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Sr. No.	Name of the Posts	Subject	Vacant Posts	Reservation
1	Assistant Professor	Chemistry	4	S.C.- 2
2	Assistant Professor	Physics	2	S.T. - 1
3	Assistant Professor	Botany	2	N.T. A - 1
4	Assistant Professor	Zoology	2	N.T. C - 1
5	Assistant Professor	Mathematics	2	OBC. - 3
6	Assistant Professor	Computer-Sci.	2	EWS. - 1 OPEN.- 5

- The Educational Qualification for the post of Assistant Professor will remain applicable as per UGC, New Delhi, Government of Maharashtra decision and Dr. Babasaheb Ambedkar Marathwada University circulars.
- Backward class applicants should send a copy of the application submitted to the Secretary of the Institute to the Vice Chancellor, Special Cell, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- Govt. Re. No. Narrow 1096 Oblique No. 30 Oblique Ka Dash Two Dated One August 1997 30% reservation for women will remain.
- 4% reservation will remain as per Govt. letter No Dash Divyang 2018/Q 36/14/16-3, Mantralaya, Mumbai Dated 28th May 2019.
- As per Government Decision No. NGC 1298 (4619) Uni - 4 dated 11 December 1999, the requirement of 55% marks for Master's Degree for Scheduled Castes and Scheduled Tribes has been relaxed to 50%.
- As per Reservation Act 2001 (2004) N.T. A, B & D. is convertible.
- Institute colleges under AICTE NCTE should act as per their rules.
- As per Government Decision No. UGC 2008/ (21)/VC-4, Department of Higher and Technical Education, Ministry of Extension Building Mumbai 32 dated 14 November 2003, in respect of disabled candidates, the requirement of 55% marks for graduate degree has been relaxed to 50%.
- Backward class candidates can apply for unreserved posts. Unreserved posts will be filled based on merit.
- As per Govt. decision dated 3rd April 2018 and 4th December 2018, there will be one percent reservation for orphans.
- Ten percent of the total seats in the open category will be reserved for economically backward candidates.
- Candidates should appear on the day of interview with original documents at their own expense.

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#Let'sBeatCoronaTogether

New Methods for Assessment and Accreditation: Pragmatic Approach Derived through the Recommendations of National Education Policy–2020

Haribhau R Bhapkar*

Ancient Indian educational systems are unique and have a significant impact on how students around the world develop. The extant literature contains a wide range of techniques for rating and accrediting Indian academic institutions. According to the regulations and standards of the National Assessment and Accreditation Council (NAAC), marks are given based on criteria and metrics. This work finds the discrepancy when allocating metrics-based marks and eliminates it by defining new procedures for evaluating and accrediting academic institutions. The work takes a pragmatic approach to explaining three new techniques. In comparison to the previous literature, the new methods are more accurate and precise mathematically and practically. This work will steer the growth of top-notch institutions, colleges, and universities across India and contribute to the more effective implementation of NEP-2020.

Indian academia has one of the world's most enormous and varied educational systems. Recent policies and rules of the governments regarding privatization, autonomy, and new programs in today's emerging areas have enhanced the need for higher education. The main focus of academia is now on the quality and applicability of higher education. To assure quality education, state of the art infrastructure, and highly qualified resources, the National Assessment and Accreditation Council (NAAC) was established in 1994.

The NAAC has been consistently working to improve quality education, teaching-learning process, research, innovations, project, and design-based education, consultancy and training, and quality evaluation in Indian Higher Educational Institutes (HEI). The NAAC is also working to promote high-quality academia in India which comes in the top hundred institutes/ universities of the world.

The NAAC is based on core values such as contributing to national development, fostering global Competencies among students, nurturing a value system among students, stimulating the use of the latest technology, and questing for excellence. The NAAC has been consistently improving and nurturing the process of high-quality assessment and accreditation of the HEI in India.

NAAC follows grade points 0, 1, 2, 3, and 4 for the assessment and evaluation of the criteria. There are seven criteria as follows.

1. Curricular Aspects
2. Teaching – Learning and Evaluation
3. Research, Innovations, and Extensions

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4. Infrastructure and Learning Resources
5. Students Support and Progressions
6. Governance, Leadership, and Management
7. Institutional Values and Best Practices

The criteria-wise different key indicators (KI) are there for universities or academia. The key indicators are almost the same for all universities, Autonomous Colleges, and affiliated/ constituent colleges, but weightages are different.

Under seven criteria, NAAC has defined weightage to each key indicator or aspect with guiding indicators that help the peer team of the NAAC. The peer team needs to assign desired grade points for each key aspect using 0, 1, 2, 3, and 4 points (a five-point scale system). Decimal points are not allowed for the assessment. If we express this in terms of the percentages, then there are only five possibilities 0 % or 25 % or 50 % or 75 %, or 100 %.

How to assign grade points if the performance of the activity is about 90 %. To conquer such types of problems and unfairness being done with HEI, this work defines three new methods for assessment and accreditation of HEI by a pragmatic approach. These methods are mathematically more precise and give more justice to all stakeholders. This work will help to develop high-quality institutions/universities across India and help to achieve a few objectives of NEP-2020.

Jyoti S. Kawalekar, 2013, reported that the NAAC played a significant role in boosting the quality of higher education and upholding higher standards across Indian academia. Moreover, the NAAC benefited students, faculty, college and university authorities, and all related stakeholders directly or indirectly. NAAC motivated or sometimes compelled employers of the academia to develop the art of state infrastructure, research facilities, and other facilities for the curricular and co-curricular developments of the students.

Ravikumar K. et al. 2021, studied the four regions of Indian academia Northeastern, Eastern Region, Western Region, and Northern Region, and compared qualitative accreditations of the colleges/universities. The academia from Western and Northeastern regions have more accredited institutes as compared with the other regions and the university sectors have given better responses than the college sectors.

P.S.Aithal et al. 2016, analyzed the NAAC Accreditation System using the framework of a model as Advantages, Benefits, Constraints, and Disadvantages (ABCD Model). The work suggested that there should be harmony among students, teachers, institutions, parents, and related stakeholders for the teaching-learning and progress of students to improve greatly the purpose of education in the development of India and as individuals.

P.S.Aithal et al. 2021, investigated the overall accreditation credits of A++ universities were much affected due to low performance in the research criteria. Moreover, it was reported that the university authorities (Vice Chancellor, Directors, Research Deans, etc.) should be role models in active research and publications to inspire others to improve research competencies.

Ravikumar K et al. 2021, provided the importance of the NAAC accreditation for Indian academia, particularly by taking a sample of 50 colleges from Karnataka state, to consistently improve or maintain the quality of higher education. It is especially highlighted that there is a very good impact of NAAC accreditation on different dimensions of academia.

Nameesh Namesi et. al. 2017, focused on the graph theoretical approach among seven criteria of the NAAC that helped the university authorities to reassess education quality by considering the attributes of dependency and independence using the graph theory approach. Datta Sawant, 2017, studied and compared the best practices of various NAAC-accredited institutions as per the seven criteria. The best practices helped students and teachers to stay motivated and develop integrity and a jovial life in institutions.

Arvind Chaudhari et al. 2014, found that through the questionnaire about NAAC distributed to Members of the Governing Body, Principals, NAAC Coordinators, Head of Department, and Faculty Members, the awareness of the NAAC concept is more than 75% and the creative ideas of faculty members remain unutilized as they are not much involved in the policy and decision making.

Devendra Ameths et. al. 2014, stated the significant role of the IQAC coordinator in the process of NAAC accreditation. The IQAC coordinators should be trained to monitor the quality of education in institutes. Suresh D. Mane, 2015, studied and differentiated the different aspects of NAAC and

NBA accreditations of processes meticulously. Dey N. 2011, explored that in the world, there should be common criteria for assuring the quality of higher education to ensure the credit transfer and mobility of students. Devendra Ameta, 2014, noted the great need to track continuously the progress of the colleges and follow transparency in the distributions of funds for research by a pragmatic approach. Suresh Ghatole, 2021, recommended that there is a need for quality reforms in higher education institutes for global competency. Haribhau Bhapkar, 2022, defined a new formula for the conversion of CGPA into an equivalent percentage as well as the advanced academic credit system that helps to give equitable justice to all stakeholders in NEP-2020.

Motivation

If the performance of any activity is approximately 87.5 % then the peer team will give me either 3 or 4-grade points. But 3 and 4-grade points are associated with around 75 % and 100 % of the activities. Let us consider the Table 1.

Table 1: Sample Case of Grade Points

Sr. No.	Performance of Activity in %	Grade points may be assigned by the NAAC peer team	Remark
1	85	3	Injustice (fewer grade points)
2	65	3	Injustice (more grade points)
3	88	4	Injustice (more grade points)
4	75	3	Justice
5	60	2 or 3	Injustice
6	90	4	Injustice

According to the marking scheme of the NAAC, there is more possibility for unfair assessment. Almost

all peer teams have been working honestly, but why give scope for unfair assessment? Table 2 depicts weights and the corresponding assessment marks.

Suppose the defined weightage of the criteria is 300 and the performance of the particular college is around 85 %. If the peer team gives 3 marks then credit points will become 900 and for 4 marks, 1200 credit points. There is a very big disparity in this assessment. It will change the accreditation grade of the college/ university. We need to understand the accurate interpretations of the numbers as numbers never lie but their interpretations depend upon the acuity of the person. The existing NAAC institutional grades and accreditation status are given in Table 3.

The following are significant observations noted in the existing NAAC assessment and accreditation system:

- The width of intervals is not equal, which is mathematically incorrect. Interval widths are 0.5 or 0.25. Need to unify interval widths.
- The range of institutional percentages is different for the letter grades. There is a difference of 6 % or 12.25 %.
- There are only seven working intervals of the grade points.
- If the institute secured more than 1.51 CGPA, then it is accredited with a minimum grade. But the minimum percentage is 37.75, which is not the passing marks of any course or subject of that institute/ college/university.

Proposed Work: New Assessment and Accreditation Methods

To eradicate the above injustice or disparity, mathematical thinking, and philosophy the author defines a new marking scheme for the assessment and accreditation of Higher Education institutes.

Table 2: Sample Case of Weightages of Criteria and Grade Points

Weightage of Criteria\ Marks	0 (0 %)	1 (25 %)	2 (50 %)	3 (75 %)	4 (100 %)
350	0	350	700	1050	1400
300	0	300	600	900	1200
250	0	250	500	750	1000
200	0	200	400	600	800
150	0	150	300	450	600
100	0	100	200	300	400

Table 3: Range of %, CGPA, Letter Grades and Grade Points in Existing System

Sr. No.	Range of Institutional Percentages		Range of Institutional Cumulative Grade Point Average (CGPA)		Letter Grade	Width of Interval	Status
	Lower % >=	Upper % <=	Lower >=	Upper <=			
1	87.75	100.00	3.51	4.00	A++	0.50	Accredited
2	81.50	87.50	3.26	3.50	A+	0.25	Accredited
3	75.25	81.25	3.01	3.25	A	0.25	Accredited
4	69.00	75.00	2.76	3.00	B++	0.25	Accredited
5	62.75	68.75	2.51	2.75	B+	0.25	Accredited
6	50.25	62.50	2.01	2.50	B	0.50	Accredited
7	37.75	50.00	1.51	2.00	C	0.50	Accredited
8	0.00	37.50	0.00	1.50	D	-	Not Accredited

By studying and considering all the above aspects, the new assessments and accreditation methods are defined as follows.

Zero to Four Point (0 – 4) Scale Method

In the existing method of assessment for accreditation of the colleges/ universities. 0, 1,2,3,4 grade points are used without fraction points. To divide the assessment range into more intervals, there should be fractional grading. That is, the peer team needs to give grade points 2.1, 3.5, 3.8, 3.9, 4, etc. as per the actual performance of the HEI.

The CGPA of the HEI should be from 0 to 4. The HEI having less than or equal to 1.6 CGPA will not be certified by NAAC. This system gives more precise results and justice than the existing system.

Zero to Ten Point (0 – 10) Scale Method with 10 intervals

In this method, divide 40 to 100 percentages into 10 intervals with an equal interval width. The grade points are 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. Table 5 depicts the percentage and CGPA range of the HEI with new letter grades and accreditation status.

In this method, the width of each interval is 0.6 (6 %). The new grade letters are also defined by a pragmatic approach. The assessment of each key indicator or point should be done by using 0 to 10-grade points without fractions. Therefore the CGPA varies from 0 to 10, which is also used in the educational credit systems. Almost all academia are following the same for the assessment of students. The HEI having less than or equal to 4 CGPA will not be certified by the NAAC.

Table 4: Range of %, CGPA, Letter Grades, and Grade Points in 0 -4 Point Scale Method

Sr. No.	Range of Institutional Percentages		Range of Institutional Cumulative Grade Point Average (CGPA)		Letter Grade	Width of Interval	Status
	Lower % >	Upper % <=	Lower >	Upper <=			
1	94	100	3.76	4.00	A++	0.24	Accredited
2	88	94	3.52	3.76	A+	0.24	Accredited
3	82	88	3.28	3.52	A	0.24	Accredited
4	76	82	3.04	3.28	B++	0.24	Accredited
5	70	76	2.80	3.04	B+	0.24	Accredited
6	64	70	2.56	2.80	B	0.24	Accredited
7	58	64	2.32	2.56	C++	0.24	Accredited
8	52	58	2.08	2.32	C+	0.24	Accredited
9	46	52	1.84	2.08	C	0.24	Accredited
10	40	46	1.60	1.84	D	0.24	Accredited
11	0	40	0.00	1.60	F	NA	Not Accredited

Table 5: Range of %, CGPA, Letter Grades, and Grade Points in 0 -10 Point Scale Method with 10 intervals

Sr. No.	Range of Institutional Percentages		Range of Institutional Cumulative Grade Point Average (CGPA)		Letter Grade	Status
	Lower % >	Upper % <=	Lower >	Upper <=		
1	94	100	9.40	10.00	A++	Accredited
2	88	94	8.80	9.40	A+	Accredited
3	82	88	8.20	8.80	A	Accredited
4	76	82	7.60	8.20	B++	Accredited
5	70	76	7.00	7.60	B+	Accredited
6	64	70	6.40	7.00	B	Accredited
7	58	64	5.80	6.40	C++	Accredited
8	52	58	5.20	5.80	C+	Accredited
9	46	52	4.60	5.20	C	Accredited
10	40	46	4.00	4.60	D	Accredited
11	NA	40	0	4.00	F	Not Accredited

Table 6: Range of %, CGPA, Letter Grades, and Grade Points in 0 -10 Point Scale Method with 12 intervals

Sr. No.	Range of Institutional Percentages		Range of Institutional Cumulative Grade Point Average (CGPA)		Letter Grade	Status
	Lower % >	Upper % <=	Lower >	Upper <=		
1	95	100	9.50	10.00	A++	Accredited
2	90	95	9.00	9.50	A+	Accredited
3	85	90	8.50	9.00	A	Accredited
4	80	85	8.00	8.50	B++	Accredited
5	75	80	7.50	8.00	B+	Accredited
6	70	75	7.00	7.50	B	Accredited
7	65	70	6.50	7.00	C++	Accredited
8	60	65	6.00	6.50	C+	Accredited
9	55	60	5.50	6.00	C	Accredited
10	50	55	5.00	5.50	D++	Accredited
11	45	50	4.50	5.00	D+	Accredited
12	40	45	4.00	4.50	D	Accredited
13	0	40	0.00	4.00	F	Not Accredited

Zero to Ten-point (0 – 10) Scale Method with 12 Intervals Conclusion

In this method, the range is divided into 12 intervals with an equal interval width. The width of each interval is 0.5 (5 %). Table 6 depicts the range of institutional percentages, the range of institutional CGPA, letter grades, and the accreditation status of the institute.

In this accreditation system, there are 12 intervals with equal width and 12 different letter grades. The minimum CGPA for the accreditation is 4. The HEI having more than 4 CGPA is accredited and awarded different letter grades as per the range of the CGPA.

The new assessment and accreditation methods involve more grade points, and letter grades than the existing system. The new approaches, therefore give more accurate results, are mathematically correct, provide more precise results, and greater justice to all HEIs. The 0 – 10 point scale method with 12 intervals is preferable to other approaches. These findings will help all the educational institutes across India to remove the disparity and provide the same justice to all stakeholders. Additionally, this is a great encouragement for better implementation of NEP-2020 across India.

(contd. on pg. 20)

Employability through Degree Programmes in Psychosocial and Economic Support: A Case of Institute of Distance Education, University of Eswatini

C Maphosa* and Chandraiah Esampally**

The Kingdom of Eswatini is one of Africa's smallest countries and has an estimated population is 1.42 million in 2019. The Kingdom of Eswatini is currently facing a serious socio-economic situation characterized by sluggish economic performance, high levels of poverty and inequality, a high HIV/AIDS infection rate, growing unemployment, and challenges in the area of governance. According to an ILO estimate, the Eswatini unemployment rate for 2020 was 23.4%, a 1.2% increase from 2019. A high rate of unemployment results in economic and social crises in any civilized society (ILO, World Bank Data, 2021). The increasing number of unskilled, unemployed and underemployed young people becomes a threat to the stability of the country.

Realizing the needs of society, the Institute of Distance Education (IDE), University of Eswatini (UNESWA) has introduced a "Certificate in Psychosocial Support" programme in 2010 in collaboration with REPSSI and the Government of Eswatini to alleviate the challenges faced by the frontline practitioners working with children and youth in the communities. For over 10 years UNESWA, through IDE, has been providing education through this certificate programme. Child protection has always been a key priority for the programme. It has changed the mindset of the children and helped them acquire adequate skills and knowledge to succeed in their lives. Organizations and some government sectors recognized the certificate in psychosocial support, and have either offered job opportunities to graduates or have promoted the graduates to higher-level positions in which they are more effective. (Mr. Mandla Mazibuko in 2019).

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Psychosocial and Economic Support in Eswatini: The Context

In Eswatini, youth and communities are exposed to various challenges, such as poverty, violence, HIV and AIDs to mention but a few. Currently, these challenges have been aggravated by the COVID-19 pandemic. Many frontline practitioners or caregivers lack the necessary capacities and skills to provide economic and psychosocial care, support and protection to the youth and communities in Eswatini.

Psychosocial Support

An effective and sustainable programme to support Orphans and Vulnerable Children (OVC) and Youth at the community level is heavily reliant on community volunteers and community-based Government and Non-Governmental Organization (NGO) personnel. This large group of humanitarian aid workers includes teachers, community health care workers, youth leaders and law enforcement agents, programme officers, social workers, etc. All of these individuals have an essential and ongoing need for relevant, up-to-date skills and knowledge to support and enhance the work they do with children and families every day (Mngomezulu & Bhembe, 2013).

Economic Support

According to FinScope Survey 2017, the Micro, Small and Medium Enterprises (MSMEs) Sector is estimated to 59,283 business owners and employs approximately 93,000 people. The estimated adult population in Eswatini (18 years and older-working age group) is 600,000. It means only 15.5% of people are absorbed by MSME Sector (FinScope Survey, 2017). Further, the FinScope survey indicates that the Micro, Small and Medium Enterprises (MSMEs) sector in the Kingdom of Eswatini has been recognized as a significant contributor to livelihood, mass employment and economic growth.

It is for this reason and based on the results of two surveys, the University of Eswatini (UNESWA) in collaboration with Africa Psychosocial Support Institute (APSSI) & and Regional Psychosocial Support Initiatives (REPSSI) and Small Enterprises

Development Company (SEDCO), is now upgrading the current “Certificate in Psychosocial Support” programme to a Bachelor’s Degree programme in Psychosocial and Economic Support to upgrade/up-skill or to enhance knowledge of the learners’ in their relevant field with graduate employability skills.

Graduate Employability

Employability is the combination of attributes, competencies and skills needed to increase the livelihood of an individual to secure gainful employment (formal employment, self-employed, and/or entrepreneurs) after completing a programme of study or training, retaining that employment, and being able to move to other jobs (COL, 2019). The Commonwealth of Learning (COL, 2019) defines employability as “a set of achievements, skills, understandings and personal attitudes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy”. Empowering young people with necessary employability skills will enable them not only to be employable but also to acquire skills to become job creators by creating their own business enterprises and employment for others instead of seeking already established jobs.

Purpose and Objectives of the Programme

The main purpose of introducing this Degree Programme is two-fold:

- (i) to equip candidates with up-to-date skills, and appropriate attitudes in social work to carry out community-based work with children and youth in the communities in order to achieve holistic psychosocial well-being; and
- (ii) to equip the students with employability skills including entrepreneurship skills either to start income-generating business enterprises or to get employment for their livelihood in order to achieve economic development.

The objectives of this programme are:

1. To develop professional up-to-date skills, knowledge and practice of social service workforce for promoting the psychosocial well-being of children and youth in the communities.
2. To contribute towards human resource development in the area of social work to carry out community-based work with children and youth in the communities.

3. To provide in-depth professional skills in the field of communication, social service and entrepreneurship.
4. To ensure that trainees develop livelihood skills or establish a Micro, Small or Medium Business Enterprise (MSME) for holistic development as well as psychosocial and economic well-being.
5. To provide professional marketing skills for their MSME products.
6. To enable graduates not only to be employable but also to be job creators (entrepreneurs) with the ability to start and grow their own MSME or social business.
7. To provide entrepreneurship skills to graduates who intern will impart the knowledge to the communities to release them from the deprivation trap (i.e., to free themselves from poverty, physical weakness, vulnerability, isolation and powerlessness).

Thus, the programme aims at equipping candidates with the knowledge of employability skills that enable them to be agents of psychosocial and economic development as well as to alleviate poverty.

Methodology and Response to the Survey

The proposed programme is the result of two research surveys: (i) conducted by IDE in collaboration with the Commonwealth of Learning (COL) during May-June 2019, and (ii) the survey conducted by IDE in collaboration with APSSI/REPSSI during April-May 2019.

Entrepreneurship

The UNESWA, through IDE, in line with its strategic plan and in collaboration with the Commonwealth of Learning (COL), conducted a baseline survey on the Entrepreneurship training programme to support disadvantaged young women, men and adults through the Open Distance and e-learning (ODeL) delivery mode. Field work for the core survey was undertaken between May and June 2019 and data was collected from 214 start-ups and existing Micro, Small and Medium Entrepreneurs (MSMEs) from all four regions (Hhohho, Lubombo, Manzini and Shiselweni) of the country. The fieldwork was conducted by staff from the Institute of Distance Education at the University of Eswatini with the help of 10 enumerators appointed and trained by

IDE at the University. The sample size was chosen using a multi-stage stratified purposeful random sampling method for selecting regions, cities and entrepreneurs. As such the data analysis was made for all 214 respondents using SPSS. Out of a total number of 214 respondents, 65% were female, while 35% were male. An overall response rate of 100% was achieved.

8.9% of respondents were in the age group of 19-25, 21.5% were in the age group of 26-30, 21% were in the age group of 31 – 35, and 48.6% were in the age group of 36 and above. It means that young people were more interested in doing business. All these potential and existing entrepreneurs need to upgrade their skills to develop their existing business enterprises.

Response to the Entrepreneurship Survey

The main results of the survey are:

- (i) About 98% of the MSME entrepreneurs are willing to acquire more skills to develop their businesses as the majority of them indicated that they developed experience on the job with little training;
- (ii) The majority of the entrepreneurs (about 60%) prefer short-term training programmes using ODeL as a delivery method;
- (iii) About 78% of the sampled entrepreneurs do not understand the accounting & taxation compliance requirements and are unaware of the existence of government development programmes.
- (iv) According to the information given by the respondents, MSME entrepreneurs are engaged in the following business activities. The main activities of the businesses surveyed were: Food and Confectionary 29%, Tailoring 29% and General Trading 20%, Furniture making and repairing 7%, Foundry and welding works (glass and metal works) 5%, Motor vehicle repair/mechanical work 5%, Plumbing, painting and electrical works 5%.
- (v) When asked to describe the general state of their business, 21% reported being in the start-up (0-2 years) stage (potential entrepreneurs), 28% stated that their enterprises are established and growing (3-5 years), 27.5% described their ventures as established and stable (6-10 years), while 23.5% view their businesses were established but stressed. It means these categories of entrepreneurs are facing the challenges of managing their business

enterprises. These entrepreneurs need training to sustain and expand their businesses.

Further, the respondents were asked to rank the preferred skills for which they seek training. The respondents most preferred skills for their business training in the sequential order are: (i) Communication skills, (ii) Administrative skills, (iii) Financial management, (iv) Supervisory/Leadership, (v) Employee relations, (vi) Health and Safety, (vii) Marketing, (viii) Production process improvement.

Based on the data analysis, two training models were proposed: (i) non-credit system programme and (ii) credit system programme to MSMEs and submitted a research results report to COL in 2019.

For introducing a short-term non-credit system training programme, the IDE, UNESWA has already submitted a project proposal to COL in March 2022 for their support for repurposing entrepreneurship courses developed by VUSSC through COL. Now we are proposing to introduce a credit system degree programme as part of this project which covers all the required areas mentioned above.

Psychosocial Support

During April-May 2019, APSSI/REPSSI conducted a survey and collected data from a range of stakeholders in all 11 countries in Africa which had been delivering community-based work with children and youth certificate-level programmes including Eswatini. The purpose of the survey was to evaluate the certificate programme and to develop new Course Modules for a Diploma/Degree programme in Psychosocial Support.

In Eswatini, the staff of the IDE, UNESWA has collected the data from all teachers who were teaching Certificate in Psychosocial Support programme during April-May 2019 and sent it to the APSSI/REPSSI for their perusal and necessary arrangement. The data were collected from Lecturers/Mentors who were teaching the Certificate programme. The structured questionnaire was sent by email to all 40 Teachers who were teaching the programme. Out of 40 Lecturers/Mentors, 31 responded and an overall response rate was 77.5%.

The Main Results of The Survey

The survey was on curriculum priorities to develop new modules for the Diploma/Degree programme proposed by APSSI/REPSSI. The topics that were given top priority by the respondents were:

- (i) Care and support of children at risk 100%
- (ii) Child and youth development 97%
- (iii) Social services in global setting 90%
- (iv) Building psychosocial environment 87%
- (v) Communication skills 87%
- (vi) Psychosocial and mental health services 81%
- (vii) Social business for social development 65%
- (viii) Microentrepreneurship for social development 58%
- (ix) Organizational ethics 58%
- (x) Basics of accounting and finance skills 52%
- (xi) Basics of computer skills 45%
- (xii) Basics of business organization and management 39%

The findings of the study assisted APPSI/REPSSI in highlighting the gaps to be addressed. Based on the gaps identified, APSSI/REPSSI reviewed the existing Certificate programme courses and developed some more new course modules to advance the Certificate programme into a Diploma/Degree-level programme. The following are the new course modules developed by APSSI/REPSSI.

1. Communication Skills
2. Entrepreneurship
3. Community-Based Psychosocial Support Intervention Strategies
4. Research Methods
5. Social Service Workforce
6. Service-Learning Project (revised).

About the Bachelor of Arts in Psychosocial and Economic Support Programme

Taking the results of the two surveys mentioned above and to meet the needs of the society and the

requirements of the country's local relevant context of working with children and youth, and those relating to the academic credit points for the programme at UNESWA, it is proposed to include some more course modules to offer a proposed Bachelor's Degree programme in Psychosocial and Economic Support. Broadly the subject areas covered are: psychosocial support and entrepreneurship courses. The basic structure of the proposed programme is given below in Table 1.

According to the University of Eswatini Academic Regulations, a student shall only be awarded a qualification after completing a minimum number of credits as mentioned hereunder (UNESWA Calendar 2021/2022).

- (i) A minimum of 36 credits required for a Certificate programme.
- (ii) A minimum of 108 credits required for a Diploma programme.
- (iii) A minimum of 144 credits required for a 4-Year degree programme.

The proposed Bachelor's Degree in Psychosocial and Economic Support programme will offer courses comprising psychosocial support and entrepreneurship support with employability skills in both theoretical foundations and practical applications. This is a practice-based academic programme which promotes social change and the development of people. The programme comprises general education and psychosocial support courses. Further, this programme includes areas such as Entrepreneurship, Accounting, Principles of marketing, Information and Communication Technology and Management of Organizations, etc., to address the youth challenges of skills training and employment opportunities.

On completion of the programme, the trainees will be able to: (i) apply principles of socio-psychology

Table-1. Basic Structure: Distribution of Courses Semester-wise

Semester	No. of Courses	Total Credits	Cumulative Credits	Cumulative Credits & Qualifications
Semester-I	7	18.3	36.6	36.6 (Certificate)
Semester-II	7	18.3		
Semester-III	6	18	76	112.6 (Diploma)
Semester-IV	6	18		
Semester-V	6	19		
Semester-VI	7	21		
Semester-VII	7	19	34	146.6 (Degree)
Semester-VIII	5	15		
	51	146.6	146.6	

and personal & professional development to protect the children and youth; (ii) apply the principles of communication skills to communicate effectively and efficiently and facilitate care and support for children and youth at risk; (iii) apply computer applications in community-based work with children and youth; (iv) apply entrepreneurial skills to motivate youth to start income generating activities for their livelihood.

Multiple Entry and Multiple Exit Options

The 4-year Degree programme is designed with a new system of flexible multiple entry and multiple exit options to award three Qualifications (Certificate, Diploma & Degree). The entry and exit options would be as mentioned hereunder.

- A certificate is awarded after completing 1 Year of Study of a 4 Year Degree programme.
- A diploma is awarded after completing 3 Years of Study in a 4 Year Degree programme.
- A bachelor's degree is awarded after completion of a 4 Years of Study of a Degree programme.

For the above programme, the entry points are three and the exit options are also three. The entry points are based on entrance requirements, and the exit options are based on the candidate's convenience/workload options.

Proposed Competency-based Teaching-learning through Multi-model Channel

As a national institution of higher learning, UNESWA has been playing its rightful role in the development of skills that participate fully in psychosocial and economic development at the Certificate level and now the UNESWA through IDE initiates to extend its role to upskill or enhance the knowledge of learners in their relevant field through a Degree programme in Psychosocial and Economic Support targeting to develop employability competencies for (i) Frontline Practitioners (Care Givers) for Psychosocial Development and (ii) Potential and practicing MSME entrepreneurs for socio-economic development as a whole.

The model has four stages; (1) Needs Analysis, (2) Planning, Design & Development, (3) Implementation, and (4) Evaluation. Each stage of the model is based on learning outcomes, which would have been determined after a thorough analysis of the learners' needs. Formative evaluation will

be done after each stage of competence to ensure that the learner objectives are in focus. After the completion of the course, a summative evaluation will be done to determine the overall performance of the implementation process as shown in Figure 1.

Curriculum Planning, Design and Development

Now we are at the planning stage, which involves making strategies of how to attain the learning objectives established in the Needs Analysis phase. As such now we are in the process of designing and developing competency-based curriculum courses integrating the employability skills by following employability guidelines, which were developed through COL support (COL Workshop, 2022).

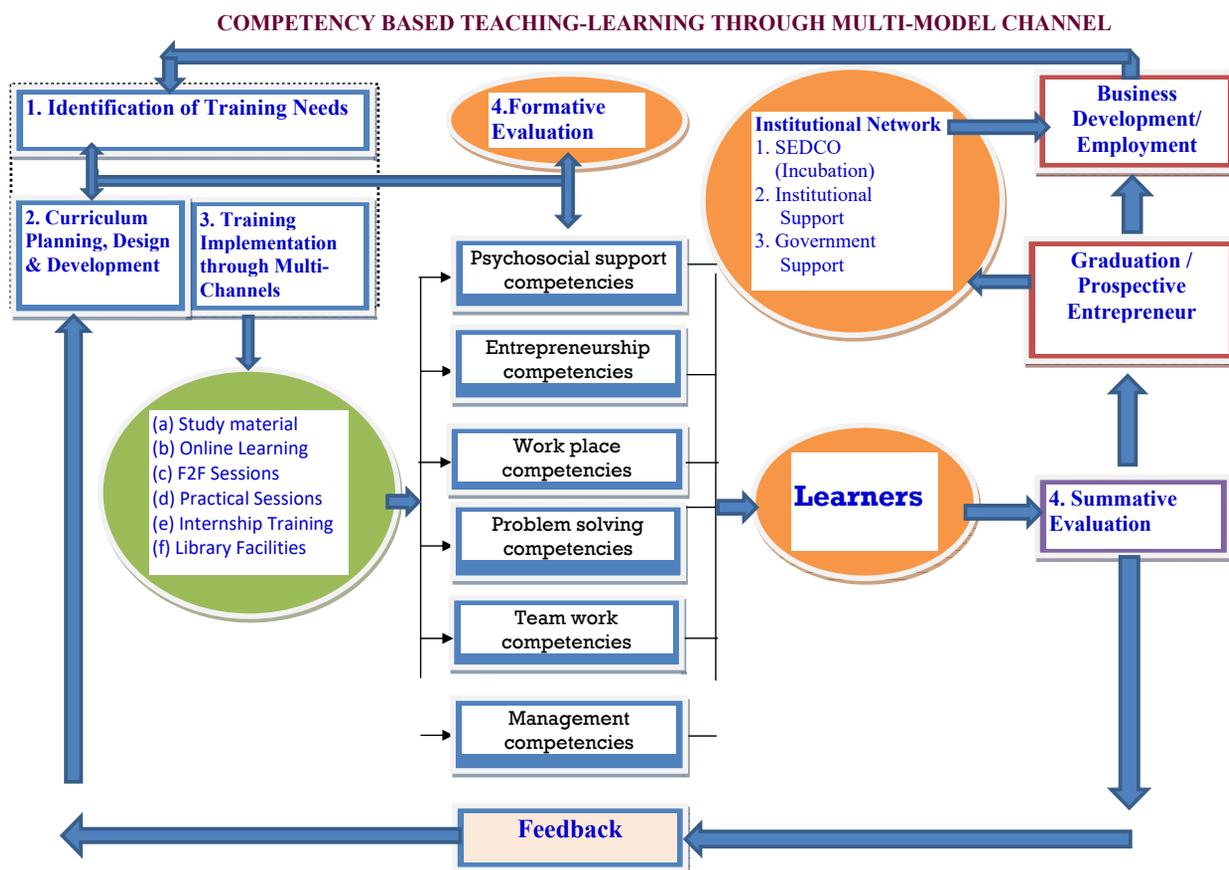
1. The curriculum is designed to promote the development of problem-solving skills and creativity required in the world of work;
2. Teamwork to promote work skills;
3. Communication skills to master effective communication skills;
4. Self-management skills to work autonomously;
5. Entrepreneurship skills to promote entrepreneurial thinking and attitudes;
6. Technology skills to empower the learners in the world of work;
7. Creating networking skills to enhance professional relationships and career opportunities;
8. Integrated career guidance & counseling for career opportunities;
9. Graduate attributes in order to profile learners themselves positively to potential employers;
10. Internationalization for creating multi-cultural social awareness and inclusivity as core values in students.

These guidelines will help the institution measure progress made in imparting employability competencies and skills to students.

The Implementation Stage

It is the phase in which teaching-learning is delivered through multi-model channels. The objective of this phase is to ensure that the learner is able to apply the skills acquired to their psychosocial and entrepreneurial activity. During the training, a formative evaluation will be carried out to check the learners' progress in competency. At the end of the training, a

Figure 1: Proposed Competency-based Teaching-learning through Multi-model Channel



summative evaluation is carried out to determine if the learner objectives have been met. The results are used to improve the next cycle of training (Figure 1).

The instructional delivery is a collaborative training model. The collaborating institutions are IDE-UNESWA, REPSSI-APSSI & SEDCO. They provide blended teaching and learning through multi-model channels. A collaborative approach to developing graduate employability is to provide opportunities for students to engage in job-focused, project-based

experiential learning opportunities and events. The collaborative framework in Table 2 provides psychosocial and entrepreneurship education and training for students in the programme.

After graduation, the students may have adequate skills and competencies for the labour market, but some may not be aware of the career paths available to them and may not be familiar with the job search and interviewing process. These graduates will be attached to SEDCO for a 3-week “Graduate

Table 2: Framework for Teaching-learning Delivery of Education

Element	Course Development & Formal Education	Practical Training in a Specialised Field
Course materials design and development	IDE-UNESWA, APSSI-REPSSI and SEDCO	---
Teaching (F2F & Online) & Library Facilities	IDE-UNESWA and SEDCO	---
Internship/Practicals in a Special Field	IDE-UNESWA and SEDCO	SEDCO and other relevant organisations provide facilities for Internship/Practicals in a specialised field with incubation centres.

Enterprise Programme” to start their own business enterprise. During this 3-week programme, SEDCO assists them in all aspects, including identifying sources of finance to start the business enterprise. Therefore, this instructional network teaches business entrepreneurship for a clear career path. These are skills that will bolster the entrepreneurship culture and contribute to economic development in the country. However, those graduates who have adequate skills and sufficient finance and ability to start the business can start their own business enterprise without seeking the assistance of SEDCO under the 3-week “Graduate Enterprise Programme”.

Further, UNESWA and SEDCO forge relationships with the key players in the sector like the Royal Science and Technology Park, SEDCO, MSME Unit of the Ministry of Commerce, Trade and Industry, Financial Institutions for enterprise support to provide incubation facilities and mentorship for its graduates in the program. This ecosystem plays a pivotal role in combating poverty through the creation of mass employment and contributing to inclusive economic growth and development.

Conclusion

In response to two surveys, the UNESWA through IDE is upgrading the current “Certificate in Psychosocial Support” programme to a Bachelor’s Degree programme in Psychosocial and Economic Support to upgrade/up-skill or to enhance knowledge of learners in their relevant field with graduate employability skills. The integration of employability skills, including entrepreneurship skills is to organize and present the programme courses in a way that provides for job-ready graduates.

The proposed programme will provide an opportunity for existing social work practitioners to enrich or deepen their knowledge in their specialized fields. The programme will also provide an opportunity for High School graduates to acquire the required specialized skills in Psychosocial and Economic Development either to participate in social work or to start their income-generating activities.

The 4-year Degree programme is designed with a flexible system of multiple entry and multiple exit options to award three Qualifications (Certificate,

Diploma & Degree) of a 4-year degree programme as mentioned hereunder:

- A certificate is awarded after completing 1 Year of Study of a 4 Year Degree programme.
- A diploma is awarded after completing 3 Years of Study of a 4 Year Degree programme.
- A bachelor’s degree is awarded after completion of a 4 Years of Study of a Degree programme.

For the above programme, the entry points are three and the exit options are also three. The entry points are based on entrance requirements, and the exit options are based on the candidate’s convenience/workload options.

Thus, this programme equips the students with psychosocial and entrepreneurship skills which enable the students and the communities they work with to escape the deprivation trap, consequently acquiring a growth mindset. This is the platform for young minds to put into fruition their creativity and contribute positively to the economic growth of the country.

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Strengthening Commerce and Management Studies in India: The Way Forward from the Recommendations of National Education Policy—2020

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Britannica describes education “as the transmission of the values and accumulated knowledge of a society”. It is the systematic and disciplined technique of transmission of knowledge and expertise from the one who teaches to the one being taught. Education can be divided into formal and informal education, where formal education includes the transmission of knowledge in a formalized and structured manner. The formal education system includes early childhood education, primary education, secondary education, and higher education. A systematic method with set structures of teaching, learning, and examination is laid down in a formalized education system. The Education Policy of a country provides this framework for an effective educational system.

Historically, India has always been focused on the dissemination of quality education. It is a known fact that students from all over the world used to come to India to study religion, culture, mathematics, and logic. Takshashila University and Nalanda University were renowned institutions. Article 45 of the Directive Principles of State Policy of the Indian Constitution provides for free and compulsory education for all children until they complete the age of fourteen years. Article 29(1) states “No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them”. Article 350 A directs, “It shall be the endeavor of every state and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups”. India formulated its first National Policy of Education (NPE) in 1968. The policy aimed at providing unrestricted educational opportunities to everyone across the nation equally and affordably.

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Another NPE was introduced in the year 1986 which focused on universalization of education via a network of institutions. The 10+2+3 system suggested by the Kothari Commission and the promotion of the mother tongue were introduced under this policy. Special provisions for women and weaker sections of society were made to make education feasible and equitable. A Plan of Action (POA) was drawn up in 1992 to make up for the weakness in NPE 1986 in order to achieve universal enrollment and retention. Navodaya Vidyalayas were set up. The National Curriculum Framework (NCF), 2005 was brought out to improve learning outcomes and connect knowledge from books and the world outside of schools. Enactment of the Right to Education (RTE) in 2009 was the next step in removing social and financial barriers to education. Infrastructural issues were handled. The National Education Policy (NEP) 2020 is a revolution in the Indian educational system as it revamps every aspect of education at all levels- primary, secondary, and higher. NEP-2020 aims at a holistic education system with a multidisciplinary approach. The policy provides for lifelong learning opportunities for students. It strives to bring back students to a formal structure of education while at the same time improving life skills and employability skills. The new policy strives to sync the Indian educational system with the needs of the 21st century. This paper studies the salient features of the NEP-2020 and how it impacts Commerce and Management Education. The paper attempts to study and understand the NEP and the future of Commerce and Management Education in India with the following objectives:

- To study the features of NEP-2020 and the various changes being introduced;
- To analyse the impact of the new policy on Commerce and Management Education;
- To suggest changes in pedagogy and measures to improve the teaching of Commerce and Management.

The study is qualitative in nature and based on extant literature. Numerous articles, journals, and

government publications were studied. The opinions of experts and academicians were incorporated into the suggestions.

Review of Literature

Aithal and Aithal (2020) studied the various policies and amendments regarding higher education and compared them with the present education system while highlighting the innovations introduced in NEP 2020. Deb (2020) highlighted the meaning and impact of internationalization of higher education in India as stated in NEP 2020. Jha and Parvati (2020) discussed the weaknesses of NEP regarding the quality of education, impartial accessibility, and push toward privatization.

Kumar et al. (2020) examined NEP's effectiveness in transforming India's future generations. The paper discussed the importance of revising the whole education system from primary to higher level and inculcating vocational and technical education in the new set-up. Saha (2020) described the changes to be made in the higher education structure and various challenges institutes could face during the practical implementation of NEP 2020. Suryavanshi (2020) distinguished between teaching methodologies and effectiveness between Indian and Chinese Universities. It was concluded that there is a need to provide autonomy to institutes in order to improve efficiency, as suggested in NEP 2020.

Arun et al. (2022) analysed the perception of college students toward NEP. The study found that the overburdening of the curriculum, the lack of infrastructure and transportation options, the emphasis on regional languages, and the disparity in manpower and educational quality between rural and urban areas were perceived as major challenges of NEP 2020.

Geddam (2022) studied the importance of the guiding principles of NEP—2020, access, equity, quality, affordability, and accountability – in achieving the highest potential of every student. Kale (2023) explained that the effectiveness of NEP will immensely depend on the transparency and swiftness with which it is implemented at the ground level. Rajput and Prasad (2023) stated that for the employability of students, course structures should be designed as per industry demands. The introduction of multidisciplinary programmes in business analytics, financial economics, health economics, and creative and digital marketing is required.

NEP–2020: Key Highlights

The NEP---2020 is a comprehensive framework that aims to transform the Indian education system by the year 2030. A committee was formed under the former Cabinet Secretary T. S. R. Subramanian to start brainstorming and consultation processes for formulating a new education policy. The committee submitted a draft NEP in 2019 by a panel under the leadership of former Indian Space Research Organisation (ISRO) Chief Padma Vibhushan Krishnaswamy Kasturirangan. This draft was made open for review and suggestions from the public. After numerous consultations and review processes, a number of suggestions were incorporated, and the NEP was released in the year 2020. At the same time, the Ministry of Human Resource Development was renamed the Ministry of Education, thus highlighting the importance the country laid on educational reform and advancement.

The policy came out at a time when the whole world was going through a pandemic, the consequences of which were unprecedented. Education and teaching methodologies were being changed in accordance with the needs and means available. Online teaching and the availability of e-resource material, learning modules, MOOCs, etc. have changed the education system forever. The NEP provides a strong base and much-required structure to this immense change in the field of education.

Features of NEP–2020

Under the NEP, the present 10+2 model will be replaced by 5+3+3+4 system at the school level. The Gross Enrolment Ratio (GER) has been targeted to increase to 50% in higher educational institutions. A Higher Education Commission of India (HECI) will be set up which will replace the University Grants Commission (UGC). This body will lead the setting up, development, and management of all types of higher education institutions (except those providing medical and legal education). Investment in education by the Central and State governments will be equal to 6% of the country's GDP. Changes were required in Higher Education Institutions (HEIs) due to certain weaknesses in the existing system such as:

- Lack of co-ordination in the higher education system;
- Absence of focus on building life skills and vocational training;

- Rigid separation between streams;
- Disparity in access to higher education due to regional and socio-economic disparities;
- Limited autonomy of HEIs;
- Inefficient recruitment and career progression mechanism of faculty;
- Restricted emphasis on research at the university level;
- Low standard of undergraduate education with no standing in the international arena;
- Below-par performance of HEIs and inefficient governance.

To overcome the weaknesses in the higher education system measures were taken under NEP. Notable features of the NEP are:

- Universal and impartial access to affordable education from pre-primary to higher education level;
- Removal of separations and creation of fluidity between various streams (art, sciences, and commerce);
- Consolidation of currently dispersed higher education institutions into Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC), each with a campus of over 3,000 students. By 2030, the programme will be multidisciplinary, and by 2040, it will have 3,000 or more students.
- Each existing college will grow to become a degree-granting autonomous college or migrate into a constituent college of the university and completely integrate into the university.
- All HEIs will focus on research and innovation by setting up (1) Start-up incubation centres, (2) Technology development centres, (3) Centres in frontier areas of research, (4) Centre for Industry and academic linkage, and (5) Interdisciplinary Research Centres including humanities and social sciences research.
- Inculcation of vocational training and extracurriculars into pure academics for a holistic approach. Professional training is an important part of formal higher education. Technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields will become multi-disciplinary in the future.

- Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).
- Setting up a Gender Inclusion fund and Special Education Zones for underdeveloped regions to overcome geographic and socio-economic disparity.
- Improve transparency in recruitment of teachers.
- Increasing GER in higher education to 50% by providing multiple entry/exit options, augmentation of open and distance education, and establishment of Academic Bank of Credit (ABC).
- Admission to HEIs to be via a Common Entrance Test (CET) by the National Testing Agency (NTA).
- Establishment of Multidisciplinary Education and Research Universities (MERUs) and National Research Foundation (NRF).
- Setting up of Higher Education Commission of India (HECI) for overall management and promotion of HEIs, General Education Council (GEC) for setting standards to be followed, Higher Education Grants Council (HEGC) for funding, National Accreditation Council (NAC) for accreditation and National Higher Education Regulatory Council (NHERC) for regulation of HEIs.
- Establishing the National Educational Technology Forum (NETF) for discussions and brainstorming on the use of IT and AI to enhance learning, assessment, planning, and administration at all levels of education.
- Accomplish 100% youth and adult literacy.

Commerce and Management Education in India

Fredrick G. Nicholas described commerce education as a type of training that will play its parts in the achievement of the preparation of people to enter the business career or enter upon such career to render more effective service thereon and to advance from their present levels of employment to higher levels. Commerce education provides an in-depth knowledge of trade and aids to trade as well as training the people to work in different functional areas of business. It is recognized as one of the critical elements of national development due to its vital importance in fostering

trade and industry (Gupta, 2013). Commerce provides direction, and stability in the organization, and most importantly, it provides growth to the organization (Tabasum and Venkatesh, 2021).

Commerce education is a popular and vital stream in India. It was first introduced in India in the year 1886 in Madras. It mostly included the teaching of typing and short-hand skills. By the 1930s, commerce education evolved into specialized courses of B.Com and M.Com, and subjects such as accountancy, income tax applied economics, etc., were introduced as part of the degree courses (Laddha, 2023). Today, commerce education comprises learning advanced software for accounting, logistics, and management, the use of technology and automation of processes, and the modernization of markets.

Burgoyne and Reynolds defined management education as the learning of management and leadership as the ability to organize organizations, the facilitation and evaluation of this, and the assistance of managers and leaders to progress through being effective (able to do without knowing how they do it) to be reflective (knowing how they do it) to being critically reflective (thinking about the strength and weaknesses of, and alternatives to, their existing knowledge that underpins their actions).

Management education in India took its present form around the 1950s. By the 1960s, India had taken major strides in the field of management education, and on the recommendation of the Planning Commission, the first Prime Minister of India Pt. Jawaharlal Nehru established the Indian Institutes of Management (IIMs) which were funded by the Centre and aimed at providing quality education in the field of management. Specialized undergraduate, post-graduate, doctoral, and executive programmes were started. With growing globalization, a huge number of management schools have come up all across the country with huge amounts of students thronging for admission to these institutes every year.

Challenges to Commerce and Management Education

Commerce and management education are indispensable parts of a country's growth and development. These fields connect the domestic economy with the world and help in reforming the socio-economic fabric of the country. With growing globalization, students are greatly inclined towards these streams. Owing to this, a vast number of

institutions have popped- up in recent years. It needs to be analyzed if these institutes are up to the mark with their infrastructure facilities, teaching methodologies, recruitment process, syllabus, and examination structure. Certain questions remain unanswered in the present times, like:

- Are these institutes capable of producing well-developed professionals ready to settle into the industries?
- Are the curriculum and industry in sync?
- Are students' skills honed to the maximum of their abilities?
- Is there academic flexibility for students to gather knowledge from different universities?
- Is the present set-up using modern technology, IT systems, and AI in the teaching methodology?
- Is the current education system shaping students to become self-aware and upstanding moral citizens?

The NEP--2020 recommends a number of changes and new systems to overcome these challenges. Commerce and management education requires a complete overhaul of the existing system and the introduction of a holistic way of learning.

Opportunities for Commerce and Management Education Under NEP–2020

NEP---2020 aims to provide holistic and multidisciplinary education opportunities to students. With the increasing intermingling of social and cultural influences around the world and the advent of AI, innovations suggested in NEP–2020 seem to be the answer to the challenges being faced by commerce and management education systems. Outcome-based education is required in commerce and management fields. Each course needs to have properly defined programme objectives and course objectives.

Autonomy to institutes will be provided under NEP. HEIs will create their own course structure after rigorous research. The recruitment process of teaching faculty is aimed to be made more transparent. This will help to weed out institutes existing only for their profit motives with no inclination towards the provision of quality education to students. Thus, the proliferation of management institutes shall be controlled.

With the recognition of e-learning platforms and the integration of MOOCs into formal curricula,

students will be able to learn from experts from across the country. This will help improve students' thinking and intellectual skills. Students will be able to opt for international accounting certifications like ACCA, CIMA, CMA, etc., which will be integrated with the basic degree. This will increase the employability of the students in India and abroad. Internationalization of education will benefit students and faculty both as they will be able to prepare themselves at par with their international counterparts.

Industry experts will help design a curriculum that will lead to a well-defined and structured syllabus inculcating industry needs. Trained individuals providing first-hand training will help students gain actual practical experience along with theoretical learning. Course structures need to include tools and software specially designed for commerce and management. Field-based projects and internships will prepare students for the future and give them a deeper understanding of the world outside of universities and colleges. Vocational training will broaden students' horizons. Vocational education and practical pieces of training are essential parts of commerce and management education. Students need to be prepared and educated for all levels of the industry. Educational tours and study visits on-site could be organized to further improve the learning experience. Faculty could be trained by industry experts as well. Teachers trained by industry members will be better equipped to handle students' queries and connect with them.

Academic flexibility provided under the policy and credits from ABC will help students gain knowledge along with teachings from the outside world. Students can easily transfer between institutes imbibing the best of all. Students who leave higher education to pursue a career can easily come back to continue their education after gaining real-world experience. Blended learning in both online and offline modes will provide much needed adaptability and a smooth learning experience without disturbances. Although NEP-2020 gives students the academic freedom to select the disciplines that will best advance their multidisciplinary knowledge, it ignores teacher incentives. A 360-degree evaluation must be applied in place of research publication-driven performance evaluation in order to address value education, entrepreneurship development, improved employability, and the beneficial effects of higher education on nation-building.

Conclusion

NEP-2020 is based on the Indian ethos of a

unified *Bharat*. The objectives of NEP with respect to the provision of quality education to all without any prejudices aim to make India a global education superpower. The new policy focuses on bridging the gap between education and knowledge by inculcating moral education along with life skills and employability skill development. It aims to transform the future Indian generation into righteous citizens with a conscience and sense of responsibility for the society, while at the same time being highly efficient and productive in the industry leading to the socio-economic development of our nation. Commerce and management education should benefit from the new policy. Academicians and industry experts need to come together and discuss the changes needed in syllabi, curriculum framework and training needs of teachers.

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Guidelines for Institutional Development Plan to Meet the Aims of New Education Policy–2020

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There is an increasing interest world over towards quality and standards, reflecting both the rapid growth of higher education and its cost to the public and private finances. Our imperative of nation-building, creating an equitable and just society, and doing justice to the current and future generations of Indians is predicated on achieving our aspiration to be the leading knowledge-based economy in the world. Indian higher education needs to demonstrate that it takes quality to a significantly more advanced level and puts into place the means of attaining, demonstrating, and assuring that sustainable quality. The challenges and demands, which are emerging both inside and outside India in the face of this context and the internationalization of higher education, demand a powerful and concerted response. The commitment of all those involved in the creation, discovery, dissemination, connecting, and application of knowledge, augurs well for the fulfillment of a truly Indian approach to the quality and quality assurance of our higher education ecosystems. Enabling the Higher Educational Institutions (HEI) to undertake the Academic and Professional Excellence journey in pursuance of Higher-level goals set in line with the vision of, National Education Policy (NEP) 2020, Sustainable Development Goals (SDGs), National Credit Framework (NCF), Integration with Academic Bank of Credits (ABC), etc. The National Education Policy 2020 enunciates that Quality Higher Education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level and develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The UGC has developed guidelines for individual HEIs

to develop their own Institutional Development Plans (IDPs) to further the aims set out in the NEP–2020.

Internal governance of Higher Education Institutions needs to be more autonomous, accountable, decentralized, and transparent. A flexible pattern of governance, which is responsive to the changing needs of society, global trends, and knowledge, can be a powerful factor in accelerating progress. In the wake of the internationalization of education, coupled with globalization and competition, higher educational institutes need to be managed more professionally. The traditional university administration being run with 19th-century tools have to be replaced with modern management techniques with qualified, professionally trained, and pro-active administrators suited for the fast-changing world. Administrative machinery, which is not equipped with the necessary skills, knowledge, and attitude and is not in harmony with the needs of progress, can retard the pace of development of a university. Finally, the same set of norms may not apply to all. Individual institutions must decide their mission, vision, and goals and it should be documented in the form of the Institutional Development Plan (IDP). Institutional Development Plan based on which institutions will develop initiatives, assess their progress, and reach the goals set therein, which could then become the basis for further public funding. The Section on Effective Governance and Leadership for Higher Education Institutions aims at Independent, self-governed higher education institutions with capable and ethical leadership. Major activities for this are a three-level phased system of graded autonomy and degree-granting power to institutions; mandatory accreditation of all Institutions; IDP as measurable parameters for monitoring IoE performance; ERP management in HEIs; Robust Grievance Redressal Mechanism at Institution level; and Leadership training and Continuous Professional Development. Strengthening the student support system in Higher Education Institutions is a continuous process. UGC shall provide a framework for Institutional Development Plan (IDP) keeping

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in view the requirements of all the HEIs, and in turn, the HEIs shall develop their IDPs based on the framework prepared as per the NEP–2020 to assess the requirements such as faculty shortage, administrative staff, ICT, physical infrastructure for teaching-learning, continuous professional development, student support, and to address the ad-hoc teachers, tenure track faculty, promotion and facilitating lateral transfer from autonomous to teaching to research universities. The institutions will be ready to face challenges in progressing towards multi-disciplinarily in its letter and spirit as per NEP–2020. The framework shall provide insight to HEIs as to how infrastructure facilities will be upgraded, student support systems like sports facilities will be augmented, and academic deficiencies like laboratories, etc., will be addressed to bring them at par with the best institutions to attract the best talent in teaching and learning. IDPs will not only be standalone plans but shall have multifaceted interfaces to investigate the perspective of the institution holistically.

Objectives of the ‘Institutions of Eminence’ Scheme

- to provide for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit at post-graduate, graduate, and research degree levels and award degrees, diplomas, and other academic distinctions;
- to engage in areas of specialization to make distinctive contributions to the objectives of the university education system wherein the academic engagement is clearly distinguishable from programmes of ordinary nature and is tuned to developing the capacity of the students and the researchers to compete in the global tertiary education marketplace through the acquisition and creation of advanced knowledge in those areas;
- to provide for high-quality teaching and research and for the advancement of knowledge and its dissemination through various research programmes undertaken in-house by a substantial number of full-time faculty and research scholars in diverse disciplines;
- to pay special attention to teaching and research in unique and emerging areas of knowledge, including interdisciplinary areas, which are regarded as important for the strategic needs of the country but are not being pursued by conventional or existing

institutions so far, and award degrees, diplomas, and other academic distinctions.

- to aim to be rated internationally for its teaching and research as a top hundred Institution in the world over time.

Expectations from the Institutions of Eminence

Notable features present in existing international institutions of global repute, which figure at the top in all reputed ranking frameworks, include the following:

1. Highly qualified faculty, with freedom to hire from across the world;
2. Existence of academic, administrative, and financial autonomy;
3. Excellence in research;
4. High Quality of teaching;
5. High levels of funding;
6. Adequate financial assistance to meritorious students to support a need-blind admissions process;
7. Selection of students through a transparent system so as to ensure intake of meritorious students;
8. A significant proportion of international students;
9. Autonomous governance structures;
10. Well-equipped facilities for teaching, research, administration, and student life;
11. Tangible and intangible contribution to the society; and
12. Ability to leverage alumni and alternative funding sources, and the autonomy to utilize these resources
13. It should preferably be multi-disciplinary or inter-disciplinary and have both teaching and research focus of an exceptionally high quality.
14. It should offer inter-disciplinary courses, including in areas of emerging technology and interest as well as those of relevance to the development concerns of countries like India, and also award degrees, diplomas, and other academic distinctions in such interdisciplinary areas.
15. It should have a good proportion of foreign or foreign-qualified faculty.
16. There should be a reasonably good mix of Indian and foreign students.

17. There should be a transparent merit-based selection in admissions so that the focus remains on getting meritorious students.
18. The admission process should be need-blind so that once a student gets admission purely on merit, such a meritorious student should not be turned away for lack of financial ability.
19. The faculty-student ratio should not be less than 1:20 at the time of notification issued declaring an Institution as an Institution of Eminence and should increase over time so as not to be less than 1:10 after five years of this date. The faculty for this purpose includes the regular faculty, adjunct faculty, and long-term faculty (for at least three years). Part-time faculty shall not be counted for the purpose.
20. There should be laboratory facilities to undertake cutting-edge scientific research for those Institutions of Eminence Deemed to be Universities doing scientific research. In the case of humanities, social science, and other interdisciplinary areas, the faculty should be engaged in research and fieldwork in frontier areas using the latest methodologies.
21. The Institution of Eminence should strive to achieve social impact by engaging in applied research and innovation in issues of concern to developing societies.
22. The Institution of Eminence should develop teaching and research collaborations with a reasonable number of global universities figuring in the most reputed global rankings.
23. The Institution of Eminence should be known for promoting a culture where faculty are encouraged to publish regularly in peer-reviewed journals and engage academically with the issues of concern to society. It should have a record of research publications at the mean rate of at least one per faculty member each year in reputed peer-reviewed international journals based on publications made by the top 100 global Universities in these journals. For this purpose:
24. The Institution of Eminence should have a world-class library with subscriptions to reputed journals in the areas of courses it is offering.
25. The Institution of Eminence should have student amenities comparable with that of globally reputed institutions.

Social and Academic Mission

The social mission is the main purpose of being for an organization or a programme in terms of doing social good. In the context of the IDP, this will enable the institutions to not only become self-reliant centers of excellence for academic growth but also contribute to the overall social good through a multitude of other aspects such as:

- i. Knowledge creation for societal growth and well-being through cutting-edge research, and technical and non-technical solutions to societal problems conceptualized by HEIs.
- ii. Creation of industry fit and entrepreneurial human resources for improving quality of life, the standard of living, all-round development, well-being, and social good.
- iii. Access to quality higher education for all.
- iv. Accessibility of education to Persons with Disability (PwD)
- v. Reducing inequalities and enhancing gender parity, ensuring diversity and inclusivity and environmental awareness towards Sustainable Development Goals (SDGs), and other such overall goals.
- vi. Internationalization of higher education, skilling, and mobility of workforce at all levels, etc. The academic mission in the context of IDP shall be the portfolio of robust aims of the institution which seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

The Mission

- i. The facilitation and enablement of achieving key learning outcomes from the core learning of the discipline and its curriculum prescribed.
- ii. Development of character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and contemporary capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.
- iii. Strengthening and promoting multidisciplinary, cross-disciplinarity, and interdisciplinary-

ity in the mutually supporting interdependent learning-driven world.

- iv. Learning to think, understand, and do through skills and competencies such as critical thinking and problem-solving, creative thinking and innovation, analytical thinking, adaptive thinking, design thinking and creativity, computational thinking, social intelligence, cross-cultural competency, new media literacy, virtual collaboration, decision making, conflict resolution and negotiations among many others.

India with its multiple states is characterised by its diversity of sociocultural traditions, languages, and nuanced aspirations and expectations. This is currently accompanied by a range of institutions including - Universities, Deemed-to-be, Colleges, Professional, Specialised, Vocational, etc. While the NEP and its forward-looking concomitants provide an overarching policy framework, this makes a single monolithic approach to quality, standards, and quality assurance in higher education inappropriate. In light of this diversity and variety, generally acknowledged as a strength, the Guidelines avoid a narrow, prescriptive, and rigidly formulated approach. There is a preference for generic principles while being mindful of the specific requirements. One consequence of the generic principle is that the guidelines focus on a balance of what should be done and how this is best achieved. In sum, it is important to emphasize that these Guidelines are intended to enable the early stages of this journey towards excellence in Higher Education with a concomitant continuous improvement, refinement, and review based on our collective experience of their pursuit in the years to come. It is equally important to emphasise that these Guidelines are framed to enable HEIs to be within the statutory, regulatory, and mandated requirements of codes and rules as promulgated and applicable by the UGC and other appropriate authorities from time to time. These Guidelines are underpinned by principles, approaches, frameworks, and a playbook which are outlined as enabling guidance for HEIs.

Some Fundamental Principles

- IDP enables HEIs to achieve academic and research excellence and improve teaching-learning standards.
- IDP enables adequate consideration by HEIs to enhance learner-centric teaching, knowledge

creation (innovation and research), dissemination, and application of knowledge and skills.

- IDP enables HEIs to follow a multi-disciplinary approach integrating multiple disciplines like science, technology, social sciences, environment, sustainability, economics, humanities, arts, management, etc.
- IDP enables HEIs to embed and integrate vocational education with general education in order to achieve the goal of holistic education as set out by the National Education Policy 2020 and National Credit Framework (NCF).
- IDP enables HEIs to exercise full autonomy for social and academic mission impact including academic, administrative, financial, and business autonomy with accountability.
- IDP enables such autonomy tempered by a recognition that this brings with it heavy responsibilities and flexibility in the implementation of the IDP framework.
- IDP is non-prescriptive and developed on broad principles of participatory engagement, inclusivity, diversity, and responsive flexibility.
- IDP promotes openness, collaboration, creativity, innovation (IP creation and its commercialization), and community engagement.
- IDP promotes good governance mechanisms, and ease of implementation.
- IDP addresses the trust deficit among stakeholders.
- IDP addresses the interests of students, teachers, staff as well as employers, and society more generally in supporting and promoting high-quality higher education.
- IDP creates a policy environment for promoting research and innovative initiatives by HEIs.
- IDP enables the mechanism to facilitate the HEIs to conceive and ideate future-proofing the organization (15 years' perspective).
- IDP addresses the need for external quality assurance and accreditation to be fit for its purpose and to place only an appropriate and necessary burden on institutions for the achievement of its objectives.

Achieving Academic and Research Excellence

One of the primary aims of the IDP is to promote

academic and research excellence among Higher Education Institutions. The guidelines emphasize the importance of creating an environment that fosters cutting-edge research, encourages innovation, and facilitates the dissemination of knowledge. By aligning courses with the latest developments in their respective fields, HEIs can ensure that students receive the most relevant and up-to-date education.

Improving Teaching-learning Standards

The IDP also seeks to elevate the teaching-learning standards in HEIs. It encourages institutions to adopt modern and effective teaching methodologies, leverage technology for enhanced learning experiences, and create a supportive and engaging learning environment. The focus is on empowering faculty to deliver high-quality education and equipping students with the skills and knowledge necessary to thrive in their chosen fields.

Enabling Autonomy with Accountability

The guidelines highlight the importance of autonomy for HEIs in decision-making processes, academic pursuits, and administrative matters. However, this autonomy is to be accompanied by accountability. HEIs are encouraged to develop a clear governance structure and effective mechanisms for transparency and accountability to ensure that autonomy is utilized responsibly and for the greater benefit of all stakeholders.

Diversifying Funding Sources for Financial Infrastructure

To support the development of financial infrastructure, the IDP recommends HEIs explore various funding sources. Possible funding sources encompass government grants, contributions from alumni, collaborations with the private sector, and initiatives for fundraising. By diversifying funding, HEIs can reduce dependency on a single source and ensure sustainable financial growth.

Recommended Revenue Sources for Fully Developed HEIs

For a fully developed HEI, the IDP suggests that revenue should be generated from multiple sources. These include tuition fees, government grants and subsidies, sponsored research and development projects, endowments, philanthropic contributions, Corporate Social Responsibility (CSR) initiatives, and royalties on intellectual property (IP)/patents.

Aligning Existing Courses with National Frameworks

HEIs are advised to align their existing courses with key national frameworks such as the National Education Policy, National Credit Framework, National Higher Education Qualifications Framework, and National Skills Qualifications Framework. This alignment ensures that courses are in sync with the evolving educational landscape and cater to the needs of the students and industries.

Focus on Faculty Development, Capacity Building, and Training

To enhance the quality of education, the IDP emphasizes faculty development, capacity building, and training. By providing opportunities for professional growth and continuous learning, HEIs can ensure that their faculty remains well-equipped and updated with the latest pedagogical practices and advancements in their respective fields.

Preparing Students for New-age Skills

The guidelines also address the need to prepare students for the demands of the future job market. This involves upskilling and reskilling the existing workforce in the economy, offering multi-disciplinary skills, and introducing micro-credentials and new-age certificate, diploma, and degree programmes. By providing holistic and relevant education, HEIs can produce industry-ready graduates.

Emphasizing Integrated Skilling for Improved Enrolment

Integrated skilling is a significant aspect of the IDP for improving enrolment in all courses. By offering skilling components alongside academic programs, HEIs can attract a broader range of students and cater to diverse interests and career aspirations.

The Role of the University in Contemporaneity

The Role of University in contemporaneity is to educate for the constant change, through development and induction of skills and competencies of critical rationality which provides the intellectual willingness for permanent change and production of new knowledge. The role of the University is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop

knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. The University has a major role in the affirmation of a development project and national sovereignty in the conditions of globalization in the contemporary world. Higher Education, thus, is a fundamental tool to combat poverty, eradicate misery and promote economic and social development, through the formation of responsible and active citizens committed to the construction of societies focused on defending peace, human rights, and democratic values. To achieve that, it's necessary to find a new structure of academic and professional formation and to renew its faculty practices with the incorporation of new teaching methodologies and new information and communication technologies.

Future Perspective

A University with international presence and sustainability of its actions, with the widespread use of information and communication technologies in academic practices, curricular flexibility in the formation and internal and external mobility, keeping the offer of courses in strategic areas and quality formation with new modes and continued education and being a reference in the production of knowledge in border and strategic areas for the socioeconomic development, pursuing innovation, with close interaction with society, public authorities, the productive sector, and social movements, fomenting public policies and sharing knowledge.

Goals

The general goals of a University are focused on citizen formation, based on ethics, pluralism, democracy, contemporaneity, and its mission. They involve the formation of values and introduce their actions in moral, cultural, scientific, and technological order that struggle to account for changes in society. Their interventions of the Universities are aimed at:

1. Assessing the operational strategies of knowledge, so that interdisciplinarity and teaching Research-community service interrelations are performed according to the contemporary needs of the technical-scientific formation and the demands of the new sense of knowledge;
2. Incorporating, into teaching practices, an epistemological view that accounts for the

complex nature of formal and informal, scientific and traditional knowledge, and that promotes a shift to focus Institutional Development Plan for HEIs of the teaching-learning activity to understanding the pedagogical act as a process of formation of the educator and the learner to attain the highest global standards in quality education;

3. Maximizing the principle of flexibility and preparing teachers, technical-administrative staff, and alumni for multicultural interactions, needed internal and external mobility, through credit transfer and mobility among various courses, programmes, as well as among other national and international Higher Education institutions;
4. Preparing faculty, technical-administrative staff, and alumni so they can select and learn the new information and communication technologies in the teaching-learning process and research and community service activities;
5. Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels.
6. Enhancing university management, consolidating the process of planning and evaluation and the information systems, with state-of-the-art technology, so that they serve the administrative, academic, and human resources areas as facilitators with efficiency, efficacy, and effectiveness;
7. Incorporating into academic practices and administrative actions the principle of sustainability: environmentally correct, economically viable, socially fair, and culturally accepted.

Global Goals

The global education development agenda reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. India will be promoted as a global

study destination providing premium education at affordable costs thereby helping to restore its role as a *Vishwa Guru*. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. Promotion of research collaboration and student exchanges between Indian institutions and global institutions through special efforts. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will have to be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

Institutional Pedagogical Approach

The fundamental methodological principle that guides all pedagogical activities is flexibility, communicating with ample and diversified competencies required by the job world, and, above all, with the new challenges of the “knowledge society”. This concept entails the following ideas:

Indivisibility

Development of teaching, community service, and research activities integrated into the formal activities relevant to curricular content. Towards the attainment of such a 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. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*Satya*), righteous conduct (*dharma*), peace (*Shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and life-skills; lessons in *seva* (service) and participation in community service programmes will be considered an integral part of holistic education.

Interdisciplinarity

Integration of contents into the development of the study of a certain theme or conceptual axis, with their workload and evaluation calculated in the curricular components involved.

Formation Integrated into Social Reality

In addition to the solid theoretical formation, the University commits itself to the formation of the citizen, integrating contents to current social reality, emphasizing inclusion policies, equality of access, and respect for socioeconomic differences and those related to special educational needs individuals.

Theory-practice Articulation

Overcoming the theory-practice dichotomy, performed, mainly, in the internship and community service curricular activities. To achieve these broad objectives, the Pedagogical Practices and Policies shall be pivoted around the Teaching, Research, and Management Policies.

Teaching Policy

The Teaching Policy for Undergraduate Studies, Open Distance Learning and MOOCs, and Graduate Studies shall be driven by the NEP--2020 and the guidelines will be as per the prescribed framework of UGC-appointed Committees.

Research Policy

The Research Policy shall be driven by the NEP 2020 and the guidelines will be as per the prescribed framework of UGC-appointed Committees.

Community Service Policy

The Community Service Policy shall be driven by the NEP---2020 and the Universities are expected to engage with the local communities within their precincts, local areas, cities, and the region. The idea of ‘vocal for local’ resonates with the notion of engaging with people through public participation. In order to achieve the objectives of social inclusion and to achieve the objectives of these SDGs, it’s important for developing nations to address issues and concerns of the communities and their well-being and support endeavors to become self-sufficient. The Universities with their intellectual capitals can identify the critical issues of the committee, which may be specific to the region, and can provide appropriate solutions for the same.

Management Policy

The Management Policy shall be driven by the NEP 2020. Every Institution is expected to align its Policy of Governance and Management in line with its vision and mission statements, which are inclusive and ensure that every stakeholder participates in the process of delivery of education. An enabling mechanism is to be established which creates equal opportunities for all the stakeholders at respective levels, with an objective to ensure continuous improvement, which is focused on quality and achieving excellence in Higher Education. The institutions can pursue innovation in such approaches, which are relevant in times and meet the expectations of the students, faculties, and staff, besides providing greater access to higher education to achieve the target of 50% GER by 2035. The IDP should highlight the initiatives taken by institutions of higher education in establishing an efficient framework for management and governance.

Social Responsibility

The Social Responsibility Policy shall be driven by the NEP 2020. In the Indian context and our current demographics, the social capital if transformed and harnessed appropriately can become a great resource for the nation which will foster growth and development and can transform our nation as one of the leading economies in the world. The universities can play a significant role as part of their social responsibility towards people residing in different regions of the country having differential socio-cultural diversities that demand variable responses, which befits the local culture and the context. Various missions of Govt. of India and schemes are focused in this direction, while the universities can assist the local administration, State, and Central Govt. through their intellectual resource, research projects, research inquiries, and multiple feasibility studies which can contribute to social sustainability at large. The universities need to take up a stewardship role in this direction to service the people of India in various sectors of the economy, and governmental and non-governmental agencies through an approach of equity and inclusion. The universities may establish their own agendas and develop programs for such social engagements and may be included as part of their prospective plan through IDP.

The National Education Policy--2020 enunciates that Quality Higher Education must aim to develop good, thoughtful, well-rounded, and creative individuals. An individual must be encouraged to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The UGC has developed guidelines for individual HEIs to develop their own Institutional Development Plans to further the aims set out in the NEP--2020. UGC believes that the IDP needs to reflect an integrated approach that is mindful of the institution's vision and mission, context, life cycle stage, location, character, and aspirations. It particularly laid down guidelines on how higher educational institutes can improve their infrastructure – both physical and digital.

Physical infrastructure, according to guidelines, should support both academic and research activities of various schools and departments of universities. It said campus buildings, open space, circulation, and utility systems should be arranged to ensure that academic, research, outreach, cultural, and operational activities interact positively; the campus is protected and strengthened as an integral part of the University's mission of living and learning; preserve and enhance the aesthetic appeal of campus; encourage environmental stewardship; reduce energy waste, improve energy efficiency, and decrease energy impacts; adequate infrastructure facilities and equipment have been provided/ integrated with departments for vocational education, training and skilling; facilities for expression of artistic abilities, creativity and pursuit of sports and fitness regimes and interests; basic Health facilities are developed and functional including for mental health like psychosocial counselling and wellbeing centers; among others.

Conclusion

Institutional Development planning enables individuals to clearly define their educational goals. The most important aspects to consider are time planning, finances, materials, equipment, and effort. IDP should be prepared with the involvement of all stakeholders of the progressive HEIs. A DDP (Departmental Development Plan) can also

be prepared. Solar energy, wind energy, and other renewable energy should be used as much as possible and IDP should promote the use of all these. Dynamic code of conduct and core values should also be part of IDP. Best practices should not be an ordinary practice they should be unique and should be the consequence of at least five years' perpetual practice. The IDP should address it with respect to societal benefits. There should be a proper emphasis on laboratory development also.

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Necessity to Synergize Ancient Wisdom and Knowledge for Today's Need

Jagdish Mukhi, the then Hon'ble Governor of Assam and Nagaland (Additional Charge) delivered the Convocation Address at the 5th Convocation Ceremony of Nagaland University, Lumami, Nagaland on March 17, 2022. He said, "My advice to you is, never ever go after those who are NOT on the right and just path even if they are in large numbers. Learn to walk alone, if you think and feel it will take you to the right destination, a destination and goal good for you and good for humanity." Excerpts

It is a profound privilege as well as a great honour for me to address the 5th Convocation of Nagaland University which was created in 1994 to fulfill the aspirations of the people of Nagaland in general and its youth in particular in realm of higher education, both teaching and research.

It is humbling for me to learn that some great minds of our great country like Shri Atal Bihari Vajpayee, the then Prime Minister of India, Dr A P J Abdul Kalam and Shri Pranab Mukherjee, our former Presidents have addressed the university convocations in the past.

I feel privileged and honoured to do so, today.

Their contributions in enriching our polity, society, science and technology and public sphere inspire us to do more to make our nation capable of bettering the lives of our own citizens and that of the entire global community in consonance with the spirit of *Vasudhaiva Kutumbakam*, that is, the entire world is our family.

University convocation is an occasion as well as an opportunity for the graduates and the research scholars to receive their degrees and certificates that they have earned by putting in hard work with unflinching determination, toils and tears.

It is also an occasion for you to introspect and ponder over the utility of such degrees and certificates for meeting the challenges of the outside world and for grabbing the existing opportunities for bettering your own lives and of those living around you.

Is the knowledge that your talented teachers have imparted and the values that they have imbibed in you going to empower and make you capable of becoming enlightened citizens to deal with the challenges of poverty, hunger, disease, inequality and the sufferings caused by the forces inimical to us?

Are these academic degrees and certificates going to add to the existing pool of the unemployed people?

Are you capable enough to become problem solvers? Have you acquired out of box thinking ability to successfully deal with the contemporary challenges being faced by the humanity today?

These are some searching questions that come to my mind on the occasion when you are about to venture out of the realm of higher education.

If knowledge that you have acquired over the period of time has made you inclusive and democratic in thinking, then you have got right education and you are on right path. You are going to become the agent of change to transform the polity and society livable and enjoyable for one and all irrespective of affiliations of caste, creed, community, language, region and religion.

Dear students, I must tell you that choosing a right and a just path and having courage to tread on it in this narrow and self-centered world is both daunting and challenging.

Your character and conscience will be tested while dealing with this multi-dimensional world with multi-dimensional challenges. You can deal these challenges only when your educational institutions and socio-political milieu have imbibed in you an inclusive and all- embracing temperament.

My advice to you is, never ever go after those who are NOT on right and just path even if they are in large number. Learn to walk alone, if you think and feel it will take you to right destination, a destination and goal good for you and good for humanity.

When you venture out from the four walls of the picturesque ambience of your University, don't be the part of the crowd. Rather be the face of the

crowd. Let people recognize as a graduate from Nagaland University who has made difference in the life of the people in a positive, constructive and in a meaningful way.

Ladies and gentlemen and my dear students, there was a time when India was the knowledge guru as well as the spiritual guru of the world. People from every part of the world used to come to India to learn astronomy, astrology, metaphysics, mathematics, ayurveda, yoga and spirituality. Today, our youth are going outside in search of knowledge.

It is time for us to introspect as to why we don't have the seats of learning like Nalanda, Vikramshila and Takshila today as we had during the ancient days?

No doubt, West has made remarkable strides in the fields of science and technology that has made human lives comfortable. But, at what cost?

Rapid industrialization facilitated by industrial revolution caused immense damage to our planet earth. Global warming and climate change have contributed to unbearable and inexplicable human miseries in form of frequent and untimely rains, flood and cyclones, landslides and earthquakes, melting of glaciers and rise in sea level and so on and so forth.

All these have led to unprecedented increase in poverty, hunger, disease and displacement leading to violence and conflicts within the nation and between the nations.

Look at globalization. Today we are connected with each other through World Wide Web, Internet, Mobile and Cable TV and thus we live in a global village. There are easy movements of goods and services, finance and technology, news and ideas. Despite being interconnected and interdependent why are we not at peace? Why the world has become so violent and chaotic? Why so much of hatred, mistrust and hostility? Both nation states and human beings are at war with each other, why?

The answer lies in our Indian philosophy and our way of life. Technological development sans spiritual growth is one dimensional, lop sided and self-destructive. Spirituality blends technology with emotions.

The tragedy of our education system has been our focus on Western ideas and philosophy, forgetting our ancient wisdom and knowledge. If we

are to emerge as a global leader, a global responsible power, a Jagat Guru, then we must discover our roots, blend them in our curricula and syllabi and synergize them with the requirements of the modern time.

We need to be Aatmanirbhar in economic, financial and technological fields. But it would not be complete and sustainable unless and until we are Aatmanirbhar in ideas, thoughts and knowledge. Discover our traditional and ancient knowledge system to emerge as a resurgent Bharat and a self confident nation to lead the world on the just and virtuous path.

Dear friends, power lies within. We need somebody like your teachers to ignite and imbibe it in you.

If knowledge imparted by your teachers enable you to become the part and parcel of policy and decision making processes that can help in wiping out the tears from the eyes of old, infirm, deprived and marginalized then only your education would be complete and meaningful.

I must congratulate the people of Nagaland for protecting and preserving their traditional knowledge and value system in forms of their tribal languages, folk dance, food and food habits, art and artifacts etc. At the same time they are modern in their outlook, dress and temperament.

It is the responsibility of Nagaland University to create enabling ecology through relevant centers of knowledge to promote and preserve the ancient wisdom of the Naga people.

The success of the Nagaland University and the relevance of its teaching community in particular will be judged by the future generation based on its ability to solve the contemporary socio-political and economic and developmental challenges. The people of Nagaland are having great expectation from the intellectual class of the University for solving the ongoing imbroglio for achieving and establishing sustainable peace and durable socio-political order for peaceful, prosperous and stable Nagaland.

Dear students, it is very unfortunate that our students even after post-graduation from universities are prepared to join as grade III and grade IV employees in government sector on contractual basis. Instead they should look for ways to be innovative and start working avenues for them. I would suggest

that many of you can take up agriculture on your own lands as a profession after education which will bring not only economic growth but also bring self-reliance. There are lot of scope in agriculture. With the utilisation of scientific data and technology you can improve crop yields and catapult the state's development in robust growth trajectory. Moreover you should also look to become job creators rather than job seekers and improve the entrepreneurial landscape of our state.

The role and relevance of the University are judged not on the basis of how many departments and centres of studies it has and how many graduates and research scholars it produces every year but more importantly by the fact that how much knowledge and how many knowledgeable minds it has produced for the benefit of the society.

I must congratulate Nagaland University, its teachers, officials and students for meeting the requirements of the academic calendar as per the UGC requirement despite the challenges of COVID-19 pandemic and other structural impediments. I am also delighted to learn that the University is fully prepared and whole heartedly geared up for implementing the New Education Policy 2020 from the forthcoming academic session, 2022-2023.

I am sure, the New Education Policy, if implemented successfully, would bridge the gap between job seekers and job givers and would be able

create a pool of young minds empowered with the elements of innovation, creativity and desired skills to meet the national as well as the global standards.

Next time when I visit this beautiful campus I would like to see more smiles and satisfaction on the faces of our new batch of students bubbling with enthusiasm and self confidence to take the University to a greater academic height, Naga society to its peaceful and prosperous destination and our great Nation on the path of peace, prosperity and stability.

Remember dear friends, we believe in harmony and convergence between and among cultures and civilizations. We are the nation where all the cultures and civilizations of the world have converged and flourished for centuries together, based on the principle of Sarva Dharma Samabhav which means "All religions are the same and all paths lead to the same destination.

I wish you all the best for a healthy, happy, peaceful and successful life and career ahead.

Still "Miles to go before you sleep". Thank you Nagaland University for love, time and opportunity. Keep Encouraging the bright minds and create pool of human resources to lend to the growth of the nation.

Jai Hind!

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CAMPUS NEWS

Faculty Induction Programme on Teaching Learning Centre

The one-month Faculty Induction Programme on 'Teaching Learning Centre' was organized by the Shri Lal Bahadur Shastri National Sanskrit University (Central University), New Delhi for newly inducted Higher Education faculty from July 13 -August 11, 2023, through online mode. The inaugural session commenced with the welcome speech and backdrop note of the event by the Director of the Centre Prof. Amita Pandey Bhardwaj and was presided over by the Chancellor, Prof. Murlimanohar Pathak. The course content of the event was comprised of all six core modules and three elective modules as prescribed for the event for newly inducted higher education faculty by the Department of Higher Education, Ministry of Education, Govt. of India.

About forty-six participants registered for the event. The theme-based technical sessions were transacted on a practice-centric approach under the able guidance of highly experienced 42 Resource Persons drawn from various reputed universities/institutions of the country. In order to critically reflect on the theme-based technical sessions the participants were assigned 23 assignments and 04 activities (03 were individual and 01 was of group). Additionally, the participants were also assessed through 02 online Assessment Tests having multiple choice test items from the themes covered in the technical sessions. The average percentage of the participants found in administered tests was 71% who scored above 50%. The participants were also given the opportunity to listen to the Hon'ble Prime Minister's address on the occasion 'Shiksha Samagam' July 29, 2023, and also to share their entire experiences about the programme in one of the sessions. Several participants admitted that the programme was of high quality in delivering the intended content inputs as per the prescribed modules and played a significant role in the up-gradation of their current knowledge, attitudinal change and skill development. In order to ensure the quality of the lectures delivered from the participant's point of view online feedback about the Resource Persons was taken in 04 categories viz. outstanding, very good, good & satisfactory and the average found was 70%, 26%, 04% & 00% in

the respective categories. In addition to this, online feedback about the programme was also taken on 15 points in five categories and the average percentage was found to be 85% (Excellent), 14% (Very Good), 01% (Good), and Nil both in Satisfactory and Unsatisfactory categories. The feedback was further supported by two feedbacks viz. one in the form of Word Cloud and second in the form of Wall by using Mentimeter and Padlet, respectively.

In the Valedictory Session, the Director of the Centre, Prof. Amita Pandey Bhardwaj welcomed the guests and presented the Programme report which highlighted the objectives of the programme, participation analysis, learning outcomes of the programme at awareness and application levels and feedback results. Which was further followed by a short video on glimpses of the programme. The Chief Guest, Prof. R P Tiwari, Vice Chancellor, Central University of Punjab, Bathinda applauded the way of analysis and glimpses of the programme were presented report especially, in terms of participants, Resource Persons, Group Presentations, Learning Outcomes, Assessment Tests and Feedbacks. He further added that Holistic and multidisciplinary education as advocated by NEP-2020 was the inherent component of our Indian Knowledge System (IKS). He highlighted the significance of IKS in the current educational scenario and mentioned that the four quadrant approach followed for e-course development being presented as a new package was already been incorporated in the *shruti parampara* viz. e-tutorial as *sharavan*, e-content as *manan*, discussion forum for peer learning and assessment as *Nidhidhyasan*. This was followed by the Presidential Address of the Vice Chancellor of the University, Prof. Murlimanohar Pathak. He stressed the role of human-centric education and human values in the context of NEP-2020. The programme ended with a vote of thanks followed by *Shanti Path*. The Co-coordinators of the programme were Dr. Tamanna Kaushal and Dr. Arti Sharma.

National Conference on Multidisciplinary Design, Analysis and Optimization

A three-day National Conference on 'Multidisciplinary Design, Analysis and

Optimization' is being jointly organized by the Indian Institute of Technology Guwahati, Guwahati, Assam and Design Division, Aeronautical Society of India (AeSI) during December 06-08, 2023. The event provides a platform to bring together the researchers and industry professionals working in the fields of Multidisciplinary Design, Analysis, and Optimization (MDAO) and share their expertise through paper presentations, interactive poster sessions, keynotes, invited talks, panel discussions, and a master class on contemporary topics. The Tracks of the event are:

- Structural Optimization: Size, Shape, and Topology.
- Design and Optimization of Materials and Metamaterials.
- Multiscale and Multiphysics Problems.
- Metamodeling or Surrogate Modeling.
- Systems Design and Optimization.
- Machine Learning and Data Science in Optimization.
- Mixed Integer and Linear Programming.
- Evolutionary, Bayesian, Heuristic Optimization Techniques, and Quantum Algorithms for Optimization.
- Uncertainty Quantification, Reliability, and Robustness in Design.
- Optimization and Additive Manufacturing.
- Industry Applications and Case Studies in MDAO.
- Emerging Trends in Optimization, Online Optimization.
- Optimization in Industry 4.0/Digital Twin/IoT/ Smart Manufacturing.
- Generative Engineering/ Design Synthesis.
- Miscellaneous Topics.

For further details, contact Prof. Deepak Sharma, Department of Mechanical Engineering, IIT Guwahati, Guwahati, Assam-781039, Phone No: 0361 258 2661, 789 600 2571. E-mail: dsharma@iitg.ac.in

iitg.ac.in, and ncmdao@iitg.ac.in. For updates, log on to: <https://event.iitg.ac.in/ncmdao>.

International Conference on Migration and Sustainable Development

A two-day International Conference on 'Migration and Sustainable Development: Opportunities, Challenges and Way Forward' is being jointly organized by the Centre for Labour Studies and Practices, Tata Institute of Social Sciences (TISS) Mumbai, Maharashtra and International Institute of Migration and Development (IIMAD) Thiruvananthapuram, Kerala on December 15-16, 2023 at Tata Institute of Social Sciences, Mumbai. Academicians, practitioners, and policy experts may participate in the event. It will aid in the consolidation of research findings pertaining to many newly developing viewpoints and policies on Migration and Diaspora, giving better insights into the link between migration, diaspora, home country, host country, and transnational and their role in achieving Sustainable Development Goals 2030. The Tentative Subthemes of the event are:

- Migration and Sustainable Development Goals.
- Migration and Green Economy.
- Return Migration and Sustainable Reintegration.
- Invisible and Undocumented Workers.
- History of Migration.
- Migration and Development Strategies at National and International Level.
- International Labour Standards and Conventions.
- Diaspora, Remittances and Development.
- Migration and Global Culture.
- Politics, Racism, Citizenship.
- Gender and Migration.
- Methods and Data in Migration Studies.
- Any Other Relevant Theme.

For further details, contact the Convener, Tata Institute of Social Sciences, V N Purav Marg, Deonar, Mumbai, Maharashtra-400088. E-mail: cls.conference@tiss.edu and/or info@iimad.org. For updates, log on to: www.tiss.edu/events.

Capacity Building Programme on Academic Leadership 5.0

A nine-day Capacity Building Programme on ‘Academic Leadership 5.0’ was organized by the Association of Indian Universities (AIU)—Academic and Administrative Development Centre (AADC), Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu during February 20-28, 2023. The participants of the event were administrative Heads of Higher Education Institutions i.e., Pro-Vice Chancellors, Registrars, Deans, Deputy Deans, Directors, College Principals, Heads of the Departments and other administrative and academic-level officials. About twenty-nine participants across the country attended the programme.

Lt. Col. (Dr.) A Ravikumar, Pro Vice Chancellor, SRM Medical College Hospital and Research Centre, Chengalpattu, Tamil Nadu inaugurated the programme. The Welcome Address was delivered by Dr. U Jerinabi, and the Presidential Address was delivered by Prof. S P Thyagarajan. Dr. K Ramya, Nodal Officer introduced the event, and the Chief Guest was introduced by Ms Sudha from the Department of Psychology.

Lt. Col. (Dr.) A Ravikumar highlighted academic leadership’s significance in today’s rapidly evolving world. In his inaugural address, he emphasized leadership’s innate nature, its role as a student model and mentor, and stressed ambitious, measurable goals. Dr. Ravikumar noted that leadership is 90% character and 10% professional skills, citing Dr. Thyagarajan’s example of hard work. He emphasized team-building, courage, and conviction in effective leadership. He stressed on academic leader’s role in constructive correction, praising publicly and motivating improvement.

Prof. S P Thyagarajan, Chancellor, Avinashilingam Institute spoke on ‘Academic Leadership and NEP-2020’. He discussed the implications of the National Education Policy (NEP) for academic leadership, highlighting the importance of aligning strategies with the policy to enhance education quality. Prof. Thyagarajan emphasized how academic leadership empowers educational

leaders to guide students toward multidimensional success. He distinguished between transformational and systemic leadership, detailing key attributes of effective academic leaders. He discussed influencing factors such as integrity, nurturing, faith, and empowerment. He introduced five levels of leadership for institutional growth, emphasizing humility and commitment. Prof. Thyagarajan also addressed the traits of a level five leader and the evolution of higher education through generations, including traditional, modern, postmodern, and integrated approaches. He also referenced an article comparing teacher and administrator perspectives on professionalism and touched upon NEP-2020.

Dr. Venkatachalam, Professor, Madras Institute of Development Studies led the session on ‘Research Leadership’. He highlighted essential qualities and skills for effective research leadership, underlining research’s significance in academia. He addressed challenges in Indian research, emphasizing the value of an ecosystem and innovative proposals. Strong and evidence-based proposals, along with teamwork were stressed for promoting research. Encouraging students to read newspapers, stay updated, and engage with reputable journals was recommended for aspiring researchers.

The next session was conducted by Mr. K Seetharam, Director of Silver Tongue. The session featured a pre-programme on ‘Leadership Assessment Test’. The test aimed to evaluate participants’ leadership strengths and weaknesses. Discussion points included the significance of leadership assessment and its parallels with medical check-ups. Four main reasons for taking the assessment were highlighted i.e., self-awareness, career growth, goal development, and enhancing leadership capabilities. Mr. Seetharam emphasized essential skills for Academic Leaders namely Technical, Interpersonal, and Conceptual.

Dr. Caven S Mcloughlin, Emeritus Professor, Kent State University and Visiting Professor, Avinashilingam Institute for Home Science and Higher Education for Women led the next session on ‘Health and Wellness’. He underscored the importance of mental well-being, especially in the pandemic era. His holistic approach covered

physical, emotional, social, and spiritual aspects. He discussed psychology's role in addressing mental health challenges and reducing stigma. He highlighted post-pandemic mental health struggles, differing experiences of American and South Asian students, and the need for on-campus counseling to stabilize emotions and address trauma. Dr. McLoughlin also addressed issues like sexual violence, social anxiety, and college completion rates.

Prof. P B Sharma, Vice Chancellor, Amity University, Haryana led the session on 'Academic Leadership'. He discussed modern challenges and opportunities for academic leaders, emphasizing proactive leadership, innovation, and collaboration. Building a strong team and nurturing talent were highlighted for sustained success. Dr. Sharma acknowledged the age of uncertainty brought by digital transformation and the pandemic. He stressed the need for research beyond career goals, advocating for solutions, development, sustainability, and social relevance. The session encompassed insights into future engineering and higher education opportunities and challenges.

Dr. V Bharathi Harishankar, Vice Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women led the session on 'Transformational Leadership'. She emphasized the transformative impact of leadership on organizations and communities, highlighting qualities like vision, empowerment, and ethics. Dr. Harishankar stressed the significance of shared vision and stakeholder engagement for lasting change. She discussed the complexities of higher education, balancing ideal and practical roles, and the importance of motivated students. Describing transformational leaders as agile, she explored qualities like dynamism, adaptability, and growth orientation. Quoting Daniel Goleman's emotional intelligence theories, she linked emotional awareness, control, and social skills to effective transformational leadership. She advised agile leaders to focus on the present and maintain boundaries for success.

Dr. G Ramesh, IIM Bangalore led the activity-based session on 'Effective Communication Strategies'. Through interactive activities, he emphasized communication skills, including active listening, empathy, and assertiveness. Verbal, nonverbal, and written communication modes were discussed in context selection. Dr. Ramesh shared

personal experiences and principles, addressing the manipulation aspect of communication strategy. He engaged participants on the assertion that 'Teachers are not good communicators' and delved into the strategic communication cycle.

Prof. D Lazar, Finance Officer, Pondicherry University, Puducherry led the session on 'Financial Planning and Management'. He highlighted the significance of financial planning and management in higher education. Topics covered included budgeting, financial analysis, and transparency. Prof. Lazar stressed careful resource utilization, differentiating between financial management and planning. He discussed the importance of academic activities over non-academic ones, shared steps for financial planning, and emphasized the role of technology and digital tools in financial management.

Dr. G Jayaraman, Dean, Academics, Vellore Institute of Technology, Vellore, Tamil Nadu led the session on 'Institutional Assessment and Accreditation'. He discussed aligning institutional goals with accreditation standards, emphasizing self-assessment and continuous improvement. Defining assessment and accreditation, he stressed the importance of evolving institute-specific metrics. Transparent procedures were deemed vital for trust and ethical practices. He highlighted the role of optimistic, helpful faculty in creating a conducive learning environment. The session covered quality education attributes, flexibility, accountability, and SWOC analysis for mission accomplishment.

Prof. Kamala Sankaran, University of Delhi led the session on 'Conflict Management and Leadership Barriers'. She addressed challenges in higher education leadership focusing on conflict resolution and overcoming obstacles. The importance of trust, open communication, and consensus was discussed. Prof. Sankaran highlighted conflicts among students, faculty, and institutional issues, covering topics like ragging, sexual harassment, and practical solutions.

Prof. Moch. Sasmito Djati, Vice Rector, University of Brawijaya, Malang, Indonesia conducted the session on 'Sustainable Development through Global Engagement'. Attendees participated in interactive activities, emphasizing global partnerships, cross-cultural exchange, and sustainable practices for higher education institutions' growth and development.

In the subsequent session, Mr. Parameswaran, National Institute of Social Defense, New Delhi addressed challenges posed by rapid changes in the academic realm. Adaptation to change, fostering flexibility, and embracing new ideas were highlighted. He stressed digital literacy's significance and urged acceptance of change using insights from 'Who Moved My Cheese?' by Spencer Johnson. Changes in education, the roles of teachers and students, and the importance of creativity and innovation were discussed. The session covered the impact of technology, NEP- 2020, its challenges, and SWAYAM's role in promoting awareness and skill acquisition.

Prof. Romate John, Dean, Central University of Karnataka delivered a session on 'Non-violent Communication for Effective Leadership'. He emphasized using compassionate communication for a positive work environment. He outlined non-violent communication as compassion-inspired interpersonal interaction, outlining its four-step process. Prof. John advised understanding others' feelings to enhance leadership and avoid negative outcomes associated with aggression.

Prof. Suresh Paul Antony, IIM Trichy focused on the 'Branding of Higher Education Institutions'. He highlighted the importance of building a strong brand and reputation to attract students and funding. Prof. Antony used an interactive presentation style, discussing successful branding strategies worldwide and addressing stakeholder expectations.

In the next session, Dr. Paul Prathap Jayaraj, Dean, AIMED, Bharathidasan University, led an interactive activity on the 'Four Quadrants of Leadership'. Divided into groups, participants engaged in tasks related to self-awareness, relationship building, task management, and innovation. The session emphasized the interconnectedness of these leadership aspects and included storytelling, participant engagement, and leadership style discussions.

Prof. Mini Shaji Thomas, Dean, Jamia Millia Islamia, New Delhi led the session on 'Women Leadership'. Addressing challenges faced by women in leadership, she shared personal experiences and success stories, emphasizing empowerment and gender balance. She discussed factors hindering women's progress, the importance of a support

system, and the need for hard work and seizing opportunities. Prof. Thomas urged women to be visible, innovative, and prioritize effectively.

Dr. C Rajkumar, Founding Vice Chancellor, O P Jindal Global University, Sonipat, Haryana delivered a session on 'Leadership for World-Class HEIs'. He highlighted qualities for effective leadership in building exceptional higher education institutions, focusing on innovation, collaboration, and student-centered learning. Global examples of successful leadership practices were shared.

Mr. Shiva Sivasubramaniam, Founder Director of Biomimicry, IIT Madras led the session on 'Tools for Creative Thinking'. He discussed techniques to enhance creative thinking, using nature as an inspiration for innovative solutions. The session was interactive and activity-oriented, emphasizing the role of leaders in fostering innovation. Mr. Sivasubramaniam introduced the concept of 'canvas creativity' and proposed the idea of creating tools for thinking, using the example of 'six thinking hats'.

The subsequent session, led by Prof. Sundar Wilson of Anugraha, addressed Mental Health Assessment through activities. Participants evaluated their mental health using questionnaires, guided by Prof. Wilson's interpretation. The session highlighted mental health's significance, emphasized leaders' role in prioritizing it, and introduced psycho-geometrics for understanding personalities through shapes.

Dr. Sivakumar Srinivasan, Head of Applied Mechanics at IIT Madras, discussed the impact of experienced teachers on the learning atmosphere. He highlighted engaging students beyond the classroom, shared personal insights, and stressed feedback openness, continuous learning, and improvement for effective teaching.

Prof. P Subrahmanya Yadapadithaya, Vice Chancellor, Mangalore University, Mangaluru, Karnataka led the session on 'Human Resource Management'. He discussed challenges in educational HR management, focusing on recruitment, training, and retention. Emphasizing organizational culture and employee empowerment, he differentiated HRM and HRD and concluded with a formulaic explanation of 'Human Resource Management' using its letters. He characterized HRM as applied, multidisciplinary, multicultural, and multinational.

Prof. Manas K Mandal, Distinguished Visiting Professor, IIT Kharagpur led the session on 'Stress and Time Management'. Addressing academic success, he discussed stress causes, conflicts, and management techniques. Prof. Mandal emphasized mindfulness, prioritization, and delegation. He highlighted leaders' role in creating a supportive environment for effective stress and time management, ultimately impacting quality of life and decision-making.

The concluding session featured an interactive activity on 'Storytelling as a Management Tool', led by Prof. S Venkatesh, Founder of Gene Macron Media Interactive India Pvt. Ltd. The session highlighted storytelling's role in employee inspiration and motivation. Successful industry examples were discussed, followed by a participant-led story activity, marking the end of the programme.

The next session was on 'Spirituality in Academic Leadership' by Swami Jagadatmananda Saraswati from Arsha Vidya Gurukulam. The session explored how spirituality enhances leadership qualities. Focus areas included self-awareness, mindfulness, ethical leadership, and fostering a positive work environment. Swami emphasized selfless action (Karma) and discussed spiritual values' transformative impact, particularly in the context of academic leadership's ethical, social, and spiritual values.

Prof. Kannan Moudgalya's from IIT Bombay highlighted the 'Role of Technology in Academic Leadership'. He emphasized technology's potential in teaching, learning, and efficiency. Examples of technology integration were shared, along with the importance of staying updated. Live course delivery, distance education, and multilingual tutorials were discussed.

Prof. Sudesh Mukhopadhyay, Former Chairman of the Rehabilitation Council of India delved into

'Gender Intersectionality in Higher Education'. The session emphasized acknowledging and addressing challenges faced by women and marginalized groups. Strategies for fostering inclusivity were shared.

The subsequent session of the event was on 'Effective Leadership for Institutional Excellence' by Prof. Panchanatham, Former Vice Chancellor, Tamil Nadu Teacher's Education University in Chennai. The session focused on the 'Qualities and Skills Required for Effective Leadership in higher education. Prof. Panchanatham discussed the importance of vision, strategy, communication, and accountability in creating a culture of excellence in academic institutions.

Mr. K Setharaman, Silver Tongue, Coimbatore spoke on 'Leadership Assessment Test II'. He introduced a thorough leadership assessment tool, discussing diverse leadership styles and encouraging interactive participant engagement.

Prof. Madaswamy Moni, Former Director General of the National Informatics Centre, Government of India deliberated on the topic 'Learning from Corporate Experience'. He stressed adaptability, continuous learning, and teamwork's significance for organizational success. The impact of technological advancement on the corporate landscape was highlighted along with the importance of staying updated with trends and innovations.

During the Valedictory Session, Dr. Ramya, Nodal Officer delivered the welcome address which was followed by a Presidential Address delivered by Dr. V Bharathi Harishankar. Dr. M Sathya introduced the Chief Guest, and Dr. V N Rajasekharan Pillai, Somaiya Vidyavihar University delivered the Valedictory Address, highlighting the programme takeaways and encouraging participant's feedback. Dr. G Padmavathi presented the report of the event and Ms Sudha delivered the Vote of Thanks. □

THESES OF THE MONTH

HUMANITIES

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

Geography

1. Aher, Sanjay Sukhdev. **Impact of irrigation on economic development: A study of Parner Tahsil Ahmednagar District, Maharashtra.** (Dr. S H Kolpe), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
2. Behuria, Bisworanjan. **Seasonal migration as a strategy for sustainable rural livelihood in Kalahandi District, Odisha.** (Prof. D K Nayak), Department of Geography, North Eastern Hill University, Shillong.
3. Dharm Pal. **Modernization of agriculture and water logging in Rawatsar Block of Hanumangarh District: A geographical analysis.** (Dr. Vijay Kumar), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.
4. Gosavi, Nandkumar Manohar. **Thane Jilhyateel Samudra khadyanchya jalpradushanacha bhaugolik abhyas.** (Dr. Suresh J Phule), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
5. Mahajan, Dipak Hilal. **Thane Jilhyateel paryavarnavar parinam karna ya hava pradushakancha bhaugolik abhyas.** (Dr. Suresh J Phule), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
6. Panchal, Narayan Hanmantrao. **Bidar Jilhyateel anusuchit jati va anusuchit jamatichya loksankhecha bhogolik abhyas.** (Dr. V T Naik), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
7. Salunke, Rahul Anil. **Population characteristics in Western Maharashtra and Marathwada region of Maharashtra state: A comparative study.** (Dr. Pawar S S), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
8. Sampat Ram. **Changes in land use and agricultural production in geographical and economic relationship of Hanumangarh Tehsil.** (Dr. Rajender Kumar Meghwanshi), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.
9. Surender Kumar. **Sex ratio in Haryana State: A study of infant sex ratio of Sirsa District.** (Dr. Rajender Kumar Meghwanshi), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.
10. Zadke, Govind Ramdas. **Ambajogai ani Kej Tehsil antargat krishibhumi upyojnacha tulnatmak abhyas.** (Dr. A. K. Hange), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

History

1. Begum, Tania. **Sufism in Medieval Assam.** (Prof. M S N Rahman), Department of History, North Eastern Hill University, Shillong.
2. Dhanve, Archana Murlidhar. **Ambedkari chalval, avhane ani sangharsh: Ek aitihāsik.** (Dr. Kamble R S), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
3. Hembram, Mayamani. **Role of Santal women in tribal society: A study on Mayurbhanj District of Odisha.** (Dr. Sishir Kumar Tripathy), Department of History, Kalinga Institute of Industrial Technology, Bhubaneswar.
4. Khan, Monowarul Hassan. **A study of trade and trade routes with special reference to the silk trade of Brahmaputra Valley in colonial Assam.** (Dr. Doneti Sivaji), Department of History and Archaeology, North Eastern Hill University, Shillong.
5. Konyak, N Nyejat. **Naga-Ahom relations in pre-colonial period.** (Prof. T Gurung Nag), Department of History, North Eastern Hill University, Shillong.
6. Miniaka, Santosh. **Socio-cultural history of Kandha Tribe: A study on Rayagada District of Odisha.** (Dr. Sishir Kumar Tripathy), Department of History, Kalinga Institute of Industrial Technology, Bhubaneswar.
7. Patil, Ujjvala Ramchandra. **Peshvekaleen striyanchya samajik dharmik aarthik va rajkiya sthiteecha abhyas.** (Dr. Vijaya Sakhare), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
8. Rohtash Kumar. **Glimpses of Ancient India: Through the eyes of foreign travellers.** (Dr. Dinesh Mandot and Dr. Iqbal Singh Sindhu), Department of History, Bhagwant University, Ajmer.

LANGUAGES & LITERATURE

English

1. Amitoz Kaur. **Cultural values in the novels of Namita Gokhale.** (Dr. Sunita Siroha), Department of English, Kurukshetra University, Kurukshetra.
2. Anmulwar, Ashok Lachamna. **Kurt Vonnegut's select novels: A study in postmodernism.** (Dr. G Venugopal), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

3. Anoop Singh. **Female portraits in the novels of Manju Kapur and Anita Nair.** (Dr. Chaitanya), Department of English, Bhagwant University, Ajmer.

4. Barik, Shashikanta. **Multi angels of suicide and its solution: A study of Albert Camus 'The Myth of Sisyphus'.** (Dr. S C Patra), Department of English, Fakir Mohan University, Balasore.

5. Bhagat, Santosh Vishwanath. **Power equations in the fiction of J K Rowling and Samit Basu: A comparative study of select texts.** (Dr. P B Bhange), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

6. Dayanand, Sneha. **Reading subversive female characters in selected 21st century media texts.** (Dr. Prakrithi H N), Department of English, Jain University, Bangalore.

7. Hijazi, Farah Abdul Ilah. **A comparative analysis of English and Arabic connected speech processes: A study of Syrian learners.** (Dr. Swati Kumari), Department of English, Jain University, Bangalore.

8. Jaspreet Singh. **Sikhi as resistance: A study of select fiction of Amandeep Sandhu and Mohsin Hamid.** (Dr. K B S Krishna), Department of English, Central University of Himachal Pradesh, Kangra.

9. Karbhari, Santosh Sudhakar Rao. **Shashi Tharoor's selected non-fiction prose works: A critical study.** (Dr. S T Haibatpure), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

10. Mahender Kumar. **An analytical study of the impact of natural elements upon Wordsworth's Mind in his autobiographical epic 'The Prelude'.** (Dr. Sarla Singla), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

11. Manish Kumar. **Cosmopolitanism in select contemporary fiction.** (Prof. Roshan Lal Sharma), Department of English, Central University of Himachal Pradesh, Kangra.

12. Palai, Golak Bihari. **Cultural heritage of Sri Jagannath: A study with reference to mysticism and spiritualism.** (Dr. Deepanjali Mishra), Department of English, Kalinga Institute of Industrial Technology, Bhubaneswar.

13. Panchal, Mangesh Digambar. **Promotion and violation of multiculturalism in the select novels of Hari Kunzru Amit Chaudhuri and Upamanyu Chatterjee.** (Dr. Syed Aleemuddin), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

14. Sarfaraz, Ahamed Anwar Baig. **Projection of Diaspora: Multiculturalism and quest for identity in the selected works of Jhumpa Lahiri Chitra Banerjee Divakaruni and Anita Rau Badami.** (Dr. M D Pathan), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

15. Shastri, Nanditha Rajaram. **Renegotiating the idea of India: A study of select Indian English novels.** (Prof.

Roshan Lal Sharma), Department of English, Central University of Himachal Pradesh, Kangra.

Hindi

1. Abhinav. **Alha khand mein abhivyakat jeevan mulye: Ek alochnatamak adhyayan.** (Dr. Chandra Kant Singh), Department of Hindi, Central University of Himachal Pradesh, Kangra.

2. Bharat Singh. **Gaddiyali lokgeetoan ka sahityak vishleshan evam mulyankan.** (Dr. Rajkumar Upadhyay Mani), Department of Hindi, Central University of Himachal Pradesh, Kangra.

3. Deshmukh, Sanjay Marothirao. **Chitra Mudgal ke katha sahitye mein abhivyakt aadhunik samasyaaye.** (Dr. Sandip S Paikrao), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

4. Kadam, Sanjiv Mukind Rao. **Mrinal Pandey ke sahitya ka stri vimarsh kee drishti se anusheelan.** (Dr. Sanjeevkumar Narwade), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

5. Kolhe, Manjusha Sandipan Rao. **Jaya Jadvani ka katha sahitye: Ek anusheelan.** (Dr. Sandip S Paikrao), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

6. Shiv Dutt. **Hindi evam Hindi mein anudit mahila sahityekaroan kee aatamkathaoan mein jeevan sangharsh.** (Prof. Kuldeep Chand Agnihotri), Department of Hindi, Central University of Himachal Pradesh, Kangra.

7. Malethia, Sangeeta. **Rajasthan ke sant-samprdaya ka samajik sanskritik aur darshanik yogdaan: Ek adhyayan.** (Dr. Pooja Dhamija), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

8. Pandey, Preetikumari Shivshankar. **Dr. Shashiprabha Shastri Katha sahitya and nari samvedna.** (Dr. Shashibala Punjabi), Department of Hindi, Gujarat Vidyapith, Ahmedabad.

9. Pathan, Khatun Akbarkhan. **Shri Bhagvati Charan Varma aur Vibhavari Shirurkar ke upanyas sahitya mein nari sanvedanao ka tulnatmak adhyayan.** (Dr. Shaikh Shahenaj Ahmed), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

10. Praveen, Shaleha. **Abhimanyu Anant tatha Ramdev Dhurandar ke chayanit upanyasoan mein samsamik yugbodh.** (Dr. Kuldip Chand Agnihotri), Department of Hindi, Central University of Himachal Pradesh, Kangra.

11. Roopa Rani, H K. **Stree mukti ke prashn aur samkaleen streewadi kavita ka swar ek tulnatmak adhyayan sandarbh: Anamika evam pawan karan.** (Dr. Bhanwar Singh Shaktavat), Department of Hindi, Jain University, Bangalore.

12. Sahu, Surendra Kumar Girdharilal. **Istri-vimarsh kee drishti se Mahadevi Verma ka gadh sahitye: Ek vivechan.** (Dr. Rama Nawale and Dr. Sanjeevkumar Narwade), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

13. Bharat. **Gaddiyali lokgeetoan ka sahitayak vishleshan evam mulyankan.** (Dr. Rajkumar Upadhyay Mani.), Department of Hindi, Central University of Himachal Pradesh, Kangra.

14. Tiwari, Punam. **Hindi sahitye ke mahila upanyaskaroan ke upanyasoan mein abhivyakt istri vimarsh.** (Dr. Shivani Sharma and Dr. Ram Kripal Rai), Department of Hindi, Bhagwant University, Ajmer.

15. Usha Devi. **Jambhoji aur Jasnathji ke 'Sabad-Vani' sahitye ka tulnatmak adhyayan avam mulyankan.** (Dr. Madan Saini), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

16. Vaneet Kour. **Tulsidas evam Jaishankar Prasad ke kavya mein kavya-rachna-parkriya: Kashmiri achariyo kai vishesh sandrabh mein.** (Dr. B K Pathak), Department of Hindi, University of Kashmir, Srinagar.

17. Vinaik, Prince. **Dr. Kailash Chander Sharma Shanki ke katha sahitya mein rashtriya chetna.** (Dr. Naresh Kumar Sihag), Department of Hindi, Tanta University, Sri Ganganagar.

18. Yadav, Sangeetakumari Stajdave. **Changing traditional structure of women in selected novels of 21st century.** (Dr. Shashibala Punjabi), Department of Hindi, Gujarat Vidyapith, Ahmedabad.

Kannada

1. Satish, N S. **Anantamurthy, Lankesh Haagu Poornachandra Tejaswi Avara Sannakathagalalli Lohia Chintanegalu.** (Dr. Manjunatha), Department of Kannada, Jain University, Bangalore.

Marathi

1. Babar, Jayshri Suresh. **Gauri Deshpande aani Maitraiye Pushpa yanchya kadambnyancha taulanik abhyas.** (Dr. M M Jadhav), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Ingole, Pramod Bhagwanrao. **1990 nanterchya gramini kadambaritun yenari boli: Ek abhyas.** (Dr. M R Jadhav), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

3. Pastapure, Ramchandra Namdevrao. **Na Dho Mahanor ani Vitthal Wagh yanchya kavitetil Krishijeewanacha taulanaik abhyas.** (Dr. Vitthal Jambale), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

Sanskrit

1. Gupta, Debashis. **Critical study of the Prajnachakshusham Mahakavya.** (Prof. Sachchidanand Tiwari), Department of Sahitya, Central Sanskrit University, New Delhi.

2. Satish Chandra. **Shankardev avtare virachitasya abhinavkavyashastrasya sameekshatmakamadhyayanam.** (Dr. Pawan Kumar), Department of Sahitya, Central Sanskrit University, New Delhi.

3. Sharma, Vinod Kumar. **Vaiyakaransiddhant-kaumudiyah bhavadiprakanasya tattvabodhiniteekabri-hachchhaandendushekharyostulnatmakmadhyayanam.** (Prof. Shivkant Jha), Department of Vyakarna, Central Sanskrit University, New Delhi.

4. Yadav, Vijay. **Critical consideration of drama Vijavivijayam by Dramaturgy point of view.** (Prof. Shailakumari Mishra), Department of Sahitya, Central Sanskrit University, New Delhi.

Urdu

1. Jee, Salma. **Prem Chand aur Manto ke afsano mein aurat ka qirdar: Ek taqabali mutalla.** (Dr. Sanjeeda Bibi), Department of Urdu, Bhagwant University, Ajmer.

2. Qadri, Syed Arjumand. **Qazi Abdul Sattar ke novel Nigari ek tehqiqi, Tanqeedi jaiza.** (Dr. Sanjeeda Bibi), Department of Urdu, Bhagwant University, Ajmer.

3. Zareen, Sultana Ameen Ahmed. **Khutoot-E-Ghalib mein sawanehi anaser.** (Dr. Saleem Mohiuddin), Department of Urdu, Swami Ramanand Teerth Marathwada University, Nanded.

Philosophy

1. Pulu, Maya. **Rites of passage in traditional religion of the Idu Mishmi Tribe: A philosophical study.** (Prof. Vanlalnghak), Department of Philosophy, North Eastern Hill University, Shillong. □

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