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## Design Edge-2050

Anando Dutta\* and Divya Vijaychandra\*\*

The future is a story that each one of us participates in writing today, and every day. Design can be a catalyst in this narrative of the future and we as Design Educators can contribute to making connections between disparate ideas by locating them within an expanded notion of design practice and establishing some historical links that provide context and depth. To find inspiration for this narrative about the probable nature of Design Education in 2050, we need to look beyond design and traverse through diverse methodological realms such as cinema, literature, science, ethics, politics, art, and more. The practice of 'Futures Thinking' is not a recent development as it has been in existence since the 20th century. Initially, it was mainly used to predict the future of post-war political planning and served as a source of inspiration for science fiction writers like H.G. Wells. However, in recent times, the focus of 'Futures Thinking' has shifted from forecasting or predicting the future to the critical exploration of potential future scenarios.

The Futurologist Stuart Candy<sup>1</sup>, in 2009, proposed an interesting diagram to illustrate different kinds of potential futures. 'The diagram of cones' (Figure-1) illustrates potential futures with varying levels of likelihood. The *probable* cone represents what is likely to happen, while the *plausible* cone explores alternative futures to prepare for change. The *possible* cone requires imagination to link today's world to suggested ones, and the *fantasy* cone is too detached from reality. The *preferable* cone intersects probable and plausible and is the space for using design to generate futures that act as catalysts for public debate and discussion about the kinds of futures people want. By exploring alternative scenarios, we can increase the probability of desirable futures and address potential issues. In this article, we attempt to look at a possible scenario in 2050 for Design education, by reimagining a world with a fairly idealistic lens. In doing so one cannot disregard the words of Michio Kaku, who said way back, "We don't live in 1950 anymore. We need to undergo a revolution in how we view education". The theoretical physicist believes that a fourth wave of technology is about to begin, and educators must prepare students to thrive in the new landscape. He also believes that while technological advances will turn the job market upside down, teachers' roles will continue to be as secure as ever in the new order because they hold what robots will never provide: thinking intelligence.

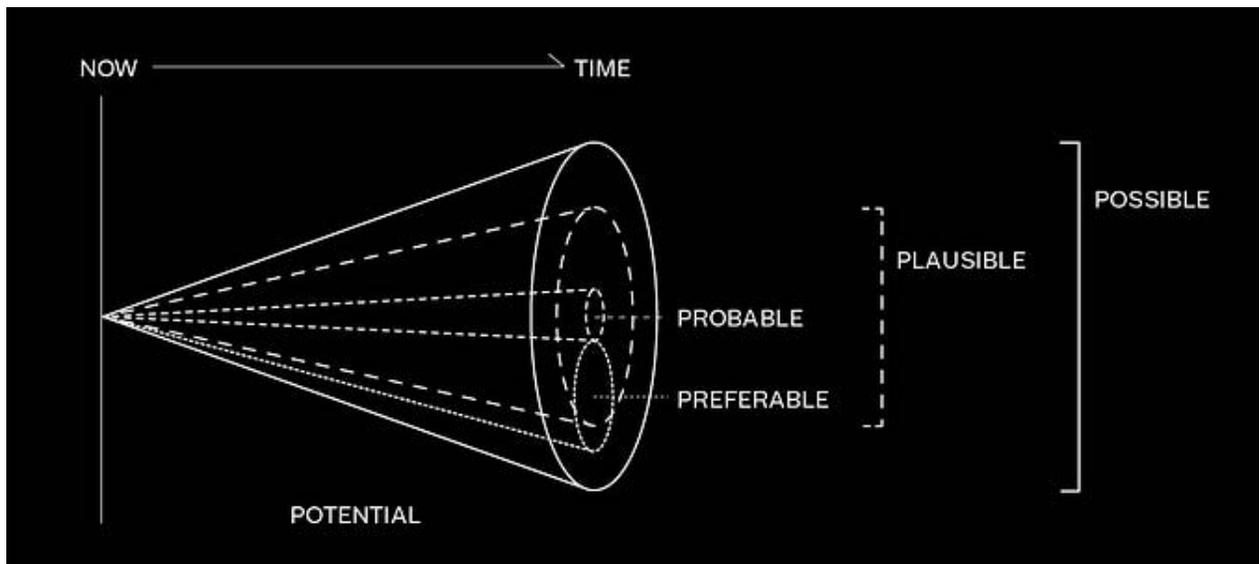
### What Do Studies Indicate?

Design is never studied in isolation and is never disengaged by its history. There exist numerous articles, papers, and publications that are written about the changing nature of Design Education over the

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Fig-1: Diagram of Cones



years which essentially always seems to be addressing problems or equipping a generation with some pre-dispositioned skills. Design Education started off being *preparatory* in nature, which gradually became more *exploratory* owing to the contexts we encountered in each decade. The designing of the pedagogical elements of Design education included enhancements based on challenges or demands encountered over time. The contributors to each educational theory or reform had only one aspect at the center of its creation or consideration – *the learners*. This article delves into “what if” questions that are intended to open debate and discussion about the kind of future, the young minds will want to learn design in and what they want (and do not want) to do with the learning.

This article is not the usual futuring, forecasting, or predicting document nor is it an effort to decipher the (likelihood of) evolution of Design Education. There is no amount of prediction, speculation, or statistical data references in this paper. The attempt is to merely imagine the forces that will help us to envisage Design Education scenarios (a sort of conceptual proposition) roughly 30 years from now, say around 2050.

There were, however, innumerable inspirations along this journey which again began with our own experiences as educators, planners, facilitators, mentors, and more importantly designers, readings from excerpts, conferences, and notes by Design Education theorists and futuristic thinkers. Nigel Cross, Michael Buchman, Tony Fry, Don Norman, and more importantly a detailed study of learner behaviours over decades through our own experiences of teaching.

### The Learners (*Learning Consumers*)

The place to begin would be to understand the learners and what they come equipped with when they join the design programs in 2050. To be able to imagine or reimagine a design education scenario in 2050, one needs to speculate the context in which this education will be delivered. One must imagine the setting with an imaginative projection and nuanced understanding of patterns that may be at play in 2050. The makers or transformers of the systems in 2050 would be working towards connections and experiences that will cater to much-evolved demographics. The offspring of the now digital natives are going to be the learners of 2050. Somehow it feels that this generation, who may be/could be called ‘Generation Beta’<sub>2</sub> will be highly endowed with curiosity, digital fluency, mindful consumer behaviour, reliable transaction, and responsible consumption. With the increasing interconnectedness of the world, this generation is likely to have a more global perspective in its approach to learning. A generation that is comfortably cognizant of the fact that they are going to be lifelong learners to be able to make a mark in the times that they are living in. A series of unpredictable and life-altering events may have come and gone in the initial years of their learning. They are probably more geared up for the volatile world that they are living and growing in. The hazards of reduced attention spans are probably resolved in the young adult age groups and they are able to synthesize thoughts and actions in a more coherent manner.

It will be interesting to also note that this is a generation that is witnessing the cusp of the 21st

century and will probably be entrusted with the task of shaping the next 50 years with great radical thought and action. They would have been trained through their academic journey so far to be *agile thinkers and conscious consumers* who will learn and work in highly collaborative environments with multiple experts. The learning process will be more heuristic in nature with the power to impact day-to-day decisions and thereby actions.

### **What Will Their World Look Like in 2050?**

In 2050, the world that we live and design in will be a whole new stage. It will be design-driven and not subsumed within paradigms of science or the arts or the humanities. It would have already embraced the fact that several bodies work tirelessly to realign and reconfigure systems within the living ecosystem. These bodies are not just experts in isolated working spaces, but more integrated teams working as change makers and strategic thinkers. Design Education is likely to shift from place-based to experience-based, from individual spaces to networks and communities. Schools would have integrated design as a core learning. We (Designers and design educators) would no longer have to explain what we do. Design as a practice would become imperative in every creative construct. Think tanks won't have to work with organisations to render concepts and strategies using the 'Design Thinking' methods. Do we even have to refer to design with the addition of thinking? The world will no longer have sets of Doers and Thinkers/right-brainers and left-brainers. Thomas Ockerse's proposals in *Envisioning a Future Design Education* (written by Sharon Helmer POGGENPOHL) can provide a better explanation, advocating for a comprehensive approach to teaching and learning that emphasizes activity-based deep learning. Ockerse believes that collaboration and teamwork are crucial since our knowledge and expertise are inherently limited. He predicts a blend of profound designer characteristics in the future wherein learners will learn through engaging both hemispheres of the brain and striving for interconnectedness.

Understanding the interconnectedness of time in design and design in time will also be at the core of the learning process. Design education will take the foundational role of being the fundamental format of learning and not be limited to design schools. When a subject (in this case - design) becomes so ubiquitous that it is present in many aspects of daily life, it starts to form notions in the minds of learners even before

they attempt to learn it. This means that people may have preconceived ideas or biases about design that need to be addressed before they can truly engage in the learning process. Design studies will have to begin breaking this notion before the learning process. The learning, unlearning, and relearning process mindset will take center stage. The constant process of unpeeling, questioning, and rephrasing contexts and outcomes could become integral to the creative practice more significantly and consistently constantly than it is now.

### **Where Might We Be in 2050 as Design Educators?**

We, educators, would be entrusted with planning the Design Learning Architecture by structuring and scaffolding the study of *Design* from the early education stages right up to the stages of becoming a Designer, maybe even beyond. We as educators or designers of the learning experience will have to study the impact of other disciplines on Design and the emergence of hyper-collaborative engagements. We could be working on creating a Learning Architecture that would have 'Design Mindset' integrated at all levels to bring context and creativity-based learning into the system that relies on future thinking principles. No longer are we working on resolving national education issues and bucketed problems, instead the learning will occur at a pluriversal level? We would have transcended into the global learning space, enabling and enriching learning experiences that shape the world in a holistic manner through design. The learning matrices could be based on the core principles of integrated thinking and doing in namely three domains – Design Behaviour, Design Cognition, and Design activity. Therefore, what will be a designed society, or where will design fit in the chaos of the next society?

### **And Finally, What Will Design Education in 2050 Be Like?**

Design Education would have integrated at all levels to bring in context and creativity-based learning into the system that will rely on future thinking and design thinking principles. The design may not seem like a fourth wheel or concept that will be dealt with ambiguity. Instead, it would become a cohesive element in the learning sphere. Design competencies will be presumed to exist as a basic foundation; conveying them will no longer be the core of a future curriculum but may get shifted to the periphery (propaedeutics).

In the future of design education, the aim will be to provide purpose-driven, practice-based learning that maps out students' potential and helps them acquire the knowledge and abilities necessary to drive transformative change. The success of this process will hinge on the ethical values that students absorb in their educational environment, which will determine the correctness of the reality they create. By cultivating a strong ethical fibre in students, design education can help ensure that the next generation of designers is well-equipped to create a better future through their work.

In 2050, design education will possibly have a general yet specialized approach that is integrated into the school system. It will be transformative, ubiquitous, and protean in nature, with the core aspects of learning design being visioning and visualization. Decoding the intuitive nature of design, as described in Nigel Cross's *Designerly Ways of Thinking*, will also be a significant focus and the learner will be trained to use both visceral and critical thought processes along with training in core skills. This will emerge as an era of meta-skills and there will be no set rigid theories for Education x.0 (where x is greater than 4).

In conclusion, the future of design education is unpredictable and constantly evolving. While it is impossible to predict with certainty whether it will evolve into a spiritual echo system or a Hogwarts-like experience, we can continue to explore and imagine possibilities through the lens of future thinking. By revisiting our learner profile and remaining open to new ideas and technologies, we can ensure that design education continues to evolve and adapt to meet the needs of future generations. Eventually, the learning must be translated into a more experiential nature through mindful and sustainable design action.

Finally, it is important to continually reflect on these questions and contemplate possible answers in order to be prepared for the future.

- Would we see design as a seamless bridge that would connect realities, physical/tactile, emotional/psycho-tropical, sensorial, and extra-virtual?
- Might we see design embedded in the natural order of everything and therefore not a patched add-on fixture? This could mean that "design" might cease to be seen as a distinct subject or discipline.
- Or could design become the central prominent core from where every other discipline would seem to emerge, become a sieve that rationalises our existence, become a parametric threshold that would define every activity, sapiens, and organic as well as mech, tech, and digital?

## References and Notes

1. **'The Diagram of Cones'** –Stuart Candy, *Speculative Everything* : In 2009, the futurologist Stuart Candy visited the Design Interactions program at the Royal College of Art and used a fascinating diagram in his presentation to illustrate different kinds of potential futures.<sup>3</sup> It consisted of a number of cones fanning out from the present into the future. Each cone represented different levels of likelihood -
2. **'Generation Beta'**: Being in Beta means that we are incomplete. Errors and imperfections are expected. Mistakes are made every day. It also means that every moment is an opportunity for learning and experimentation. Each exploration and challenge that we attempt gives us feedback, which we can use to learn and improve ourselves. It is a mode where perfection is not the end goal – only progress. Embracing life in permanent beta means that we embrace a phase of exponential personal growth. By staying in Beta, there is no fear of failure. Only the fear that we might never become what we could be. *Louis Chew, 2017.* □

# Nurturing Sustainable Development through Higher Education System

Divya Sharma\*

The National Education Policy–2020 (NEP-2020) brought out by the Government with the aim to excel the Indian higher education System notes, “higher education significantly contributes towards sustainable livelihoods and economic development of the nation” and “as India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.”

The sustainability of Humanity depends largely on the type of education that we are imparting. Higher Education in any country reflects not only the ethos and principles of the nation but moves beyond ‘one nation one education’ to ‘one planet one education’. The COVID Era has made the people world over realize that there is nothing more powerful than the mighty Mother Nature. The fury and recklessness of nature can destroy any species on earth within a split second. Despite many such hazards, humanity has sustained cycles of civilization due to its ability to learn, educate, and evolve itself from its experiences and visualizations of future needs. Sustainance thus correlates with a sustainable education which has evolved extensively over the years and has reached its most crucial stage.

## NEP–2020 and Paradigm Shift in Higher Education

COVID Era brought in a paradigm shift in the education systems across the world and suddenly educationists started analyzing the curriculum through the lens of the affective domain leading to the development of values and ethos along with the vision of sustainability. The impact on higher education is such that the most important objectives of higher education viz. to document and disseminate existing knowledge and to research and produce new knowledge in order to ensure sustainable development have suddenly taken the mainstream. All the major documents released recently for implementing the recommendations

of NEP–2020 like the Curriculum and Credit Framework for Undergraduate Programme, Draft National Higher Education Qualification Framework and Draft National Curriculum Framework for School Education have included sustainability and sustainable development in all areas of education as one of the components.

## Curriculum and Credit Framework for Undergraduate Programme and Sustainability

The Curriculum and Credit Framework for Undergraduate Programme released by the University Grants Commission (UGC) has recommended including the components of sustainable development and sustainability under environment education, Global Citizenship Education, etc. and has noted that along with health and environment ‘sustainable living will be woven into undergraduate education for enhancing the employability of youth’. Among the learning outcomes for value inculcation, promoting global societies and recognizing sustainability issues are the graduate attributes listed. Sustainability is also recommended to be added to the curriculum of the ‘Value Added Course’ (VAC) for Environment Education, Digital and Technological Solutions and is listed as one of the transformative initiatives that will have a bearing on undergraduate education.

## Emerging Trends in Higher Education Due to Recent Guidelines

This shift and recommendation have strengthened the view and established the fact that there is learning beyond the boundaries of traditional schools, classrooms and through texts that curriculum designers could have never thought of. A major shift is observed not only in the way the curriculum is transacted but also in the manner in which the students are obsessed with the acquisition of the skills, which are new-fangled and beyond customary curriculum designs. Thus, higher education in India will have to make itself future-ready to meet the challenges and trends emerging from the implementation of NEP 2020.

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## **Futuristic Model for Higher Education: Technology Meets Education**

The changing needs of the learner and society along with increasing enrolment have posed several challenges for the Higher Education System as a whole. To address some of the challenges, NEP-2020 made several recommendations.

It urges an urgent need for higher education to remodel itself so that it can match revolutionary demands for sustainable development in almost all the core areas of science, technology, and humanities. This should take into consideration not only the learning needs and facilitating on-demand examination or providing them with flexible degrees or certificates but also identifying the needs of the societies for sustainable well-being and humane development.

### **Digital Higher Education System: Accessibility, Alignment, Achievement and Engagement**

A futuristic blended model of a 'Digital Higher Education System' can function as a self-evolving smart learning system. It can be aligned with the Draft National Higher Education Qualification Framework and Online and Distance Learning also. Care should be taken for the alignment of sustainable development goals with their outcomes which can be measured through the impact they create. Higher education institutions can also integrate the graduate attributes and learning outcomes of various programmes with this system. The major attributes of the 'Digital Higher Education System' should include basic components such as accessibility, alignment, engagement and achievement to ensure its sustenance and success (Figure-1).

**Fig-1: Role of Higher Education System in Sustainable Development**



### **Accessibility**

Accessibility refers to safeguarding the rights of learners in terms of navigation, interaction and content relevance with reference to graduate attributes and learning outcomes. The learner after registration at the learning sites generally wanders randomly in the digital world and aimlessly explores anything and everything that comes in the way. Looking at the heavy reliance of education on digital means it is very important to ensure that wastage in terms of unintentional, unproductive, and unrelated face time of the learner during study hours is meticulously controlled. The safe accessibility system talks about predefined Artificial Intelligence directed path on which the learner would be kept, while at the same time ensuring access to knowledge and skills expected to acquire. Accessibility to higher education either through face-to-face mode or digital mode to the major mass of the population should be targeted in a manner that the graduates can give society much-needed sustenance and growth.

### **Alignment**

It refers to artificial intelligence-induced self-learning decisions which will evolve on their own and function as auxiliary buds to ensure the acquisition of learning outcomes. Alignment in terms of ensuring that the learning outcomes defined are acquired not only in terms of psychomotor and cognitive skills but also in terms of affective abilities such as attitude and values, which can go a long way in the progress of great societies.

### **Engagement**

It refers to the extent and precision with which the Higher Education System can ensure the commitment of the learner. The system should ensure the single-minded focus of the learner. This can only happen when the system cuts off all possible distractions during the face time of the learner. A virtual dialogue ensuring experiential engagement can help the learner understand the knowledge that he is expected to acquire and identify means to fulfil it. Engagement can only be achieved only with the right attitude towards the education that a learner wishes to acquire. The present discontent towards the education system as a whole can be attributed to the feeling of disengagement of education from self and society.

### ***Achievement***

It refers to acquiring intended skills and knowledge through deliberate calculated steps of the system. Achievement of the intended skills is one of the most important roles in the higher education system. A strengthened assessment pattern having the capacity to measure the learning outcomes in terms of not only cognitive and psychomotor attributes but also in terms of affective qualities is the need of the hour. Aligning outcomes in terms of all three domains viz. cognitive, affective, and psychomotor is the need of the hour.

### **Concluding Remarks**

Education is the 4<sup>th</sup> sustainable development goal out of 17 goals of the United Nations. Education, if nurtured with precaution and perseverance has the capacity to help achieve many other sustainable development goals. Aligning the learning outcomes to sustainable development goals and ensuring redirection towards achieving these goals can go a long way in visualizing a world that has a great education system, is at peace with self and society and is devoid of hunger and poverty.

The higher education system envisioned in NEP 2020 and outlined in various documents released by UGC and other agencies can only function efficiently if Accessibility, Alignment, Engagement and Achievement are achieved. So higher education system needs to bring to the forefront commitment with reference to the needs of society and the desire to contribute to sustainable development. Finally, if these three attributes fall in line achievement is not a difficult attribute to acquire.

Thus, Higher Education has always and will always contribute to sustainable development. The

goals and objectives of higher education need to keep pace with the fast-changing demands of society. Higher education not only contributes towards career and skill-oriented education, but it also contributes towards enlightenment and contentment of the individual who acquires it. This contentment towards materialism and an attitude towards humanism is the ultimate key to sustainable development.

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# Comparative Study of Curriculum Framework and Credit System of the Four-Year Undergraduate Programme of Select Countries

Sakshi Singh\* and Anjali Bajpai\*\*

The first National Policy on Education (NPE) in India was promulgated in 1968, the second in 1986 and the third in 2020. The National Education Policy–2020 (NEP–2020) was approved by the Union Cabinet of India on 29 July 2020, which figures the vision of the new education system of India. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. National Education Policy 2020 (NEP 2020) will bring in ambitious changes that could transform the education system in the country. The changes if implemented in the actual spirit aim to make the Indian Education System one of the best in the world. The changes have been suggested in the structure of school education as well as in higher education. The NEP essentially aims at the quality Higher Education Institutions (HEIs) for positioning India as a global education hub. The focus is on providing a flexible curriculum through an inter-disciplinary approach, creating multiple entry and exit points in what would be a four-year undergraduate programme catalysing research, improving faculty support, and increasing internationalization. NEP 2020 claims that a holistic and multidisciplinary education would aim to develop all capacities of human beings ----intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner (NEP, 2020).

Towards the attainment of holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, higher education institutions provide opportunities for internships with local industries, businesses, artists etc., as well as research internships with faculty and researchers at their own or other HEIs/research

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institutions, so that students may engage with the practical side of their learning and further improve their employability.

As National Education Policy--2020 states, an undergraduate degree in any institution will be of duration of three or four years. One can complete the degree within the stipulated period. The student becomes eligible to get a diploma after the student completes two years of study, a degree after the student completes three years of study and a certificate for students who complete one year of study in any professional or vocational course of their interest. The Government of India is establishing an Academic Bank of Credit for storing academic scores digitally. This will enable the institutions to count the credit at the end of the course and put credits in the degree of the student. This will be helpful for individuals who might have to leave the course mid-way. They can restart the course later at their convenience from where they have left once again.

## Curriculum Framework and Credit System for the Four Years Undergraduate Programme

The University Grants Commission(UGC) released a draft of new guidelines for the Curriculum and Credit Framework for the Four Year Undergraduate Programmes on December 8, 2022 (UGC, 2022) (As referred in FYUGP-Draft,2022). The Commission further stated that the UGC altered its Choice Based Credit system and created a new curriculum and credit structure for the four-year UG programmes considering the NEP recommendations.

As the NEP highlights certain fundamental principles that have a direct bearing on the curricula for different levels of higher education include: -

- Recognizing, identifying, and fostering the unique capabilities of each student.
- Flexibility to choose their learning trajectories and programmes.
- No hard separations between ‘arts’ and ‘sciences’.
- Multidisciplinary and Holistic education across the sciences, social sciences, arts, and humanities.

- Respect for diversity (FYUGP- Draft, 2022).

### **Transformative Initiatives that Have a Bearing on the Four-Year Undergraduate Programme**

- Introducing holistic and multidisciplinary undergraduate education.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts and flexibility in course options.
- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options within this period, with appropriate certifications such as:
  - a certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
  - a diploma after 2 years (4 semesters) of study,
  - a bachelor's degree after a 3-year (6 semesters) programme of study,
  - a bachelor's degree with honours after a 4-year (eight semesters) programme of study or a bachelor's degree with research after a 4-year (eight semesters) programme of study if the student completes a rigorous research project in their major area(s) of study.
  - The 4-year multidisciplinary bachelor's degree programme is considered a preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.
- Flexibility in the designs and lengths/duration of master's degree programmes---
  - A 2-year master's degree programme with the second year devoted entirely to research for those who have completed the 3-year bachelor's degree programme;
  - a 1-year master's degree programme for students who have completed a 4-year Bachelor's degree programme with research.
  - Undertaking a doctoral programme of study requires either a master's degree or a 4-year bachelor's degree in Research.

- Inclusion in the curricula of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- Global Citizenship Education and education for sustainable development.
- Opportunities for internships with local industry, businesses, artists, crafts persons, etc.
- Preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining etc., (FYUGP-Draft, 2022).

### **Academic Credit Framework**

A Credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week for the duration of a semester (15-16 weeks). One credit is equivalent to 15 hours of teaching (lecture or tutorial) or 30 hours of practical or fieldwork or community engagement and service per semester.

The policy supports the establishment of an Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded considering the credits earned.

Features of the Credit System: -

- Flexibility to move from one disciplinary area to another within the duration of the study.
- Facilitating multiple entry and exit options with certificate/ diploma/ or degree & move from one institution to another to enable them to have multi and/or interdisciplinary learning.
- Facilitating switching to alternative modes of learning (face-to-face, ODL Online learning, and hybrid modes of learning).

A Semester consists of 90 working days and an academic year is divided into two semesters. Each working week will have 40 hours of instructional time (FYUGP-Draft, 2022).

### **Outcomes-based Approach to Higher Education**

Attainment of the Graduate Attributes, and Course Learning Outcomes (CLOs) which lead to the achievement of the Programme Learning Outcomes (PLOs).

### ***Expected Attributes of Graduates of the 4-Year Undergraduate Programme***

*The 4-year undergraduate programme envisages that learners on completion of the prescribed learning activities/experiences-*

*From Chosen disciplinary or interdisciplinary areas of learning --- Comprehensive knowledge, practical, professional, and procedural knowledge.*

*From Generic learning outcomes-Problem-solving skills, critical thinking, creative thinking, communication skills, coordinating/collaborating with others, leadership readiness/qualities, learning how to learn skills, and multicultural competence. Value inculcation, empathy, environmental awareness and action, skills to apply digital and technological solutions, autonomy and responsibility, community engagement and service.*

### **Elements of the Learning Outcomes**

Knowledge and understanding, general, technical and professional skills required to perform and accomplish tasks, Application of knowledge and skills, generic learning outcomes, constitutional, humanistic, ethical, and moral values, employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset(FYUGP-Draft, 2022).

### **Entry and Credit Requirements at Various Levels of Programme of Study**

#### ***At Level 5***

Undergraduate Certificate entry requirements are Certificate of Grade 12, met the entrance requirements and credit requirements are completion of the first year (first two semesters) of the undergraduate programme involving credit hours ranging between 40-44 hours followed by an exit 10-credit skills-enhancement course, including at least 6-credit job-specific internship/apprenticeship.

#### ***At Level 6***

Undergraduate Diploma entry requirements are a continuation of study or lateral entry in the second year of the undergraduate programme or Lateral entry into programme and credit requirements are completion of the first two years (four semesters) of the undergraduate programme involving credit hours ranging between 80-88 hours followed by an exit 10-credit skills-enhancement course, including at least 6-credit job-specific internship/apprenticeship.

#### ***At Level 7***

Bachelor's Degree entry requirements are continuation of study or lateral entry in the third year (fifth semester) of the undergraduate programme and credit requirements are completion of the first three years (six semesters) of the undergraduate programme involving at least a range of 120 -132 credit-hours.

#### ***At Level 8***

Bachelor's Degree with Hons./Research entry requires completing all requirements of the relevant 3-year Bachelor's degree and meeting a minimum CGPA of 7.5 and credit requirements are successful completion of the 4-year (eight semesters) undergraduate programme involving the range of 160-176 credits, with 40-44 credits at level 5, 40-44 credits at level 6, 40-44 credits at level 7, and 40-44 credits at level 8 on the NHEQF.

#### ***At Level 9***

Masters' Degree/Diploma entry requirements are a Bachelor's degree (Honours/Research) for the 1-year/2-semester Master's programme or a Bachelor's degree for the 2-year/4-semester Master's degree programme or a 4-year Bachelor's Degree for the 1-year/2-semester master's programme and credit requirements are 2-year/4-semester Master's programme builds on a 3-year/6-semester bachelor's degree and requires a total credit in the range of 80-88 credits from the first and second years of the programme, with 40-44 credits in the first year and 40-44 credits in the second year of the programme at level 9 on the NHEQF.

#### ***At Level 10***

Doctorate Degree entry requirements are graduate of a 1-year/2-semester Master's degree programme, a 2-year/4-semester Master's degree programme, or a 4-year/8- semester Bachelor's degree (Research) with course work, dissertation and published work based on the research/investigation and met the entrance requirements and credit requirements are a major feature of all doctorate degrees is original research. coursework and a thesis with published work and/or creative work(FYUGP-Draft, 2022).

### **Structure of the Four-Year Undergraduate Programme**

For Semesters 1, 2 & 3: expected to develop a coherent view of essential concepts, structures, and intellectual methods that characterise each of these

areas of learning. The graduates of the FYUGP are required to demonstrate a general understanding of the natural sciences, social sciences, humanities, interdisciplinary studies, and vocational education as well as in-depth study of at least one subject area.

#### ***For Semesters 4, 5 & 6***

At the end of the third semester, each student will choose a disciplinary or an interdisciplinary area of learning for specialization (“Major”) according to his/her academic interest. Both the academic interest of the student and his/her performance in the first three semesters will be considered for allocating the disciplinary/interdisciplinary major. In addition to the disciplinary/interdisciplinary Major, a student may also choose a disciplinary/interdisciplinary “Minor”.

#### ***For Semesters 7 & 8***

At the beginning of the seventh semester each student will take up a research project along with advanced disciplinary/interdisciplinary courses and research methodology courses. The final semester will be devoted exclusively to the research project. The project should be related to a topic in the chosen ‘Major’ disciplinary programme of study or an interdisciplinary topic that has a substantial overlap with the major disciplinary/interdisciplinary programmes of study.

### **Curricular Components of the Four-Year Undergraduate Programme**

Common Courses, Introductory courses relating to disciplinary areas of Natural Sciences, Social Sciences, Humanities, Vocational Education, and Interdisciplinary Studies, Interdisciplinary Courses, Disciplinary/interdisciplinary Major, Disciplinary/interdisciplinary minors, Vocational Studies/Education, Field-based learning/project, Skills-based Internship, Advanced disciplinary/interdisciplinary courses required to support/undertake research, including research methodology courses, and a research project, Research-oriented Courses & Internship, And Research Project,& Community Engagement And Service.

**Levels of Courses:** Courses are coded based on the learning outcomes, level of difficulty and academic rigour.

0-99: Pre-requisite courses- pass or fail courses with no credits.

100-199: Foundation or introductory courses- students for gaining an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest.

200-299: Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning.

300-399: Higher-level courses for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

400-499: Advanced courses taught courses with practicum.

500-599: Courses at first-year Master’s degree level for a 2-year Master’s degree programme.

600-699: Courses for 2nd year of 2-year Masters or 1-year Master’s degree programme.

700-799 & above: Courses limited to doctoral students.

#### ***Remote/Blended Learning Modes***

Options will be available for students to earn credit by completing quality-assured remote learning modes, including online programmes offered on the SWAYAM or other online educational platforms. credits from such courses up to 40 per cent of the total credits required for the award of a certificate/Diploma/Degree (FYUGP-Draft, 2022).

### **Comparative Study of Curriculum Framework and Credit System for the Four-Year Undergraduate Programme of Select Countries**

The draft was compared to four universities from the Top 100 universities of Times Higher Education Ranking 2023. The top 100 universities are from only four continents i.e., North America, Europe, Asia, and Australia. Four universities are selected from top-ranked universities of each continent which have a four-year undergraduate programme. These Universities are :

- Harvard University (North America),
- University of Edinburgh (Europe),
- University of Hong Kong (Asia) and
- University of Queensland (Australia).

### **Comparative Analysis of Framework of Select Universities Worldwide**

There are some common features among curriculum frameworks of different universities along

**Table-1: Comparative Study of Curriculum Framework and Credit System of Select Countries**

Name of University, Continent	Aim & Vision/ Admission	Course & structure	Credits	Specialties	Others
<b>Curriculum Framework and Credit system for the four year Undergraduate Programme, India</b>	<ul style="list-style-type: none"> <li>Aim-Introducing holistic and multidisciplinary undergraduate education.</li> <li>Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts &amp; flexibility in course options.</li> <li>Admission requires common entrance exam</li> </ul>	<ul style="list-style-type: none"> <li>a certificate 1 year (2 semesters)</li> <li>a diploma after 2 years (4 semesters) of study,</li> <li>a bachelor's degree after a 3-year (6 semesters),</li> <li>a bachelor's degree with honours after a 4-year</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor's Degree with Hons./ Research entry relevant 3-year Bachelor's degree &amp; meet a minimum CGPA of 7.5</li> <li>successful completion of the 4-year range of 160-176 credits,</li> </ul>	<ul style="list-style-type: none"> <li>multiple entry and exit points and re-entry options within this period, with appropriate certifications.</li> </ul>	<ul style="list-style-type: none"> <li>Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized HEIs.</li> </ul>
<b>Harvard University, North America Times Higher Education rank-2</b>	<ul style="list-style-type: none"> <li>Admission-based on Academic powers, extracurricular activities &amp; personal qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Take 4 courses per semester ,</li> <li>2<sup>nd</sup> year join one academic majors out of 50</li> </ul>	<ul style="list-style-type: none"> <li>Degree requires 128 credits or 32 (4- credits) courses.</li> <li>Transfer up to 64 credits.</li> </ul>	<ul style="list-style-type: none"> <li>Dual degree (Both Harvard AB&amp; Master of Music)</li> <li>Two-year residency requirement</li> </ul>	<ul style="list-style-type: none"> <li>Honors degree - requires advanced coursework and / thesis.</li> </ul>
<b>University of Edinburgh, Europe Times Higher Education rank-29</b>	<ul style="list-style-type: none"> <li>Aim-flexibility of choice in first and second year</li> <li>complete dissertation for honors degree</li> </ul>	<ul style="list-style-type: none"> <li>study a range of subjects in Years 1<sup>st</sup> and 2<sup>nd</sup> year , before specialising in 3<sup>rd</sup> and 4<sup>th</sup> year.</li> <li>Personal Tutor usually choose three subjects to study in Year 1 – either from related areas or to experiment with different subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Full-time undergrad-uate study comprises 120 credit points in each year of study</li> </ul>	<ul style="list-style-type: none"> <li>Student exchange opportunity</li> <li>apply in 2<sup>nd</sup> year and study abroad during 3<sup>rd</sup> year.</li> </ul>	-----
<b>University of Hong Kong, Asia Times Higher Education rank-31</b>	<ul style="list-style-type: none"> <li>curriculum equips students with an interdisciplinary focus</li> <li>prepares them to make an impact by solving the world's problems.</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary Core Courses</li> <li>Tailor-made Internship</li> <li>Capstone Project</li> <li>Programme offers additional major/ minors/electives to further enhance interdisciplinarity.</li> </ul>	<ul style="list-style-type: none"> <li>Common Core Curriculum courses offers 24 to 36 credits</li> <li>Language Enhancement courses in Chinese and English provide 12 to 18 credits</li> </ul>	Dual degree	<ul style="list-style-type: none"> <li>English Language Enhancement course</li> <li>To equip students with essential English language skills for academic writing and speaking in the University.</li> </ul>
<b>University of Queensland, Australia Times Higher Education Rank-53</b>	<ul style="list-style-type: none"> <li>Aim-Capable of working across disciplines</li> <li>adept at finding solutions to complex problems.</li> </ul>	<ul style="list-style-type: none"> <li>Programme gives flexibility to study two different disciplines( interdisciplinarity)</li> </ul>	-----	<ul style="list-style-type: none"> <li>Dual degree</li> </ul>	<ul style="list-style-type: none"> <li>Diploma in Language to adding value to any bachelor's degree</li> </ul>

Source: Websites of Various Universities and Draft

with some special provisions in particular foreign universities with special reference to curriculum framework and a credit system for the four-year undergraduate programme.

### ***Curriculum Duration***

Harvard University offers a four-year full-time curriculum such as *Artium Baccalaureus* and *Scientiae Baccalaureus*. At the University of Edinburgh, there is a four-year full-time curriculum. The University of Hong Kong's 4-year undergraduate degree programme will give two Bachelor's degrees from two highly respected international universities – one from Europe and one from Asia. The University of Queensland has a four-year full-time or part-time equivalent curriculum. The curriculum framework and credit system for the four-year undergraduate programme offers either a 3 or 4-year duration.

### ***Course Structure***

Harvard University provides four courses per semester (6 months) and in the second year of the course joins one academic major out of 50. At the University of Edinburgh, first-year students take three or more subjects from the humanities or the sciences including outside students intended degree subject(s). In the second year, normally continue studying subjects, although it is usually possible to choose a new outside subject. Towards the end of the second year, choose which subject(s) interest to focus on for the third and fourth years of a bachelor's degree. Some degree programmes reduce this flexibility because of the requirements for accreditation by professional bodies. University of Hong Kong in the year of exploration, pursues their own special interests which introduce themselves to new subjects. At the end of the first year, at least one major subject should be taken. From the second to fourth-year curriculum become liberal and flexible, enabling students to develop their interest in study programmes. Curriculum framework and a credit system for the four-year undergraduate programme for Semesters 1,2 & 3: expected to develop a rational view of natural sciences, humanities, social sciences, interdisciplinary studies, and vocational education as well as in-depth study of at least one subject area (major). At the end of the third semester, students choose a disciplinary or an interdisciplinary area of learning for specialization ("Major") from academic interest. Allocation of the disciplinary/interdisciplinary major depends on the academic

interest of the student and his/her performance in the first three semesters. In addition to the major, a student may also choose a disciplinary/interdisciplinary "Minor". At the beginning of the seventh-semester student take up a research project along with advanced disciplinary/interdisciplinary courses and research methodology courses. The final semester was devoted exclusively to the research project. The project should be related to a topic in the chosen 'Major' discipline. Detailed information on the course structure of the University of Queensland could not be found.

### ***Honours Degree Provision***

Harvard University provides an honours degree that requires advanced coursework and a senior thesis in a major subject taken by the student in the second year. University of Edinburgh, award of honours is based on the student's performance in assessment in the honours year, students must secure 160 credits in subjects, with 12 credits of research project and dissertation, awarded UG degree known as honours with research. The University of Hong Kong classifies honours degrees into First Class, Second Class (Upper Division), Second Class (Lower Division) or Third Class on the basis of grade points earned by the student. The University of Queensland offers honours degree in the chosen major in an additional year of study after 3 years duration completing an honours degree. Honours training also gives additional skills and knowledge to enhance career prospects and/or undertake professional work. The curriculum framework and credit system for the four-year undergraduate programme states that a bachelor's degree with honours requirements is completed all requirements of the relevant 3-year Bachelor's degree & meets a minimum CGPA of 7.5 and credit requirements are successful completion of the 4-year (eight semesters).

### ***Academic Credit Framework***

Harvard University offers 32 courses or 128 credits for a bachelor's degree. The University of Edinburgh undergraduate students require 120 credits in each year of study to get a bachelor's degree. The University of Hong Kong students require a total of 240 credits (in most of the bachelor courses) which are divided into 6 or 5 parts (common core courses, language courses, major courses, free elective or minor, social innovation and global citizenship). Detailed information on the credit system of the University

of Queensland could not be found. A range of 160-176 credits is required in the Curriculum framework and a credit system for the four-year undergraduate programme. Each credit is equivalent to 15 hours of teaching, it may be a lecture or tutorial, or one credit is equal to 30 hours of practical or field work per semester.

### ***Credit Transfer***

Harvard University Transfer up to 64 credits. The University of Edinburgh may approve the transfer of some or all of the credits the student has attained for their previous programme into the new programme. The University of Hong Kong, University's credit unit system is based on the European Credit Transfer and Accumulation System (ECTS) and with the approval of the relevant Faculty Board, transfer credits for courses completed at other institutions (whether inside or outside of Hong Kong) at any time during their candidature, but the results of those courses will not be included in the calculation of GPA. A maximum of 120 credits may be transferred. The curriculum framework and credit system for the four-year undergraduate programme supports the establishment of an Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized institutions so that the degrees can be awarded taking into account the credits earned.

### ***Certification***

Harvard University and the University of Hong Kong offers bachelor's degree and honours on the basis of duration and earned credit but in the University of Edinburgh and according to the Curriculum framework and credit system for the four-year undergraduate programme there are different certificate on the basis of duration of course and earned credit. In the University of Edinburgh undergraduate certificate after completing at least 120 credits. Diploma after 240 credits. Non-Honours Degree after completing 360 credits and Honours after completing 480 credits.

In the Curriculum Framework and credit system for the four-year undergraduate programme, a certificate is offered after completing 1 year (2 semesters) of study in the chosen fields of study; a diploma after 2 years of study; a bachelor's degree after a 3-year programme of study, a bachelor's degree with honours after a 4-year programme of study

or a bachelor's degree with research after a 4-year programme of study after the student completes a diligent research project in their major area(s) of study.

### ***Dual Degree***

Harvard University, University of Hong Kong and the University of Queensland offers dual degree programmes. The University of Hong Kong's dual 4-year undergraduate degree programme gives students two Bachelor's degrees from two highly respected international universities – one from Europe and one from Asia – HKU (especially in science courses).

### ***Exit and Re-Entry***

Any student may withdraw permanently from their programme of study at any in the year and get a certificate according to their earned credits at the University of Edinburgh. The curriculum framework and credit system for the four-year undergraduate programme states undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options within this period, with appropriate certifications.

### ***Opportunities Abroad***

The University of Edinburgh offers student exchanges on most of the degree programmes. Students normally apply in their second year and study abroad during their third year. The work completed while on exchange is credited towards an Edinburgh degree, so the exchange year counts as an integral part of the degree programme. University of Hong Kong's dual degree programme offers a cross-cultural and transpacific undergraduate learning experience (one from Europe and one from Asia).

### ***Special Language Courses***

The University of Hong Kong offers 12 to 18 credits of Language Enhancement courses in Chinese and English as First-Degree Curricula in order to graduate. The University of Queensland provides Diploma in Language (adding value to any bachelor's degree).

### ***Conclusion***

NEP-2020 proposes a Choice Based Credit system and the establishment of an Academic Bank of Credit for digitally storing the academic credits

of students. NEP 2020 envisages a transformative initiative in higher education by recommending a four-year Undergraduate program. The Draft of Curriculum Framework 2022 and Credit System for the Four-year Undergraduate Programme is as per the implementation initiatives of NEP–2020 for higher education. The Draft presents the duration of the Undergraduate Programme with multiple entry-exit points and re-entry options with appropriate certifications. On referring to such four-year programs of some topmost world-ranking universities it was found that many provisions like Opportunity Abroad, Special Language Courses could also be considered. These provisions would be very useful for Indian students for more exposure to learning experience A special language course for students in India being a country of diversity and many languages will be encouraging. Therefore, a four-year undergraduate course with a new outlook will give a new perspective to Higher Education in India.

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# Financing Higher Education through Education Loans in India: Past, Present and Options for the Future

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Student loan usage for those pursuing higher education is on the rise worldwide. In this paper, there will be a demonstration of how the institutional context significantly affects student loan design and the size and distribution of government subsidies. The growth of 'Education Loans' as an alternate source of supporting higher education in India results from the rising demand for higher education and the budgetary restrictions the government is facing. Commercial banks have stepped up to finance higher education on a larger scale since the unveiling of the Model Education Loan Programme in 2001. Even though student loans have dramatically increased over time, the programme has encountered several difficulties. This article aims to evaluate the expansion of higher education nationwide and analyse the evolution of student loans and their geographical distribution in this background. The survey found that enrollment in higher education has been rising steadily across various institutions. Hence, there has been a notable increase in student loan debt over the research period. Yet, a closer study of the distribution of education loans reveals that they are unevenly distributed among different states and regions. The investigation concludes that the unequal distribution of school loans compromises the scheme's very intent.

## Need for Change in Student Loan Systems

Students invest in their education by paying now but reaping the rewards later. Students require money to cover the current costs of their education. A borrower pledges collateral in a business transaction to finance a potentially profitable investment. Typically, any capital assets used in the startup business, like a building or machinery, would be included in the collateral. Similarly, when a homeowner takes out a mortgage, their home is used as collateral.

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Students cannot contractually agree to give a lender their future labour as collateral or payment in exchange for up-front money (indentured servitude is illegal). This is a market failure because private lenders are unwilling to make these loans, just as they are reluctant to offer (and demand higher interest rates for) other unsecured loans, even though there are attractive investments to be made. Governments now have the chance to step in and improve the lives of their citizens caused due to the market failure for student loans. Indeed, in many developing and wealthy countries, public sectors lend money to students.

A young individual can make one of the best investments by attending higher education institutions (Greenstone, Looney, Patashnik, and Yu 2013). Students at higher education institutions make more money than similarly skilled professionals and are more likely to have health insurance and are less likely to be out of work during difficult economic times. Millions of students each year can make this commitment. Thanks to student aid, which comes in the form of scholarships and loans. In our proposal, we address the difficulty of making loans work for today's students, both in college and after entering the workforce.

## Challenges for Students in Financing Educational Loans

### *Challenges Faced by Indian Students While Getting Their Higher Education Financed*

When paying for their higher education, students in India face several difficulties. Many problems are connected to their operations because the student credit card provided by only select commercial banks are accepted for offering loans. Firstly, many students are left without support because banks use a priority list of students eligible for loans and the amount they are entitled to, based on certain norms. Second, students are apprehensive about their repaying capacity of high minimum instalments on student credit card loans from commercial banks, which in some instances amount to 15% of their salary. Particularly, considering the

highly competitive job market and the bleak scope of getting jobs after completing their degrees, many students avoid taking loans. Liability to support one's family after attaining a degree which is generally in Indian families is also one reason for not availing the facility. Finally, the lack of financial awareness among students makes them misjudge the severity of the loan terms, resulting in frustration. Most importantly, the lack of transparency in commercial banks while dealing with Student Credit card processes creates mistrust in the institution, causing them to wonder if it is on their side.

### **Higher Education Loan Policies in India: Development and History**

In India, loan financing is nothing new. The National Loan Scholarship Plan was founded in 1963–1964 to broaden access to higher education while easing the burden on the government to cover all costs. This initiative provided loans to deserving and impoverished students to assist them in continuing their studies after class ten. Of the 18,000 Financial scholarships initially offered for the first year, only 9600 were awarded. Loan scholarships were provided at an all-time high of 26,500 in the academic years 1965–1966 before quickly declining to 18,000 the following year (1966–67). The number stayed almost the same over time at 20,000, except for 1973–1974 when “economy” efforts caused it to be reduced by half to 10,000. (required by high inflation rates, etc.). Student loans have received a total investment of Rs. 869 million since they were first made available in 1963 through 1987–88. On the basis of the data that is currently available, some estimates could be formed, although the repayment rate is actually fairly low. Almost Rs. 4.4 million of the approximately Rs. 42 million the government funded in the Loan scholarship programme in 1977–1978 was recouped as loan scholarship repayment. There were 1.3 million students enrolled in higher education when the plan was originally launched in 1963–1964; by 1988–1989, there were 9.2 million (Tilak, 1992). (Tilak, 2018). A variety of problems, including exorbitant overdue and a lack of vision, forced the government to abandon the proposal by 1991. There was no equivalent programme in the country for the ensuing ten years.

### **Financing Higher Education through Education Loans Presents Schemes in Different States in India**

There is very little proof of state-sponsored higher education loan programmes in India. Yet,

some conclusions and inferences could be made based on the evidence at hand. Recent information indicates that Kerala State's banking industry is experiencing significant issues with student loans. Since 2015, there have been annual increases in the number of outstanding student loans, and their NPA has risen to a staggering Rs. 2000 crore, putting them on par with agricultural loans in terms of severity. We can see that the public sector banks held around 70% of the non-performing educational loans, and then private commercial banks (DH, 2019). Given the circumstances, Kerala State has introduced an education loan support programme to assist students who cannot repay loans from banks. Many students obtained bank loans to pursue higher education because of flexible policy and procedural standards. Unfortunately, due to unemployment and underemployment, many students found it challenging to repay their debts on time. Students' loans accumulated as a result, and the NPA in the Scheduled banks increased. The State government has introduced the Education Loan Repayment Assistance Plan to help heavily indebted students repay their loans. This was stated in the 2016–17 and 2017–18 budgets. The policy calls for four years of government assistance for borrowers of student loans following the repayment holiday. This programme divides student loans into two categories: education loans that are non-NPA/Standard Accounts and (ii) education loans that were changed into NPA accounts on or before March 2016. During the four years of relief for the first category, the government and the borrower will split the annual payback loan amount (principal plus interest) in the prescribed ratio. In the case of the second group, the government will help the borrower repay the debt and cancel the account by contributing the required sum.

A higher Education Loan Plan has been introduced in Madhya Pradesh(MP) for deserving students attending IITs, IIMs, and other illustrious schools. This will make the MP the first state in India to fund students' higher education. It's intriguing that under this programme, students won't be required to provide any documentation to apply for a loan or even a bank guarantee. Only their parents will be needed to present a self-attested document proving they pay no taxes and are residents of the state on a long-term basis. After completing their school, the borrower has five years to return the loan amount. Under the Ambedkar Overseas Vidhyanidhi, the

Tribal Welfare Department of Andhra Pradesh offers ST students an education loan from any nationalised bank in the amount of Rs. 5.0 lakh at the then-current interest rate for them to pursue PG degrees in the UK, USA, Canada, Australia, and Singapore universities. In order to get the education loan for the chosen candidates, the AP Scheduled Tribes Cooperatives Finance Company, Ltd. (TRICOR) collaborates with the nationalised banks.

All borrowers of education loans are also eligible for interest subsidies from the state of Andhra Pradesh. In this regard, the bank management emphasised that offering interest subsidies to all borrowers of school loans will mainly help students and the education industry during one of the most recent SBI regional conferences held in Guntur, Andhra Pradesh. They also believed that the risk weighting for student loans should be “zero.” To finalise the policy decisions, it

was reported that the SBI had even started meetings with the managers at the field level. The field-level managers also noted that when students select institutions using web-based alternatives, they should be required to get information regarding the student loan programme. It was also believed that extensive awareness campaigns, especially in rural areas, should be carried out to bring the rural population into the digital fold (ToI, 2019-08-19). Table 1 shows the Higher Education Enrollment and Table 2 shows the trends in borrowing and disbursement of loans by public sector banks.

### An Overview of the Factors to Consider When Designing a New Loan System

Students borrow loans to cover a sizable portion of their college expenses. However, it is still a big question to be pondered, whether the transition to a greater reliance on student loans is advantageous

**Table-1: Level-wise Enrolment in Various Types of Universities in India (2019-2020)**

University	Ph.D.			M.Phil.			Post Graduate			Under Graduate			PG Diploma		
	Male	Female	Both	Male	Female	Both	Male	Female	Both	Male	Female	Both	Male	Female	Both
All University Types	99659	78217	177876	6461	9413	15874	983466	1113085	2096551	3160539	2061807	5222346	74632	63053	137685
Central University	13253	10941	24194	1193	1083	2276	63195	60610	123805	277315	262955	540270	2713	2235	4948
Central Open University	21	52	73	1	-	1	169982	226624	396606	447586	260436	708022	18123	10989	29112
Institute of National Importance	27993	13305	41298	78	172	250	62418	21405	83823	112467	32401	144868	992	517	1509
Deemed University-Government	5341	2627	7968	138	144	282	7663	4793	12456	10000	4539	14539	488	239	727
State Public University	27086	25922	53008	3925	6442	10367	387245	540175	927420	768433	629094	1397527	29517	27798	57315
State Open University	112	71	183	14	11	25	97882	97968	195850	584872	338072	922944	8266	7616	15882
Institute under State Legislature Act	223	58	281	-	-	-	628	595	1223	1389	2755	4144	26	56	82
State Private University	12063	11343	23406	644	549	1193	129672	93921	223593	568894	278146	847040	10593	10023	20616
Deemed University Government Aided	997	1654	2651	145	290	435	5542	6900	12442	16704	17252	33956	317	276	593
Deemed University-Private	12538	12196	24734	303	697	1000	58752	59178	117930	371741	234714	606455	3546	3237	6783
State Private Open University	32	48	80	20	25	45	487	916	1403	1138	1443	2581	51	67	118

Source: Ministry of Human Resource Development, Govt. of India. (ON2702)

**Table –2: Target and Achievement of Educational Loan Disbursement for Higher Education by Public Sector Banks in India (2018-2019 to 2021-2022-upto December 2021)**

(Rs. in Crore)

Public Sector Bank	2018-2019		2019-2020		2020-2021		2021-2022	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement <sup>1</sup>
Allahabad Bank	305.18	252.54	303	206.9	*	*	*	*
Andhra Bank	590	452.98	544	445.94	**	**	**	**
Bank of Baroda	606.9	901	1630	1621.35	1630	1277.93	1630	1410.63
Bank of India	584.99	428.48	515	387.17	515	297	515	324.33
Bank of Maharashtra	312.61	283.78	341	326.07	341	225.91	341	286.23
Canara Bank	1709.26	1503.34	1806	1590.67	2407	1638.71	2407	1551.64
Central Bank of India	842.92	648.95	780	492.27	780	418.99	780	185.26
Corporation Bank	433.28	185.5	223	158.79	**	**	**	**
Dena Bank	130	55.54	#	#	#	#	#	#
Indian Bank	472.19	418.33	503	457.56	806	459.52	806	443.54
Indian Overseas Bank	474.32	350.72	421	298.97	421	176.37	421	149.77
Oriental Bank of Commerce	360	324.35	390	367.81	\$	\$	\$	\$
Punjab National Bank	1428	1129	1356	1057	1806	961.8	1806	761.15
Punjab and Sind Bank	88.08	81.38	98	90	98	52	98	51
Syndicate Bank	679.54	499.92	601	509.88	^	^	^	^
UCO Bank	159.58	119.45	144	139.9	144	107.21	144	103.58
Union Bank of India	801.67	685.91	824	636.53	1591	960.62	1591	941.67
United Bank of India	79.69	49.78	60	49.94	&	&	&	&
Vijaya Bank	457.3	399.6	##	##	##	##	##	##
State Bank of India	5184	5066	6087	6426	6426	4979	6426	5113
IDBI Bank Limited	300	311.43	374	284.1	@	@	@	@
<b>Total</b>	<b>15999.51</b>	<b>14147.98</b>	<b>17000</b>	<b>15546.85</b>	<b>16965</b>	<b>11555.06</b>	<b>16965</b>	<b>11321.8</b>

Source: Lok Sabha Unstarred Question No. 1912, dated 14.03.2022.

or disadvantageous. The system for borrowing and repaying student loans was established at a time when students did not borrow as much as they do today. Although the few students who borrowed earlier, and the tiny amounts that they borrowed could be managed through normal repayment methods, it does not work well for today's borrowers, particularly in today's competitive job market and hefty amounts of loans borrowed. Our suggested solution is adaptable and suitable for a scenario where students borrow only a modest amount or a moderate quantity.

### **Provide Taxpayers with a Rate that Keeps them from being Harmed!**

Our starting point is that the government shouldn't try to profit or lose money on student loans. Student loans fix a problem with the capital market because private lenders won't make loans that are only backed by the borrower's potential future earnings. Hence, federal student loans address liquidity rather than pricing issues. Student loans should not be used to increase income or to support higher education institutions.

The first point ie, one shouldn't seek revenue to reduce the deficit in the education funding system is non controversial. The costs of making the loan, such as the administrative expenses, the risk of default, and the cost of borrowing, should be covered by the taxpayers, but nothing more. Loans shouldn't be considered a source of income.

Because many students, parents, legislators, and media contend that low loan rates benefit students, the second point—that the government should not charge below the cost of lending—needs more justification. Although an interest subsidy undoubtedly lowers payments (which start when students leave college), it is a bad strategy for boosting education and lowering loan defaults. As we have stated, the data points to a rigid payment schedule that strains young borrowers as the primary cause of defaults. Once they start their professions, many of these troubled borrowers will make respectable incomes. Every borrower gain from a universal interest subsidy, even those whose investment in their education pays off handsomely. An interest subsidy is a poorly targeted, ineffective, and expensive technique for preventing loan default. (For a detailed discussion, see Barr and Johnston, 2010)

### **Outline of the New Education Loans System**

An attempt has been made by the author to prepare an outline of the new education loan system which is presented here. Firstly, introduce an income-based repayment scheme to replace the current student loan system. Loans for Educational Opportunity (LEO), a single, straightforward, income-based payback scheme, should be placed instead of the confusing array of repayment alternatives. In order to prevent young workers from being strangled with hefty payments when they are least prepared to handle them, payments should be spread out beyond the early, low-earning years.

Government to prepare conducive rules for private lending and Government authorities should tighten regulations on private loans. There are several ways to ensure that private lenders operate to safeguard students and their families from taking on excessive debt and ensure that people are properly informed of their options for repaying their loans. Private student loans shouldn't create bankruptcy. Loans that require a credit check shouldn't be marketed as student loans, and people must exhaust all public avenues for student loans before trying for any private loans.

Rates for student loans should be tied to a variable interest rate that changes over the course of repayment. The interest rates should have no bearing on the amount of each monthly payment. Loans that need a cosigner or a credit check should no longer be classified as student loans. Before issuing a private loan, financial assistance officials should ensure and certify that all federal loans are not available for the purpose.

### **Reforming Student Loan Lending through the Private Sector**

Most borrowers will benefit from the measures just discussed, but a small percentage of borrowers may struggle to repay extraordinarily high amounts of debt regardless of the repayment plan. Private loans are a substantial portion of these highest debts. The issue with private lenders is comparable to the mortgage market underwriting problems that leave borrowers with loans significantly larger than their salaries could support. In such a situation, strengthening consumer rights was the best course of action rather than banning mortgages altogether or lowering mortgage rates.

Compared to school loans, private loans are more like unsecured consumer lending. These loans are secured by a cosigner's assets with a credit history, absolving lenders of the special risks associated with conventional student loans. In contrast to actual student loans, the interest rates frequently depend on the borrower's creditworthiness. These private loans should not be compared to federal loans that do not need a cosigner or a good credit score because they do not address the market failure of lack of liquidity for investment in human capital. The financial instrument that private loans most depend, i.e., credit cards, should be regulated with the same severity.

## Conclusion

Yet, the data on loan distress is concerning. There are defaults on seven million student loans. Unexpectedly, loans that are in trouble are smaller than those that are not. With their likelihood of default being several times higher than that of older workers, young workers have the most difficulty repaying their debts. These four facts—moderate debt for normal student borrowers, high college payback, high default rates on typical loans, and higher default rates among young workers—indicate that the problem is more with repaying than with accruing debt. The existing system transforms manageable debt levels into devastating payment obligations by compressing repayment into early careers when incomes are the lowest and most variable. Given the lifelong return to higher education institutions, loans are reasonable, but for many students, they are not always manageable in the years immediately after graduation.

The Authors suggest a more effective system for repaying student loans. Similar to Social Security deductions, payments will be automatically increased and decreased in accordance with a borrower's income. This plan can be called as the Loans for Educational Opportunity (LEO). Borrowers will have up to twenty-five years to repay loans rather than a fixed, ten-year timeframe. As it is presently, the majority of borrowers will repay in around ten years. Yet, people with low incomes will take longer, while people with high incomes will take less time. Any borrower has the option to repay the debt sooner than the automated default payment would indicate.

LEO need not be more expensive for taxpayers than the current framework. In reality, our strategy might result in cost savings because it will lower

default rates and lower the price of loan service, which is currently farmed out to private lending firms. Eliminating the student loan interest deduction and the in-school interest subsidy will result in additional savings. Student loans will be a component of the student aid landscape for the foreseeable future. So while they are still in school and once they have graduated, they must work for today's debtors. Our plan gives borrowers the flexibility and time they require to pay back their loans without endangering their financial security, credit, or employment prospects.

## Acknowledgement

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# Youngsters: The Backbone of the Nation

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**Nagavara Ramarao Narayana Murthy, Founder, Infosys Limited delivered the Convocation Address at the 58<sup>th</sup> Convocation Ceremony of Indian Institute of Management, Ahmedabad on April 02, 2023. He said, "You are now all set to shoulder the aspirational task of transforming our country and the world with the competence and the values that you possess. The knowledge, wisdom, writing, modeling, analytical thinking, socratic questioning, group discussion, teamwork, and decision-making skills that you have acquired here will assist you in this task." Excerpts**

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Congratulations to the graduating students on completing this worthy penance. You are now all set to shoulder the aspirational task of transforming our country and the world with the competence and the values that you possess. The knowledge, wisdom, writing, modelling, analytical thinking, Socratic questioning, group discussion, teamwork, and decision-making skills that you have acquired here will assist you in this task.

I am happy to come back to a place where I started my career in 1969. I learnt much being the chairman of this venerable institution from 2002 to 2007. Today, my talk will be very similar to the one I gave recently on the 40th year celebrations of Infosys, the company I founded. The context is different but the lessons for both the graduating class here and the Infoscions are the same.

I have often been asked why I started Infosys. Let me answer that. I grew up in a family of 8 children, a mother, a father, and a grandmother. My father was a schoolteacher in a small town. It was drilled into my young mind that my fate would be limited by the circumstances I was born into. The India that I experienced in my youth was a lower- middle class India with small hopes and even smaller dreams. I had simply accepted that there would be a glass ceiling to most professional ladders in corporate India. Corruption and connections in government were common for success in most businesses then.

That retrogressive mindset of mine changed gradually when I started working in a French software company in Paris more than fifty years ago. I learnt three important ideas - the power of entrepreneurship in a free market in creating jobs and prosperity for the nation; the beauty of an enlightened corporate democracy; and the role of compassionate capitalism in building a prosperous and happy country. I was also influenced by the writings of Mahatma Gandhi, Max Weber, Frantz Fanon, and Karl Polanyi. After

learning these lessons, I decided to return to my country by hitchhiking from Paris to my hometown, Mysore, traversing Western and Eastern Europe, Israel and West Asia spending four to five US dollars a day. That journey irrevocably transformed me from a confused leftist to a determined compassionate capitalist.

After I returned to India, I decided to conduct an experiment based on these three important ideas. My first attempt – Softronic – failed since there was no domestic market for software development in India at that time. I learnt my lesson and started my second attempt, Infosys, after my stint as a General Manager at Patni Computer Systems Private Limited (PCS). I collected a set of bright and value-based youngsters there to assist me in building Infosys. Fortune conspired with us in the form of the 1991 economic reforms of India ushered in by Late Narasimha Rao and Dr. Manmohan Singh. The rest is history.

While I did not expect to address every challenge of our society in my Infosys journey, I hoped to create a microcosm that did not suffer from the injustice, inequity, discrimination, and unfairness of the society that I had seen or experienced around me when growing up. I wanted to create a company of the professional, by the professional, and for the professional as Abraham Lincoln defined a democracy. I wanted this corporate child of mine to be an expression of the best that the corporate world and the society could offer. I wanted it to be a place where a person from any race, religion, caste, region, nationality, and economic stratum could succeed based on competence and values. A place where people from the forgotten fringes could compete with confidence, perform, earn respect, occupy the centre space, and, with luck, run the company. A place where fairness and justice would be the norm. A place where imagination, speed and excellence in execution would be the watch phrase. A place where there was no apartheid between management

and employees. A place where the dignity of the individual was sacrosanct. A place where merit was revered in every transaction. A place where the CEO and the janitors shared the canteen and the toilet. A place where graft would be taboo. A place where people would celebrate deferred gratification, would not pilfer from the corporate kitty, and do what is right for the entire company. A place where the asymmetry of information between the management and the shareholders dissolved like dew on a sunny morning. A place where you could disagree but could not be disagreeable. A place where the seniors wholeheartedly and enthusiastically shared wealth with everyone who participated in generating it. And ultimately, a place where the inner voice exhorted every Infosys to demonstrate the best of entrepreneurship, compassionate capitalism, enlightened corporate democracy, and time-invariant and context invariant values.

This, to me, has been the Infosys I dreamt from the day I first discussed it with my then friend and, today, my wife in 1977. Even today, my undying passion burns bright for these ideals that have made Infosys special. My dream for Infosys has never been just that of a mere profit-making machine. But rather, an experiment and a demonstration of social change for the betterment of my country. Infosys has been a perfect manifestation of my belief that one's fate need not be determined solely by one's birth. Infosys has been an umbrella offering shelter to many who shared the same belief.

I wish to share with you what I have learnt in this extraordinary journey and what has made Infosys unique. Each one of these precepts has been a foundational pillar for building Infosys over the past four decades. My hope is that every one of you assembled here would live by these ideals and demonstrate them throughout your careers.

1. A culture of meritocracy and values should determine the mindset of a company. Culture is the strong foundation on which the superstructure of aspirations, dreams, hopes, and their conversion to reality rest. Remember that Peter Ducker once said, "Culture eats strategy for lunch".
2. Competence, commitment, and character are the essential ingredients for a company to earn the respect of the stakeholders and to achieve enduring success.

3. The best management guru is market competition.
4. The most powerful instrument of a leader is leadership by example in demonstrating courage, sacrifice, hope, confidence, innovation, hard work, truth, fairness, transparency, accountability, austerity, discipline, a good value system, and open-mindedness.
5. How you behave when you are on top and have power and wealth is your true character. In such moments, grace, courtesy, and humility shown to others reveal the real you.
6. A confident leader hires people smarter than himself or herself. Such a leader gets the best out of his or her people by creating an environment of openness to new ideas, values, meritocracy, fairness, transparency, speed, justice, imagination, discussion, excellence in execution, and questioning. Remember that questioning is the primeval soup of imagination. Without questioning there is no progress.
7. Putting the interest of the company ahead of one's personal interest in the short and medium terms results in the betterment of one's personal interest in the long term.
8. Performance leads to recognition. Recognition leads to respect. Respect leads to power.
9. Respect enhances trust in the company among stakeholders leading to repeat business from customers, attracting quality employees, and long-term investors. Respect also enhances cooperation from vendor-partners, the government of the land, and the society.
10. Market access and talent access determine the success of a company.
11. Sales and finance are the lifeblood functions of a company.
12. Price is what you pay, and value is what you expect from what you buy. Every customer looks for the best value for money in every purchase. Therefore, a company that enhances differentiated value to the customers using continuous innovation will obtain premium pricing. Competing merely on price will restrict the company to a commodity market. Such a company will eventually atrophy.
13. Free cashflow is the best index of the success of a company.

14. Transparency in everything you do is, counter-intuitively, a competitive advantage.
15. Respected leaders avoid any asymmetry of benefits in their own favor vis-à-vis other stakeholders. Good governance is enhanced by adhering to honesty, fairness, transparency, and accountability in every transaction. It requires values, suppression of greed, and fearless governance.
16. Success is half due to performance and half due to luck. So, we must be humble. As Louis Pasteur once said, "Chance favors the prepared mind". So, we must do everything possible for success before we invoke God.
17. Fairness is the most important attribute for any decision. Practise the Latin proverb, "Audi alteram partem" or "listening to the other side". Fairness is maximized by listening to the other side and using data and facts.
18. Across the world, and particularly in a country like India where the majority of the people are poor, the best way to make capitalism attractive is for the corporate leaders to exercise self-restraint in their perks, their profligacy, their compensation, and their lifestyle. After all, remember the words of Socrates who said, "the secret of happiness lies not in seeking more but in developing the capacity to enjoy less".

19. The softest pillow is a clear conscience. Therefore, when in doubt, disclose.

These ideals I have expressed are not rhetorical. We, at Infosys, have lived them. We have fought for them. We have sacrificed for them. We have suffered for them. And, we have celebrated them. In the future, at a time when there is fog on your windshield, I hope these time-invariant ideals will serve you in gaining clarity. Living these ideals has reinforced the eternal idea that the purpose of life is to leave our context a little better before we leave this world.

These ideals define the finish line. Until these ideals become your second nature, my young friends, your journey and mission will not be over. This is my charge to all of you gathered here today. You will have to live these ideals and bequeath them to the future generations.

My hope for India of the future is that you, the future corporate leaders, will ensure that for all ages, for all seasons, for all regions, for all businesses, and for all people, our country will be led by the ideals I have laid out today.

Be original. Be daring. Be unreasonable. Be anything that will assert the integrity of your purpose.

Thank you.

□

## ***Congratulations and Welcome***

*to*

***Prof G D Sharma and Prof Vinay Kumar Pathak***

*Prof G D Sharma, Vice Chancellor, University of Science and Technology, Meghalaya took over as the 102<sup>nd</sup> President of the Association of Indian Universities (AIU) on the 1st of July 2023.*

*and*

*Prof Vinay Kumar Pathak, Vice Chancellor, Chhatrapati Shahu Ji Maharaj University, Kanpur took over as Vice President of the Association of Indian Universities (AIU) on the 1st of July 2023.*

*AIU Fraternity Congratulates and Welcomes them!*

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## CAMPUS NEWS

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### **International Seminar on Major Issues in Studying Zoology in Distance Education**

The one-day International Seminar on 'Major Issues in Studying Zoology in Distance Education: Today and Tomorrow' was organized by the Department of Zoology, School of Sciences, Netaji Subhas Open University, Kolkata, West Bengal, recently. The faculty members, research scholars, UG and PG learners of NSOU and other institutes participated in the seminar. The Organising Secretary, Dr. Bibhas Guha, Officer-in-Charge, School of Sciences and Head, Department of Zoology, NSOU inaugurated the event and welcomed the participants. Dr. Guha briefly explained the importance of the seminar and from his vast experience of teaching Zoology in ODL mode for almost two decades, he pointed out the major challenges of running a Zoology programme in distance education. Prof. Anirban Ghosh, Director, CIQA, NSOU presided over the first session of the programme.

Prof. Neera Kapoor, Professor of Zoology, Indira Gandhi National Open University delivered the Keynote Speech on the concepts of Zoology as an ever-evolving and intriguing subject. Prof. Kapoor in her speech discussed the different streams of Zoology and its importance. The presentation by Prof. Kapoor also helped to sensitize the participants about the different online open sources with available demonstrations on laboratory base topics in zoology.

In his Presidential Speech, Prof. Anirban Ghosh highlighted the major achievements of the University in recent years and the relevance of the event in this context. Prof. Ghosh also spoke about the major challenges and the possible solutions for the smooth conduction of academic programmes in ODL mode.

The vote of thanks for the session was proposed by Mr. Ashif Ahamed, Assistant Professor, Department of Zoology, NSOU. He expressed his gratitude, on behalf of the Department of Zoology to all the guests for sharing their valuable experiences and also thanked all the stakeholders of the university as well as all the participants for joining.

During Technical Session, two presentations were made. Prof. Neera Kapoor, Professor of Zoology

chaired the session. Dr. Anirban Ghosh, Associate Professor of Zoology presented on the 'Challenges and Requirements of Higher Education in Zoology in ODL System in the Light of NEP- 2020 Mandate'. The other presentation of the session was made by Dr. Debraj Biswal delivered his presentation on 'Problems and the Role of the Net Prospects of Teaching Zoology through the Distance Mode'.

The next session was chaired by Dr. Anirban Ghosh, Associate Professor of Zoology, NSOU. There were three presentations in the session. The first one was delivered by Mr. Ashif Ahamed on 'Understanding Molecules by In Silico Methods in Zoological Laboratories: Possibilities and Challenges' while the other one was jointly presented by Mr. Sujal Dutta and Mr. Bakul Biswas on 'Approaches to Overcome the Major Issues in Practical Classes of Zoology in Distance Education'. Mr. Nabajit Mondal presented the third presentation of the session titled 'Documentary Film: A Gigantic Source of Information and Knowledge to Study Conservation Biology in Distance Mode'.

Dr. Jayanta Kumar Das, Department of Health and Natural Sciences, Florida Memorial University, USA joined virtually and delivered a special lecture regarding the different available sources of virtual laboratories. In the end, the certificates were distributed to the participants and the event ended on a satisfactory note.

### **National Seminar on Revamping Indian Tradition and Culture through NEP-2020**

A two-day National Seminar on 'Revamping Indian Tradition and Culture through NEP-2020: Multilingual, Multicultural and Multidisciplinary Modes of Education' is being organised by the Department of Humanities and Social Sciences, Indian Institute of Technology Roorkee, Roorkee, Uttarakhand on August 18-19, 2023. The event is sponsored by the Indian Council of Social Science Research, New Delhi. By inviting academicians, policymakers and artists possessing expertise in the diversity of Indian arts, literature, language and culture, the event would add to the mission of the National Education Policy to develop our country's teaching infrastructure in a

more holistic sense. The aim of the event is to invite creative ideas and critical frameworks by which we can concur on various possibilities to promote the Indian language and culture in all its diversity and colours. It offers a platform to invent practical ways to introduce and includes indigenous knowledge systems of India, including tribal and other local knowledge, in the pedagogical frameworks of national curricula. It perceives NEP as a tool to preserve the cultural history of India where it provides space to envelop ideas that would uplift the endangered languages, arts, and traditions by revamping the same in our contemporary educational policies. It will throw light on the diversity and inclusivity of the suggested liberal arts incorporated and taught in public and private educational institutions. The broad areas of the Event may include, but are not limited to the following:

- NEP–2020: Promises, Challenges, and Implementations.
- *Atmanirbhar Bharat*: Empowering the Youth for Future Challenges through NEP.
- Effective Communication: A Tool for Empowerment.
- Vocalizing the Local through NEP.
- Importance of Skill Development in a Globalized World.
- Imperatives and Challenges of Media Literacy in NEP.
- Role of Information and Communication Technology (ICT) in Pedagogical Training.
- Recovering the Lost Traditions through NEP.
- Revisiting Indian History and Culture in a New Age.
- Literary Responses to NEP.
- Women’s Response and Representations.
- Diaspora and Migration Studies.
- Indigenous Knowledge System: Indian Scriptures and Society.
- (Re) visiting Myth and Traditions in Contemporary Literary Studies through NEP.
- Restoring Endangered Languages, Literature, Arts and Traditions.
- Literature in Translation.
- The Cosmopolitan Imagination and Literature.
- Global Concerns and Literary Practices.
- Ecocritical Discourses.

- Integration of Art and Culture in Experiential Teaching and its Implications.
- Interdisciplinarity: Theories, Practices and Values.

For further details, contact Convenor, Prof. Binod Mishra, Department of Humanities and Social, Indian Institute of Technology Roorkee, Roorkee-247667, Uttarakhand, Mobile No: 09026411099 / 09424534733/ 09556703029 /09086102540, E-mail: [nepiitr.hs@gmail.com](mailto:nepiitr.hs@gmail.com). For updates, log on to: [https://hs.iitr.ac.in/about/news/ICSSR\\_CFP\\_NEP\\_Seminar\\_IITR\\_\(2023...](https://hs.iitr.ac.in/about/news/ICSSR_CFP_NEP_Seminar_IITR_(2023...)

### **International Conference on Public Policy, Governance and Administration**

The one-day International Conference on ‘Public Policy, Governance and Administration in Post Pandemic Era’ is being organized by the Lovely Professional University, Punjab on August 26, 2023.

Public policy plays a crucial role in forming the guidelines and principles of a society, so they’re a necessary part of governing and politics. Since, public policy is formed as a collective effort between governments, institutions, and even regular citizens, it’s an important and effective way to have your voice heard. Public policy is there to influence how other important decisions are made, and it’s usually formed as a response to a specific issue that is of interest to the public. Public policy is supposed to offer some sort of solution to a problem. Public Policies and Governance indicate the planning, implementing, and enacting of laws, and adapting of acceptable behaviour by the government and citizens for increasing the integrity of the society. It is important to recognise the importance of leadership roles Public Administrators have played in the Covid-19 pandemic and many policy initiatives taken after pandemic. The Subthemes of the Event are:

#### **Public Policy**

- Public Policy Concept, Significance and Scope.
- Evolution of Policy Sciences.
- Different Types of Public Policy.
- Policy Transfer.
- Policy Analysis.
- Public Policy Approaches and Models.
- Public Policy Implementation, Monitoring and Control.

- Public Policy Evaluation.
- Changing Nature of Public Policy in Post Pandemic Era.

#### ***Good Governance and Sustainability***

- Elements and Forms of Good Governance.
- Public Choice Theory.
- New Public Management.
- New Public Service.
- Networking and Collaborative Governance.
- Business Process Re-Engineering.
- Ethics and Public Accountability in Governance.
- Sustainable Governance Mechanism.
- Governance in the Post Pandemic Era.

#### ***Citizen Engagement and Digital Transformation***

- Citizen and Governance.
- E-governance.
- Digital Revolution in Governance.
- Digital Literacy.
- Civil Society.
- Citizen Participation.
- Right to Information.
- Administrative Reforms.
- Citizen's Charter.
- Citizen Grievance Redressal Mechanism.
- Challenges and Opportunities of Digital Transformation in the Public Sector.

#### ***Media and Public Administration***

- Social Media and Public Administration.
- Public Relations Management.
- Media and Public Sector Administration.
- Public Administration, Society and Media.
- Mass Media and the Imaging of Public Administration.
- Challenges of Media and Public Administration.

#### ***Disaster Management and Governance***

- COVID-19, Disaster Management and Governance.
- Types of Disaster Management.
- Disaster Management Cycle.
- Importance of Disaster Management and Governance.

- Vulnerability Analysis and Risk Assessment.
- Institutional Arrangements for Disaster Management.
- Role of State and Non-state Actors in Disaster Management and Control.

For further details, contact Organising Secretary, Dr. Manvendra Singh, Associate Professor, Department of Government and Public Administration, School of Humanities (Social Sciences & Languages), Lovely Professional University, Jalandhar-Delhi, G.T. Road, Phagwara, Punjab-144411, Mobile Number: +91- 91-9166038829. For updates, log on to : <https://www.lpu.in>.

#### **National Seminar on Distance and Online Education in the Context of National Education Policy–2020**

A two-day National Seminar on 'Distance and Online Education in the Context of National Education Policy- 2020' is being organized by the Directorate of Distance Education, Kurukshetra University Kurukshetra and Shiksha Sanskriti Uthan Nyas, Haryana during August 05-06, 2023.

The Nation Education Policy– 2020 is an important landmark in the journey of higher education in India. Being learner centric, it aims for the holistic development of an individual through education. Distance Education has been playing an immense role in providing quality education to the section of students which faces difficulty in gaining higher education through regular mode due to various socio-economic factors. It works to achieve access, equity and quality in higher education.

The NEP–2020 lays emphasis on distance and online learning as it supports its dream of making India 'Vishwa Guru'. Use of technology has added vital dimension to the distance education system in the recent years. In the current post pandemic scenario ICT has proven itself as an enabler and facilitator for gaining knowledge. Online learning is acknowledged as the future of learning and world over top universities and education platforms are making inroads into it with enabling and immersive media. Govt of India has recognized this as an important component of education and is promoting online learning through platforms such as Swayam etc. These are the times when education is at an inflection point to foray into new territories with Artificial Intelligence gaining key

role in every sphere. The thematic areas of the event are:

- From Distance to ODL-changing Approaches.
- Importance of Distance and E-learning in the National Development.
- Status of Online and ODL Higher Education in the Post Pandemic Era.
- Distance Education and Gender Equity/ Empowerment.
- Skill Developments and E-learning.
- NEP–2020: Challenges for Distance and ODL.
- Innovative Practices in Distance Learning.
- Distance Learning and Sustainable Development Goals.
- Any Other Topic Related to the Topic.

For further details, contact Shri Ravi Prakash, Directorate of Distance Education, Kurukshetra University Kurukshetra- 136119 (Haryana), Mobile Number:09992702999,E-mail:[ddekukseminar2023@gmail.com](mailto:ddekukseminar2023@gmail.com). For updates, log on to: [www.ddekuk.ac.in](http://www.ddekuk.ac.in)

### Research Methodology Course on Advanced Data Analytics

The eleven-day Research Methodology Course on ‘Advanced Data Analytics in Multidisciplinary Research Using R Language’ is being jointly organized by the Department of Education, Department of Statistics, and the Department of Tourism Management, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh during August 01-11, 2023. The event is sponsored by Indian Council of Social Science Research (ICSSR), New Delhi. The registered M.Phil./Ph.D./PDF Scholars in Social Science disciplines from the UGC-recognized University/Deemed University/Colleges/ Institutes of National Importance and ICSSR Research Institutes may participate in the event. The event is a platform to teach and give hands-on training to researchers from social science, management studies and other allied disciplines. Nowadays, there is continuously growing demand for researchers for statistical data analysis, their need for statistical methods to be applied in statistical data processing through Statistical Software like SPSS and R Language (Open Source) is essential to deal with the huge data sets and to draw the interpretations. The Topics of the Event are:

- Collection and Handling of Data.

- Descriptive Statistics Using Real-time Data.
- Various Graphical Techniques.
- Independent and Paired Samples t-tests.
- Analysis of Variance, Multivariate Analysis of Variance and Analysis of Covariance. Correlation and Regression Analysis–Univariate and Multivariate.
- Different Types of Cluster Analysis.
- Principle Component Analysis and Factor Analysis.
- Non-Parametric Statistical Techniques.
- Multivariate Statistical Techniques.
- Advancement of Statistical Techniques in Data Analysis.
- Plagiarism Detection Tools like Turnitin, Urkundu, etc.

For further details, contact Course Director, Prof. M T V Nagaraju Dean, Faculty of Education, Indira Gandhi National Tribal University, Amarkantak-484887 (MP), Mobile No.: 09440699871, E-mail: [ignturmc2023@gmail.com](mailto:ignturmc2023@gmail.com). For updates, log on to: [www.igntu.ac.in/seminar.aspx](http://www.igntu.ac.in/seminar.aspx) □



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# THESES OF THE MONTH

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## HUMANITIES

### A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of April-May, 2023)

#### Geography

1. Bachung, Rinchin Tashi. **Changing livelihood pattern and its impact on Bugun (KHOWA) Tribe of West Kameng District, Arunachal Pradesh.** (Prof. Nandini Chakravarty Singh), Department of Geography, Rajiv Gandhi University, Itanagar.

2. Kumar Anil. **Geographical and functional analysis of rural urban relations: On Hissar Tehsil.** (Dr. Shoypat Ram Saharan), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

3. Liladhar. **Changing crop intensity and land use resources in agriculture of Haryana: With special reference to Sirsa District (1990 to 2020).** (Dr. Hanuman Parsad), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

4. Mandal, Tapash. **Trends and patterns of agricultural land use in Maldah District, West Bengal.** (Dr. Nupur Das), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.

5. Roy, Ujjal. **Impact of flood Hazards on Agrarian economy in Nadia District, West Bengal: A geographical analysis.** (Dr. Manoj Kumar Jha), Department of Geography, T M Bhagalpur University, Bhagalpur.

6. Tapasya. **Rainwater harvesting and precaution to water crisis especial reference to Sri Ganganagar.** (Dr. Sunil Kumar), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

#### History

1. Kumar Manish. **Participation of women in the creative and political work of Gandhiji in Rajasthan.** (Dr. Seema Verma), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

2. Rambhadregowda, Dattatreya. **Multi dimensional roots communal conflicts in cultural history of Karnataka: 10th century AD to 16th century AD.** (Dr. H S Basavegowda), Department of History, Kannada University, Hampi, District Bellary.

3. Rinwa, Nitesh. **Artistic aspect of Mughal rulers**

**(1526-1707) overview of architectural, literature and music.** (Dr. Neelam Sharma), Department of History, Tanta University, Sri Ganganagar.

4. Shivanagouda, Shiriyappagoudar Bharateshagouda. **Siddappa Kambali: Social thought and struggles.** (Dr. Suma S Nirni), Department of History, Kannada University, Hampi, District Bellary.

5. Sunita. **Economy, trade, commerce and guilds of ancient India.** (Dr. Seema Verma), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

6. Swami, Sunita. **Religious traditions of Bikaner State with the special reference to the Math and temples (18th to 20th Century).** (Dr. Seema Verma), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

## LANGUAGES & LITERATURE

#### English

1. Anand, Amit. **Francis Bacon as a universal thinker: A study of his essays.** (Dr. Arati sinha), Department of English, T M Bhagalpur University, Bhagalpur.

2. Bapodra, Nagarjun Kana. **A critical study of popular Balladas of the olden time by Frank Sidgwick.** (Dr. Nayan D Tank), Department of English, Bhakta Kavi Narsinh Mehta University, Junagadh.

3. Dharmanayaka, G V. **Representation of womanhood in Rituparno Ghosh's films.** (Dr. B V Rama Prasad), Department of English, Kuvempu University, Shankaraghatta.

4. Joshi, Jigarkumar Rameshbhai. **A feminist reading of select translated Gujarati fiction.** (Dr. N K Patel), Department of English, Gujarat University, Ahmedabad.

5. Patel, Hiteshkumar Narendrakumar. **Select banned fiction and non fiction in English: A critical study.** (Dr. Nilesh Sathvara), Department of English, Gujarat University, Ahmedabad.

6. Prajapati, Anjana Mansukhbhai. **Contribution**

of Kumar to the development of translation from English into Gujarati: A study in historiography. (Dr. I G Purohit), Department of English, Bhakta Kavi Narsinh Mehta University, Junagadh.

7. Ramagiri, Sheela. **Woman and capitalism in Shobha De's novels.** (Dr. Namratha M), Department of English, Kuvempu University, Shankaraghatta.

8. Saharwat, Poonam. **Problems and aspirations of youth in Chetan Bhagat with reference to his selected fictions.** (Dr. Shilpa Chouhdary), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

9. Sharma, Anju. **Various dimensions of narrative strategy in Githa Hariharan's selected novels.** (Dr. Arun Kumar Joshi), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

10. Sharma, Kusumlata. **Analyzing women's psyche through Sudha Murty's selected novels.** (Dr. Arun Kumar Joshi), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

11. Soumya, K M. **Aesthetics of protest: A critical discourse analysis: With special reference to Meena Kandasamy's poetry.** (Dr. Meti Mallikarjun), Department of English, Kuvempu University, Shankaraghatta.

12. Srinivasraj, B. **Marginalisation in the select plays of Mahesh Dattani and Girish Karnad.** (Dr. S Saveen), Department of English, Telangana University, Nizamabad.

## Hindi

1. Chauhan, Gayatri Kishorbhai. **Udayshankar Bhatt ke natakoan mein mithkiyeta.** (Dr. S K Mehta), Department of Hindi, Saurashtra University, Rajkot.

2. Chowhan, Sanjay Kumar. **21v sadi ke aadivasi kendrit Hindi upanyasoan mein samajik yatharth.** (Dr. Mohd Jameel Ahmed), Department of Hindi, Telangana University, Nizamabad.

3. Dobaria, Subrahmben Bhimjibhai. **Shailesh Matiyani ke upanyasoan mein dalit-chetna.** (Dr. Jagmalbhai R Jadav), Department of Hindi, Saurashtra University, Rajkot.

4. Dubey, Maina. **Chitra Mudgal ke katha sahitye mein chitrit samasyaye.** (Dr. Sunita Sakhare), Department of Hindi, S.N.D.T. Women's University, Mumbai.

5. Godawari, Thakurwad. **Nasira Sharma ke upanyasoan mein Nari kee dasa aur disha.** (Dr. G Praveena Bai), Department of Hindi, Telangana University, Nizamabad.

6. Monga, Ritika. **Samkaleen mahila upnyaskaroan ke upnyasoan mein mulya bodh.** (Dr. Anna Ram Sharma), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

7. Sahani Nisha. **Matrayi Pushpa ke upnyasoan ke kathy ka anusheelan.** (Dr. Mohani Dahiya), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

8. Sharma, Shailja. **In reference to children's literature writer Govind Sharma in trends.** (Dr. Bheem Singh), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

9. Tiwari, Preeti. **Manu Sharma ke pauranik upnyasoan ka anusheelan.** (Dr. Sadhna Nirbhey and Dr. Premlata Chutel), Department of Hindi, Vikram University, Ujjain.

## Kannada

1. Ananda, S N. **Resistance pattern in post-independent Kannada short stories.** (Dr. Ramachandrapa A B), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

2. Joginakatti, Priyanka. **The native games of Hyderabad-Karnataka: Linguistic study.** (Dr. P Mahadevaiah), Department of Kannada Language Studies, Kannada University, Hampi, District Bellary.

3. Jyothi, S. **Women's sensibility in the translated Marathi narratives of Kannada.** (Dr. Vittala Rao T Gaikwad), Department of Translation Studies, Kannada University, Hampi, District Bellary.

4. Manjula, D O. **Study of the marginalised Kannada poetry of pre-modern era: With special reference to 17th and 18th century.** (Dr. Madhava Peraje), Department of Dravidian Cultural Studies, Kannada University, Hampi, District Bellary.

5. Manohara, K G. **Scope and structure of Kannada language movement.** (Dr. P Mahadevaiah), Department of Kannada Language Studies, Kannada University, Hampi, District Bellary.

6. Nadaf, Sulemanasab. **Andanappa Doddametti's struggle and politics: A historical study.** (Dr. A B Vaggar), Dr. A N Upadhye Extension Centre, Kannada University, Hampi, District Bellary.

7. Rajeshwari, S. **Heroic women of Kadugolla Community.** (Dr. Gangadhar Daivadnya), Department of Tribal Studies, Kannada University, Hampi, District Bellary.

8. Ramesh, C. **Tank construction and culture**

**of ancient Karnataka.** (Dr. Amaresh Yatagal and Dr. Venkatagiri Dalavai), Department of Epigraphy, Kannada University, Hampi, District Bellary.

9. Ravikumara, P G. **A critical view of literature, culture, tradition, social concept of H S Raghavendra Rao.** (Dr. R Nataraja), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

10. Sankond, Chaitana. **Kannada Kavyokta Panchvinshati Lilegalu: Svarupa Mattu Tatvikate.** (Dr. V R Choudhari), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

11. Shwetha, A. **Inter relative study of Kuvempu and Tolstoy novels.** (Dr. Poornima B N), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

12. Suma, H S. **Theoretical dimensions of women thoughts in Kannada literary criticism.** (Dr. Rahamath Tarikere), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

13. Suma, K S. **Rain metaphor in Kannada poetry: A study.** (Dr. B M Puttayya), Department of Kuvempu Kannada Adhyayana Kendra, Kannada University, Hampi, District Bellary.

14. Veerabhadrappe, H. **Nature and language of Kannada short stories: Considering of select dalit-bandaya short story editions.** (Dr. Joginakatte Manjunatha), Department of Kannada Language Studies, Kannada University, Hampi, District Bellary.

#### **Marathi**

1. Wani, Pratibha Pankaj. **Dr. Narendra Dabholkar yanchey vaicharik lekhan: Ek chikitsak abhyas.** (Dr. Sunil Ramteke), Department of Marathi, S.N.D.T. Women's University, Mumbai.

#### **Punjabi**

1. Sandeep Singh. **Baldev Singh Sadaknama de novelan vich samajik yatharth di peshkari: Smooche**

**novelan de sandarbh 'ch.** (Dr. Mamta Rani), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

#### **Telugu**

1. Netravathi, S. **Social consciousness in the Kannada translated Telugu novels.** (Dr. A Mohana Kuntar), Department of Translation Studies, Kannada University, Hampi, District Bellary.

#### **Urdu**

1. Quddus, Mohd Abdul. **Yousuf Nazim Bahysiat Tanz-O-Mizah Nigaar.** (Dr. Gul E Rana), Department of Urdu, Telangana University, Nizamabad.

### **PERFORMING ARTS**

#### **Dance**

1. Singh, Yasmin. **Kathak nritey ke vikas mein Chhattisgarh Rajye ka yogdan.** (Dr. Anjana Jha and Dr. B D Manik), Department of Tabla, Raja Mansingh Tomar Music & Arts University, Gwalior.

#### **Folklore**

1. Chidanand, Manjunath. **A cultural study on modern professional theatre of Koppal District.** (Dr. C Puttesha), Department of Folklore Studies, Kannada University, Hampi, District Bellary.

#### **Tabla**

1. Pandey, Sourabh Kumar. **Madhya Pradesh ke aprichit taal sadhkaon ka tabla evam Pakhawaj shikshan mein yogdan: Ek anuchintan.** (Prof. Kiran Deshpandey), Department of Tabla, Raja Mansingh Tomar Music & Arts University, Gwalior.

#### **Philosophy**

1. Chandan Kumar. **Vaidik evam agamik parampara mein srishti vichar: Ek adhyayan.** (Dr. Nagendra Tiwari), Department of Philosophy, T M Bhagalpur University, Bhagalpur.

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5	Assistant Professor	Mathematics	01	01 - OPEN
6	Assistant Professor	Environmental Studies	01	01 - OPEN
7	Assistant Professor	Management Studies	04	04 - OPEN
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#### Category I: Teaching Staff

Sr. No.	Designation	No. of Post
1	Principal	1
2	Assistant Professor in Physical Education	2
3	College Librarian	1
4	College Director of Physical Education and Sports	1

#### Category II: Non-Teaching Staff

Sr. No.	Designation	No. of Post
1	Librarian Grade I	1
2	Instructor in Physical Education	1
3	Lower Division Clerk	1

Applications should include the format for the concerned post which is available on the website along with further details, visit [www.donbosco.goa.ac.in/staffvacancies](http://www.donbosco.goa.ac.in/staffvacancies).

Director

### Vasant Shikshan Prasarak Mandal's Late Bhimrao Chavan Arts & Science College Chavanwadi (Barahali), Tq. Mukhed, Dist. Nanded

Applications are invited for the eligible candidates for the following full time posts in Late Bhimrao Chavan Arts & Science College, Chavanwadi (Barahali), (Permanent non-grant), Tq. Mukhed, Dist. Nanded run by Vasant Shikshan Prasarak Mandal's. The application duly completed in all respect should reach on the following address in 15 days. The candidates of reserved category should send one copy of application to the Assistant Registrar, Special Cell, S.R.T.M. University, Nanded.

Sr. No.	Subject	Total Posts	Reservation
01	Marathi-02, English-02, Hindi-01, Sociology-01, Political Science-01, Geography-01, Chemistry-02, Physics-02, Mathematics-02, Botany-02, Zoology-02, Computer Science-01, Director of Physical Education-01, Librarian-01	21	Open-09 SC-02 ST-02 NT-B-01 NT-C-01 OBC-04 EWS-02

NOTE : For details information about post, Qualification and other terms and conditions, please visit University website : [www.srtmun.ac.in](http://www.srtmun.ac.in).

President  
Vasant Shikshan Prasarak Mandal's



## SHREE RAYESHWAR INSTITUTE OF ENGINEERING & INFORMATION TECHNOLOGY

Shivshail' Karai, Shiroda, Goa 403 103

### APPOINTMENTS

Advt. No. SES/SRIEIT/APPT/02/23

Applications are invited from the eligible candidates in the prescribed form available on Institute's website : [www.ritgoa.ac.in](http://www.ritgoa.ac.in) for the following positions to be filled on Regular / Contract basis.

Position & Pay Scale	Electronics & Computer Engineering	Computer Engineering	Information Technology	Mechanical & Automation Engineering	Basic Science & Humanities			
					Maths	Physics	Tech. English	Chemistry
<b>Principal</b> (37400-67000 AGP 10000 - As per revised pay matrix level -14)				01				
<b>Professor</b> (37400-67000 AGP 10000 - As per revised pay matrix level -14)	01	--	01	01	--	--	--	--
<b>Associate Professor</b> (37400-67000 AGP 9000 - As per revised pay matrix level -13A1)	02	02	02	02	01	--	--	--
<b>Assistant Professor</b> (15600-39100 AGP 6000 - As per revised pay matrix level -10)	02	02	04	04	02	01	01	01
<b>College Director of Physical Edu. &amp; Sports</b> (15600-39100 AGP 6000 - As per revised pay matrix level -10)				01				

#### ESSENTIAL REQUIREMENTS FOR ALL POSITIONS :

1. Minimum of 15 years of residence in Goa.
2. Knowledge of Konkani.
3. Knowledge of Marathi shall be desirable.

#### Qualifications:

As per AICTE norms. For further details, kindly visit [www.acite-india.org](http://www.acite-india.org)  
Kindly visit [www.ugc.ac.in](http://www.ugc.ac.in) for Basic Science & Humanities posts.

*In the event of candidates for the post of Professor and Associate Professor are not available and/or not found suitable, the advertised posts shall be filled at level of Assistant Professor on contract basis.*

Candidate may download Application Form and Academic Performance Indicator (API) based on Performance Based Appraisal System (PBAS) format (applicable for the post of Principal, Professor & Associate Professor) from the college website [www.ritgoa.ac.in](http://www.ritgoa.ac.in). Filled application along with attested copies of testimonials, certificates should reach to the Administrative Office of the Institute or email soft copies of filled applications with enclosures to [recruitments@ritgoa.ac.in](mailto:recruitments@ritgoa.ac.in) within **15days** from the date of publication of this advertisement. Incomplete Application and/or application without enclosures will not be accepted and rejected without giving any notice.

Secretary



## MAHATMA EDUCATION SOCIETY'S PILLAI HOC COLLEGE OF ARTS, SCIENCE AND COMMERCE



Pillai HOCL Educational Campus, Rasayani, Tal- Khalapur, Raigad – 410207

NAAC A+, CGPA – 3.26 in Cycle II

MINORITY

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

UN-AIDED

SR. NO.	CADRE	SUBJECT	Total No. of Posts	Posts Reserved For
1	Principal	—	01	01 – OPEN
2	Assistant Professor	Physics	03	03 – OPEN
3	Assistant Professor	Chemistry	06	06 – OPEN
4	Assistant Professor	Accountancy	07	07 – OPEN
5	Assistant Professor	Commerce	02	02 – OPEN
6	Assistant Professor	Management	02	02 – OPEN
7	Assistant Professor	Economics	03	03 – OPEN
8	Assistant Professor	English Literature	01	01 – OPEN
9	Assistant Professor	Business Communication	01	01 – OPEN
10	Assistant Professor	Foundation Course	02	02 – OPEN
11	Assistant Professor	Hospitality Studies	05	05 – OPEN
12	Assistant Professor	Information Technology	33	33 – OPEN
13	Assistant Professor	Law	01	01 – OPEN
14	Assistant Professor	Mass Media	02	02 – OPEN
15	Assistant Professor	Mathematical & Statistical Techniques	11	11 – 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/CC/2019-20/05 dated 05<sup>th</sup> July, 2019.

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 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](http://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

Applications with full details should reach the CHAIRMAN, Mahatma Education Society's PILLAI HOC COLLEGE OF ARTS, SCIENCE AND COMMERCE, Pillai HOCL Educational Campus, Rasayani, Tal.Khalapur, Raigad 410 207. within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-  
CHAIRMAN



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

Kegaon, Solapur-Pune National Highway, Solapur, Maharashtra - 413 255

**SEARCH-cum-SELECTION COMMITTEE INVITES APPLICATION  
FOR THE POST OF VICE-CHANCELLOR**



The Punyashlok Ahilyadevi Holkar Solapur University, Solapur is a young state University of Maharashtra state, established on 1st August 2004. The University was recognized under section 2 (f) and 12 (b) of UGC Act, 1956 and is currently incorporated under the Maharashtra Public Universities Act, 2016.

The Hon'ble Governor of the State of Maharashtra, in his capacity as the Chancellor of the University has formed a four-member Search-cum-Selection Committee for recommending suitable names for the post of Vice-Chancellor of the University. The Search-cum-Selection Committee now invites nominations / applications from eminent academicians who fulfill the qualifications and experience prescribed for the post of Vice-Chancellor in terms of Section 11 of the Maharashtra Public Universities Act, 2016.

Candidates who fulfill the prescribed qualification and experience and are willing to take on this prestigious and challenging assignment may apply. Detailed advertisement containing essential qualifications, experience and the format of application and other requisite documents are available on the Website [www.sus.ac.in](http://www.sus.ac.in) of Punyashlok Ahilyadevi Holkar Solapur University, Solapur. Institutions may also nominate suitable candidates.

The last date of receipt of the application form is **20/07/2023**. Applications received thereafter shall not be considered.

Date: **20/06/2023**

**Chairman,  
Search-cum-Selection Committee**

**Sanskar Sarjan Educaiton Society's  
DHIRAJLAL TALAKCHAND SANKALCHAND SHAH COLLEGE OF LAW  
Kurur Village, Malad (E), Mumbai – 400097**

**MINORITY**

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS  
FROM THE ACADEMIC YEAR 2023-2024

**UNAIDED**

Sr. No.	Cadre	Subject	Total No of Posts	Category
1	Principal	---	01	01-OPEN
2	Assistant Professor	Law	08	08-OPEN
3	Librarian	---	01	01-OPEN

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

Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10<sup>th</sup> March, 1998**. **04% reservation shall be for the persons with disability** as per University Circular No. Special Cell/ICC/2019-20/05 dated 05<sup>th</sup> July, 2019.

Candidates having knowledge of Marathi will be preferred.

**“Qualification, Pay Scales and other requirement are as prescribed by the U.G.C. Notification dated 18<sup>th</sup> July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 08<sup>th</sup> March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26<sup>th</sup> March, 2019 and revised from time to time”.**

**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 **SECRETARY, Sanskar Sarjan Education Society, Kurur Village, Malad (East), Mumbai – 400097** within 15 days from the date of publication of advertisement. **This is University approved advertisement.**

**Sd/-  
Secretary**

Shri. Mouni Vidyapeeth's  
**Karmaveer Hire Arts, Science, Commerce & Education College**  
**Ht. Muralidharnagar, Gargoti, Tal. Bhudargad, Dist. Kolhapur-416209 (Maharashtra State)**  
(Affiliated to Shivaji University, Kolhapur)  
**(Permanently Granted)**

**WANTED**

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Post/Subject	Subject Wise Vacant Posts	Total Number of Vacant Posts	Total Reservation
<b>Assistant Professor :</b>				
1	Chemistry	01	02	OBC-01, Open to All-01
2	Marathi Method	01		

Apply giving full particulars **within 15 days** from the date of publication of this advertisement to **The Principal, Karmaveer Hire Arts, Science, Commerce & Education College, Ht. Muralidharnagar, Gargoti, Tal. Bhudargad, Dist. Kolhapur Pin: 416209**. Please download the blank application form from College website: [www.khcollege.ac.in](http://www.khcollege.ac.in) to apply.

**Note :** For detailed information about posts, qualifications and other terms and conditions, please visit University website: [www.unishivaji.ac.in](http://www.unishivaji.ac.in).

Place : Gargoti  
Date : 23/06/2023

**Principal**  
Karmaveer Hire Arts, Sci.,  
Comm. & Edn. College, Gargoti

**Director      Chairman      President**  
Shri Mouni Vidyapeeth  
Ht. Muralidharnagar, Gargoti, Dist. Kolhapur

**WANTED**

Applications are invited for the post of **Principal** to be filled in **Rajiv Gandhi College of Computer Science & Management, Nanded (Permanent Non-Grant)** (Maharashtra) run by **Prabhavati Shikshan Prasarak Mandal, Nanded**. Eligible candidate should submit their application along with all necessary documents **within Fifteen days** from the date of publication of the Advertisement by Registered post only.

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

**Educational Qualification:**

**A. Eligibilities:-**

1. A Master's Degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D. Degree in concerned/allied/relevant discipline(S) in the institution concerned with evidence of published worked and research guidance.
3. Professor/Associate Professor with a total experience of fifteen years of teaching/research in Universities, College and other institutions of higher education.
4. A minimum of 10 research publication in peer reviewed or UGC listed journals.
5. A minimum of 110 research score as per Appendix II. Table 2 of UGC regulations 2018.

**B. Tenure:-**

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

**Salary & Allowances:-**

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

**7<sup>th</sup> Pay Scale: Academic Level-13A (131400-217100)**

**Note:**

1. Prescribed application form is available on the University website ([www.srtmun.in](http://www.srtmun.in)).
2. No T.A./D.A. will be paid to attend the interview.
3. Eligible candidates those who are already in services should submit their application through proper channel.
4. All attested Xerox copies of certificate's and other relevant documents should be attached with the Application.
5. The vacant posts are being filled under the decision of Hon. High Court Aurangabad Bench Petition No.12051/2015.

**Correspondence Address:**

The President / Secretary,  
Prabhavati Shikshan Prasarak Mandal, Nanded,  
Rajiv Gandhi College of Computer Science & Management, Vidyut Nagar, Nanded 431605 (Maharashtra)



## PADRE CONCEICAO COLLEGE OF ENGINEERING

Agnel Ashram, Verna, Goa - 403722

Tel: 0832-2791267

e-mail: [careers.agnel@gmail.com](mailto:careers.agnel@gmail.com)

Applications are invited for the following **regular positions**:

Department	Designation	No. of posts
Electronics & Computer Engineering	Assistant Professor (with Master's degree in Electronics & Telecommunication Engineering / Computer Engineering / Information Technology)*	One
Computer Engineering	Assistant Professor*	Two

\* *Specialization / background in Data Science / Artificial Intelligence and Machine Learning is desirable*

Applications are also invited for the following **contract positions**:

Department	Designation	No. of posts
Mechanical Engineering	Assistant Professor	Two
Electronics & Computer Engineering	Assistant Professor (with Master's degree in Electronics & Telecommunication Engineering/ Computer Engineering/ Information Technology)	Three
Computer Engineering	Assistant Professor	Three
Information Technology	Assistant Professor	Two
Basic Sciences & Humanities	Assistant Professor – Mathematics	One
Basic Sciences & Humanities	Assistant Professor – Chemistry	One

### ESSENTIAL REQUIREMENTS FOR REGULAR POSITIONS

- **15 years Residence / Domicile Certificate in Goa issued by the competent authority (Office of Mamlatdar)**
- **Knowledge of Konkani**

For requirements of qualifications and experience as well as applicable pay scales, please refer to [www.pccegoa.edu.in](http://www.pccegoa.edu.in).

Interested candidates are required to apply on the “**APPLICATION FOR FACULTY POSITIONS**” link on [www.pccegoa.edu.in](http://www.pccegoa.edu.in) **within fourteen days** from the date of publication of this advertisement.

**Fr. Agnelo Gomes**  
**Director**

## AIU Notification for Inviting Proposal for AADC

The Association of Indian Universities, an apex-level representative body of universities and other higher education institutions in India invites proposals with an Expression of Interest (EoI) from the member universities for its newly introduced scheme i.e. Academic and Administrative Development Centres(AADC) to be established in select member universities.

AADC is a pioneering initiative of AIU which aims at organizing short-term training and capacity-building programmes for the faculty members and administrative functionaries of Indian Universities and other HEIs. Introduced in 2022, AADC is envisioned to function in a similar manner to the UGC Human Resource Development Centers operating in different universities. The focus of these centres is to provide training to faculty for online/blended mode of teaching-learning, developing e-content and using technology for continuous assessment and evaluation and research collaboration along with programmes on effective management using technology in governance and administration of universities.

Since its launching in last year, 09 Centres were approved by AIU which are functioning well and organizing the training programmes. As a policy, AIU has planned to add 10 centres each year to the list till the desired number of Centres is established. The general terms and conditions of establishing AADC are as follows:

- AADC is to be established under the banner of AIU and be named as **AIU-..... University, Academic and Administrative Development Centre**.
- AIU-AADC will offer short-term programmes of varying duration aimed at continuous capacity building of the key stakeholders through online and in-person modes.
- The Centres are to be allocated to 10 selected member universities of AIU based on their interest and required infrastructure.
- Initially, seed money of **Rs. 2.00 lakhs** will be provided by AIU as one-time financial support to each centre. Thereafter, the centers will be functioning in self-financing and self-sustaining mode
- **Rs. 1.00 Lakh** will be provided at the beginning of the first programme and the remaining One Lakh will be released after receiving the utilisation certificate from the University.
- Each Centre will organise 10 programmes in an Academic Calendar year.
- AIU will also provide academic support in identifying resource persons, planning and designing the academic aspects of the courses. The details of the programme structure, duration, selection of themes, preparation of training materials and modules, resource persons will be decided on mutual consultation and cooperation with the host/concerned university.
- A report after each programme may be submitted to AIU for documentation and publishing in University News, A Weekly Journal of Higher Education.

The proposal may be sent to **Dr Amarendra Pani, Joint Director & Head, Research Division** through email: [researchaiu@gmail.com](mailto:researchaiu@gmail.com). In case you need any further information, you may send your queries through the email ID mentioned.

## Guidelines for Academic & Administrative Development Centres (AADC)

### Introduction

As the third largest Higher Education (HE) system in the world, Indian HE not only caters to students in diverse locations across the sub-continent but also is in the process of achieving 50% GER by 2035. While this requires elaborate infrastructure in place and enabling policies of inclusiveness, there is a need to create pathways of continuous learning and updating of skills and new knowledge among faculty in order to make HE quality futuristic. The Human Resource Development Centres (HRDC) set up by the University Grants Commission and the AICTE Training and Learning (ATAL) Academy offer Faculty Development Programmes (FDPs) of varying durations for newly recruited as well as for mid-career professionals. In spite of these efforts, there is still a gap between the number of courses on offer and number of faculty to be trained. Further, there have been very few programmes for the upskilling of administrative staff in the HE system so as to prepare them for the changing e-governance requirements.

It is in this context that the Association of Indian Universities (AIU) proposes to set up Academic & Administrative Development Centres (AADC) in collaboration with universities across India. While the AIU will provide a seed money of Rupees Two Lakhs to set up the AADC, the programmes will be conducted on a self-sustainable basis.

### Objectives of AADC

- Provide continuous knowledge and skill acquisition and enhancement for faculty in order to contribute effectively to the changing landscape of HE
- Train administrative staff in higher education institutions with appropriate skills to adapt to emerging information technologies
- Prepare library professionals and other technical staff in HEIs to contribute to knowledge cum learning and research resources as per the global demands and the local needs
- Introduce research scholars to the principles of academic integrity and professional ethics

### Thrust Areas of AADC Programmes

The AIU-AADC will offer short term (one week) programmes aimed at continuous capacity building of the key stakeholders through online and in person modes. The thrust areas envisaged for the programmes include but are not limited to the following:

- Identifying the different components of online teaching and learning
- Designing e-content, open educational resources and adopting innovative in structural delivery models
- Mapping and matching pedagogies and technologies
- Exploring new knowledge domains
- Producing high quality and high impact research publications
- Identifying appropriate impact factor journals for submission of manuscripts for publication
- Preparing winning project proposals
- Addressing local needs and realities through research in sync with Scientific Social Responsibility (SSR)
- Integrating research and innovation in order to foster the entrepreneurial spirit among teachers and learners

*contd....*

- Reinforcing academic integrity and professional ethics
- Fore grounding innovation and start up ecosystem to train graduates to be job providers rather than job seekers
- Tapping CSR and philanthropy funding
- Adopting thrifty measures in resource mobilization and its optimal utilization
- Understanding and training of the e- governance models
- Using information and communication technologies (ICTs) in day-to-day administration
- Utilizing and enhancing teaching-learning resources with a view to make the library an information hub and knowledge house for the HEI
- Forging national and international research collaborations and industry linkages
- Fostering decentralization of administration with appropriate checks and balances
- Documenting best practices in teaching-learning, research and administration
- Creating quality benchmarks for the emergence of multiple levels of academic leadership
- Analysing ways of aligning institutional vision with local, regional, national and global needs in order to achieve the proposed goals of NEP 2020 as well as SDG goals.

### **Intended Participants**

The participants of the AADC programmes include entry level, mid-career and senior Faculty, Research Scholars, Educational Administrators, Information Professionals, Technical Personnel and Academic Leaders. Programmes are to be designed as 'level-wise ladder type' schedules for the various cadres of faculty members and administrators with specially structured programmes for Research scholar's

### **Financial Model**

The AIU will provide a seed grant of Rupees Two Lakhs to set up the AADC in selected institutions based on a competitive scrutiny of invited/ submitted proposals. The fee component presented by interested institutions should include the honorarium for resource persons, handouts and course material as well as the cost involved for providing boarding for the participants. The venue for hosting the training programmes as well as the subsidized accommodation provided to the participants has to be borne by the host university.

### **Operational Guidelines**

Every university/ HEI that wants to start an AADC will enter into an agreement with the AIU.

Every AADC will have an Advisory Committee headed by the Vice Chancellor as the Convener and will include a nominee from AIU, two members of the IQAC, two senior academics and two senior administrators as well as two external experts as Members. The Coordinator of the Centre to be nominated by the Vice Chancellor, will be the Secretary of the Committee.

An Annual Calendar of Programmes will be created and circulated widely among the AIU members and displayed on the institutional website.

- Every AADC will nominate teaching, non-teaching and technical staff from among its human resources.
- The Coordinator of the AADC will be a faculty member at the level of Associate Professor and above. The coordinator will be paid a modest monthly honorarium.
- Every AADC will also have earmarked space and infrastructure within the HEI.
- Every AADC will prepare and disseminate the reports of programmes conducted in the dedicated link on the institutional website.

# Association of Indian Universities

## AIU Academic and Administrative Development Centres (AADC)

### Structure for the Training Programs

**1. Proposed programs:**

(Not exhaustive, the university may add more programs upon the requirement)

**(i) Use of technology in-**

- a) Teaching learning/Pedagogy
- b) Research Collaboration
- c) Assessment & Evaluation
- d) University Governance & management

**(ii) Development of learning material and e-content**

**(iii) Enhancing student engagement using technology**

**(iv) Use of technology in-**

- a) University Administration
- b) Examinations
- c) Finance

**2. Duration of the Programme- 8-10 days**

**3. Frequency of Programme- 10 per annum**

**4. Resource Persons (Details and Contact No.)-Please engage the quality resource persons.In case the need is felt, AIU can suggest experts.**

**5. Mode of delivery- (Any of the following)**

- a) Face to face
- b) Online
- c) Blended

**6. Target Audience (No.) – Faculty/Administrators in university and colleges**

**7. Group Size- 25-30 approximately**

**8. Branding/Promotion of Programs through following social media channels would be appreciated-**

- a) Twitter
- b) Instagram
- c) Linked In
- d) Facebook

**9. TA/DA-To be borne by their respective Institute sending the trainees.**

**10. Infrastructure Availability shall be ensured in terms of:**

- a) Classroom (Smart/Conventional)
- b) Teaching Learning aid & equipment

**11. Reasonable Course Fees may be levied**

**12. Possibility of non-commercial collaboration may be explored with Industry/ EdTech Companies.**

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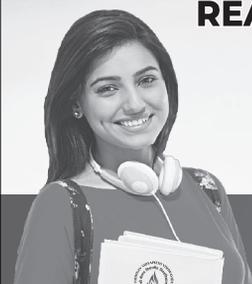
### Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

**City Office:** G-06, Aakriti Tower, Near Akashvani, 19-B Vidhan Sabha Marg, Lucknow-226001

**Campus:** Indore-Ujjain State Highway, **INDORE-453111.**

**Mob.:** 9303700163, 9303700164, 9303700165, 930700166, 9303700168

**Dr. Anand Kumar-79749 16738 | Mr. Anurag Srivastava- 77539 36274**



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### ADMISSIONS 2023-24

#### ENGINEERING AND TECHNOLOGY

##### B. Tech. (4 years)

Agricultural Engineering/ Automobile Engineering/ AE (Electric Vehicle Engineering)/ Civil Engineering/ Electronics and Computer Science Engineering/ Electrical Engineering (Solar Energy-Tata Power)/ Electrical & Electronics Engineering/ Electrical Engineering/Electronics and Communication Engineering/EC (Internet of Things)/ ME (Artificial Intelligence & Machine Learning)/CE (Artificial Intelligence & IoT)/ Electronics and Instrumentation Engineering/ Instrumentation & Control Engineering/ Mechanical Engineering/Mechanical Engineering (Plant Engineering-Tata Power)/Mechatronics/ Railway Engineering/Robotics and Automation/ Electronics (VLSI Design & Technology)

##### M. Tech. (2 years)

Civil (Geotechnical Engineering)/ Civil (Structural Engineering)/Civil (Transportation Engineering)/Civil (Water Resources Engineering)/ Digital Communication/ Digital Instrumentation/ Embedded System & VLSI design/ Industrial Engineering/ Mechanical (Thermal and Design Engineering)/ Power Electronics/Power System/ Renewable Energy/ Virtual Instrumentation/ Construction Technology & Management/ Automation & Robotics

##### Diploma Programs (3 years)

Automobile Engineering/ Civil Engineering/ Electrical Engineering/ Electronics and Instrumentation Engineering/ Electronics Engineering/ Mechanical Engineering/ Mechatronics Engineering/ Solar Energy / Integrated Circuit (IC) Manufacturing

##### B. Tech. (4 years)

Computer & Communication Engineering/ Computer Science & Business Systems- (TCS)/ Computer Science Engineering/CSE (Mobile Applications)-Apple (AATCE)/ CSE (Artificial Intelligence - IBM)/ CSE (Big Data and Cloud Engineering-Impetus)/CSE (Data Science-IBM)/ CSE (Enterprise System- red hat)/ CSE (FullStack Development & Blockchain- IBM)/ CSE (Information and Cyber Security-NCSSS)/ CSE (Artificial Intelligence and Machine Learning-Microsoft)/Information Technology/ IT (Data Science-IBM)/IT (FullStack Development & Blockchain-IBM)/ CSE (Internet of Things-IBM)

##### M. Tech. (2 years)

Computer Science Engineering/ Computer Science Engineering (Big Data Analytics)/ Computer Communication Engineering/ Information Security

##### Dual Degree Programs

##### B. Tech. + M. Tech. (4+2 years)

Computer Science Engineering/ Computer Science Engineering (Big Data Analytics)/Computer Science Engineering (Cloud Computing)/ Computer Science Engineering (Cyber Forensic)/ Information Communication Technology/ Information Technology

#### FACULTY OF DOCTORAL STUDIES & RESEARCH (3 years)

Teaching Assistanship (TA) of ₹12,400 (Rupees Twelve Thousand Four Hundred Only) for all GATE Qualified Candidates admitted in 02 years full time M.Tech Program, subject to MHRD/UGC/AICTE Guidelines

##### B. Tech. + MBA (4+2 years)

Computer Science Engineering/ Information Technology

##### Diploma Program

One-Year Post Graduate Diploma in Computer Applications (PGDCA)

Six-Months Diploma in Computer Hardware and Networking (DCHN)

##### B. Tech. (4 years)

Garment & Fashion Technology/ Textile Engineering/ Technical Textiles

##### M. Tech. (2 years)

Textile Engineering/Textile Chemistry

##### B. Sc. (3 years) Fashion Design

##### B. Des (3 years) Fashion Design

##### Diploma Program (3 years)

Textile Engineering

#### FORENSIC SCIENCE

##### B.Sc. (Hons.) (4 years)

Digital & Cyber Forensics

##### B.Sc. (3 years)

Forensic Science/ Forensic Psychology

##### B.A./ B.Sc. (2 years) Criminology

M.Sc. (2 years) Forensic Science/ Forensic Psychology/ Cyber Forensics

##### M.A./ M.Sc. (2 years) Criminology

##### Dual Degree Program

##### B.Sc.+ M.Sc. (3+2 years)

Forensic Science/ Forensic Psychology

#### ARCHITECTURE

##### B.Arch. (5 years)

B.Des. (4 years) Interior Design/ Product Design/Graphics & Animation

##### M.Des. (2 years) Interior Design

M.Des. Graphics & Animation

##### Dual Degree Program

##### B.Des.+ M.Des. (4+2 years)

Interior Design/ Product Design/ Graphics & Animation

#### PLANNING

##### B.Plan. (4 years)

M.Plan. (4 years) (Urban Planning)

#### MANAGEMENT

##### MBA (2 years)

Engineering Management/ Family Business & Entrepreneurship/ International Business/ Media Management/ Agri-business/ Business Analytics/ Advertising and Public Relations/ Tourism/ Rural Management-MGNCRE/ Hospital & Healthcare Management/ Marketing/ Human Resource/ Finance/ Fintech

##### BBA (Hons.) (4 years)

##### BBA (3 years)

##### BBA (Fintech) (3 years)

##### BBA (Rural) (3 years)

Management/ Physics/ Chemistry/ Maths/ Life Science/ Psychology/ Library Science/ Computer Applications/ Computer Science/ Engineering/ Environmental Science/ Electronics Engineering/ Electrical Engineering/ Mechanical Engineering/ Civil Engineering/ IT/ English/ Biotechnology/ Agriculture/ Economics/ Political Science/ Commerce/ Sociology/ Anthropology/ Public Administration/ History

#### Dual Degree Programs

##### BBA + MBA (3+2 years)

Marketing/HR/Finance/Operations/ Fintech/Rural Management-MGNCRE

##### MBA (2 years) (Industrial Management)

Open to Engineering Graduates only.

#### JOURNALISM AND MASS COMMUNICATION

##### M.A. (2 years)

Journalism and Mass Communication/ Hindi Journalism

##### Dual Degree Program

##### B.A. + M.A. (3+2 years)

Journalism and Mass Communication

#### FINE ARTS

##### BFA (4 years) Painting/ Animation

##### MFA (2 years) Painting/ Animation

#### AGRICULTURE

##### B.Sc. (Hons.) (4 years) Agriculture

##### M.Sc. (2 years)

Agriculture/ Horticulture Genetics and Plant Breeding/ Entomology/ Plant Pathology/ Soil Science & Agricultural Chemistry/ Agronomy/ Horticulture (Fruit Science)/ Horticulture (Vegetable Science)/ Agricultural Economics/ Agricultural Extension Education / Live Stock Production & Management

#### SCIENCE

##### B.Sc. (3 years)

Physics/ Chemistry/ Maths/ Computer Science/ Biotechnology/ Electronics/ Instrumentation/ Statistics/ Economics

##### B.Sc. (Hons.) (4 years)

Physics/ Chemistry/ Maths/ Computer Science/Biotechnology/Electronics/ Instrumentation/Statistics/Economics

##### M.Sc. (2 years)

Physics/ Chemistry/ Maths/ Environmental Science/ Analytical Chemistry/Biotechnology

##### Dual Degree Program

##### B.Sc. + M.Sc. (3+2 years)

Physics/ Chemistry/ Maths/ Statistics

#### COMPUTER APPLICATIONS

##### BCA (3 years)

Big Data Analytics-IBM

##### M.Sc. (2 years)

Computer Science

##### MCA (2 years)

Banking Technology

##### MCA (2 years)

Dual Degree Programs

##### BCA + MCA (3+2 years)

##### BCA + MCA (3+2 years)

Banking Technology

#### SOCIAL SCIENCES,

#### HUMANITIES AND ARTS

##### B.A. (3 years)

##### B.A. (Hons.) (4 years)

Psychology/ Economics/ Public Administration/ English Literature/ Sociology/ Political Science/ Anthropology/ History/ Hindi Literature/ Sanskrit

##### B.S.W. (3 years)

##### M.A./ M.Sc. (2 years)

Psychology/ Applied Psychology/ Public Administration/ Clinical Psychology/ Counselling Psychology/ English Literature/ Sociology/ Economics/ Education/Anthropology/ History/Political Science/ Hindi Literature/Sanskrit

##### M.S.W. (2 years)

##### Dual Degree Program

##### B.S.W. + M.S.W. (3+2 years)

##### B.Lib. I.Sc. + M.Lib. I.Sc. One-Year Advanced Diploma in French

#### COMMERCE

##### B.Com (Hons.) (4 years)

Banking & Finance/ Entrepreneurship/ Tax Procedure/ Computer Applications

##### B.Com (3 years)

Banking & Finance/ Entrepreneurship/ Tax Procedure/ Computer Applications

##### M.Com (2 years)

##### Dual Degree Programs

##### B.Com+ M.Com (3+2 years)

##### B.Com + MBA (3+2 years)

#### LAW

##### LL.B (Hons.) (3 years)

##### LL.M (2 years)

Business Law/ Criminal Law

##### LL.M (1 year)

(Business Law, Criminal Law, Human Rights)

##### Integrated Programs (5 years)

##### B.A.LL.B (Hons.)

##### B.B.A.LL.B (Hons.)

##### B.Com, LL.B (Hons.)

#### HOME SCIENCE

##### M.Sc. (2 years) Food & Nutrition

##### Dual Degree Program

##### B.Sc.+ M.Sc. (3+2 years)

Food & Nutrition

#### PARAMEDICAL SCIENCES

##### Bachelor of Medical Laboratory Technician (3 years)

##### DIPLOMA PROGRAMS (2 years)

X ray Radiographer Technician/ Medical Lab. Technician/ Cath. Lab. Technician/ Dialysis Technician/ Optometric Refraction/ Optometrist Contact Lens/ Anesthesia Technician/ Yoga/ Naturopathy