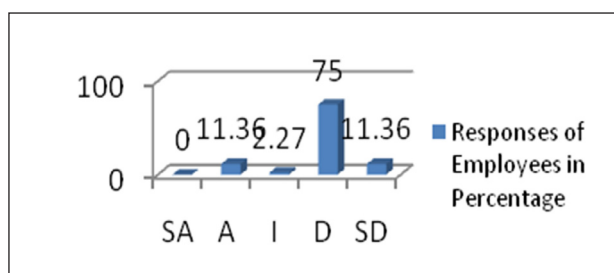
Table: 9 Sharing of Ideas for Professional Development for the Benefit of the College

You are Willing to Share Ideas for Professional Development for the Benefit of the College									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
44	100	-	-	-	-	-	-	-	-

Table: 10 Attention by the Management to Listen to the Suggestions

You Affirm that Management Listens to Your Suggestions									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
-	-	5	11.36	1	2.27	33	75	5	11.36

Fig: 6 Responses of Employees in Percentage



75% of employees disagree with the statement that management listens to their suggestions. This shows that employees who are prominent figures in the development of the institution are not given much importance. The voice of management plays a major role in decision making and this autocratic nature will dominate the performance of the employees.

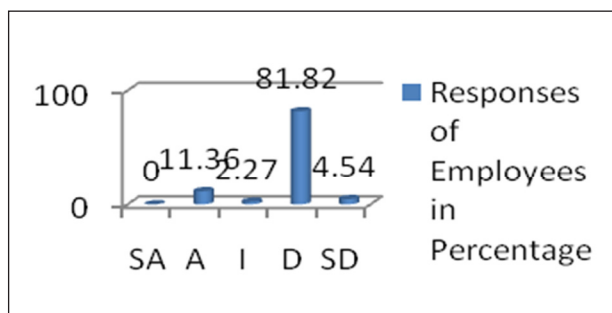
Table: 11 Arrangement of a Work Schedule to Meet Personal and/or Family Needs

You can Arrange a Work Schedule to Meet Personal and/or Family Needs									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
-	-	4	9.09	-	-	39	88.64	1	2.27

Table: 12 Feeling Belonging and an Important Member of the College

You Feel Belonging and are an Important Member of the College									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
-	-	5	11.36	1	2.27	36	81.82	2	4.54

Fig: 7 Responses of Employees in Percentage



The majority of the employees disagree with this statement and only a few responded as they agree of feeling belonging and being an important member of the college.

Further, some of the employees also revealed a feeling of insecurity. Some employees also stated that management terminates employees and does not give them the status they deserve. Some stated that, as because some of the employees are close to the management, therefore their names are preferred.

Table: 13 To be a Part of the Prioritized Major Developmental Plans of the College

You were a Part of the Prioritized Major Developmental Plans of the College									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
-	-	5	11.36	1	2.27	36	81.82	2	4.54

Table: 14 To Purchase the Materials and Equipment Needed for Teaching Purposes

Materials and Equipment Needed for Teaching Purposes are Purchased with your Consent									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
-	-	6	13.64	-	-	36	81.82	2	4.54

Table: 15 Development and Success of the College Depend on Staff Contributions

The Development and Success of the College Depend on Staff Contributions									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
11	25	33	75	-	-	-	-	-	-

Table: 16 The Work Environment Allows Employees to be Highly Productive

Your Work Environment Allows You to be Highly Productive									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
2	4.54	5	11.36	-	-	37	84.09	-	-

Table: 17 Feeling of Personal Accomplishment at the Workplace

The Work Environment Gives You the Feeling of Personal Accomplishment									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
2	4.54	5	11.36	-	-	37	84.09	-	-

Table: 18 Challenging and Interesting Work

You Find Work Very Challenging and Interesting									
Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
2	4.54	5	11.36	-	-	37	84.09	-	-

strongly disagreed. This shows that the participation of employees in getting certain institutional work was not considered necessary in some of the institutions. Therefore, dissatisfaction is felt by many of the employees of the institution.

Table 5 and Fig-3 show that a good number of employees agree with the view that they are encouraged to come up with better ways of doing things. Although few remained indifferent there were still employees who disagreed with it. This will have an impact on their satisfaction level.

Table-8 shows that the employees gave a positive response to the statement as to whether they are held accountable for the work they do. 93.18% of the employees stated as strongly agree and the rest 6.82% stated as agree.

All the employees strongly agreed with the statement as they are willing to share ideas for professional development for the benefit of the college (Table-9).

The majority of the employees disagree with the statement shown in table-11. Their work schedule and the time given to the institution is affecting their normal personal life. They spend most of their time in college and for college.

Even in the case shown in the table-13, it is seen that majority of the employees disagree with this. This was because the role of management was prominent and he is the focal person to take all kinds of decisions. The employees are to just hear them and abide by them.

As shown in Table-14, a majority percentage of employees (81.82%) disagreed with this that the required teaching materials and equipment are purchased with their consent. The management decides on its own and does not take employees' views in this regard.

Table-15 reveals that employees feel that the development and success of the college depend on their contribution. None of the employees disagreed with the statement.

From the Table-16, it can be interpreted that most of the employees feel that their work environment is not very conducive to getting work done smoothly and therefore does not make them highly productive.

Even in the case of whether their work environment gives them the feeling of personal accomplishment, the majority of the employees disapproved of it (Table-17).

A good percentage of employees (84.09) stated that they do not find their work very challenging and interesting (Table-18). When further investigated, it was learnt that they are not free to take up other responsibilities. They are made to remain on campus even if they do not have classes. They hardly can get time for themselves as management calls meetings and other affairs even during holidays and Sundays. They are not allowed to sit in the college canteen for long. Everything is monitored and reported. There were instances when the chairs were removed from the canteen. No staff can use the lab without prior information from the authority.

Suggestions

Following are the salient suggestions made out of the study:

- Establish commitment in the form of vision, policies, plans, and actions for the long-term professional development of teachers.
- Delegate to the employees the authority, flexibility, and responsibility to develop relevant programs to establish this long-term professional development commitment.
- Define the rights and responsibilities of the various administrative groups within the education system to clarify issues of needed legislation, infrastructure, functions, and communication.
- Require institution supervisors to inform teachers and head teachers of promising teaching practices, and assist staff in trying these out.

- Assist institution to provide necessary teaching resources to achieve instructional goals.
- Develop human resource development strategies that are long-term and ongoing, and link training and upgrading to a career-path structure.
- Involve committed employees and provide adequate training and support to enable them to do their job effectively.
- Provide a range of incentives and benefits (e.g., teacher salary, allowances, and fringe benefits), indirect monetary benefits (e.g. professional training, teacher guides, textbooks, instructional supervision, subsidized housing, food, and transportation), or non-monetary benefits (e.g, professional status in the community, location of teaching position, and recognition of performance). This must match the needs of teachers if they are to be true incentives.
- sufficient training should be provided.
- Monitoring and feedback for improvement required.
- Adequate benefits be management's real concern.
- Management should give space to the employees to express themselves.
- Involving employees in decision-making and planning.
- Every employee should be treated equally.
- Cooperation between employees and management needs to be encouraged.
- Management should encourage them to come up with better ways of doing things.
- Recognizing the effort and contribution of employees.

Conclusion

This study attempts to understand the role

of employees, their engagement in the institution, and how it helps to build a positive image in the minds of the employees of the institution. The organization must develop and nurture engagement, which requires a two-way relationship between employer and employees. A good rapport between the management and the employee needs to be built up. The management should give space to the employee for expressing themselves, giving their views and suggestions for institutional development and so on. This will develop the right kind of attitude among the employees which is very important for institutional development.

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J & K Public Universities Bill, 2022: Prosperity for All Stakeholders in Higher Education System

Leela Dhar*

The proposed Jammu and Kashmir Public Universities Bill is a progressive step and cuts the very roots of the alleged corrupt practices in the university structure by the so-called great academicians, and thinkers under the various regimes of the erstwhile state, now UT. The Bill, if enforced, shall have safe and positive effects on the universities of Jammu and Kashmir and on the progress and growth of research, teaching, and extension. The myth that the bill erodes the autonomy of the universities and undermines the academic and administrative authorities of the Vice-Chancellors and also envisages the freedom to educational institutions for the free growth of knowledge, research, and scientific work with new innovations, initiatives, and ventures. Obviously, the Bill shall throw the universities under the domination and intercession of the bureaucracy and pseudo-academics for administrative aspects and teaching, scientific fraternity shall be beneficial for the methodology of research and research-oriented programmes in the universities. The proposed Bill is consistent with the New Education Policy (NEP) 2020 which envisages the freedom of educational institutions for the free flow and dissemination of knowledge, research, and scientific work with new innovations, initiatives, ventures, and patents.

The Fundamental Benefits of the Bill are as Under

Centralized administration as it is assumed in the Bill the Lieutenant Governor who so ever he may be, shall always remain at the helm of the affairs. Political interference from the Pro-Chancellor/ Chief Minister and scope for a specific division made between the powers of Governor/ Lt. Governor and the Chief Minister (Chancellor and Pro-Chancellor), consequently leading to tussle which we have seen on a number of occasions even noticed these days at the national academic arena. Almost all Acts/ Statue of the public Universities of Jammu and Kashmir provide provision for the powers, and duties of both Chancellor and Pro-Chancellor but in the proposed Bill the Lieutenant Governor as Chancellor of the

University is going to take most of the administrative decisions having a direct bearing on the functioning of Universities in Jammu & Kashmir as per the advice of the Government i.e., the bureaucracy and other stakeholders. Whereas under the present system in the existing University Acts, the matters regarding maintaining the sanctity of the university such as checking the violations of the statutes, rules, and regulations by any authority, body, committee or individual are to be processed through the statutory bodies of the University for the appropriate decision and action. It is always, not considered as judicious as all matters are processed by the University employees, University administration themselves. University employees, and administration as per the existing system usually play the role of the plaintiff as well as the defendant as no sensible democracy allows grooming of such a scenario in the long run. The case of collegiums system, NJAC is before us to ponder upon.

In the proposed Bill the teachers of the University are brought within the definition of "Public Servants" under section 21 of Indian penal code-1860 as it provides the opportunity to teachers, scientists, and other employees to work prominently for teaching, research, extension, and supporting activities. Although it seems contrary to the U.G.C guidelines and the policy of a democratic government and society, where the academicians and other classes of intellectuals are discouraged to provide leadership to the society by their participation in the political system it saves Universities from political aspirations of a few and by abiding these proposed Bill Universities be saved from becoming a den of politics. The role played by JNU, and AMU in the political scenario of the country need not be elaborated.

The allegedly favored system of procedure for the recruitment of teachers, officers and other technical and administrative staff in the universities has been done away with in the proposed Bill and the universities throughout the country have their independent, protected and credible methodology of selections to the teaching as well university

* Former Deputy Librarian (Gold Medalist), BGSB University, Rajouri-J&K. E-mail: dlbgbsbu@gmail.com

administrative posts under the guidelines of UGC which shall be ensured to have adhered. There is no scope for interference from other unauthorized or unethical agencies/individuals as the appointments are made through JKPSC/JKSSB after due screening as the proposed Bill is indented to have selections to the posts of Assistant Professors and Associate Professors through State/ UT Public Service Commission and other administrative posts and non-academic/technical positions through SSB, the cleansing of these organizations is underway in Jammu & Kashmir. Because of the present selection of Bodies of Universities, many times remain influenced by politicians, bureaucrats, and other academics and a few unscrupulous individuals.

The proposal of conducting written test for the academic positions of Assistant Professors and Associate Professors for the screening/short listing of the applicants is praiseworthy, in fact, practically giving the Ph.D, M.Phil, research scholars and applicants having teaching experience and NET qualification of UGC/ICAR/CSIR better prospects for reflecting their competitive advantage among spritted Post Graduates. Further, the mechanism provides equal opportunities to all PG students within the framework approved by the UGC/ICAR/AICTE/VCI, etc. This would be completely fair and just, and within the laid down procedure and criterion defined by the University Grants Commission. Further, conducting written tests for the selections against these academic positions shall encourage the candidates from the rest of the country to apply, thus the concept of getting the best talent through the country remains wide open as in the existing scenario only Ph.D. and PDF candidates were recruited. Also, experts in diverse specializations for each discipline would be required for recruitment and University staff remains engaged in these auxiliary services. Handing over the selections/screening process to the JK PSC would do a great justice by providing them ample time for primary services bestowed as per UGC.

Bill also ensured that UGC laid down guidelines regarding academic qualifications and administrative experience for the promotions/appointments against administrative positions of Registrar, University Librarian, and Controller of Examinations, etc. Debuting someone from the state administration against the position of the Registrar,

the administrative head of the University shall positively affect the functioning of the University by virtue of avoiding politics for the post of Registrar facilitating the promotion of academic culture. Clause 24 of the Bill says that the Registrar of the University will be nominated by the Government will be a civil servant. Bill also provides that all University employees including professors shall be considered Civil servants. Hence, ample opportunities for each University to get a competitive Registrar as IAS/IFS/IRS may also get the opportunity for nomination besides University Professors. The provision of Inter University transfer by Clause 71 of the Bill proposes to make all employees and teachers of the universities transferable from one university to another a hallmark. Universities are research institutions and it takes years for a teacher to set up a laboratory, library, or fetch projects for a single University and if such a rule is ever made, it will provide an opportunity for the competent teacher, scientists, and researchers to contribute to the progress of other Universities too for the overall growth and development of the Jammu & Kashmir and not merely one institute alone to which the existing system promotes.

Although even now a few Universities of Jammu & Kashmir conduct written tests and interviews to appoint the persons against the positions of Registrar, University Librarian, Controller of examinations and Directors, and other technical and administrative positions. Further, the vacancies against the various positions are well advertised and the selections are subject to the approval of the appropriate bodies of the Universities constituted under the Act and Rules and regulations of the Universities but running a parallel government/UT administration by each University for the purpose for which the manpower, resources exist in form of JKPSC/SSB putting extra burden on the public exchequer of Jammu & Kashmir. In the end, it is called upon the authorities to enforce the proposed Public Universities Bill, 2022 as it is essential to improve and benefit the universities' functioning, and promote the intrinsic essence of the university as Heaven of Academics and Academic Evolution by leaving the non-academic and administrative activities for Jammu & Kashmir Government/administration. It would also be promoting and diversify the Autonomy of the Universities, thereby, facilitating academic growth in the universities. Enforcement of the Bill

is imperative for the overall growth, and progress of apex academic institutes of Jammu & Kashmir by clubbing all the public Universities under a single bill.

Further, the administration including Chancellor (LG) himself has stated that constructive criticism of the Bill is accepted for improvement and Government is flexible on it, the age of University teachers and other academic staff is likely to be enhanced to 65 years. Additionally, Vice Chancellor's appointment is permitted till the age of 70 years. Hence, aspersions abinitio are not to be considered. Hence, J&K Public Universities Bill is a way to prosper all apex educational stakeholders with special reference to public universities. This is a reality and not any myth. Let us shun the path of destructive criticism to build a new culture in public Universities of Jammu & Kashmir consistent

with the National Education Policy to bring more accountability.

The views and opinions expressed in this article are the personal opinions of the author.

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Let's Invent Agro-India for Tomorrow

R C Agrawal, Deputy Director General, Agricultural Education and National Director, National Agricultural Higher Education Project, Indian Council of Agricultural Research, New Delhi delivered the Convocation Address at the 35th Convocation Ceremony of the University of Agricultural Sciences, Dharwad on June 07, 2022. He said, "After getting these degrees today, you become more mature, more responsible, towards your family, society, and nature. Mahatma Gandhi said, "Live as if you were to die tomorrow. Learn as if you were to live forever." So, keep learning in your life. I would most humbly appeal to make science your friend, do what excites you to have fun and let the friendship be ever-rewarding to society at large." Excerpts

I would like to thank the Hon'ble Governor of Karnataka and the Chancellor of University for inviting me to be the Chief Guest and address the 35th Convocation of the University.

Dear graduating boys and girls, we all elders recognize your journey of life beginning with your baby steps as a loving child of your parents. Your home was your first school and your parents are your first teachers. Then it was your humble teachers at the primary school who taught you the reading, writing and arithmetic and prepared you for a more serious study at the secondary school, college and university in succession, where your new teachers honed you further. Today, it is appropriate that you look back and pay silent and reverential thanks to all those teachers, who have led you to this stage. They are your "Gurus" who have shaped your personalities, and prepared you to face the real world. They will all be eager to see your further journey of life.

On behalf of all the dignitaries and distinguished invitees, I congratulate all of you graduating boys and girls. You have earned your certificates of graduation, post-graduation and doctorate by your persuasion and perseverance. Special greetings to the bright ones receiving the medals by putting in extra efforts. I also congratulate your parents, who have sacrificed to see you stand with pride and joy on such a day.

On this occasion of the Thirty Fifth Convocation of the University of Agricultural Sciences, Dharwad, it is my honour to address all of you. I wish to share with you some thoughts on the needs and opportunities in building a more resilient, sustainable and inclusive society, and the criticality of your role as future leaders, innovators and implementers to enable this to happen.

I am aware that the University has been showing outstanding performance in agricultural education, research and extension which is testified by bagging

several national awards and topping the Farm Universities in Karnataka. I am also glad to note that UAS, Dharwad has bagged "Green and Clean Campus" award by the Indian Council of Agricultural Research. The University has been giving importance to the cleanliness and increasing green cover in the campus. Several measures undertaken under this green initiative like solid and liquid waste management, biodegradable waste management, liberal use of solar energy and other renewable energy sources, paper recycling etc. deserve appreciation.

It is also satisfying to note that University has released several varieties and technologies for the direct benefit of farming community and is working in the frontier areas like climate resilient agriculture, nanotechnology, biotechnology, pesticide residue testing and quality analysis, post-harvest technology, high-tech horticulture etc.

The initiatives taken on innovation, entrepreneurship, start-ups and personality development, industry-academia interface conclave under the aegis of NAHEP-IDP are highly appreciable. It is also highly praiseworthy that the RKVY-RAFTAAR program, designated as Centre of Excellence and Knowledge Partner has generated direct employment, launched start-ups and novel products. I compliment the Vice Chancellor and faculty for their dedicated efforts in bringing new dimensions to enable agriculture to be more remunerative.

The poor, across the world, have been repeatedly thrown into crisis management mode dealing with one disaster after another; be it the implications of COVID-19 pandemic or climate-related emergencies such as droughts or floods, and they are the worst affected. Their needs differ across geographies, social and cultural contexts. In each of these contexts, the poor face challenges in the areas of livelihoods, health, education and wellbeing.

Agriculture, the backbone of our society and the focus of your expertise, is in need of revitalization. Climate change and its implications are most felt by our small and marginal farmers. With increasing unpredictability of rainfall and depleting groundwater levels, farmers face greater adaptation challenges. More than 69% of India is dry, arid, and facing severe risk of droughts. Globally 400 million women are engaged in farm work despite poor land ownership rights. Eighty-five percent of rural women in India are engaged in the labour-intensive processes of farming such as sowing, winnowing, harvesting etc., with limited access to appropriate technology, finance, skills and policy-making.

Technology innovations have to happen to make small holding farming attractive and remunerative, especially for the many women engaged in it. Financial products need to be in sync with the needs of women and other marginal farmers. Delivery models for market linkages need to be strengthened. All these developments must happen while ensuring a sound environment, and sustainable and revitalizing practices! These are solvable challenges and exactly the kind of opportunity that this University has equipped all of you to address and solve!

In achieving the aforementioned targets, agriculture education plays an important role. Two years ago, Government of India announced one of its most transformative public policy initiative-The National Education Policy-2020 (NEP-2020). The policy envisions a complete overhaul and re-energising of the higher education system. The two main thrust of this policy regarding higher education system are: to end the fragmentation of higher education by transforming Higher Education Institutions (HEI) into large multidisciplinary Universities and colleges; and to reorient the academic structure in ways that includes vocational education in higher education at entry level. It is intended to provide opportunity to large number of students to undertake higher education of varying types; a certificate course, a diploma, a degree or a post graduate degree or Ph D. Also, students have been given much more freedom to complete their education both in terms of years as well as courses.

The guidelines for National Higher Education Qualifications Framework (NHEQF), an instrument for the development, classification, and recognition of qualification along a continuum of levels from 5 to 10 (with levels 1 to 4 of the National Skill Qualifications

Framework (NSKF) covering school education) have been framed.

NHEQF higher education qualifications are awarded, based on the demonstrated achievement of outcomes and academic standards expected of graduates of a program of study. Curricula of all HEIs to include credit-based courses, projects in the areas of community engagement and service, value-based education to include developing humanistic, ethical, constitutional and universal human values and life skills etc. The environmental education includes climate change, pollution, waste management, biodiversity conservation. It also includes the global citizenship education and education for sustainable development.

All HEIs must ensure 1) providing opportunities for internships with local industries, businesses, artists, crafts, persons etc, 2) providing opportunities for Research internships with faculty and researchers of their own or other HEI/ research institutions and 3) keeping students actively engaged with the practical side of their learning and thereby improving their employability.

Agriculture education in India is guided by National Agriculture Research and Education System (NARES) led by ICAR. There are set guidelines about academic system and academic standards that the system comprising of agriculture, horticulture and forestry, veterinary and fisheries universities, colleges and institutions of ICAR follow. There are Central and State Agriculture Universities and Deemed Universities as well as Colleges, Departments within General Universities who impart agriculture education. Implementing NEP within agriculture education requires 1) academic restructuring of course curricula so as to bring it in line with the NEP guidelines, and (ii) restructuring of universities and institutions to meet the requirements of large multidisciplinary universities, 3) ensuring adequate number of quality faculty and high-quality research outputs to enhance institutional ranking.

Under the NEP-2020, ICAR has been designated as the Professional Standards Setting Body (PSSB) of Agriculture education. As follow up to this, on Sep 9, 2020, ICAR set up a ten-member committee to formulate a strategy for implementing NEP in agriculture education in the country. After approval of the strategy, another major follow up task will be to redesign the course curricula by the VI Deans' Committee.

Other dimensions of the Indian Agriculture include inclusive sustainable livelihoods, building on the expertise of local communities, with appropriate financing, capacity building and market linkage support, for example, millet processing units, cold storage solutions, integrated rice hullers, sewing machines, silk weaving machines, power hammers, small refrigerators financed through low-cost loans, gap financing, interest subsidies etc are assets that the poor can rely on to create the appropriate social safety nets.

These interventions can catapult the poor up the social and economic ladder; we need the passion and creativity of all – particularly those who live in poverty – to meet the challenge of building a world that is truly inclusive.

We must encourage working with grassroots enterprises, local Universities and students, development sector partners, financiers, government agencies and most importantly, end-users, last mile and poor communities themselves to develop replicable models and processes that can help create a more inclusive world-whether that is with the women Self Help Groups, whether it is with the rainfed small

and marginal farmers, the tribal forest-dependent communities, or the drought- prone farmers. The solutions that you help build can transform our societies and show how we can learn from each other, across contexts and across geographies.

Finally, I hope that the students who are leaving this university, with adequate knowledge, skill, dynamic potential and strong will to serve the nation, will be able to face the challenges in agriculture sector and will prove to be a great asset to the nation in uplifting the agriculture sector and in improving the economy. After getting these degrees today, you become more matured, more responsible, towards your family, society and nature. Mahatma Gandhi said “Live as if you were to die tomorrow. Learn as if you were to live forever”. So, keep learning in your life. I would most humbly appeal to make science your friend, do what excites you to have fun and let the friendship be ever-rewarding to the society at large. Wish you all the best in your life and hope that you will rise in your chosen profession and prove worthy alumni of your alma mater and the Degree.

Thank You.



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COMMUNICATION

Bond Policy for Doctors after Completion of MBBS in Haryana: A Critique

Om Parkash Wadhwa*

Haryana Government Gazette Extraordinary Notification: Chandigarh, Monday, November 07, 2022 “To Be Substituted Bearing Same Number” Haryana Government Gazette Notification the 12th October, 2022, that “the said Loan/bond (Rs. 36, 40,636/- in case of Government Medical Colleges & Rs. 32, 80,000/- in case of Govt. Aided Medical Colleges) shall be implemented at the end of MBBS Course if the candidate does not opt to serve in the Government of Haryana upon selection. No bond money shall be paid at the time of admission.”

That the above Haryana Govt. policy is not at all bad in law policy because no bond money is to be paid at the time of admission into MBBS Course i.e. the protestors of most of the 1st year students of MBBS in Haryana Govt. Medical Colleges & Haryana Govt. Aided Medical Colleges, hence are not justified in their protest because none is asked to agree to the “Bond money” at his/her admission into 1st year MBBS Course.

Again Haryana Government Bond Policy is not at all bad in law since “the said Loan/bond” “shall be implemented at the end of MBBS Course” i.e. upon MBBS Doctors and not upon MBBS students as is being protested by students mainly of 1st year MBBS Course; and again “upon selection” i.e. those are selected as MBBS Doctors by Haryana Government and “does not (wouldn’t) opt to serve in the Government of Haryana” and those MBBS Doctors who wouldn’t/couldn’t come to the expectations of Selection Committee selecting MBBS Doctors, the bond policy wouldn’t be applicable upon those unemployed MBBS Doctors.

It requires repetition that Bond policy “shall be implemented at the end of MBBS Course if the candidate does not opt to serve in the Government of Haryana upon selection” meaning thereby “shall

be” and “upon selection” i.e. upon those selected candidates i.e. selected as MBBS Doctors.

41-page Judgment of the Supreme Court in the case of “Association of Medical Super Specialty Aspirants and Residents & Ors Vs Union of India & Ors” (herein after called as the Association) dated August 19, 2019 is the latest & supreme judgment of the Supreme Court dealing with “compulsory bonds to be executed for admission to post-graduate medical courses (including under-graduate courses too) and super Specialty Courses” which has not yet been overruled by the larger bench of the Hon’ble Supreme Court.

In this captioned judgment of the Apex Court, the Association or the petitioners had sought “a writ of mandamus for quashing the compulsory Bond conditions, as imposed in (Medical Courses) by the States of Andhra Pradesh, Goa, Gujarat, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Telangana and West Bengal respectively” was dismissed i.e. para “42” i.e. the last part of the judgment i.e. “The Writ Petitions and the Appeals are dismissed.”

In this very judgment, the Apex Court has dealt with the matter at length & has held too that “At the outset, there is no doubt that no right inheres in an individual to receive higher education. Violation of a right guaranteed under Article 19 (1) (g) does not arise in a case pertaining to admission to a (Medical) College.” This was opined by the hon’ble Supreme Court on the opinion of Division Bench judgment of the Calcutta High Court (i.e. an impugned judgment) where the division bench had opined “that there is no fundamental right to pursue post-graduation medical education, especially in Government Colleges where higher education is subsidized” and the Division Bench of Calcutta High Court too had opined endorsing/concurring “with the findings of

* Former Associate Professor (Public Administration), NRS Government College. E-mail: omparkashwadhwa@gmail.com

the learned single Judge” of Calcutta High Court dealing with the captioned matter.

Dr. Manish Singhvi, the learned counsel appearing on behalf of the State of Rajasthan in this very writ petition of the captioned ‘Association’ too had argued before the Apex Court that “there is no fundamental right to receive higher education and the question of violation of Article 19(1) (g) does not arise.”

Our Constitution of India mandates the Governments (Central/States) to impart elementary education up to the age of 14 years but doesn’t mandate the Governments to impart post-secondary or tertiary education i.e. +2, B.A./B.Sc./B.Com., B.Tech., MBBS (i.e. Bachelor of Medicine and Bachelor of Surgery), etc.

Hence, imparting higher education i.e. imparting MBBS education is not binding or obligatory but strengthening Health, Public Health system of the State by State Governments is obligatory as per the Directive Principles of State Policy under the Article 47 of the Constitution of India which Article is reproduced as follows: “The State shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties and, in particular, the state shall endeavor to bring about prohibition of the consumption except for medical purposes of intoxicating drinks and of drugs which are injurious to health.”

The Apex Court endorsed the version of the Government of West Bengal i.e. the Notification dated 31.07.2013 issued by the Department of Health and Family Welfare “imposing the condition of execution of compulsory bond at the time of admission to Post-graduate Courses” to work in Secondary, tertiary and Specialty Hospitals of West Bengal “for a period of one year after completion of their post-graduation and post-doctoral education” in State Medical Institutions “for a period of one year” and in default “to recompense the State Government a penalty amount of Rs. 10 Lakhs.”

The State of West Bengal had further notified on 10.9.2014 i.e. “one year service was increased to two years” and in case of failure “by the Doctors to serve in the State was enhanced to 30 Lakhs”.

Here the “139 Doctors who have acquired Degree of Bachelor Medicine and Bachelor of Surgery (MBBS) from various universities in the Country” had challenged this very notification dated 10.06.2014 in the Calcutta High Court; the single learned Judge of the Calcutta High Court quashed this notification of 2014 of the West Bengal but Division Bench set aside “the judgment of the learned single Judge” and upheld “both the Notifications dated 31.07.2013 and 10.09.2014” not to be “arbitrary and unreasonable.”

The Hon’ble Supreme Court too dealt at length with the Calcutta High Court judgment & endorsed the Bond Policy of the West Bengal Government because the Calcutta High Court had framed 5 issues: i) Could the State Government have introduced the bond system by issuing the notification....; ii) Do the Notifications impinge upon the freedom of the petitioners...; iii) Were the writ petitioners aware of the bond system before opting for West Bengal as their academic destination forMedical Studies?; iv) Is the bond system....is thus violative of Section 27 of the Indian Contract Act?; v) Is there any such infirmity in the (single learned judge’s) judgment and order impugned before us as would warrant interference by this Court?; dealt at length Harsh Pratap Sisodia and Anand Biji judgments of the Supreme Court & a few other judgments of the Apex Court as well as other Indian High Courts. Calcutta High Court judgment was based upon the Private Interest of the Doctors Vs Public Interest (i.e. collective welfare of the people) and strengthening Public Health system through Public Institutions.

That the Apex Court dealt with the Karnataka High Court judgment that “the Government of Karnataka insisted that the Appellants who have completed post-graduate degrees/diplomas courses in Government Medical Colleges should serve the Government for one year” and in default “a penalty of Rs. 50 Lakhs and Rs.25 Lakhs respectively for Post-Graduate Degree and Post-Graduate Diploma students on their failure to serve the Government on completion of their respective courses”.

The Apex Court dealt at length with the Division Bench judgment of the Kerala High Court in regard to “compulsory bonds”; dealt with the Division Bench Judgment of the Bombay High Court that “compulsory bond requiring each appellant to serve for one year is also not disproportionate.” Apex

Court endorsed the version of the Bombay High Court that “State has a legitimate interest in ensuring the students who benefited from the infrastructure created by it must contribute back to the community by public service.” The Hon’ble Apex Court had dealt at length the judgments of different Indian High Courts & its (Supreme Court) judgment and opined the Bond Policy in tune with the law of the land and accordingly dismissed the petition of the captioned petitioners.

On 29th August, 2022, the Bench comprising Chief Justice Ravi Malimath and Mr. Justice Vishal Mishra in the case of Dr. Sheeba Rao D/o Saleem Mohammed Rao, aged about 28 years, resident of Rewa (Madhya Pradesh) Vs State of Madhya Pradesh through Principal Secretary Medical Education, Bhopal & Ors deciding the “Challenge being made to the letter dated 04.07.2022 passed by the respondents restraining the petitioner for appearing in NEET PG 2022 for admission and has refused to return original document for the purpose of participation in NEET PG counseling 2022 for admission for not fulfilling the conditions of bond executed.”

It is the case; the petitioner joined Shyam Medical College, Rewa on 07.05.2022. She was “not satisfied with the infrastructure of respondent no. 2 and Rewa City as the petitioner developed symptoms of anxiety and depression” and has vacated the seat in Shyam Medical College. She has requested to deposit “an amount of Rs. 10/- Lakh in pursuing to the seat leaving bond and the original documents be returned to her to enable her to participate in the NEET PG counseling” against the “seat leaving bond amounting to Rs. 30 Lakh”, the Division Bench in view of the captioned judgment of the Apex Court i.e. Association of Medical Superspeciality Aspirants and Residents and Others Vs Union of India i.e. in view of the “reliance upon several judgments (the Supreme Court has) arrived (at) the conclusion that condition of fulfilling of bond is just and proper and the candidates are bound by the same. The relevant para of the judgment of the (Apex Court supra) is read as under:

“The upshot of the above discussion is that the writ petition and the Appeals deserve to be dismissed. Consequently, all the Doctors who have executed compulsory bonds shall be bound by the conditions contained therein.” That in view of the Supreme Court judgment in the case of Association

of Medical Superspeciality Aspirants and Residents and Others Vs Union of India (Supra); “no relief can be extended to the petitioner. The petitioner is required to fulfill all the terms and conditions of the bond and then the original documents can be released to her, which is reflected in the letter dated 04.07.2022. No illegality was committed by the authorities in issuing such a letter to the petitioner. The Writ Petition sans merit is accordingly dismissed. No order as to costs.”

Dr. Sheeba had filed the appeal in the Supreme Court in the month of October, 2022 and the case was listed on 21.10.2022 and the following orders have been passed: -

1. “Ms Archana Pathak Dave, Counsel appearing on behalf of the petitioner states that though the Petitioner had signed a bond and had left her seat at the medical college, the yearly fees which were payable were Rs 1.24 lakhs and hence, there is no justification to forfeit the entire bond amount of Rs 30 lakhs.
2. Issue notice, returnable on 31 October 2022.
3. Liberty is granted to implead the National Medical Commission.
4. Mr. Gaurav Sharma, counsel accepts notice on behalf of the National Medical Commission. 5 A copy of the petition is served on the counsel for the National Medical Commission. 6 List the Petition on 31 October 2022. The matter was adjourned to 7.11.2022, to 09.11.2022, to “List the Special Leave Petition tomorrow (10th November, 2022)” and to date, there is no other order and the SLP filed by Dr. Sheeba is pending adjudication in the Apex Court.

It requires mention here that Dr. Sheeba’s case is a little bit on a different footing as she had got admission into ShyamShah Medical College, Rewa which is a Private College. Her request to deposit Rs. 10 Lakh i.e. eight times of annual fee of Rs. 1.24 Lakh has not been acceded to & the matter is pending before the Apex Court which may consider it too because, for a few days’ admission, she is willing to deposit Rs. 10 Lakh whereas the Haryana Government Gazette Notification dated November 07, 2022 is in tune with the Apex Court Judgment (Supra) wherein MBBS Doctors (and not MBBS Students) passed out from Govt. and Govt. Aided

Medical Colleges upon their “selection” not willing to serve the Government of Haryana in default would pay “the said Loan/bond (Rs. 36, 40,636/- in case of Government Medical Colleges & Rs. 32, 80,000/- in case of Govt. Aided Medical Colleges)” and not upon their rejection (i.e. remaining as an unemployed). Further, this policy is applicable for “admission to MBBS Degree Course-with effect from the academic session 2020-21 in various Government Medical Colleges in the State of Haryana” meaning thereby those MBBS Students who would pass out their examinations in the session 2024-25 and thereafter, this policy would be applicable upon them and not to those MBBS Doctors who have passed their graduation i.e. MBBS Degree prior to 2020-21.

Hence, in the present days, no student is affected by this policy. Only he/she has to execute the bond Policy, but “No Bond money shall be paid at the time

of admission” by MBBS students. To reiterate MBBS Doctors passed out w.e.f. 2024-25 and thereafter from Government Medical Colleges, Government Aided Medical Colleges (not Private Colleges) would pay in default on selection not willing to serve in the State of Haryana.

The author can write so many other judgments of the Apex Court but would like to conclude by saying that the bond policy for “Doctors after completion of MBBS Course from Govt. & Govt. Aided Colleges” in Haryana is not a bad policy in Law & is (100%) sustainable in view of the latest judgment of the Supreme Court of India related to Bond Policy” (i.e. Supra Judgment Association of Medical Superspeciality Aspirants and Residents and Others Vs Union of India dated 19th August, 2019) which judgment has not yet been over ruled by the larger bench of the Supreme Court. □

The Association of Indian Universities

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

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

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

CAMPUS NEWS

Management Conference *Nav-Prabandhan—2022*

The One-day *Nav-Prabandhan—2022*, Online Management Conference was inaugurated by Dr. Ramaswamy Nandagopal President, Association of Indian Management Schools (AIMS) and Director General, Sree Saraswathi Thyagaraja College Polachi, Coimbatore, Tamil Nadu on December 12, 2022 with the lighting of the holy lamp. Convener, Dr. Santosh Dhar, Dean, Faculty of Doctoral Studies briefed about the conference and pointed out the new demands, and opportunities in business organizations highlighting the importance of innovation in sustainable growth. Further, she added that digital disruption has transformed the modern workplace enhancing learning capabilities. The welcome address was delivered by Dr. Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya (SVVV), Indore. He elaborated that reimagining business education and industry will enhance four pillars in terms of updated curriculum, the composition of students, the role of faculty, and technology in teaching pedagogy. He also highlighted the importance and format of NEP-2020 and stated that the expectation of business education and industry will also change in near future.

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

After the Inaugural Session, the Plenary Session started with the welcoming of the panelists Mr. Uday Zokarakar, Founder and CEO, Mantra Media Pvt. Ltd., Pune and Dr. Harsh Purohit, Professor and Dean, Banasthali Vidyapeeth, Rajasthan. The Chairperson for the session, Dr. T K Mandal, Professor, Shri Vaishnav School of Management, SVVV, Indore highlighted

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

After the plenary session, a total of 3 Concurrent sessions comprising Marketing, Finance, HR and General Management were conducted. The first concurrent session was chaired by Dr. Seema Singh Zokarkar, Professor, Sri Balaji University, Pune and Dr. Ajit Upadhyaya, Professor and Director, Prestige Institute of Management, Dewas. A total of 9 papers were presented in the Marketing track based on Technology readiness, e- marketing, Digital Payment system, sponsored ads on Instagram, product placement, e-word of mouth and Social Media Marketing. The session ended with a vote of thanks as words of gratitude. The rapporteur of the session was Dr. Shivang Dwivedi. The second concurrent session on 'Finance Area' was chaired by Dr. Vandana Gupta, Dean, Lachoo Memorial College of Science and Technology (Autonomous) Jodhpur, Rajasthan and Dr. Niranjan Shastri, from NMIMS, Indore. A total of 8 papers were presented in the finance track based on socioeconomic development, ecological polarization, rural financial wellbeing, risk and return analysis, and artificial intelligence in Indian Public Sector Banks. The rapporteur of the session was Ms. Rachana Jain.

The third concurrent session on 'HR and General Management' was chaired by Dr. Vineeta K Saluja, Pro-Vice Chancellor, Mangalayatan University, Jabalpur and Dr. Sameer Pingle, Associate Dean, SVKM's Narsee Monjee Institute of Management Studies, Indore. A total of 7 papers were presented in this track based on knowledge management, quality of work life, servitude and organization effectiveness, and sustainable development goals. The session ended with a vote of thanks as words of gratitude. The rapporteur for the session was Dr. Rounak Jain.

The conference concluded with the Valedictory Session. The report of the conference was presented by the Coordinator, Dr. Pragya Jaroliya which was followed by feedback from the participants. The Brochure of *Nav-Prabandhan – 2023* was also released on the occasion. Concluding Remarks were given by the Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore. Dr. Pragya Jaroliya proposed a vote of thanks. The valedictory ceremony was conducted by Mr. Neelesh Singh Rajput, Assistant Professor, Shri Vaishnav School of Management, SVVV, Indore.

Faculty Development Programme in Pedagogy and Research Methods

The One and half-month Faculty Development Programme in ‘Pedagogy and Research Methods’ is being organized by the Indian Institute of Management Ahmedabad, Gujarat during April 11 – May 25, 2023. The FDP is designed for management teachers and researchers working in management schools, universities, colleges, and professional institutes. Individuals teaching in staff training colleges, training centers of industrial organizations, and staff training institutes of central and state governments that teach management and allied subjects are also welcome to apply. It is especially suited for management educators seeking to strengthen their understanding of research, learn and experiment with effective pedagogical techniques and gain familiarity with essential aspects of carrying out research studies. The event aims at the professional development of faculty members of institutions of management education. It is a residential programme that provides rigorous training in general management principles, pedagogical techniques (including case method), cutting-edge research methods and advanced topics in specialized areas.

Course Work

The Faculty Development Programme in Pedagogy and Research Methods will provide training in pedagogical techniques including the Case Method of Teaching, Case Writing, and training in classroom effectiveness. The module also covers important aspects of carrying out management research including Qualitative and Quantitative Research Methods, Statistical Data Analysis, Multivariate Analysis

Techniques, and aspects of formulation of research problems and the journal publication process.

Educational Approach

The FDP relies on a variety of learning settings like classrooms, workshops, and seminars, and a participatory approach to learning. There is an emphasis on the case method of teaching and learning. Other educational methods such as lectures, group exercises, management games, and presentations are also used. The latest statistical tools and audio-visual aids complement these methods. Participants are encouraged to develop insights into curriculum planning and academic administration.

For further details, contact the Faculty Development Programme Office, Indian Institute of Management Ahmedabad, Vastrapur, Ahmedabad - 380 015, Phone No: +91-79-7152 4961, E-mail: fdpoffice@iima.ac.in. For updates, log on to: <https://iima.ac.in/academics/FDP>.

International Conference of Marketing on Consumer Experience in Digital Era–2023

A two-day International Conference of Marketing on ‘Consumer Experience in Digital Era–2023’ is being organized by the Indian Institutes of Management, Bodh Gaya, Bihar during April 14-15, 2023. As new consumption sensibilities and value systems are emerging, it has become crucial to map the advancements in the realm of marketing. The aim of the event is to create a global scholarly platform for discussions and deliberations on the shifts in consumer behavior and the ways brands can meet and manage customers’ expectations in the new reality. It endeavors to draw attention toward the transformation of the consumer journey in an increasingly digital business context and carry forward the conversation around how marketers can design superior consumption experiences by integrating consumer well-being with business.

Humankind is undergoing a transformation of immense magnitude that has inspired researchers and practitioners all around the world to rethink and reinvent the wheel. Conversations around fomites, immunity, and wellness have gained more relevance today than ever. There is an increased awareness and appreciation for health and community as consumers train their focus on well-being and actively look for solutions to secure physical health, psychological wellness, and social connections. They understand

the impact of consumption on the environment and are appreciative of the businesses that integrate sustainability into their offerings. Younger generations place considerable importance on the issues like waste reduction and management, minimizing the carbon footprint, adopting sustainable packaging solutions, supporting ethical business practices, and protecting human rights. They are willing to adopt a sustainable lifestyle and reconsider their consumption decisions in the light of ethics and sustainability-related practices of the businesses.

Such a tangible shift in consumers' priorities and preferences has acted as a catalyst for new perspectives and prospects for growth across businesses. Marketers too have responded to the new order and realities of business by carefully calibrating marketing strategies with changed market dynamics and redesigning the consumer experiences in ways more than just one. Since consumers have started relying on remote, internet-based businesses for a plethora of solutions, marketers are placing a great deal of weight on digital technologies to drive engagement. The traditional touchpoints have received a digital makeover courtesy hybrid customer journey, growth in online shopping transactions, increased usage of mobile devices, and proliferation of social media platforms. Along with an increased emphasis on e-commerce and digital channels of communication, the emergence of new service platforms, hyper-personalization, social commerce, adoption of augmented and virtual reality, analytics and a more conscious, purpose-driven consumer are what characterize the marketing we are witnessing today. The Subthemes for the event are:

Subthemes		
Hybrid Customer Experiences	Pricing Strategies	Marketing in Metaverse
Digitalization of Rural Markets	Digital Customer	Consumer Well-being
Consumer Behaviour	Mobile Marketing	Restorative Services Capes
New-age Technology Adoption	Consumer Privacy	E-services
Mindful Marketing	Social Commerce	Influencer Marketing
Technology and Marketing (AI, AR, VR, ML)	Social Media	Sustainable Consumption

Subthemes		
Crisis Marketing Strategies	Content Marketing	Marketing Analytics
Mass marketing to Hyper Personalization	Customer Sentiments	Healthcare Marketing
Neuro-marketing	Showrooming And Webrooming	Strategic Marketing
Online Advertising	Email Marketing	Affiliate Marketing
Marketing Automation	Search Marketing	Web Marketing and User Experience
Advances in Marketing Research	Digital Consumer Culture and Digital Acculturation	Customer Engagement
Brand Strategy	Conversion Marketing	Relationship Marketing
Ethics in Marketing	Omni Channel Marketing	Marketing Communications
Transformative Consumer Research	Marketing for Start-ups	Branding
Direct Marketing	Real-time Marketing	Celebrity Endorsement
Marketing of Financial Services	Tourism Marketing	Religious Marketing

For further details, contact ICM Department, Indian Institute of Management Bodh Gaya Uruvela, Prabandh Vihar, Bodh Gaya, Gaya-824234, Bihar, E-mail: icm@iimb.ac.in. For updates, log on to: https://iimb.ac.in/icm_2023.

International Conference on Uncertainty, Social Entrepreneurship and Role of Technology

A three-day International Conference on 'Uncertainty, Social Entrepreneurship and Role of Technology' is being organized by the Centre for Social Entrepreneurship (CSE), School of Management and Labour Studies, Tata Institute of Social Sciences (TISS), Mumbai during February 22-24, 2023 at its Mumbai Campus.

Entrepreneurship requires action (intentional behaviour), and so does social entrepreneurship. Therefore, to be an entrepreneur/social entrepreneur, the critical is to act on the identified opportunity. However, whether entrepreneurial action occurs, depends on how much one must rely on one's

judgment, which, in turn, depends on the degree of uncertainty experienced in the decision of whether to act (McMullen and Shepherd, 2006). It clearly indicates the importance of how it occurs (the process of entrepreneurship) and the individual, who does it (decision-making of the individual).

At the same time, the concept of ‘uncertainty’ has been of interest to researchers, particularly in areas concerned with decision-making and knowledge (Wakeham, 2015). It inevitably establishes a strong connection between the two, i.e., uncertainty and social entrepreneurship. It becomes crucial to understand the act of decision-making of an individual under uncertainty in order to understand social entrepreneurship. Sometimes, crisis creates uncertainty, and in order to respond to the fluid nature of the crisis, decision-makers need to break out of existing patterns by focusing on social entrepreneurship.

Social entrepreneurship drives societal transformations, and social entrepreneurs concurrently act to address particular social issues and problems and empower transformational progress throughout the system (Gandhi & Raina, 2018). They also play important role in the recovery of areas struck by natural disasters (Chandra and Paras, 2020). They solve social and/or environmental problems and create social value. Social entrepreneurs are known as ‘change agents’ (Nicholls, 2006). Not only they face various forms of uncertainty in the process of solving the social problem, but sometimes, they also initiate entrepreneurship to address the problem created by the uncertain situation. In other words, like any other entrepreneur, a social entrepreneur also operates in the same uncertain world.

We have all witnessed how technology has enabled us to address many of the challenges created by the Covid-19 pandemic. For example, telemedicine services, work-from-home options and remote collaboration, and online school/college classes, to name a few. Technology has become a

critical enabling tool for governments, international health organizations, and populations to enhance our collective response to the crisis (Mansouri, 2020). The current crisis has brought in many innovative use cases for existing technology. Tunisia deployed robots to check their awareness of lockdown rules and the reason for people’s movements during the lockdown. African countries, such as Kenya, have turned to mobile money as a public tool (ibid.). In India also, many start-ups have come forward to address the challenges during the pandemic. In response to the shortage of ventilators for critical care, start-ups such as Nocca Robotics, Aerobiosys Innovations and AgVa Healthcare are developing low-cost, user-friendly, and portable ventilators that can be deployed even in rural areas of India (Sahasranamam, 2020). There is a need to enhance the entrepreneurial mindset, technology adoption, and innovation, not only to continue the fight against COVID-19 but also to respond to other challenges created by uncertain situations in future. The themes of the event are:

- ***Uncertainty and Social Entrepreneurship Opportunities: Limitations, and Possibilities.***
- ***Coping/Dealing with Uncertainties in Social Entrepreneurship.***
- ***Role of Technology in Social Entrepreneurship in Uncertain Situations.***
- ***Role of Technology in Dealing with Uncertainties in Social Entrepreneurship.***
- ***FinTech and Social entrepreneurship.***
- ***4th Industrial Revolution and Social Entrepreneurship.***
- ***Agri-Tech and Social Entrepreneurship.***

For further details, contact Coordinator, Dr Archana Singh, Assistant Professor, Centre for Social Entrepreneurship, School of Management and Labour Studies, Tata Institute of Social Sciences, V N Purav Marg Deonar, Mumbai-400 088, Phone No: + 91 22 2552 5816, E-mail: cse.conference@tiss.edu. □

THESES OF THE MONTH

SOCIAL SCIENCES

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

Commerce

1. Aditi. **Role conflict and stress management in working couples: An empirical study based on Gurugram (Haryana).** (Dr. Ritika Moolchandani and Dr. Anil Kumar), Department of Commerce, Bhagwant University, Ajmer.

2. Kewalramani, Rashi. **A Study on the socio-economic and health status of scheduled caste women in Jaipur District Rajasthan.** (Dr. Tanveer Ahmad Dar), Department of Commerce, Bhagwant University, Ajmer.

3. Khanijo, Deepika. **A Study on analysis of women entrepreneur in southern region of Haryana.** (Dr. Tanveer Ahmad Dar), Department of Commerce, Bhagwant University, Ajmer.

4. Meghana, D S. **A study on personal financial management practices among workers of unorganised sector in Karnataka.** (Dr. K S Sarala), Department of Commerce, Kuvempu University, Shankaraghata.

5. Saraiya, Roopal Vinodbhai. **Cleaning for living: A livelihood study of dalit women workers of Ahmedabad City.** (Dr. Apla Mehta), Department of Commerce, Gujarat University, Ahmedabad.

6. Shastri, Jayesh Payai. **A study on CSR practices of the selected Indian companies: With reference to pre and post amendments of Companies Act, 2013.** (Dr. H C Sardar), Department of Commerce, Gujarat University, Ahmedabad.

7. Soni, Rupam. **Working capital analysis of selected companies listed on Bombay Stock Exchange.** (Dr. H C Sardar), Department of Commerce, Gujarat University, Ahmedabad.

8. Sumra, Nidhi. **A study on impact of corporate social responsibility programs on market.** (Dr. Tanveer Ahmad Dar), Department of Commerce, Bhagwant University, Ajmer.

9. Yadav, Supriya. **A Study of co-operative bank promoting agriculture farming in State Haryana.** (Dr. Sanjay Kumar Saini and Dr. Anil Kumar), Department of Commerce, Bhagwant University, Ajmer.

Economics

1. Ralte, Lalhriatpuii. **Problems of youth unemployment in Mizoram: A study of skill development.** (Dr. James L T Thanga), Department of Economics, Mizoram University, Aizawl.

Education

1. Bhattnagar, Priti. **Kishore vidhyarthiyoan par Doordarshan par dikhaye jane wale karyekarmoan ke shaikshik prabhavoan ka adhyayan.** (Dr. Ajay Krishan Tiwari), Faculty of Education, IASE Deemed University, Sardarshahr.

2. Chandra, Satish. **Shikshan prashikshan sansthaon ke sandarbh mein adhyapakaoan ke bhashai dakshata ka aankalan.** (Dr. Pramod Kumar Pandia), Faculty of Education, IASE Deemed University, Sardarshahr.

3. Chuaungo, Mikael L. **Constructivist approach and teaching-learning processes in secondary schools of Mizoram: A critical study.** (Prof. Lokanath Mishra), Department of Education, Mizoram University, Aizawl.

4. Jangir, Maya. **Rajasthan Madhyamik Shiksha Board ke vidhyarthiyoan ke tanav ka unke samayojan evam shaikshik uplabdhi par padne wale prabhav ka adhyayan.** (Dr. Abha Singh), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

5. Sharma, Suresh Kumar. **An analytical study of 'Value education and spirituality course' and its effects on under graduate and post graduate students.** (Dr Surendra Kumar Pathak), Faculty of Education, IASE Deemed University, Sardarshahr.

6. Shekhawat, Narendra Singh. **B.Ed pariksharthiyoan ke mansik swasthey evam samvegik parpakvata par Kayotsarga ke prabhav ka adhyayan.** (Dr. Sangeeta Soni), Faculty of Education, IASE Deemed University, Sardarshahr.

7. SumitKumar. **Varishth madhaymik vidhalyoan mein adhyapakaoan kee shikshak parbhavshilta par unki shaikshik abhivarti, mulyoan evam kaksha prabhandhan ka prabhav.** (Dr. Rajvir Singh),

Department of Education, Kurukshetra University, Kurukshetra.

8. Tak, Shilpi. **Uchh madhyamik istar ke vidhyarthiyoan mein digital takniki dwara shikshan va adhigam ke prati drishtikon ka adhyayan.** (Dr. Abha Singh), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

9. Tanwar, Smita. **Effectiveness of blended learning in comparison to traditional teaching: A comparative study.** (Dr. Bhabagrahi Pradhan), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

10. Yadav, Manju. **Shikshak prashikshakoan mein ubharti vyavsayik anishchitata ka unki srijanatmakta, mansik swasthey evam vyavsaiik abhiruchi par prabhav ka adhyayan.** (Prof. Manisha Verma), Faculty of Education, IASE Deemed University, Sardarshahr.

11. Yadav, Munesh. **Chhar varshiye evam dwivarshiye prashikshan prapat navniyukat adhyapakaon kee shikshan pratibadhta evam naitritav kshamta ka adhyayan.** (Prof. Manisha Verma), Faculty of Education, IASE Deemed University, Sardarshahr.

Home Science

1. SumanBala. **Impact of nutritional interventions on type - 2 diabetic subjects.** (Dr. Tarvinderjeet Kaur), Department of Home Science, Kurukshetra University, Kurukshetra.

Journalism & Mass Communication

1. Lalmalsawma, Reuben. **Western media and youth culture in Mizoram.** (Dr. Irene Lalruatkimi), Department of Mass Communication, Mizoram University, Aizawl.

Law

1. Prakash, Usha. **A critical analysis of the law relating to elementary education in India viz-a-viz minimum level of learning.** (Dr. Shampa I Dev), Department of Law, Christ University, Bangalore.

2. Srivastava, Pooja. **Efficacy of anti cartelization law: A comparative study between India and USA.** (Prof. Ajay Kumar), Department of Law, Chanakya National Law University, Patna.

3. Yadav, Jyotsna. **Law of maintenance and welfare of parents and senior citizens in India: A critical study.** (Dr. Mahabir Singh), Department of Law, Kurukshetra University, Kurukshetra.

Library & Information Science

1. Rajiv. **Information needs and use of information sources by the farmers of Haryana: A survey.** (Dr.

Joginder Singh), Department of Library and Information Science, Kurukshetra University, Kurukshetra.

Management

1. Girish, K. **key factors elevating Omnichannel retail experience: A study critical capability dimensions.** (Dr. Uma V R), Department of Management, Christ University, Bangalore.

2. Gogri, Sonal Prabodhbhai. **Impact of Swachh Bharat Abhiyan: A managerial perspective.** (Dr. Neelima Ruparel), Faculty of Management, Gujarat University, Ahmedabad.

3. Gupta, Anshul Anil Kumar. **Influence of emotional intelligence as mediator between workplace spirituality and organisational citizenship behaviour.** (Dr. Arti Arun Kumar), Department of Management, Christ University, Bangalore.

4. Jain, Priyanka. **A comparative study on the impact of training on enhanced employee performance with special reference to public sector and private sector bank in Indore City.** (Dr. Uttam Kumar Jha), Faculty of Management, Dr. A.P.J Abdul Kalam University, Indore.

5. Jaiswal, Nihit. **Impact of Electronic Word of Mouth (eWOM) on purchase decision making: A comparative study of high and low involvement product with special reference to electronic goods in Indore Division.** (Dr. Reva Prasad Mishra), Faculty of Management, Dr. A.P.J Abdul Kalam University, Indore.

6. Joseph, Genimon V. **Influence of technology readiness and technology barriers on technology adoption by teachers.** (Dr. Kennedy Andrew Thomas), Department of Management, Christ University, Bangalore.

7. Jude, Ashmi E. **Virtual trust and online personal brand image with reference to social media recruitment.** (Dr. S Jeevananda), Department of Management, Christ University, Bangalore.

8. Kudzanai, Herbert Chimhowa. **Rights-based approaches to poverty reduction and development: Reality versus rhetori.** (Dr. Elangovan N and Dr. James Mapfumo), Department of Management, Christ University, Bangalore.

9. Nair, Sindhu S. **Operational excellence in relation to high performance engagement and quality of care among executives in the healthcare sector in Kerala.** (Dr. Kennedy Andrew Thomas), Department of Management, Christ University, Bangalore.

10. Viswanath, V. **A study on disciplinary**

process in IT/ITES sector. (Dr. P R Dadhich and Dr. P Madhusoodanan Pillai), Department of Management, Bhagwant University, Ajmer.

Physical Education & Sports

1. Farooqee, Ishtiyag. **Effects of yogic practices and resistance training on selected physical fitness and psychological variables among adolescents boys.** (Dr. Vishnu Parmar and Dr. L H Padri Dr.), Department of Physical Education, Bhagwant University, Ajmer.

2. Mir, Javaid Ahmad. **Effects of yogic practices and aerobic exercises on selected physical fitness and physiological variables among college students.** (Dr. Vishnu Parmar and Dr. L H Padri), Department of Physical Education, Bhagwant University, Ajmer.

3. Wani, Junaid Ashraf. **A comparative study of physical fitness and physiological fitness components of volleyball and kabbaddi players of Kashmir.** (Dr. Vishnu Parmar and Dr. L H Padri), Department of Physical Education, Bhagwant University, Ajmer.

Political Science

1. Bhati, Monika. **Gandhi darshan mein panchyatiraj ke avdharna evam swatantra Bharat mein iska prabhav: Ek samikshatamak adhyayn.** (Prof. Anil Dhar), Department of Nonviolence and Peace, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

2. Kandawariya, Kamal Kishor. **Gandhi ke rachnatamak karyekramoan ka yogdan: Dalitouthan ke vishesh sandarbh mein.** (Prof. Anil Dhar), Department of Non Violence and Peace, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

3. Ravinder Singh. **Swami Vivekanand ke sanchar neeti: Ek samikshatamak adhyayan.** (Dr. Jugal Kishore Dadhich), Department of Non Violence and Peace, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

4. Sethiya, Monika. **Prekshadhyan ka kishore chatre-chatraoan ke tanav, shaikshanik chinta aur mansik swasthey par prabhav ka adhyayan.** (Dr. Yuvraj Singh Khangarot), Department of Yoga and Science of Living, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

5. Surendra Singh. **Gandhi ke rajnitik aandolan aur samajik sudhar: Rachnatamak karyekaram ke vishesh sandarbh mein: Ek adhyayan.** (Dr. Ravindra Singh Rathore), Department of Nonviolence and Peace, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

6. Toonwal, Komal. **Bodh dharam ke prachar prasar mein Maurya Samrat Ashok ke bhumika: Ahinsa ke vishesh sandarbh mein.** (Dr. Jugal KishoreDadhich), Department of Non Violence and Peace, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

Psychology

1. Baruah, Rithi. **Mediating role of relational energy on emotional labor and cognitive flexibility among cabin crew.** (Dr. K Jayasankara Reddy), Department of Psychology, Christ University, Bangalore.

2. Bose, Rhea Densil. **Modelling the psycho-social co-relates of the lesbian, gay, bisexual and transgender community in Gujarat.** (Dr. Karshan B Chothani), Department of Psychology, Gujarat University, Ahmedabad.

3. Kuriyan, Nayana Mariya. **Development and efficacy of creativity enhancement programme for adolescents with specific learning disability.** (Dr. Jayasankara Reddy), Department of Psychology, Christ University, Bangalore.

4. Tharakan, Shirly Hormis. **Broken romantic relationships: Self-forgiveness and attitude towards marriage among emerging adults.** (Dr. Baiju Gopal), Department of Psychology, Christ University, Bangalore.

Social Work

1. Chauhan, Ruchi. **Emotional maturity and subjective well-being: A comparative study of institutional and day-boarding school going adolescents in Delhi.** (Prof. A S Inam Shastri), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

2. Dixit, Gaurav Prakash. **Garibi rekha ke nichey niwas karne wale bachoan mein kuposhan evam tikakaran sambandhi samasyaoan ka adhyayan: Hardoi Jila ke Shahabad Block ke vishesh sandarbh mein.** (Dr. Bijendra Pradhan), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

3. Joseph, Shinto. **Psychosocial well-being of adolescents: A social group work intervention.** (Dr. Sheeja Remani B Karalam), Department of Social Work, Christ University, Bangalore.

4. Pradeep Kumar. **Kuposhit bachey: prishthbhumi yojnaye evam prabhav (Uttar Pradesh ke Barabanki Janpad ke Trivediganj Vikas Khand mein karyerat aaganbadi kedroan mein panjikrit kuposhit bachoan ke sandarbh mein adhyayan.** (Prof. A N Singh), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

5. Purohit, Shishir. **Effectiveness of grievance redressal system under E-governance platform: A study in Barmer District of Rajasthan.** (Dr. Pushpa Mishra), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

6. Rai, Ambrish Kumar. **Vridhjanooan kee samajik isthithi evam samajik evam arthik vikas mein unki sebhagita ka adhyayan.** (Dr. Brijendra Pradhan), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

7. Rajnikant, Amin Kinnari. **Adivasi mahilaoan ka shaktikaran: Gujarat Rajye ke Daang Jile ke sandarbh mein adhyayan.** (Prof. A N Singh), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

8. Singh, Chandani. **Uttar Pradesh ke Varanasi Janpad mein Hathkardha bunkaroan kee samajik evam arthik isthithi ka adhyayan.** (Dr. Brijendra Pradhan), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

9. Srivastava, Satish Kumar. **The status of primary education: Implications for social work practice (A**

comparative study of public and private schools of Lucknow District with special reference to Chinhat Block). (Dr. Bijendra Pradhan), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

10. Tiwari, Niranjana Kumar. **Swachta karyekramoan mein jan-sebhagita: Lucknow Nagar Nigam ke vishesh sandarbh mein.** (Dr. Pushpa Mishra), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

11. Verma, Sweety. **Family court and women rights: A study of family court at Lucknow, Uttar Pradesh.** (Dr. Pushpa Mishra), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

Tourism & Hospitality Services

1. Joseph, Emilda K. **Sustainable tourism development through community-based waste management in backwater destinations of Kerala.** (Dr. Tomy K Kallarakal and Dr. Bindi Varghese), Department of Tourism, Christ University, Bangalore.

□

AIU Publication

on

REIMAGINING INDIAN UNIVERSITIES

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

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

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Sr. No.	Posts	No of Posts	Category	Qualification
1	Principal	02	Open-1, SC-1	As per UGC, Govt. of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
2	Lecturer (B.C.A.)	04	Open-1, EWS-1 OBC-1, VJ(A)-1	
3	Lecturer (B.B.A.)	02	Open-1, ST-1	
4	Lecturer (B.C.S.)	04	Open-1, SC-1 NTB-1, OBC-1	
5	Lecturer (B.J.)	02	Open-1 NTC-1	
6	Lecturer M.Sc.(C.S.)	02	OBC-1, Open-1	
7	Librarian	02	Open-1,SC-1	

Note: 1) Candidates belongs to categories should send one copy of application to the Dy. Registrar, Special Cell, Dr. B.A.M.U., Aurangabad.
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1	Marathi	2	07	VJ-A-1, NT-C-1, OBC-2, EWS-1, Open-2
2	English	1		
3	Political Science	2		
4	Psychology	1		
5	Sociology	1		

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

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Advertisement No. 2022/04

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Sr. No.	Post	No. of Posts	Category
1.	ASSISTANT PROFESSOR (COMMERCE)	01 Post	EWS
2.	ASSISTANT PROFESSOR (HISTORY)	01 Post	OBC
3.	ASSISTANT PROFESSOR (GEOLOGY)	01 Post	GENERAL

Note:

- For reserved posts, only candidates belonging to reserved category and candidates of the origin from the state of Goa need apply.
- Knowledge of Konkani is essential and knowledge of Marathi is desirable.
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Applications with full details should reach the **SECRETARY, GHARDA INSTITUTE OF TECHNOLOGY, A/P : Lavel, Taluka : Khed, District : Ratnagiri, PIN - 415708** within 15 days from the date of this advertisement. This is University approved advertisement.

Sd/-
SECRETARY



FORE SCHOOL OF MANAGEMENT
"Adhitam Kendra", B-18, Qutub Institutional Area, New Delhi - 110016





FULL TIME FELLOW PROGRAMME IN MANAGEMENT

**(FPM Batch 2023-2024
(Approved by AICTE)**

For any queries, please call us on 011-41242433, +91-8447255049 (Between Monday to Friday during 10:00 AM to 05:00 PM) or send an email to: fpmadmission@fsm.ac.in mentioning your name and contact details.

ADMISSION CRITERIA:

ELIGIBILITY:
Candidates must possess one of the following qualifications to apply for Fellow Programme in Management:
First Class Master's Degree or equivalent/Professional qualifications such as CA/ICWA with degree/Five year Integrated Master's degree programme in any discipline Four year/Eight Semester Bachelor's Degree in Engineering (BE/B.Tech/B Arch).

SELECTION CRITERIA:
Valid score of CAT/ GRE/ GMAT/ GATE/ UGC-NET/ CSIR/ FORE Entrance test and Research Proposal (tentative) Presentation
The candidates will be short-listed for admission on the basis of their academic record, performance in the competitive examinations and Research Proposal (tentative) Presentation.

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To Know More:
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Application Deadline:
**December 30, 2022
(Friday)**

Programme Commencing:
June/July, 2023

To Apply:
<http://fpmadmissions.fsm.ac.in/register>





INDIAN INSTITUTE OF TECHNOLOGY DELHI

(Institute of Eminence, Govt. of India)

ADVT. NO. IITD/EST-1/10/2022

ADVERTISEMENT FOR THE POST OF ENGLISH LANGUAGE INSTRUCTOR (ON CONTRACT)

Applications are invited from Indian Nationals for appointment to the post of English Language Instructor (on contract) in the Department of Humanities & Social Sciences of the Institute as follows:-

Name of Post	English Language Instructor
No. of Post	(OBC-01)
Salary	Consolidated Salary of ₹75,000/- per month + HRA@27% of the consolidated salary.
Tenure	Initially for one year, extendable up to three years.
Website Link for advt. details	https://home.iitd.ac.in/jobs-iitd/index.php
Address for correspondence	E-mail: fac_recruit@admin.iitd.ac.in
Last date of submitting the application	31st January, 2023

Any further query relating to the post may be made through email to fac_recruit@admin.iitd.ac.in

Joint Registrar (E-1)
IIT Delhi

HABIB EDUCATIONAL & WELFARE SOCIETY'S

M.S. COLLEGE OF ARTS, SCIENCE, COMMERCE & B.M.S.

111, Habib Educational Complex, M.H. Mohani Road, Kausa, Mumbra, Thane - 400612.

Phone: 09372203508 Email: president.hews@gmail.com

MINORITY COLLEGE

Applications are invited for the following posts from the Academic Year 2022-23

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	-	01	01 - OPEN
2.	Assistant Professor	Commerce	03	03 - OPEN
3.	Assistant Professor	Economics	03	03 - OPEN
4.	Assistant Professor	Accountancy	03	03 - OPEN
5.	Assistant Professor	Mathematics	03	03 - OPEN
6.	Assistant Professor	Environment Studies	02	02 - OPEN
7.	Assistant Professor	Botany	01	01 - OPEN
8.	Assistant Professor	Chemistry	01	01 - OPEN
9.	Assistant Professor	Information Technology	01	01 - OPEN
10.	Assistant Professor	Computer Science	01	01 - OPEN
11.	Librarian	--	01	01 - OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Application with full details should reach the **CHAIRMAN, HABIB EDUCATIONAL & WELFARE SOCIETY'S, M.S. COLLEGE OF ARTS, SCIENCE, COMMERCE & B.M.S., 111, Habib Educational Complex, M.H. Mohani Road, Kausa, Mumbra, Thane - 400 612.** within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
Chairman

Yogeshwari Shikshan Sanstha, Bhogalwadi's
College of Education, Kari
Tq. Dharur, Dist. Beed (MS) (Permanent Non-Granted)
NCTE and Govt. of Maharashtra Approved

WANTED

Applications are invited from the eligible Candidates for the following posts with all the required photocopies of documents. The application duly completed in all respects should reach on the following address **within 15 days** from the date of Publication of the Advertisement by Registered post to **The President, Yogeshwari Shikshan Sanstha, Bhogalwadi, C/o College of Education, Kari, Tq. Dharur, Dist. Beed (MS).**

Sr. No.	Name of the Posts	Subjects	No. of Posts	Qualification	Reservation
1	Principal	--	01	P.G. in Arts/Social Science/ Humanities/ Commerce/ Science with 55% marks, M.Ed. with 55% marks, Ph.D. in Education, 15 Years Teaching Experience	Open
2	Assistant Professor	Perspective in Education	04	P.G. in Relevant Subject with Min. 55% marks, M.Ed. from recognized university with Min. 55% marks, SET/NET/ Ph.D.	SC - 02 ST - 01 VJ(A) - 01 NT(B) - 01 NT(C) - 01 OBC - 03 EWS - 02 OPEN - 05
3	Assistant Professor	Pedagogy Subjects (Math, Science, Language, Social Science,)	08		
4	Assistant Professor	Health and Physical Education	01		
5	Assistant Professor	Performing Art	01		
6	Assistant Professor	Fine Art	01		
7	Librarian	--	01	M. Lib. SET/NET/ Ph.D.	

Note:- 1) Pay Scales as per norms of UGC, NCTE, Govt. of Maharashtra & Dr. B.A.M. University, Aurangabad rules from time to time. 2) Eligible candidates those who are already in service should submit their application through proper channel. 3) Reserve category candidates should submit one copy of application to the Dy. Registrar, Special Cell, Dr. B. A. M. University, Aurangabad. 4) There is remission of 5% marks for SC, ST and Physically Challenged categories. 5) 30% Reservation for Women & 3% Physically Challenged. 6) TA & DA will not be paid for attending the interview.

Address: **The President, Yogeshwari Shikshan Sanstha, Bhogalwadi, C/o College of Education, Kari, Tq. Dharur, Dist. Beed (MS)**

President
Yogeshwari Shikshan Sanstha
Bhogalwadi, Tq. Dharur, Dist. Beed

Secretary
Yogeshwari Shikshan Sanstha
Bhogalwadi, Tq. Dharur, Dist. Beed

Tararani Vidyapeeth's
Kamala College, Kolhapur
NAAC 'A' Grade (3.12 CGPA)
College with Potential for Excellence (CPE)
A/P: Rajarampuri 1st Lane, Tal. Karveer, Dist. Kolhapur – 416 008 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:-

Sr. No.	Subjects	Vacant Post	Total Vacant Posts	Reservation
Assistant Professor				
1.	Hindi	1	3	Open - 1 O.B.C - 1 VJ-A - 1
2.	English	1		
3.	Accountancy	1		

Conditions:

- Educational qualifications, Pay Scales and service conditions are as prescribed by the Apex Body, Govt. of Maharashtra and Shivaji University, Kolhapur from time to time.
- Reservation in this advertisement as per Maharashtra Educational Institutions (Reservation In Teacher's Cadre) Act 2021 Notification dated 07.04.2022.
- Reservation of SC/ST Categories is interchangeable.
- Reservation for VJNT Categories is internally transferable.
- Relaxation of 5% will be provided from 55% to 50% of the marks at the Master's degree level for SC/ST category.
- All the Terms & Conditions are applicable as mentioned in the letter No. JDHE Kolhapur/NOC/2019/8 dated 28.12.2022 from Hon. Deputy Secretary (Higher Education), Mantralaya, Mumbai.
- Reserved category candidates are advised to send a copy of their application to Deputy Registrar, Special Cell, Shivaji University, Kolhapur- 416004.
- PWD and Woman Reservation will be strictly followed as per Government Resolution.
- Reserved category candidates shall produce the Caste Validity Certificate as per the directions issued by the State Government vide Circular No. BCC-2011/ Pra. Kra 1064/2011/16-B dated 12-12-2011.
- Please note that the recruitment procedure initiated by this advertisement subject to decision by Hon. Bombay High-Court, Aurangabad Bench on Write Petition No. 12051/2015.
- Applicants who are already in service they should apply through proper channel.
- Incomplete application will not be entertained.
- Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.
- All the Terms & Conditions are applicable as mentioned in the GR dated 12.11.2021 from Higher and Technical Education Department of Government of Maharashtra.

Place :- Kolhapur
Date :- 09/01/2023

Principal
Kamala College, Kolhapur

ABHINAV BHARAT SHIKSHAN SANSTHA'S, NANDED
NETAJI SUBHASHCHANDRA BOSE [ARTS, COMM. & SCI.] COLLEGE, NANDED [Maharashtra]
[Affiliated to S.R.T. University, Nanded]
[Permanently Granted]

WANTED

Applications are invited from the Eligible candidates for the following posts in **Netaji Subhashchandra Bose Arts, Commerce & Science College, Nanded** run by **Abhinav Bharat Sikshan Sanstha, Nanded**. The applications duly completed should reach the following address **within 15 days** by post only from the date of advertisement. The Candidates of reserve category should submit one copy of their application to The Assistant Registrar, Special Cell, S.R.T.M.U., Nanded.

Sr. No.	Subject	No. of Vacancy	Reservation
1	Hindi	01	ST-01 OBC-03 EWS-01 OPEN-04
2	Botany	01	
3	Mathematics	01	
4	English	01	
5	Economics	01	
6	Commerce	01	
7	Chemistry	01	
8	Microbiology	01	
9	Env. Science	01	
	Total	9	

Permission as Per NOC No. : JDHENanded/NOC/2019/7 Dt. 26.12.2022.

Educational Qualification:

1. Minimum educational qualification for the Post of **Assistant Professor** will be as per Regulations of UGC (2018), G.R. of Govt. of Maharashtra Dt. 08 March, 2019.
2. A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.
3. Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SET or who are or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/ Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SET.

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

Conditions:

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

Note:

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

(cont'd. to page 41)

OR

B.

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

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

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

Salary & Allowances: Pay Scale as per UGC, State Govt. & S.R.T.M. University, Nanded rules from time to time.

Note:

1. Prescribed application form is available on the University **website: www.srtmun.ac.in**.
2. No. T.A./D.A. will be paid to attend the interview.
3. Eligible candidates those who are already in service should submit their applications through proper channel.
4. All attested Xerox copies of certificates & other relevant documents should be attached with the application form.
5. According to Govt. rules, 30% and 3% seats will be reserved for women and differently-abled persons respectively.
6. Relaxation of 5% marks at P.G. level for SC/ST candidates only.
7. The vacancies of Assistant Professors will be filled subject to condition of the decision in Writ Petition No.12051/2015 pending in Hon'ble High Court of Judicature of Bombay, Bench at Aurangabad.

Corresponding Address:

The Principal, Netaji Subhash Chandra Bose Arts, Commerce & Science College, Tarasingh Market, Vazirabad, Nanded -431601.

(Dr. S.V. Shivanikar)
President

(Shri Balasaheb Pande)
Principal

WANTED

Applications from eligible candidates are invited for **M.C.A. & M.B.A. course** along with attested testimonials for the following posts (on permanent non-grant basis) in Shri Sharda Bhavan Education Society's Institute of Technology and Management, VIP Road, Nanded-431 602. Last date for receiving application is **15 days** from the publication of this advertisement (by registered post only).

Sl No.	Course	Post	Total Post	Reservation
1	MBA	Assistant Professor	03	1 ST, 1 VJ(A), 1 OBC
2	MCA/MBA	Associate Professor	02	1 Unreserved, 1 SC
3	MCA/MBA	Professor	02	1 Unreserved, 1 SC

Application should be addressed to:

The Director, S.S.B.E.S's Institute of Technology and Management, VIP Road, Nanded - 431 602 (MS).

Qualifications, Pay Scales & other allowances as per the AICTE Norms.

Note : For more details, please refer **website : www.srtmun .ac.in; ssbesitm.org**

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S.S.B.E.S., Nanded

Director
S.S.B.E.S.I.T.M., Nanded

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Announcement

Themes for Forthcoming Special Issues of the University News

Special Numbers of the University News being brought out on the occasion of AIU Zonal Vice Chancellors' Meets during November, 2022—March, 2023 are on the following themes:

1. ***Research & Excellence for Transformative Higher Education*** to be published on January 30, 2023 on the occasion of South Zone Vice Chancellors' Meet to be held at Andhra University, Visakhapatnam, Andhra Pradesh. Last date for receipt of Article is **January 15, 2023**.
2. ***Evaluation Reforms for Transformative Higher Education*** to be published on February 20, 2023 on the occasion of West Zone Vice Chancellors' Meet to be held at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra. Last date for receipt of Article is **February 10, 2023**.
3. Special Issue on the theme '**Transformative Higher Education for *Atma Nirbhar Bharat***' will be brought out in the month of March, 2023. Last date for receipt of Article is **February 20, 2023**.

Guidelines for Contributors and Editorial Policies

To submit the manuscripts for publication, the contributor need to follow the guidelines given below:

- Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.
- Manuscripts including tables, figures and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews and 600 words for Communications.
- All the manuscripts should typed in double-space with 12 point font and ample margin on all sides on A 4 size paper.
- The cover page should contain the title of the paper, author's name, designation, official address, address for correspondence, contact phone/mobile numbers and e-mail address.
- The main text should not contain footnotes. References should be given at the end of the manuscript and should contain only those cited in the text of the manuscript. The full reference should be listed at the end in alphabetical order running the following style:

(cont'd. to page 43)

Book

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

Articles

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

Chapter in a Book

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

Article Retrieved from Website

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

- Authors are responsible for any copyright clearance, factual inaccuracies and opinions expressed in their paper.
- No fees is payable to submit or publish in this Journal.

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Dr. S Rama Devi Pani

Editor

University News

Association of Indian Universities

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