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*Celebrating
90
Years of
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Stay in India---Study in India: A Way Forward to Revamp Indian Higher Education System

Sanjeev Kumar Sharma*

The unexpected ferocity and sustenance of COVID-19 pandemic has impacted and humbled the global community in its entirety like never before. It has exposed the fault lines in the global education sector and exposed our preparedness in the time of this unprecedented crisis, forcing the academic institutions into suspended animation. Nevertheless, as we may believe "*Crises are the bedrock of opportunities*", India with her varied expertise, skilled and trained manpower, and influential diaspora can deliver to the world, nothing short of extraordinary. India is at its vantage point from where it can rejuvenate and reinvigorate herself to reclaim her position of academic leadership.

Outward Flow of Indian Students

Annually, more than 7.0 lakh students from India move overseas for academic jaunts, thus, taking with them precious talents in the process. There is an urgent need to stem this outward annual flow. The current pandemic has bestowed India a well-sought-after opportunity to channelize thought process, formulate rules and regulations, enhance academic infrastructure to transform and overhaul our education system and metamorphosing into global leader as earlier.

Attracting Overseas Students

Around 40,000 students from around 155 countries come to India to study Engineering, Medicine, Pharmaceuticals, Basic Sciences, and Inter-disciplinary Liberal Arts. We need to focus on these courses and strengthen it on war-footing. Time is ripe now to aggressively market our strengths in traditional signature courses like Sanskrit, Yoga, Vedas, Upanishads, Theology etc. Additionally, Indian prowess in Information and Communication Technology (ICT) can be harnessed via our own Silicon-valley in Bengaluru and Hyderabad (Cyberabad).

Policy and Strategies to Full Fee Twin Objectives

Indian policy makers need to devise strategies with increased vigour, innovation, tenacity, and spirit focussing on twin objectives of addressing the needs of students aspiring to go abroad and also addressing the concerns of students returning from abroad. While the former could be achieved by enhancing and facilitating appropriate opportunities of education in premier institutions in India while the later objective could be achieved by facilitating the students to

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complete their programme while being in India though increased understanding and confidence building measures with their foreign counterparts. Need of hour is thorough understanding of their present and future educational requirements, and career plans to be addressed appropriately with timely interventions.

Online, Digital and Remote Learning Tools

Fully functional normalcy from the ongoing pandemic is a distant dream. Social/physical distancing has already become a new normal. US and many western universities have already foreseen the inevitable and have declared a fully online academic year for 2020-2021. India on its part can capitalize on the situation by enhancing, upgrading and consolidating the requisite infrastructure for the online/digital/remote-learning mode of tools and teaching. Since this mode of teaching will happen from the comfort of home so education institutions can spare themselves from the gruelling and time-taking process of physical-infrastructure upgradation on account of increased intake.

National Pool of Indian and Non Resident Indian (NRI) Faculties

Students in US universities have been asked to continue their subsequent semester in online mode from their country of origin. There is a need to create a national pool of faculties from the premier institutes of India associated with foreign universities who regularly visit these universities for delivering lectures or other academic-cum-research work. Additionally, NRI faculties working in foreign universities may also be roped in. This will not only enhance the course-curriculum delivery but also make it truly global.

Collaborations

Collaborations between the participating institutions having the components of short-term visits by students and faculty, online collaborations, electronically enabled sharing of libraries and archives, team-taught courses via digital collaborations, webinars straddling multiple time zones, and a range of other measures can provide a much needed fillip.

Flexibility in Education System

There is a need to incorporate flexibility in education system, curriculum, approach, research and

innovation on the line of western education system allowing students to pursue varied career opportunities other than the mainstream options. In Indian system students cannot switch their major subjects in the middle of courses. For e.g. If you are a Physics major student then you can't opt for varied subjects like Languages or Economics in the middle of your course. While most of the universities in European colleges and US-based colleges allow students the options to switch subjects and don't limit them to just one subject. Fortunately, the recently adopted National Educational Policy, 2020 (NEP) addresses this issue in the required spirit.

Soft Skill and Entrepreneurship Programmes

Programmes having the component of soft-skill development and degree in entrepreneurship and innovation etc need to be promoted to impart essential technical and business skills, professional experience with key players, insights from executive mentors, and facility to create new ventures on the way to launching professional entrepreneurial careers in the global heart of innovation.

Flexible Financial Assistance

There is a need to come out with a better employability and sustenance approach like paid research and teaching assistantships, part-time consulting, year-long paid internships where students can explore the world of work and come back to finish their degree.

French and German Model of Apprenticeship

French and German Model of Apprenticeship is the other option which involves a tripartite agreement between the student, the school and the organization. The organization commits to paying the tuition fees of the student in exchange for commensurate work, while being supported by the state in the form of tax benefits. Innovation in such collaboration between the student, the government, and the institution is also likely to widen access to quality higher education for students from diverse backgrounds.

Return-of-investment of Indian Universities

Return-of-investment of Indian Universities is conditional and depends upon the reputation of the college. While return-of-investment of foreign

universities is good, the cost of studying might be expensive, but study abroad gives a kick start to one's career.

Increase in Scholarships

Indian Universities have limited scholarships. We need to increase the number as well as the quantum of scholarships so that student can support her-/himself while studying. Also, we need to facilitate work-while-study program.

Increase the Intake Capacity

There is a need to increase the intake capacity over and above by 50 percent in all premier institutions and institutes of eminence with parallel enhancement and upgradation of required infrastructure. NRI Quota including Person of Indian Origin (PIO), Overseas Citizenship of India (OCI) and Foreign Nationals needs to be increased multi-fold to facilitate lateral entry in premier institutions and institutes of eminence in India.

Lateral Entry

Lateral entry with facility for ease in credit transfer particularly for cases where student had already done his one or few semesters needs to be introduced. Need to hasten the MoUs between the participating institutions. There can be additional semester like evening semester/summer/winter semester so that a student can make up the losses incurred due to lockdown and complete his course in time.

National Overseas Scholarships

Scholarships like Fulbright, Commonwealth, Chevening, Inlaks, Erasmus-Mundus, Ramalingaswamy, etc. facilitating Indian students study abroad, and those working abroad to work in India need to be enhanced with relaxation and flexibility of eligibility criteria. This will increase the ambit and scope of the scholarship and cover many students under its scope.

Flexible Admission Processes

Our admission process is too restrictive, which needs to be revamped and made holistic. It is particularly unfair for students qualifying through the International curriculum as their mode of education does not equip them enough to perform well in competitive examination.

Affordable Higher Education: A Unique Selling Point (USP)

Exorbitant academic fees are always a deterrent for international students. India can monetise on its drastically lower tuition fees and academic fees as a Unique-Selling-Point (USP) to attract not only foreign students but also retain Indian students. Not to mention many premier institutes and institutes of eminence in India can boast of education standard, academic infrastructure, research innovation matching the global standard.

International Exposure and Global Education

A chief driving force for students opting for offshore institutions is to have international exposure in terms of global network to be the part of next big invention. Our education system needs to come up with programs having MoUs with overseas institution facilitating regular academic exchange or having a program providing international exposure by ourselves. There is a need to append our courses with essential component of internship with established players, field visits on the line of management and medicine programs.

Conclusion

To sum up, some of the major issues that need to be addressed to avoid the drive of students to foreign universities or for facilitating the return of students to India from abroad to complete their studies are :

- i. The first and foremost issue is to bring educational institutes at par in terms of funding and infrastructural requirements. Newer institutions without any tag of Centre of Eminence or ranking among the top universities should be given special status so as to overcome challenges of infrastructure, lack of funding support. This will help to attract good faculty and students.
- ii. The cumbersome procedures towards manpower, funding for infrastructure and opening of new courses should be set aside and more logical and transparent mechanism should be developed to cater to the needs and demands of universities from time to time. This way the university will be able to meet the demands of teaching and learning in time without any delay.
- iii. Before opening a new institution of higher learning, all the procedural requirements towards

allocation of land, master plan and requirements of funds should be completed so that the institute under question can lay more emphasis on developing its programmes of studies rather than struggling with land, building and fund issues. This will help in attracting more students.

- iv. Agencies set towards monitoring of Universities should have a facilitating approach rather than grading them and then penalising them. The motto should be to bring all Higher Education Institution (HEIs) at par and those lagging behind should be promoted in terms of development of infrastructure and opening of new innovative courses.
- v. Efforts should be made to provide world class residential accommodation to foreign students, quality facilities and infrastructure. More transparent and additional support systems should be developed to overcome difficulties in obtaining visa. This will add to attracting the students to study in India.
- vi. A survey of the present and future educational requirements and career plans should be investigated and be addressed appropriately with timely interventions.
- vii. The access to formal, basic, and higher education systems should be increased, in addition to spending more on re-skilling and up-skilling of the students and the existing workforce so that the idea of stepping out of the country is pranced.
- viii. The institutional capacities of all the universities should be stepped-up to overcome the challenges of admission/ cut-offs. Opportunities need to be maximized.
- ix. Universities should bring in wide-ranging changes in their curriculum to improve the quality of teaching and learning. The research environment should be linked with required opportunities and must be focussed towards interdisciplinary and multidisciplinary research work.
- x. All the HEIs should make efforts to develop their brand image to establish them as a preferred career destination. This should include measures to improve global ranking by working on and increasing campus diversity, state-of-the-art infrastructure, appointment of internationally acclaimed faculty, use of technology, updated and future-ready curriculum. These measures will be very critical in attracting foreign students as well as the exodus of our students will decrease.
- xi. All Universities should make provisions towards movement of students/ scholars to take up semester-abroad programmes, short-term internships, training or project work in international institutions. Also, the faculty members must besent to foreign universities, and vice versa for international experience in research and training. This could include exchange programmes with designated universities, deputation/lien, short-term assignments/jobs and short-term training programmes in India and abroad.
- xii. All the HEIs should emphasise on multi-disciplinary and innovative programmes, initiation twinning and dual degree programmes, opening of international centres, facilitating joint degree undertakings and lateral entry from foreign universities directly to HEIs of India.
- xiii. Offering of specially designed indigenous courses on Indian languages, arts, history, Ayurveda, Yoga as Learn in India only initiatives.
- xiv. All HEIs should be encouraged to promote distance learning programmes and extend the coverage of these programmes to foreign countries. Necessary, software support and funding should be made available to such higher education institutions for these programmes.
- xv. All the universities lay stress on systematic outreach brand building campaign to attract students in all forms of communication, including social media for attracting students from abroad. □

Performance Evaluation of College Principals: A Need for Creating Scope for Career Growth

R T Bedre*

The higher education sector across the world is evolving as an industry. Education now considered as a commodity where society and students are the customers and Higher Education Institution (HEI) is the service provider. The payer should receive what s/he pays for. It has compelled the governments to be the key protectors and monitors of the system to see that quality is maintained in the higher education sector as it transforms the human energy into human resource. In India the quality assurance agency like National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) are the result of this approach of the government. It evaluates the performance of the HEIs with its prefixed parameters and grades them accordingly for the better convenience and choice for the learners. In the course of time, NAAC has made a good number of revisions in its functioning and parameters. The present new framework is one such. It is well proven fact that time bound pay revisions of the employees in the HEIs are made in tune with the requirement of quality enhancement. The Performance Based Appraisal System-Academic Performance Index (PBAS-API) is one such appraisal method for the teachers, librarians and directors of the physical education at the various stages of promotions under career advancement scheme. However, the evaluation of the performance of the captains of the Colleges has escaped the attention of the policy makers in HE in India. The present paper attempts to suggest one such system and parameters to judge the performance of the college principals.

The fifth pay commission for the university and college academic staff had the self-appraisal system for the fresh/direct appointments and promotions under Career Advancement Scheme (CAS). This self-appraisal system did not have the method of assessing the performance of the academic staff in terms of numerical marking, it only considered the stipulated span of service and participation in the training programmes like Orientation Programmes and Refresher Courses. The contributions in research and publication had merely mention in the form; therefore, it had become a matter for formality for the teachers and screening committee members involved therein.

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The sixth pay commission introduced in 2006 replaced the prevailing system with the Performance Based Appraisal System and devised the Academic Performance Indicator format. It devised a format divided into three major categories—Teaching, Learning and Evaluation Related Activities, Professional Development, Co-Curricular and Extension Activities, Research and Academic Contributions - and having a good number of sub-categories having allotted fix marks for each sub-category and fixed a minimum number of score to be earned by the employees for the promotions at various levels. The third category received maximum focus of all and the academic staff particularly engaged in teaching began to devote more efforts thereon (UGC 30, June 2010). Since the introduction of the PBAS-API, it faced various inadequacies and challenges, and consequently, it underwent minor and major changes in terms of methods of calculating the score in the teaching-learning, evaluation work, extension activities, capping for paper presentation and invited lectures, clubbing the scores of category II and III etc (UGC Regulations, 3rd Amendment, 2016). UGC also brought revisions in the calculation of research and academic contributions in terms of reducing scores for paper presentation and invited lectures score for research guidance, research projects (UGC Regulations 4th Amendment, 2016). To this date, UGC has introduced four major amendments in its guidelines. In Nov 2016, UGC made clarification regarding the reappointment of the incumbent principals and detailed the constitution of the external peer review committee but again without the methods and parameters for the same (UGC, Notice, 29 Nov 2016). The MHRD notification dated on 2nd November, 2017 sent to UGC did not make any major changes in case of principals except two cadres of college principals which goes as: the pay of Principals in Undergraduate and Postgraduate Colleges shall be (i) Undergraduate Colleges: The pay of Principals shall be equivalent to the pay of Associate Professor i.e. Academic Level 13A with rationalized entry pay of Rs. ,31 ,400/-, with the existing special allowance of Rs.2000/- per month.(ii) Post Graduate Colleges: The pay of Principals shall be equivalent to the pay of Professor i.e. at level Academic Level 14 with rationalized entry pay of Rs.1,44,200/- with the existing special allowance of Rs.3000/- per month.

A major paradox seen in the further extended guidelines of the 7th CPC is that an associate professor after having completed three years may be found eligible for the designation and monetary benefit of professor. It notes its eligibility as: Associate Professors who have completed three years of service in Academic Level 13A. However, though the college principals particularly working in UG colleges in the pay band of Rs.1, 31, 400/- will remain in the same pay band, and s/he will be deprived of the designation of the professor, on the other hand, an associate professor will be placed in the professor's pay scale i.e. Rs.1 ,44,200/-.

In fact, the eligibilities for the post of principal and that of professor do not differ much except difference of score of 10 marks in Research and Academic Contribution. Quite interestingly one of the major eligibilities laid down in the July 2018 Notification for the post of college principal is: Professor/Associate Professor with a total service/ experience of at least fifteen years of teaching/research in Universities, Colleges and other institutions of higher education.

In short, the principals having been asked to meet the requirements prescribed for the post of professors and deprived of the latter's designation and monetary benefits under CAS and his/her subordinate associate professors will enjoy benefits of designation of professor under CAS.

Need of the Evaluation Method and Parameters

The number of the posts of principals is almost equal to those of librarians and directors of physical education. It is quite surprising that UGC has devised separate PBAS-API formats for college /university teachers, librarians and directors of the physical education. However, the key person of the higher education, the principal of the college and director of a higher education institution has been deprived of any method to assess his/her performance as principal/director.

These administrators face demand of high expectations from the stakeholders of the higher education system. The State Government of Maharashtra had introduced a novel idea of KPI in discussion for the assessment of university administration (vice chancellors and other officers of universities) in the state in the month of Aug 2011, which has been into abeyance since then. At present, the principals and directors have to present their performance in the same format devised for the teachers despite the fact that the

principals and directors discharge a quite different type of duties from the teachers.

The stipulated eligibilities for the post of principal/director laid down by UGC make it explicit that it expects principal/director to be an academicians of highest merit. These eligibilities are paramount to that of a professor in university (long standing of 15 years, designation as an associate professor, and 400 score from the category III- Research and Academic Contributions and some universities expect to be a recognized guide (State Govt. of Maharashtra 15 Feb 2011).

In nutshell, the person desirous to be principal /director has to prove that s/he is an acclaimed and experienced academicians. However, once the person becomes a principal/director, s/he fails to spare time for his academic and research activities, as s/he has to devote time for administrative duties that includes everything under the sky of the college/institute campus apart from statutory commitments towards university, state government, UGC and society. There is no separate PBAS-API for the principals. It may be because UGC pay revision guidelines have made no provisions for the principals. On the other hand, the professors of the university have opportunity to be promoted in the grade pay of Rs 12,000 when they work for three years in the grade of Rs. 10,000 (UGC Regulations, 2nd Amendment, 2013. Therefore, the teachers working as the principal find the post of the principal as the final/ last position and finally find themselves in the lethargic stage, as they have neither time nor inclination for developing their CV in terms of PBAS API format. Consequently, very select few principals find themselves in the higher posts like registrars and vice chancellors for the appointments of which research performance is weighed more than the administrative skills. Their administrative achievements/ performance are not duly assessed as there has been no proper method for this purpose. Incentives in terms of promotions under CAS, special increments instead of allowances and prospects for future opportunities are the universal methods employed to increase the efficiency of the employees. This needs to be applied to the principals too.

Considering these facts, the college principals/ directors do need a separate evaluation method based on the nature of duties they perform and expectations of the higher education stakeholders they serve. A modest attempt is made here to present a format to evaluate the performance of the principals. Less weightage need to be given to his teaching, research and publication while assessing his/her performance as the principal.

Table 1: Principals' Performance Indicator

I A	Whether the college/ institution is accredited by NAAC or equivalent agency?	
	If Yes,	
	Grade A++	50
	A+	45
	A	40
	B++	35
	B+	30
	B	25
	C++	20
	SSR submitted	15
	IEQA submitted	10
LOI submitted	05	
I B	Whether the college/ institution is included u/s 2(f) & 12 (B) of UGC?	
	If Yes,	
	Whether it is included in your incumbency period	25
	If applied in your period	10
I C	Whether the college/ institution has received grants from UGC?	
	If Yes,	
	Has the college received College Development Assistance? If yes	20
	If applied	04
	Has the college received grants for IQAC? If Yes	10
	If applied	02
	Has the college received grants under Sports Development Scheme?	20
	If yes	
	If applied	02
	Has the college received special grant for the construction of women's hostel?	20
	If applied	02
	Has the college received grants under remedial coaching classes Scheme?	10
	If yes	
	If applied	01
	Has the college received grants to establish chair under Scheme of Epoch Making Thinkers?	10
	If yes	
	If applied	01
	Has the college received grants to organize seminar/conferences?	10 per event
If yes		
If applied	02	
Has the college received grants to undertake major research projects?	10 per project	
If yes		
If applied	02	
Has the college received grants to undertake minor research projects?	05 per project	
If yes		
If applied	01	

	Has the teachers of college teachers availed teacher fellowships under FDP? If yes	05 per faculty member
	If applied	01
ID	Whether the college/ institution is recognized as CPE? If Yes,	
	If awarded	25
	If applied	10
I E	Whether the college/ institution is recognized as an autonomous institution?	
	If recognized	50
	If applied	10
IF	Whether the college/ institution has received an ISO certification?	
	If Yes,	10
	If applied	02
IG	Whether the academic audit of the college/ institution has been made?	
	If Yes,	10
	If applied	02
IH	Whether the Green audit of the college/ institution has been made?	
	If Yes,	10
	If applied	04
II	Whether the energy audit of the college/ institution has been made?	
	If yes	
	Till June of the next financial year	10
	If not	00
IJ	Annual Accounting	
	Annual accounting completed and reports received	
	Till June of the next financial year	12
	Till Sept of the next financial year	09
	Till Dec of the next financial year	06
	Till March of the next financial year	03

I IA	Students' performance		
	Performance in university examination		
	Percentage of results	Above 90%	15
		Above 80%	12
		Above 70%	09
		Above 60%	05
		Less than 60%	05
IIB	Performance in sports events		
	Position earned in national level events	Winner	15
		Runner up	12
		Participation	06
	Position earned in state level events	Winner	10
		Runner up	08
		Participation	06
	Position earned in inter collegiate level events	Winner	05
		Runner up	03
		Participation	02

IIC	Performance in cultural events		
	Position earned in national level events	Winner	15
		Runner up	12
		Participation	06
	Position earned in state level events	Winner	10
		Runner up	08
		Participation	06
	Position earned in inter collegiate level events	Winner	05
		Runner up	03
	Participation	02	
IID	Performance in co-curricular activities		
	Position earned in national level events	Winner	15
		Runner up	12
		Participation	06
	Position earned in state level events	Winner	10
		Runner up	08
		Participation	06
	Position earned in inter collegiate level events	Winner	05
		Runner up	03
	Participation	02	

IIIA	Faculty Development		
	Teachers promoted under CAS		
		100%	20
		80%	15
		60%	10
		40%	05
		Less than 40%	00
	Research encouragement through local funds	If Yes	10
		If No	00
	Whether the service books of the college employees are updated	If yes	2 marks per employee
		If no	00
	Pension Cases	Submitted within 6 months before retirement	10
		Within 3 months before retirement	05
	In the month of retirement	02	

IIIB	Student welfare schemes		
	Whether the placement cell for students is established	If Yes	02
		If No	00
IIIC	Whether the earn and learn scheme for students is implemented		
		If Yes	10
		If No	00

IIID	Innovative schemes for students	If Yes	10
		If No	00
	Students adoption scheme	If Yes	05
		If No	00
	Fee waiving scheme	If Yes	05
		If No	00
IIIE	Whether the college publishes Prospectus every year		
	Students adoption scheme	If Yes	05
		If No	00
IIIF	Whether the college publishes annual issue every year		
		If ten issues	10
		If five issue	05
		If One issue	01
IIIG	Whether the college conducts elections to the Students' Council		
		If yes	10
		If No	00
III H	Whether the college has taken measures towards ensuring safety of girl students		
	Anti –ragging committee	If yes	5
	Committee against sexual harassment	If yes	5
	Suggestion box	If yes	5
	Sanitary napkin vendor	If yes	10

III-I	Special Achievements of the college		
	Award to college	Award to College from University	15
	Award to teacher	from university	5
		From NGO	2
	Award to principal	From the state	10
		Award from university	5
		From NGO	02
	Academic award to students	From the state government	20
From the university		10	

IIIJ	Contribution to University Management		
	Individual contribution	As a Dean	15
		As a Member of Management Council	10
		As a Chairman of BoS	5
		As a member of Academic council	4
		As a Member of BoS	3
		As a Senate Member	2
	Teachers' contribution	As a Dean	5 per teacher
		As a Member of Management Council	4 per teacher

		As a Chairman of BoS	3 per teacher
		As a member of Academic council	2 per teacher
		As a Member of BoS	1 per teacher
III K	Contribution to Social/Corporate Management (excluding political)		
	Individual contribution		2 marks per position
	Teachers' contribution		1 per teacher

This is to admit here that the present format is an attempt at primary level, and not exhaustive. This is the first step in the direction of devising a format to assess the performance of the principals/ directors as the administrators. It needs additions, deletions and editing too. In case of principals' evaluation, the weightage given on the Research and Academic Contributions needs to be reduced and to be laid on the administrative achievements. Suggestions and positive criticism from the sincere academicians and administrators are expected on this write up.

Recommendations

1. There should be a proper systematic method to evaluate the performance of the principals which could be useful for further promotions and opportunities.
2. Such proposed evaluation method should take into consideration the nature of responsibilities the principals are subjected to discharge.
3. The promotion opportunities should be offered to the college principals at par with the professors in terms of designation and monetary gains under CAS.
4. Distinction of pay must be maintained between the principals and his/her colleagues.
5. The tenure based nature of the post of the principals should be removed as it has been challenged in the High Court of Maharashtra.

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Gender Sensitization through Higher Education: A Move Towards Creating Egalitarian and Equanimous Society

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Gender inequality has been prevalent in Indian society for a long time. It is essential to understand that gender inequality is an enormous social problem that has effects with massive repercussions on the lives of people influencing education, economy, social life, physical and mental well-being and health, crime and more. Gender inequality has a prominent impact on both men and women, since the pressure to fit in a predefined role is a challenge in itself. There is a pressing need to work towards a society that sees all individuals as equal irrespective of their gender.

Just as language is the base to acquire education and realize the higher competencies of an individual, gender sensitization is the base for a healthy society. It is imperative in today's time to envision and construct a society where the youth of today breaks out of centuries of oppressive patriarchy. This paper proposes the introduction of a mandatory course on gender sensitization and women studies at the college level as a means to empower women and sensitize the youth about the existing gender unequal practices and the manifestations of the same across different aspects of our lives. This paper also aims to propose a tentative syllabus for the same.

Rather than Women empowerment alone, the authors feel that gender sensitization as an agenda would benefit men, women and transgender people alike. In today's world, women of all walks of society need to be more aware of their rights and the detrimental influences of patriarchy, thus creating a need to educate women about these issues. Alongside, it is crucial to understand that men also face problems because of gender-related biases. The pressure of being superior comes to men with patriarchy which too has unpleasant consequences. As women prepare

themselves to play more visible roles in society, men may carry the burden of their past conditioning, making them uncomfortable to deal with the changes in the society that stem from women empowerment. Reducing this insecurity through awareness will pave the way for accepting women as equal partners.

Since the passing of the Transgender Persons (Protection of Rights) Act, 2019, with amendments, it is now essential to consider not just men and women but also transgender within the umbrella of gender sensitisation. The transgender community hasn't been accepted in our society for the longest time. They have been denied fundamental human rights in India for decades. They do not get employment or education and are disowned by their families just because of their gender. Such a course will definitely encourage inclusiveness toward them and build a better society.

The case for such a course becomes stronger when we consider the critical dimension of the crime rates against women. Rape, Molestation, Dowry, Domestic Violence, Female Foeticide, Female Infanticide, School/College Dropouts, and several other crimes against women that are widespread and degrade the quality of life for women. Through the course one can influence negative mindsets of people towards women and generating compassion and respect for them.

This paper introduces a syllabus to help the youth break free the shackles of gender inequality and lead the society into a brighter future. Such a curriculum will eliminate mistrust, insecurity, and conflict among genders. It will help us to move confidently forward to an inclusive and positive society for women, men, and transgender in India.

To achieve global progress women empowerment is essential. Among various initiatives towards women empowerment, higher education and employment play an important role. While primary education is important for literacy, it is higher education that prepares an individual for employment (Singh, 2018). Several problems that women face in today's society are a result of either illiteracy or unemployment. Much has been done to facilitate women's higher education,

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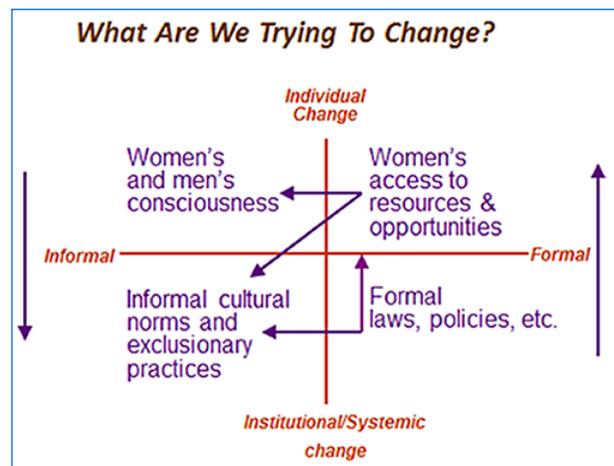
yet many more quality initiatives are needed to further the cause. Some of the leading examples of such quality initiatives in open and distance learning which is contributing greatly to women empowerment. There are several open universities in the country such as Indira Gandhi National Open University (IGNOU), KKHSOU, and others which provide several courses and vocational training programs which help women (Bhuyan & Dewri, 2017) start over their career at any point of their lives.

Discrimination and the increasing crime rates against women have been well documented and are formidable challenges for any developing society. The genesis of many of the problems that women face can be traced back to patriarchy. Most of the patriarchal practices and crime against women are a result of the conditioning with which the men are raised. What can perhaps make the Indian society more equal for women is by examining how we are raising our men. As women prepare themselves to play more visible roles in society, men may carry the burden of their past conditioning, making them uncomfortable to deal with the changes in the society that stem from women empowerment. Reducing this insecurity through awareness will pave the way for accepting women as equal partners. It is time now that we give the women of our country an equal say in the society and use education to bring this change. This paper is focussed on bringing about changes in perception of women in society and enabling a gender sensitive attitude development in the youth of the country. Since younger mindsets are more receptive to reconceptualizing existing societal normal and to adapt to changes. The authors feel that such initiatives can channelize their energies towards building a society where all genders can coexist as productive partners in a healthy society.

To bring about a radical change in the society with regards to the status accorded to women, it is important to have a multipronged approach. Kelleher and Rao (cited by Cornwall, 2016), have illustrated this through a diagrammatic representation as depicted in Figure -1.

As seen in the Fig-1 interventions directed at women empowerment can be classified across two dimensions: informal or formal and directed at individual change or institutional or systemic change.

Figure - 1 Factors Influencing Women Empowerment (Cornwall, 2016)



practices towards women and men and women's consciousness about themselves (Cornwall, 2016). The role of higher education in bringing about these changes is a mediatory one across these dimensions and can help speed up the process.

What can contribute to conscious changes in men and women in the understanding of their roles, is 'gender sensitisation'. "Gender sensitization is the process of changing the stereo type mindset of society as a whole --- a mindset that strongly believes that the both male and female are unequal entities,"(Kaur & Mittal, 2019). This is important to fight patriarchy and unjust practices in the society thereby empowering women. The present paper is a concept paper aiming to meet the broad aim of gender equality through gender sensitisation by: i.) Introducing gender studies as a mandatory course at undergraduate entry level; and ii) Proposing a tentative syllabus for the course on gender sensitisation.

Literature reviewed for the study is discussed here. Reviews are on women empowerment, gender inequality, gender sensitization and quality initiatives in higher education.

Review of Literature

It is essential to understand that "social and economic empowerment cannot ignore the power of women in any society or a nation or a state," (Najaf, Sultana, & Jamal, 2019). One of the fights against patriarchy has been through the right to education for girls in India. Education for women has been on the forefront of the agenda of the government and the society. Education plays a vital role when it comes

to women empowerment in the world (Tiwari & Gautam, 2018).

Many researchers and academicians have acknowledged the importance of increasing literacy to increase employability for empowerment of women (e.g. Singh, 2018). According to Avishek, 2018, illiteracy is the most important cause responsible for social and economic backwardness of women. (Chattopadhyay, 2018) too emphasized that getting a higher education can help women get employed. He has also talked about how higher education can help women be self-reliant and how it improves their lifestyle and quality of life.

In their paper (Tabbasum, Begum, Rana, Faruk, & Miah, 2019) surveyed 17,300 households women aged between 15-49 years to review the situation of women empowerment in Bangladesh and highlighted the role of higher education in decision making. The authors found that educated women have a stronger say in decision making. Only 10% of the married women in Bangladesh had received higher education and 90% of the household were headed by males. Working women were found to have more independence in decision making over their personal, social, and political life when compared to women who were not. The paper concludes by saying that there is a strong relation between decision making and higher education.

Promoting a philosophy of 'inclusive growth', Shetty and Hans (2018 and 2019) in a series of articles have highlighted the issues that come in the way of women empowerment. They have emphasized the need to include women in financial development, educational skills development and needs to come into focus when we talk about women empowerment. India has started to implement the philosophy of inclusive growth and initiatives for free education and other legal provisions have been brought into place. (Shetty & Hans, 2019) have described inclusive growth as a potential affirming and performance confirming tool for women empowerment in India.

In her paper, (Sudha, 2018) talks about promoting gender equality with the help of education among the Indian students. She suggests that the several crimes against women such as rape, murder, domestic violence, and more are a result of the deep rooted gender inequality in the Indian society. She suggests that major fields of study such as law, government, politics, academia, and all others such have a voice against the same.

(Gaba, 2007) has studied the influence of professional and technical courses on women empowerment in the society. Examining the impact of distance education as a quality initiative for higher education through a study of Indira Gandhi National Open University (IGNOU), which provided distance learning courses in a variety of subjects and provides several vocational courses which can help people to increase their employability. The major course in focus was MCA and the study was carried on 308 respondents which comprise of 38% of the total students involved. He noted that women empowerment is highly influenced by financial and emotional independence which is aided by these courses.

In their paper (Noreen & Khalid, 2012), conducted a study among the female professors working at university level. All the data was collected through semi structured informal interview. The major questions asked were 1) How the participants in the study understand the role of higher education in empowering women at home and at their work, 2) what they see as the major constraints to progress in career, 3) what type of coping strategies they propose for the entire female population to realise their full potential. Most of the participants agreed that women need to fight several socio-cultural hurdles in order to realize their goals and acquire higher education.

The idea of gender sensitization as a stepping stone towards women empowerment is backed by (Iyenger, 2016) in her paper where she has recommended some grounding ways of promoting gender sensitization via education. She suggests making the learning process more participatory for the students. Students must be given a safe space to express themselves, compare, comment, and think on their own. The school must have several safety measures for the female students, and teachers must be the facilitators of a gender sensitized environment in the classroom. She also focuses on the taskforce constituted by the University Grants Commission in January 2015, which was focussed on ensuring safety for women on campus and also devised programmes on gender sensitivity. The author concluded that education can be a pioneer in creating a gender sensitive and an equal society.

(Kalra & Sharma, 2019) talk about the effectiveness of gender sensitization among the students of 9th grade in CBSE schools. They conclude that classroom practices are perceived to have a major

influence in inculcating gender sensitive attitudes among students. These findings are also relevant for the scenario of higher education. All of the above literature uniformly highlight the role of higher education in women empowerment. Further, there is recent documented evidence to suggest that gender sensitivity is an important agenda towards eliminating power imbalances between genders in society and creating an equal society. Therefore, courses on gender studies can have a major role to play in women empowerment and in moving forward as an equal society. A point that has not yet been well documented is the need to sensitize men on gender related issues. The authors hope that the current paper would steer researchers towards this direction. The paper aims at the following:

- Introducing ‘Gender studies’ as a mandatory paper at college level for all fields of study;
- Proposing a syllabus for the above paper;
- Exploring the necessity of such a course through a brief survey.

Proposed Outline for Course on ‘Gender Studies’

Detailed course outline with specific content that had been prepared by the authors is being presented. It’s possible merits, obstacles and how they may be overcome are presented here.

Title of the Course: Gender Studies

Duration of the Course: One Semester

Level of the Course: F Y Entry level Undergraduate Course

Number of Teaching Hours: 60 hours

Total Marks: 100 (70 marks for theory and 30 marks for practical)

Pedagogical Approaches: Didactic lectures, class room discussions and debates, examining literature, films and art, experiential exercises, projects and assignments.

Suggested Examination Pattern: Theory Paper+ Assignments + Project Submission+ Viva

Rationale for the Course

Gender studies is an interdisciplinary field of study which studies the various factors associated with gender. It includes the study of women, feminism, men studies, sexuality, transgender and much more. Operationally defined, Gender refers to the social and cultural construct of the masculinity or femininity of an individual rather than the biological constitution of

being male or female. It also looks upon the history of gender in a particular culture or a nation and in the global aspects. Through the course college students can enhance their understanding of the psychological and socio-cultural aspects of gender, understand harmful effects of gender inequality and learn to adopt positive attitudes towards different genders. They will also be encouraged to share their opinions and concerns about gender related issues and societal practices.

Broad Aim of the Course

To create a safe space and common platform for sensitization and education of students to different aspects of gender, understanding oppressive social patterns and their harmful outcomes, among college going youth of all streams and fields of study

Specific Aims and Objectives

- To orient students to the social constructs of gender and unequal power dynamics in society
- To introduce students to patriarchy and feministic theories
- To make them aware about gender sensitive legal, financial and political provisions
- To understand the causes, prevalence and effects of crimes against women
- To encourage participation of youth in spreading awareness about gender sensitivity and equality
- To increase participation of youth towards women empowerment in society

The course will have 4 modules. Each module will be dedicated to a topic essential to raise gender sensitivity. The modules are further divided into 4 chapters each which cover the different aspects of the topic of the module.

Module 1: Understanding ‘Gender’ and Society (15 hours)

This module focuses on introducing gender and several aspects of gender to the students. This module acts as the foundation of the course and aims at giving the students a grounded understanding of gender. The 4 chapters to be included in this module are:

1. Social Constructs of Gender: Male, Female and Transgender
2. Patriarchy its origins and influences
3. Feminism and Feminist Theories

4. Popular Representations of Gender in Literature, Art and Cinema

Module 2: Gender-Related Crimes (15 hours)

This module will focus on highlighting several gender-related crimes. The aim of this module is to spread awareness about these crimes among students and educate them about the prevalence, understanding psychological and sociocultural motivations for crimes, and consequences of the same. The 4 chapters to be included in this module are:

1. Dowry related crimes like Mental/Physical harassment attempts to murder.
2. Sexual Harassment
 - Rape
 - Molestation
 - Sexual Violence
3. Domestic Violence
 - Physical abuse
 - Verbal abuse
 - Emotional abuse
4. Workplace Discrimination

Module 3: Legal Provisions & Rights (15 hours)

In the third module of the course, we aim to introduce the students with several gender related legal provisions executed by the government. It is important to have an understanding of the protective clauses and laws that the government has put into place for the protection of women. The 4 chapters to be included in this module are:

1. Property Rights and Inheritance Laws for Women
2. Protective Laws for Women
3. Provisions and Legal facilities for Women
4. Basic Rights and legal provisions for the Transgender community

Module 4: Women in Special Circumstances and Transgender (15 hours)

In the last module, we want to encourage an inclusive understanding of women empowerment and a gender sensitive society. Here, we talk about women in special circumstances, the challenges and issues faced by them and how can we provide them with better support. The 4 chapters to be included in this module are:

1. Women with Disabilities, Single Women, Divorce
2. Underprivileged Women: Women in Poverty, Scheduled Castes and Scheduled
3. Transgender
4. Women with Different Sexual Orientations Practicum (30 Marks)

The practicum for this paper will focus on actions for bringing about change. A few directions for practical assignments are provided here.

- Interviews of successful men and women to understand the challenges faced by them
- Analysis of popular films, TV shows, books or other literature, from a gender perspective
- A visit to the prison and talking to inmates who are sentenced for crimes against women
- Re-authoring existing mythological stories, legends and heroes from a gender perspective.
- Raising awareness in economically deprived, rural or low literate communities by organising street plays, discussions etc.
- Encouraging gender sensitive initiatives like debates, art exhibits, elocution etc.

Need Assessment Survey

A small survey of female students and faculty of some colleges in Gujarat was conducted. The survey questions are included in the appendix. The findings are depicted in Graph 1.

As depicted in graph 1, in a majority of the participants have agreed to the following:

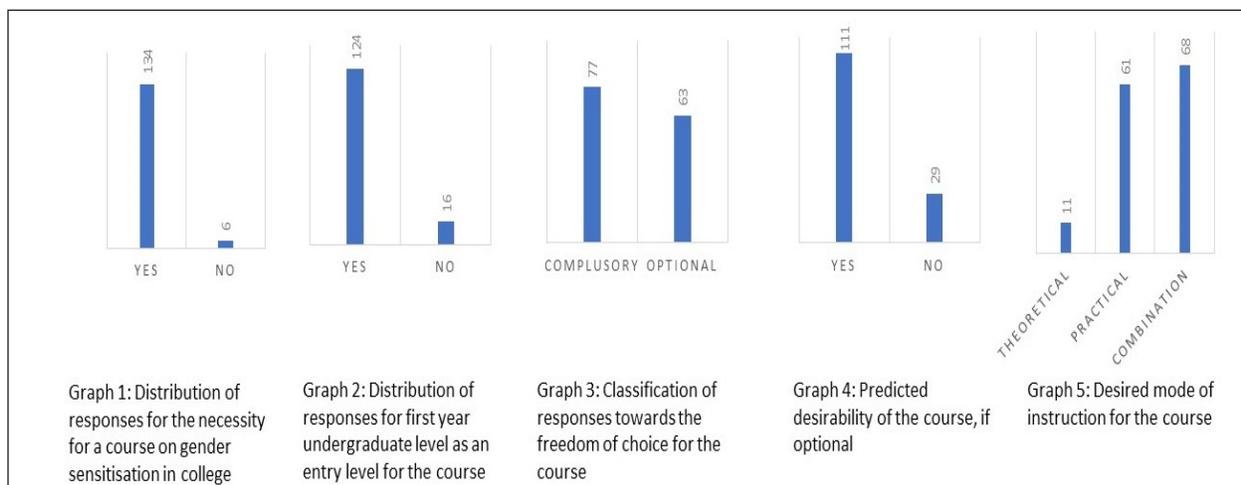
1. A course on gender sensitisation is necessary at the college level
2. First year undergraduate is an appropriate entry level for the course
3. Such a course should be compulsory for the students in all fields of study
4. They would take up the course even if it is an optional minor
5. That a combination of both theoretical and practical modules should be included in the course

This overwhelming response to the survey supports the modules of the course we have proposed in the paper.

Discussion and Conclusions

As seen in the review, higher education can play a highly significant role in achieving an equal

Graph-1: Survey Result of Need for Course on Gender Sensitivity at Higher Education Level



society by empowering women through awareness and sensitising men to play a more conscious role as compassionate partners. Around 21 institutes and universities in India offer courses on Gender or Women studies. However, these courses are mostly at Postgraduate level and are available only to those who are interested to pursue this area of study (IGNOU, 2020). Many of them are offered in the distance mode. It is found that these courses are almost exclusively opted for by women who are naturally already sensitised to this topic. Some other courses on gender studies include undergraduate minors courses at the (Michigan State University, 2020), (Montana State University, 2020), (Missouri State University, 2020), and several other universities. However, these courses are optional minors and students can choose them as a part of their degree. Therefore, the authors feel the need for making such a course available at undergraduate level as a compulsory paper so that men, women and transgender will learn benefit from this accurate gender-based information.

From such an initiative, we aspire to provide a platform for discussion of such crucial issues where both men and women can participate. It is intended that women will learn when and how to raise their voice against any injustice meted out to them, whereas men will learn to allow space for the woman to grow and evolve. Such an approach will eventually will bring about informal changes in the consciousness of the youth and gradually eliminate insecurities, negative practices and power struggles between the genders. A gender-inclusive society where the needs and concerns of all genders can be equally addressed, can emerge if this course is made mandatory. It is hoped that a positive and healthy mind-set of respect,

and productive partnership will germinate from such an initiative and we shall soon see a healthy and equanimous society.

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Appendix-1

Survey Questionnaire on need for course on Gender Sensitisation at University level

1. Do you think introducing a course on gender sensitisation at college level can play a significant role in changing mind set of people towards women?
2. Do you think gender sensitisation should be introduced as a course at First Year undergraduate level?
If yes, should the course for gender sensitisation be a compulsory or optional course?
If it is an optional course would you opt for it?
What should be the course content?

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Post COVID-19 Landscape of Indian Higher Education: A Major Paradigm Shift

Mahesh Madhav Deshmukh*

The 700-crore world population of humans has been devastatingly influenced by the unwelcomed cruel guest *Corona Virus*. This virus has shaken the spirits of the world economies at large leaving to sphere unaffected. Not only monetary loss has been experienced but the foundation of the economy, the Education System has been left in tatters and bits. The era has witnessed devastating economies during the last six months and it's well grafted and is clear by now that life post-COVID would not be the same.

The higher education landscape in India and Globe at large has witnessed a dramatic and unprecedented change during the last six months due to the spread of COVID-19. Globally as on 15th August, 2020, more than 21 million people have been infected with the toll in India reaching 25,26,193¹ cases, devastating the daily life of millions of people economically and socially. With the sudden suspension of school, colleges and even public universities the transition of students from learning to employment has received a severe setback. But, need to integrate this unwarranted change and reform higher education ecosystem with a larger vision of achieving India's path to self-sustenance is emphasized by the policymakers. With twin objective to revive the economy and making India self-sufficient, the Central Government announced '*Atmanirbhar Bharat Abhiyan*' on 12th May, 2020 wherein the youth of the country form the driving force in its journey of self-sustenance. India is blessed with nearly half of its population below the age group of 25 years and 65 per cent of the population below the age group of 35 years², any fallouts in skilling this population shall impact the country's economy in a big way. Thus, the need for analyzing and strategizing higher and vocational education post-COVID 19 is imperative, the stakes involved are high. The disruption is high but the responsibility of revolutionizing the ecosystem now shoulders the Ministry of Higher Education and Human Resources.

Adopting the actor's approach this article attempts to critically evaluate the impact of COVID-19 on higher education landscape and devise strategies

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for addressing the same.

The black swan of COVID-19 hit the country on 17th March, 2020, with skidding curve especially in the state of Maharashtra and Karnataka leading to the immediate closure of schools and colleges with a wink of an eye. The spread of pandemic was so quick that the entire nation went down for lockdown on 23rd March, 2020 leading to unplanned closure of universities leaving the entire educational fraternity into a soup. The immediate ripples were felt in teaching and learning systems but the invisible impact which shall surface for medium to long term in the educational ecosystem needs to be addressed. With no references for a similar crisis in the country, we still are evolving how would this pandemic leave mark on the different stakeholders of higher educational institutes. This problem is even more grave in a country like India which imbibes a fragmented higher education system and huge regional differences in the level of development and implementation. 'One size fit's all' doesn't work for diverse India.

The article thereby studies the impact of COVID-19 pandemic on various stakeholders of higher educational institutes holistically categorizing it into following sub-points:

- A) Students
- B) Faculties and Supportive Staff
- C) Institutions-Colleges & Universities
- D) Higher Education Ecosystem

Students

The nationwide lockdown of educational institutes with the wink of eye has left the student fraternity in despair. Moreover, it is common knowledge that colleges would resume physically only when the pandemic curve dips drastically which is quite uncertain presently. This undecisive nature has added to the psychological issues faced by teenagers. Due to temporary cessation of face to face learning, restricted mobility, isolation, and personal adjustments have made them fragile and vulnerable to various psychological issues such as anxiety, depression, sleeplessness, loss of interest, and negative attitude towards life. The tendency to "quit" rather than to fight

has been commonly observed amongst them. These levels of despair are even more grave where the final examination is pending. The ongoing tiff between the authorities regarding the conduct of degree-awarding examination at UG and PG has left them in a jeopardy. Those who wished to cross borders for higher education stand at the complete unknown track with pandemic impacting cross border transition with an unknown timeframe. Further lakhs of students who had applied for various competitive examination have broken spirits and the situation seems to be like a nightmare.

Though online lectures have begun all over the country gradually, students are facing both the problem of accessibility and ability to grasp these new modalities of learning with no preparatory training imparted. The sudden shift from face to face learning to online distant mode of learning has hindered their process of holistic learning. The technical glitches in terms of internet connectivity and upgraded devices to support online learning systems remain apparent all over. Further, with closure of public and institutional libraries the access to physical books and study material has come to standstill further dipping the down the learning curve.

Students pursuing part-time jobs or some odd jobs to support their education have lost the source of income impacting their economic conditions. Also, in the majority of families pay cuts and casual unemployment has turned to be a common phenomenon negatively impacting their mental well-being and building capabilities. This will to a very great extent impact the enrolment ratio leading to forced drop out especially for the girl child. Thus, the adverse impact in terms of various socio – economic and psychological concerns for the students have sprung up dominantly.

But this overnight paradigm shift from traditional to online lectures has, in a big way opinioned the new vistas of worldwide learning pedagogy which sooner or later had to be infused in the future. It would not be wrong to say COVID-19 has preponed the digitalization of the education system in the country in a big way. Flexible timings, location flexibility, and availability of a wide range of resources are blessings in disguise under this online system. The quest of knowledge which otherwise remained unfilled can now be achieved as most of the global universities have gone virtual for the coming years thereby saving overhead costs such as travel, accommodation, resource material, etc of students. To cite, Harvard University offered more than 230 courses online free of costs

during the pandemic. Similarly, Tata Consultancy Service (TCS ION) opened up its courses absolutely free under CSR. Webinars and Conferences are also been widely held with no costs linking students with renowned speakers across country and borders, adding knowledge to the existing reservoir.

Faculties & Supportive Staff

COVID-19 was equally a nightmare for faculties associated with educational institutes as that for students. The shift from traditional teaching-learning system to online system under pretext ‘Work From Home’ was a 360-degree change with initial days spent more like vacation period but as the curve rose upwards the anxiety started building up especially amongst the teaching faculties as they liaison between students and the education system on the whole. With no preciseness, no training and no strategy but only a goal to keep the learning going and engaging students while balancing work from home and work for home led to ‘Haboobs’ in the lives of faculties. Moreover the existing syllabus and pedagogy framed for the curriculum delivery confines to traditional classroom learning with few exceptions such as Indian Institutes of Technology, Indian Institutes of Management (IIT’s, IIM’s) etc. The reference material was also not available with closure of libraries and educational institutes in the initial phase of COVID-19 adding to the misery.

Massive Open Online Courses (MOOC) though initiated a decade back in the higher education system still remained undermined and embraced in pieces by the teaching fraternity. But this pandemic made it mandatory for all to learn and rewind themselves towards online teaching. Of course, the learning curve under online pedagogy rose steeply but with the various training programs and realizing the need for an hour this hybrid model of teaching and learning has been injected into the system for coming generations. Currently, the system is operating on trial and error basis as no concrete strategy towards institutionalization of E-Content Development and Delivery have been formulated. This has led to wide variations in the effective and efficient delivery of the curriculum. Moreover, faculties close to retirement are finding it difficult to assimilate technology within themselves. The resistance towards change is high leading to mediocre development of teaching material such as teaching through scan copies of textbooks, no

visual aids, no feedback, questioning the effectiveness of curriculum delivery. The technical glitches such as internet connectivity, apt infrastructure act as major hindrance here. Lastly, the research activities and other compliances have come to a standstill due to restricted mobility and non-accessibility to required resources.

The most unfortunate outcome of this pandemic on teaching fraternity is the dismissal of thousands of contractual staff in the institutes. 'Survival of Fittest' has now been experienced in this fraternity taking a toll on the mental well-being of an individual. The financial impacts have been adversely high. This monetary loss has resulted in stress and dissatisfaction.

Though not directly associated with teaching learning mechanism, the non-teaching staff serves as a backbone to the entire institution. Those engaged with the administration have been able to cope with the changing environment to a very great extent, since in the past few years administrative services such as enrolment, student transfer, scholarship, student profile, affiliation etc had already been digitalized. Job reduction here is sleek.

The next group who went jobless are the people running canteen, mess, hostels, etc. This indefinite isolation has led to a state of disturbance and uncertainty for them.

Institutions – Colleges and Universities

The vector changes due to closure of the campuses, the institutions have been poised with the challenge of balancing the beam between needs of the faculties, students, and desire to keep normal operations running in wake of declined enrolment ratio. This shift from the traditional learning system to online mode requires the provision of apt infrastructure, strategic planning, and proper training to the teaching fraternity. But due to poor information available, disintegrated student fraternity, broken communication, and uncertain guidelines, the implementation of any policy turns the table around. The socio-economic impact of the pandemic has led to huge pendency in fees collection, especially in the exam fees. The academic year 2020-21 though has begun the enrolment rate has fallen down drastically with a huge drop out ratio. The revenue has received

a severe setback and at the same managing, the huge staff and providing necessary infrastructure involve considerable costs. Institutions in the rural part of the country fail to scale up due to inherent limitations of power and technological advancements coupled with students belonging to lower-income groups. Bringing these institutions within the umbrella of online tertiary education is challenging under the current situation where no planning or strategy seems desirable.

Interstate and Cross border travel has been restricted with undefined time frame largely impacting global higher education enrolment ratio for Universities. This has impacted the revenue sheets. Being the administrator and chief functional manager of the affiliated colleges the burden of resolving issues through drafting common policies is rebellious. Taking into account the student and institution welfare, state government resolutions, University Grants Commission (UGC) and Ministry of Human Resource Development (MHRD) guidelines and the dynamics of COVID-19 spread across its reign, drawing a well-augmented conclusion seems blurred.

In a nutshell weak economic activity, closure of campus leading to lower enrolment ratio and balance sheet erosion shall impact the universities in the long run.

Higher Education Ecosystem

As a country on the whole Indian Education system is still not equipped with required infrastructure and training for hybrid teaching-learning system. Nevertheless, the country holds the cream talent acquisitions in institutes like IIT's, IIM's and Medical Institutes as well some private players are trying their best but it constitutes only a handful of the demographics. With wide disparity at outset, the pandemic has added fuel to the fire of reaching out to the bottom of the pyramid. The system has been plagued with an adverse impact on various stakeholders with no consensus on academic policies for the upcoming academic year. The R&D system which forms the backbone of the economy has been interrupted.

"Tough times don't last but tough people do" Crisis always give us the opportunity to explore new arenas unitedly, be it war or be it epidemics history has proved that every dark night has bright sunshine. Presently the disastrous impact of COVID-19 is inevitable but with well consensus framework, the higher education system is capable of churning out master pieces.

Learning from the past mistakes of deferred digitization, the time has arrived for *scaling up the process of digitalization and hybridization* of the Higher Education Ecosystem. It is a well-drawn fact that presently our system lacks the pedagogy and required infrastructure for hybrid or virtual learning as well we lack in trained human resources to deal with this new system. Thus filling the gap initially we need to *redesign the teaching-learning processes* infusing the various stakeholders and diverse regional problems. While doing so we need to pay special attention that no student is deprived of education under the new system of learning due to inherent socio-economic disparity. To prevent forced dropout especially of girls special *monetary and non – monetary incentives at institutional and government level* in the form of scholarships, earn and learn schemes, vocational training, etc can be imparted.

Moving further, the technical glitches are high but the outreach of mobile communications and radio frequency is near to optimum level. Broadcast Radio (AM) reaches out to 99 per cent of the Indian population while FM reaches out to 65 per cent of the populace². At the same time, India is one of the largest mobile markets across the world with a userbase of 1.15 billion wireless subscribers and second-largest in case of internet user base³. Channelizing this untapped potential for education through *public-private partnerships* and mandatory *CSR activity* under section 135 of the Companies Act 2013 is capable of bringing the desired digitization in the ecosystem.

India with its great potentialities has a prominent voice in global organizations. *With international co-operation* cross border training and programs, students can be exposed to various courses across the world with minimum costs. Further, for strengthening the institution international collaboration in terms of higher education can boost the system.

Though COVID-19 has disrupted our existing ecosystem it would not be wrong to say that, it has accelerated the implementation of hybrid learning,

opening the new vistas of the qualitative and digitized education system. To conclude, education is the passport to the future, for tomorrow belongs to those who prepare for today. During this pandemic the need to prepare for such unforeseen calamities has been felt worldwide, thus adopting a comprehensive approach the system needs to be rejuvenated. We must not forget that Indian Universities like Nalanda, Takshila, and Vikramshaila were once the inspirational source of learning for scholars across the globe. Thus with the right blend, we can once again turn to be the brightest star. To infer, blending the namely four components Equity in Access; Teacher’s Training and Revised Pedagogy in LMS; Quality Assurance; Internationalization of Higher Education. appropriately, the desired outcome can be achieved:

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Some Insights on Space Technology, Land Ecosystem and Liberal Education

Krishnaswamy Kasturirangan, Former Chairman, Indian Space Research Organisation and Professor Emeritus, National Institute of Advanced Studies, Bangalore delivered the Convocation at the 12th Convocation Address of TERI School of Advanced Studies, New Delhi on November 14, 2019. He said, A comprehensive liberal education develops all capacities of human beings, intellectual, aesthetics, social, physical, emotional and moral, in an integrated manner. This in turn helps to develop critical thinking, improve communication skills and foster aesthetic sensibilities. The subjects covered will include Visual and Performing Arts, Humanities and Social Sciences, Science, Technology, Engineering and Mathematics, Languages, Sports, etc. Liberal Education will encompass cultivating scientific Temper & Methods, knowledge of History/ Diversity, Constitutional values and practices, Ethical reasoning and morals and Social responsibility. Liberal education will also focus on connect to society and include community service. In short, a liberal education will prepare one to be a thinking citizen for a lifetime.”
Excerpts

I am delighted to be here today evening with all of you on this august occasion of the 12th Convocation of TERI School of Advanced Studies (TERI SAS). TERI SAS owes its origin to The Energy Research Institute (TERI) and is primarily driven in its planning and implementation by the interest of TERI in areas such as research, consultancy and outreach. I am happy to note that a deemed University status has been accorded to this institution and currently, is actively engaged in a mission to create knowledge and capacity in various areas related to sustainable development. Needless to emphasise, TERI itself is the outcome of the Vision of its legendary Founder, Mr Darbari S Seth, one of the doyens of the corporate sector. His interests went well beyond his core responsibilities, pioneering several initiatives of social relevance and national importance.

Your Chancellor, Dr Shailesh Nayak, is a well-known Scientist Administrator, whose interests are broad-based including use of space systems for natural resources assessment, ocean sciences and geophysics, issues of environment, as well as creating multi-disciplinary programs involving problems at the intersection of natural sciences, social sciences and humanities.

His Vision and ideas, I am sure will guide the destiny of TERI SAS in the years to come, taking it to higher levels of performance and achievements. I wish Dr Nayak, the Vice Chancellor and the entire erudite staff supporting TERI SAS, very many accomplishments, recognitions and accolades in the future.

Dear students, let me warmly congratulate all those of you who have the proud privilege of graduating from this esteemed institution today. My best wishes go with you for your success and for achieving what you have been aspiring and dreaming. The spirit of competition and determination with which you met the challenges of the demanding ecosystem of this alma mater of yours is sure to help you move ahead to realize your ambitions and aspirations with confidence. To have had the opportunity to study at this institution of higher learning is a matter of privilege to each one of you. May the value system that this institution has instilled in you inspire you to set high standards in all your future endeavors. High and noble aspirations are indeed the guiding stars in your journey towards achieving perfection and realizing your true potential.

Even at the cost of repetition, I would like to remind my young friends about the contemporariness and crucial nature of the subjects and themes in which this institute undertakes academic and research programs. The subject matter encompasses Energy and Environment, Natural Resources, Water studies, Biotechnology, as well as Climate science. The unique aspects of the related courses stems from the fact, on one side, they adopt multidisciplinary and interdisciplinary approaches and on the other side they address the associated elements of social sciences, economics, policy, legal framework and management. Needless to emphasize, a comprehensive understanding of the different facets of a particular issue can facilitate chartering the right directions in

developing strategies for addressing these, leading to the improvement in the quality of life of an individual citizen and creation of a balanced society.

It is obvious that the subject matter that this institute deals with can have substantial inputs, that today space based earth observation satellite systems are capable of generating. In the last 50 years, the Indian space program under Indian Space Research Organisation (ISRO), has established a constellation of earth observation and communication satellite systems. These satellites are capable of providing timely, precise and accurate information on earth resources, both renewable and non-renewable, besides data of relevance to weather and climatological systems. In a sense, we can proudly claim about our capabilities in these areas as one of most versatile and sophisticated in nature anywhere in the world. In providing a brief account of what our Earth observation systems render as application services and which have connectivity with many of the themes that are adopted for academic pursuits in this institution, I am only reiterating the importance of consolidating the linkages between the strength of India's space endeavours in the creation of data and information, modelling and simulation and such other outcomes to the broader aspects of economics, policies and the legal framework that TERI SAS pursues. In other words, the crucial step of transformation-data/information to decision support.

Among the many interesting applications to which space data is deployed in India, some of the more important ones include periodic mapping of land use and land cover towards understanding the interactive processes between land, soil and water with implications to the productivity of the land. Another application relates to forest cover mapping that involve a bi-annual monitoring of our forest cover, assessment of trees outside forest and planning for sustainable use of forest. This is done on a two year cycle to plan for conservation measures of bio-resources. Snow and glacier mapping has been another major area of application covering around 4000 glaciers in parts of J&K, Ladakh, Himachal Pradesh, Uttarakhand and Karnali Basin of Nepal, enabling the understanding of snow accumulation process and ablation pattern in different parts of Himalayan region, to generate inputs for snow melt forecast models.

Some of the other interesting land use applications include wet-land mapping, land degradation mapping and waste land mapping and monitoring.

Interestingly, space systems have been also used to estimate direct and diffused component of incident solar energy and solar power now-casting. Further, methods have been developed to estimate wind energy and wave energy and their temporal variations. One important application of using the synoptic capability of earth observation is to identify nearly two thousand blocks with critical ground water scenario. Plans for water resources mission include water conservation & rainwater harvesting, renovation of traditional water bodies, reuse of bore wells recharge structure, watershed development and intensive afforestation. In the area of climate and environment, space capabilities have enabled the establishment of a multi-institutional system for climate and environment studies.

Currently, 64 bio geo physical products covering terrestrial, ocean and atmospheric domains are generated and includes ecosystem related information on net ecosystem production and net primary production. Space has also made possible biodiversity characterisation at community level. Before I conclude this brief account of the various important applications, it is also of interest to recognise that the fast turnaround capabilities of space systems enable detection and monitoring and where applicable planning the follow-up actions in situations such as floods, tropical cyclones, forest fire and landslides.

I am sure you will appreciate this narration about the potentiality of space system producing extremely valuable and timely data and information, which is an asset that many of you could find use in several of your projects and research activities. Utilization of aforementioned outcomes in the context of looking at other dimensions of a sustainable development study including sociological impacts, economics, legal framework and policies opens up new and innovative avenues for academic and research activities.

At this stage, I change the topic to cite an example of developing strategies and policies with regard to the conservation and preservation of a complex ecosystem, The Western Ghats. I do this with the specific intention of highlighting the multi-disciplinarity and inter-disciplinarity nature of such a problem, and further recognising the additional dimensions that should be taken cognizance of in developing a comprehensive strategy and policy - an excellent example for a Case Study at TERI SAS.

Western Ghats is a magnificent mountain range, next only to Himalayas and is a biological treasure trove with high degree of endemism and scenic beauty. This unique ecosystem has been threatened by continuously increasing habitat pressures and declared as one of the world's hottest hotspots of biodiversity. In order to protect and rejuvenate the ecology of and for sustainable development of Western Ghats the government set up an expert panel. The mandate included demarcating ecologically sensitive zones and suggest measures to conserve, protect and rejuvenate the ecology of the Western Ghats region. In order to arrive at a comprehensive and holistic understanding of the related scientific, technical, social, cultural, financial and other related issues, the methodology had to develop approaches to dealing with multidisciplinary and interdisciplinary character of the problem, using the best of the analytical tools including use of space-based remote sensing data together with geographic information system, global positioning system in addition to use of most modern surveying methods. Additionally, the exhaustive understanding on the ecological characteristics of the region, identification of heritage ecological sites including the flora and fauna, patterns of human settlements and their vocation, current levels and plans for development and their implication with respect to ecological integrity of the Western Ghats were also addressed in detail. The fundamental issue of reducing the deleterious influence of the anthropogenic activities, ongoing as well as future plans were carefully assessed including activities that could influence river flows and their impact on the local ecology. Finally, one had to also quantify the financial implications for undertaking the task to ameliorate the various problems of ecological degradation and identifying acceptable alternate occupations for the local residents. Integrating the outcome of the analysis of the various facets of this ecosystem was indeed daunting but not impossible logically, to lead to pragmatic conclusions. Needless to emphasise, many of these conclusions were also suitably moderated with public consultations and most importantly the assessment of the political will to adopt the recommendations. It is a challenge that is worth undertaking for its intellectual & professional demands, analytical rigour and evaluation of the available databases for their authenticity; besides, all that we mentioned earlier. I consider this effort and its variants to be an excellent piece of a challenging problem even at truncated levels for many of the institutions to attempt and to tackle as an academic exercise; certainly it is capable of providing very

insightful experience in the context of dealing with a complex system.

Before I conclude my address, I would like to touch upon an important aspect of education, that of introducing Liberal education as a foundational component in higher education. This is being increasingly recognised as a crucial 21st Century educational component, to prepare the future youth in particular, to successfully face the dynamic and complex job environment. Liberal Education explores the remarkable relationships that exist among the sciences and humanities, mathematics and art, medicine and physics etc., and more generally, the surprising unity of all fields of human endeavour.

A comprehensive liberal education develops all capacities of human beings, intellectual, aesthetics, social, physical, emotional and moral, in an integrated manner. This in turn helps to develop critical thinking, improve communication skills and foster aesthetic sensibilities. The subjects covered will include Visual and Performing Arts, Humanities and Social Sciences, Science, Technology, Engineering and Mathematics, Languages, Sports, etc. Liberal Education will encompass cultivating scientific Temper & Methods, knowledge of History/ Diversity, Constitutional values and practices, Ethical reasoning and morals and Social responsibility. Liberal education will also focus on connect to society and include community service. In short, a liberal education will prepare one to be a thinking citizen for a lifetime. How exactly institutions like TERI SAS can bring concepts of liberal education into the present mainstream educational system is worth giving a thought at this juncture. My dear students, the path to great achievements and success will put enormous demands on you and call upon you to bring to bear the highest degree of professionalism inspired by being a part of a fast changing knowledge ecosystem. This in turn will imply continuous updating of your knowledge and thus making the process of learning a continuous one. The perpetual search for knowledge and ideas has been the hallmark of our intellectual heritage. The following quotation from Rigveda very effectively highlights the same-

आ नो भद्राः क्रतवो यनुतू वश्वितः

"Let noble thoughts come from everywhere unhindered and overflowing".

I wish you all the very best in your professional career and personal life.

Thank you.

BOOK REVIEW

A Useful Time Series Data

Salek Chand*

National Institute of Labour Economics Research and Development (2019), *Human Resource Profile: India Yearbook 2019*, Delhi, National Institute of Labour Economics Research and Development, 536 p, Rs. 2000/-

Human Resource Profile: India Yearbook is a publication of the National Institute of Labour Economics Research and Development (NILERD). It provides comprehensive and up-to-date information on various characteristics of manpower in India on the basis of data available from different sources. It depicts how human resource generated through the prevailing demographic factors, is transformed into manpower through a process of education and training and then utilised for various socio-economic activities. The Human Resource Profile had been conceived of as a document, providing, at one place, all relevant information on various parameters which are crucial and useful for planners, administrators and researchers involved in social science and human resource development. In the current edition, different sections are covered i.e. Demographic Characteristics, Infrastructure for Human Development, Resources and their Utilization for Human Development, Economic Growth and Return from Human Resources and Achievements and Deprivations of few significant parameters for International Comparisons. Special section on Rural Farm and Non-Farm Sectors, Services and infrastructures, recent government initiatives in Rural and Urban developments are some new inclusions in the profile. A special section on North East Region is added in this edition of the profile.

The book covers time-series data on a wide range of statistics of India's human resource planning and

development and labour market features including utilisation, magnitude and nature of labour force. The book has VIII sections, and the data have been presented, analysed and sequentially arranged in such a way that important interrelationships among relevant economic and human resource parameters become clearly visible.

When compared to India 2016 yearbook, the present edition is a culmination of improvements and modifications to the previous version of Manpower Profile India Yearbook brought out in 2016. There is a genuine effort to thin down the volume of the book by cutting down information, which in the last year ran into 1000+ pages.

Extensive efforts have been made to showcase the comprehension of the data right from Demographic profile to India's position as a comparison to other countries.

The present edition will be found useful for planning, administration and research purposes in the area of human resource development, management and related areas both at national and state level.

The Book is available at 50% discount on direct order to NILERD. The Online Cost of the Profile is Rs.500/- on direct order to NILERD.

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National Education Policy---2020: Some Critical Viewpoints

Hema Raghavan*

Newspaper headlines these days are mercifully not about COVID, its fatality rate, its rise in positivity cases, but have turned to other captions to cheer the readers over a steaming morning cup of coffee or tea. The latest to appear on a positive note suggests that India is on its way to becoming a knowledge capital. The media, both on the electronic and print platforms joined the chorus orchestrated to applaud the New National Education Policy (NEP) as path breaking , as Vision 2020. All this euphoria even before the NEP has been tabled and debated in both Houses of Parliament and then sent to the parliamentary select committee for changes, if required and commonly agreed upon by all the members.

When there is so much applause from many people including me, I may sound a bit maverick if I express certain reservations on some of the policies. But as a citizen of the country and stakeholder of the education system, if I do not express my opinions, I would be failing in my responsibilities. While I would recommend an incisive article by Gurcharan Das in the Times of India why the NEP deserves only one and a half and not three cheers, I will limit myself to three fundamental queries that are central to the idea of education in the 21st Century.

- i. What is the aim or goal of education that is envisaged in this NEP --- to upgrade vocational skills or to enhance academic learning and make the new generation of young men and women informed citizens of the nation? Is the goal of education employability or “to give students a perfection of the intellect ... the clear, calm, accurate vision and comprehension of all things that allows the individual to make good judgements” as Cardinal Newman lists in his Idea of a University.
- ii. Will this new policy bring about a transformation in the quality of education both in Secondary and Higher Secondary education?

- iii. Will this change make India the Knowledge capital of the world?

My reservations are due to lack of clarity on these three issues. The document makes excellent suggestions which are more like dreams, as Shakespeare would say “We are such stuff / As dreams are made on”, more of a fantasy , something devoutly to be wished for. It holds out promises but can these promises turn into reality?

The most positive aspect is government revisiting NEP after a long interval of 34 years. The establishment of Indira Gandhi National Open University in 1985-86 made Higher Education accessible to all from Kashmir to Kanyakumari. The setting up of MOOC platforms by the present government has come along with the digital era to provide access to lifelong learning for a large number of students at a reasonable swift pace.

Thirty four years have gone by and IGNOU has the distinction of being the largest People’s University with an active enrolment of over four million students. While the number of students registering for a university degree has been on a steady rise, there has also been a steep decline in the quality and output of our higher education. We need to be objective in looking at the three issues I have raised in the context of the mismatch between input and output , between quality and the number of graduate students passing out annually. If I have been less enthusiastic, it is because the NEP 2020 has apparently failed to address these three issues that remain central to both secondary and higher education.

NEP has two parts -- one devoted to school education and the other to higher education. But for a few startling changes in the school policies, the attempt has been more of old wine in new bottles. This is not to be misconstrued as a pejorative comment, but a factual statement. For example the 10+2+3 is redesigned as 5+3+3+4, both adding to 15 years. Taking the starting age as three, the new arithmetic does not alter the fact that tertiary education will

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begin at 18/18+. There are two significant changes- +2 has been replaced by +4 to make the last four years (currently labelled as secondary and higher secondary) end as a single unit of school education. This has fast forwarded the exit door to class 8 for all those who want to drop out instead of from class 10. My worry is why is the policy wanting to encourage drop out at such an early stage of education instead of plugging it by raising school learning experience to a more enjoyable level.

What is the NEP aiming at-- basic literacy in terms of the ability to read and write or in terms of functional literacy of being knowledgeable to navigate through life and engage in the different tasks of society. This step to precipitate dropout exit in class VIII amounts to holding to the old belief about being literate is to have minimal skills in reading, writing and numeracy. But in today's changing world we have to go beyond these basic skills. The environmental challenges, the rapid ever changing technological advancements and the new problems that threaten humanity demand a change in our idea of literacy. Our teens will have to be the new age literate persons and possess a wide range of understanding of science, history, society and develop adequate competencies. This is known as functional literacy where conventional forms of reading and writing is made applicable to understand signs, read newspaper headings, read labels on medicine bottles, make shopping lists, read and write letters, fill in forms, apply for jobs, and aid in purposive writing. There are other forms of literacy such as computer, digital, visual, media, health, emotional, cultural and moral that are required today in our complex world. (3)+2+8+2 would be better in place of 5+3+3+4 as education for eight years from class 3 to class 10 will give the young students the required functional literacy. If the student desires to drop out, the exit will be in class 10.

The clubbing of the last four years (Class 9- Class 12) is a much needed reform provides the student sufficient time to choose subjects across streams. If he does not desire to continue, he can drop out after the tenth. Of course this flexibility will put enormous pressure on the schools to make sections as the student strength will be changing during the four years. The assessment and evaluation of the students will also be problematic as the students change their options. Objectively speaking, in no way this has bettered the current choice given to the students after the tenth to choose one of the three options from Humanities, Science and Commerce after studying

all subjects that includes arts and sciences in the 9th and 10th class. But the choice extending the options to extra curricular and vocational subjects after the tenth in place of academic studies will make them unfit for one or the other. NEP has to look into this aspect as to whether these non academic options should be given for the 12th Board examinations. The admission to colleges is based upon grades obtained in five academic subjects.

The idea to start vocational training from class VI is putting the cart before the horse. The formative years are conducive to receive learning as the young mind is in a pure pristine state. Why do we precipitate acquiring job specific skills at such a tender age other than making learning an enjoyable experience? Instead of training teachers in modern pedagogy to make learning a pleasurable experience, the schools are turning to non academic trainers to give training in arts and crafts. Craft is already a subject in schools. Young students can learn how to plant seeds, how to nurture them, how to take care of environment and a thousand and odd things that they can do within the school. If bagless days are preferred, they can give them hands on work in the school itself. What is missing is innovative pedagogy that teachers should be trained in and adopt. The segregation of students into anganwadi schools and traditional established schools only reinforces the urban-rural divide. Anganwadi schools and teachers have to be upgraded to impart the same kind of learning in the established schools. In fact, the first five years split into 3+2 is in force even today as Nursery, LKG and UKG followed by class 1 and 2. The emphasis in the first three years has always been on play with a little learning thrown in. While the attempt is to encourage schools in anganwadi, what prevents from raising Anganwadi schools to the existing standards? Why dilution in the name of change? Are there trained Anganwadi teachers today? If the rationale is to emphasize early education, pre school education as it exists in conventional schools has to be introduced in anganwadi schools also. The fear of dropout is uppermost and all attempts have to be taken to plug it. This can be done only by making learning a pleasurable experience. If we deny children early focus, we cannot expect them to grow up mentally. These formative years of early childhood are very rich as children with a pristine clear mind are endowed with a remarkable power of absorption.

It is the same with the introduction of instruction in mother tongue. This again negates the

linguistic capability of children. My young niece, yet to turn 3 and based in US shows a remarkable capacity to speak in Tamil(mother tongue) with her grand- parents, English in US, Hindi in New Delhi where her cousins live and Spanish in the playschool she attends in US. At 3+ in our younger days, we used to go to *patashala* and learn *Amarakosha*, a thesaurus in Sanskrit. Strangely when there is a great deal of effort to recall the best of our ancient ways of learning, the present educational policies don't factor in the power of absorption of childhood that was emphasised in our earlier days. The multilingual potential of a child to use different languages appropriately with different sets of people is a testimony to the language capability of children. If India can have one ration card for all, can't we have one medium of instruction. The fault lies in not developing language pedagogy among our teachers. Let us not make children struggle to switch to a change of medium when they reach class VI. Let us not make students feel diffident in the use of language if that training had not started early in years. Underestimating young children's capacity may win applause in the short run, but it promotes diffidence and loss of self esteem among the young students when they reach higher classes. We have to reckon with modern times where the use of English is globally accepted. When digital and online transactions have become the normal mode, English becomes *sine qua non* of modern education. Let us not turn reason and moderation to atavistic passions and sectarian and anti modern mindset. But the NEP is to be applauded for giving the choice to states and schools to decide on the medium of instruction. To keep the door slightly open is commendable.

The change mooted for Board exams have to be relooked at. Again the focus is on the lowest common denominator. If children are not trained to take up challenges and are given the easy way to pass by answering multiple choice questions, we are again doing incalculable damage to their mental and emotional development. Even today, those who enter college find it difficult to write a few sentences- either in Hindi or in English. How does one expect easier tests to 'reward better core understanding of subjects'? Writing even a single paragraph on any topic needs a grasp of the given subject matter and ability to articulate the reasoned thoughts about it. Making exams 'easier' will be welcomed by a large majority but at the expense of input and output quality. It will further contribute to rote learning through 'guide

books' that will give multiple choice questions and answers to learn by heart.

The UK system is something that can be adapted to suit our needs-Students at A level (equivalent to our class XI and XII) can opt for subjects to gain entry to courses they wish to pursue in universities. The Universities on the basis of their performance in class XI and class XII(prior to taking the examination) give them provisional admission with the proviso that they should get the qualifying grade/ marks in the final examination. The target is clear and the student who desires university education will work towards achieving it. For the many thousands who do not seek a formal entry in college and opt for vocational subjects in the XII can take up jobs and can pursue degree if they desire, through IGNOU and MOOCS. This is the only way to ensure quality of higher education. Higher education should not regard massification as an ideal.

There is no need for a SAT like entrance examination for entry into colleges. As of 2020, 37.4 million students have cleared the 12th Boards. Even if 25% seek admission in colleges, it will be roughly 9-10 millions. Who will be the paper setters, who will be the evaluators? Given the time constraint between Board evaluation and results and admission to colleges, who can undertake the SAT evaluation? Let the colleges be given the autonomy to design their own criteria and norms of admission. The UK method can be adapted to suit our demands.

The introduction of four year bachelors degree is the most awaited and the most welcome change. The exit and entry as mooted in the NEP is good but for the colleges it will be difficult to plan the teachers and students' schedule. The strength of students in every course will keep varying and where there is a rush, it will be difficult to open new sections and recruit new teachers to meet it. Similarly in courses that show more exits what will the teachers do to meet the stipulated number of classes?. This aspect has to be looked into before finalising all details. It will be better to have cluster colleges that can to some degree minimise the load on individual colleges.

The confusion continues between vocational education and academic education. Unless the separation is made distinct, our students will neither be job worthy nor research worthy. These two streams have to be kept separate so that the latter promotes good research that have a beneficial impact on society.

Humboldt's idea of university has to be kept in mind to elevate our universities to a higher standard. Humboldt believed that the university should enable students to become autonomous individuals and world citizens by developing their own reasoning powers in an environment of academic freedom. "The name 'Humboldt' is associated with various ideals such as the unity of teaching and research, the freedom to teach and to learn and the community of teachers and students and used to stand for a unified idea of the university. Recent developments and changes like widening participation in and the marketisation of higher education related to the emergence of neoliberalism have challenged those old ideals," (Anna Reiners in Perception of Higher Education Changes in Germany and England, su.diva-portal.org). This excellent study on 'Humboldt versus Neoliberalism' quotes Habermas, 1987: "An institution remains functional only so long as it vitally embodies its inherent idea. Should its spirit evaporate, an institution will petrify into something merely mechanical, like a soulless organism reduced

to dead matter. Not even the university can continue to form a whole once the unifying bond of its corporate consciousness dissolves. The functions the university fulfils for society must preserve an inner connection with the goals, motives and actions of its members. Thus one must, alas, come to the inevitable but sobering conclusion: The assertion of unbroken faithfulness to Humboldt is the lifeline of too many of our present day European universities and academics," Habermas, 'The focus may have to shift from marketisation and massification of education to the unified idea of university to elevate our standards and make it research oriented to benefit society in all its diverse areas political, social, economic, cultural, technological and literary.

The framers of the NEP should look into the two models and create new university structures that blend both. This is an exercise that should be done now when the government is rewriting our educational policy.

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HANDBOOK ON MANAGEMENT EDUCATION 2012

The 10th edition of "**Handbook on Management Education**" contains State-wise information on 509 institutions in 178 universities conducting management programmes. The information of Institutions in the Handbook includes: Year of establishment of Department/Institute; Name of its Head/Director; probable date of Notification/last date for application; Number of seats available; Seats for NRIs/Foreign students; Eligibility; Application procedure; details of Common Entrance Test; Fees; Hostel Facilities, etc. Also given are 'Faculty Strength', commencement of academic session and System of Examination. Information on 34 non-university institutions, the programmes of which have been recognized by AIU and list of institutions conducting PGDM recognized by AIU as equivalent to MBA.

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Virtual Conference for Doctoral Students

A One-day Virtual Conference for Doctoral Students, 'Shodh-2020' was organized by Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, recently. The theme of the event was 'Impact of Research on Society: Evolving Perspectives'. Dr. Rajnish Jain, Secretary, University Grants Commission, New Delhi was the Chief Guest on the occasion. The conference aimed to facilitate budding researchers in improving their analytical skills and enhance their knowledge. In spite of the lockdown, conference had an overwhelming response as sixty three abstracts were submitted by the research scholars from various fields. Inaugural session began with the virtual lamp lighting and prayer of *Maa Saraswati* to seek the blessings.

Convener of the event, Dr. Santosh Dhar, Dean, Faculty of Doctoral Studies while introducing *Shodh-2020* said that it is the quality of research that differentiates the Institutions of Higher Learning. The authenticity depends on the quality and not quantity of the research. Researcher needs to achieve strong credibility as a researcher which calls for integrity and professional ethics. Vice Chancellor, Dr. Upinder Dhar welcomed the guests and said that Doctoral Conference is a platform for scholars to learn from each other and it is an opportunity to get the right direction for quality research. He said that the quality of research should always be high and the outcome should have implications for the society. Souvenir *SARANSH-2020* and The ISBN Book-'Impact of Research on Society: Evolving Perspectives' were released by the Chief Guest on the occasion.

Dr. Rajnish Jain, in his inaugural address explained the role of a researcher. He said that researchers need to create assets not only for improving their personal profile and global ranking of the affiliated institutes but also improve the quality of life of the society through their research. He said that research has to be original and can be focused on smaller local issues. It is not necessary to have issues of larger magnitude for research. He shared with audience that UGC has initiated the support to researchers through various schemes

wherein researchers can take up various projects. The inaugural session concluded with Co-convener, Dr. Swati Dubey Mishra who proposed the vote of thanks.

Selected papers in Science, Technology, Forensic Science, Management, Social Sciences and Humanities disciplines were presented by the research scholars in seven concurrent sessions wherein the chairpersons and co-chairpersons gave valuable inputs to the researchers. The event concluded with the Valedictory Session. The report of the conference was presented in the session by Conference Co-convener, Rupali Bhartiye which was followed by the feedback from participants. The participants shared their appreciation for *Shodh-2020* as they got valuable suggestions from the session chairs and virtual platform facilitated them in being part of the conference. They showed their willingness to be a part of such conferences in the near future. The Brochure of Fifth Doctoral Conference *SHODH-2021* was also released on the occasion. Dr. Santosh Dhar proposed the vote of thanks. The conference came to an end with the note that "*Breakthrough innovation occurs when we bring down boundaries and encourage disciplines to learn from each other*"

Celebration of World Population Day

A One-day National Webinar on 'Fostering Women's Health and Population Concerns' on the occasion of World Population Day was jointly organized by the Anjuman-I-Islam's Akbar Peerbhoy College of Education, Oriental College of Education and H.B.B.Ed College, Navi Mumbai, recently. The event was attended by 131 participants from across the country.

Prof. Sanjay Mohanty, Department of Fertility Studies, International Institute for Population Sciences, Mumbai was invited as the Keynote Speaker. Resource Persons namely Dr. Vivek Chincholkar, Consultant Psychiatrist, Jupiter Hospital, Dr. Bharati Morey (Obstetrics and Gynaecologist) and Dr. Sudha Rathod, Principal, Oriental College of Pharmacy, Sanpada were also invited for the webinar.

The webinar began with the welcome speech and introduction highlighting the objectives of the webinar by Dr. Asma Shaikh, Principal, Akbar Peerbhoy College of Education. Prof. Mohanty discussed the issue of over population, unequal sex ratio, women's health and nutrition, with special focus on 'Maternal and Child Care during COVID-19 Pandemic'. He concluded his talk by stating that women's health has long been neglected and investments made for improving health care facilities would benefit the country and issue of rising over population in the long run.

Dr. Chincholkar focused on 'Women's Mental Health'. He talked about the social stigma, myths and misconceptions related to mental health in our society. He stressed that women are more prone to psychiatric illnesses due to hormonal changes they undergo as well as social discrimination they face. Thus, women's mental health needs to be given special attention. This can be done by raising general awareness regarding mental health through seminars and workshops, 'help-seeking' attitude should be encouraged, and feelings of anxiety and depression need to be accepted and normalized. Dr. Chincholkar also gave tips on how to cope with the COVID-19 pandemic by looking after our physical and mental health. He emphasized on minimum seven hours sleep along with balance diet.

Dr. Rathod spoke on the ill effects of over population by drawing a comparative analysis of India and USA. As a solution, she suggested various government policies that can be implemented to control the rising population in our country.

The Question and Answer session was conducted, followed by the concluding statement by Dr. Ratani Thakur, Principal, Oriental College of Education, Navi Mumbai. The webinar ended with a vote of thanks proposed by Dr. Swarnalata Harichandan, Principal of H.B.B.Ed. College, Navi Mumbai. The event is a step forward to remind us developing awareness on population issues and its corresponding attitudes. Though people debate growing population as a dividend or divide, an asset or liability, issues relating women's health is pertinent. All the participants were requested to take a pledge to take care of women's health at their level as improving health and empowering women results into decline in population growth. Participants were also awarded E-Certificates.

Virtual Conference on Online University Education and English Language Teaching

A two-day Virtual Conference on 'Online University Education and English Language Teaching: Scope and Challenges' is being organized by Department of English, School of Social Sciences and Languages, Institute of Technology, Vellore, Tamil Nadu during November 13-14, 2020. The event brings together researchers, teachers and professionals of English Literature and Language in India and abroad to come up with innovative teaching-learning methodologies, evaluation and assessment techniques, effective and holistic student-teacher learning experience and policy guidelines for Online Education of English Literature and Language across Universities.

The COVID-19 pandemic has affected and disrupted all aspects of life globally. Along with other sectors, higher education sector has also been severely impacted. Due to this, the traditional Teaching-learning methodologies and student-teacher interactive experience has been replaced with online education. Though not a permanent replacement to the traditional classroom teaching, online education will be the mode of teaching and learning until the vaccine is invented. Governments and health experts have advised Universities, Colleges and Schools to commence classes with a combination of online and tradition teaching. Further, virtual and online education is being advocated and to some extent made mandatory at least by some higher education institutes for the next academic year. With the lack of any foreseeable medical solution in the immediate future for this pandemic, the higher education institutes are left with no other option but to shift to online education to minimize health risk of students and staff. Two decades ago, technology was not optimal for online education, however, the latest technology of internet, telecommunications etc., have paved the way for online education and virtual classrooms connecting student –teacher across the globe with a few limitations. Since, there is a sudden shift from traditional education to online education, there is a need to understand online education methodologies, to measure its effectiveness, as well as to prepare a shift to a new system. There is a need to examine Teaching-learning approaches, evaluation and assessment methodologies and educational experience for students and attitude change among teachers.

Though online learning of English Literature and Language has better scope and development, it is important to understand the issues like teaching-learning methodologies, specific approaches and adaptations for various courses like teaching text, prose, poetry, drama, novel for literature and communication skills and language skills. Further, there is also a need to come up with novel evaluation assessment procedures and motivate student-teacher to prepare for online education ecosystem. The onus is on English Literature and Language Teachers to take up this challenge of online education due to the COVID-19 pandemic for effective and holistic learning experience for both teachers and students. There is an urgent need to address these issues especially for engineering and management education. The Themes and Subthemes of the event are:

- Online Education for English Literature: Methodologies and Innovative Teaching Practices.

- Online Education for English Language Teaching: Methods, Approaches and Techniques.
- Online Education –Assessment and Evaluation for Literature and Language Courses.
- Online Education for Innovative Technologies, Audio-visual aids Social Media for Literature and language Teaching.
- Online Education effective and holistic Teaching-learning experience: Teacher-Student Motivation, Engagement and Satisfaction.

For further details, contact Dr. S Rukmini, Assistant Professor (Senior), Department of English, School of Social Sciences and Languages, Vellore Institute of Technology, Vellore-632014 (Tamil Nadu), Mobile No: +91-8790984172, +91-7981247113, E-mail: onlineng.edu@gmail.com. For updates, log on to: www.vit.ac.in.

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THESES OF THE MONTH

SOCIAL SCIENCES

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

Geography

1. Varma, Mukesh Kumar. **Khetri Tehsil (Jhunjhunu Jila) ke paramparik jal sansadhanoan kee sarachnaoan aur unke sanrakshan ka bhogolik adhyayan.** (Dr. Sunil Kumar), Department of Geography, IASE Deemed University, Sardarshahr.

2. Wadadar, Sudatta. **Landslide and soil erosion in the Lachung River Basin, Sikkim and their impact on hydro-morphological characteristics in the lower course of the river.** (Prof. Sunil Kumar De), Department of Geography, North Eastern Hill University, Shillong.

3. Yadav, Rajeev Ranjan. **Problems and prospects of industrial development in Mirzapur District (Uttar Pradesh).** (Dr. R K Shrivastri), Department of General and Applied Geography, Dr Harisingh Gour Vishwavidyalaya, Sagar.

History

1. Dahal, Kungur Narzary. **Customary laws of the Bodo.** (Dr. Oinam Ranjit Singh), Department of History, Bodoland University, Kokrajhar.

2. Dhaduk, Kinjal Rameshbhai. **The establishment, development and activities of Junagadh Municipal Corporation: A historical study (2002 A D to 2016 A D).** (Dr. Kalpaben A Manek), Department of History, Saurashtra University, Rajkot.

3. Koli, Vithal. **Food habits of Vijayanagara period.** (Dr. S Y Somashekhar), Department of Studies in Ancient History and Archaeology, Kannada University, Hampi, District Bellary.

4. Krishnamurthy, K V. **Historical and cultural study of the Iruligas.** (Dr. N Chinnaswamy Sosale), Department of History, Kannada University, Hampi, District Bellary.

5. Makwana, Ridhhiben Arvindbhai. **A historical study of the URMI Navrachana (Organ) (1930 A D to 1991 A D).** (Dr. Praduman B Khachar), Department of History, Saurashtra University, Rajkot.

6. Narasimhamurthy, A O. **Historical elements in oral sources: With reference to Tumkur District.** (Dr. Ganapathi Gowda S), Faculty of Social Sciences, Kannada University, Hampi, District Bellary.

7. Ningappa, Veerabhadrapa Aski. **Shaivacult: Cultural study: With special reference to Vijayapur District.** (Dr. Vasudev Badiger), Department of History and Archaeology, Kannada University, Hampi, District Bellary.

8. Rani, C. **Tank of Chitradurga District.** (Dr. Virupakshi Poojarahalli), Department of History, Kannada University, Hampi, District Bellary.

9. Sadanandappa, Nelkudri. **Ucchangi Pandyas: History and culture.** (Dr. S Y Somashekhar), Department of Ancient History & Archaeology, Kannada University, Hampi, District Bellary.

10. Salahuddin, Sultan. **Ashoknagar Jile ka puratavik adhyayan: Prarambh se 600 isvi tak.** (Prof. Nagesh Dubey), Department of Ancient Indian History Cultural and Archaeology, Dr Harisingh Gour Vishwavidyalaya, Sagar.

11. Thippeswamy, N. **Dalits in the village administration during princely Mysore: Historical and cultural study (1881-1947).** (Dr. N Chinnaswamy Sosale), Department of History, Kannada University, Hampi, District Bellary.

Languages & Literature

Bodo

1. Baro, Apurba Kr. **Impact of lexical and morphological elements of Indo-Ayan languages on Boro.** (Dr. Bhupen Narzaree), Department of Bodo, Bodoland University, Kokrajhar.

2. Baro, Munmi. **Social function of folk beliefs in the cultural context of the Bodos.** (Dr. Phukan Ch Basumatary), Department of Bodo, Bodoland University, Kokrajhar.

3. Basumatary, Bridul. **Part-of-speech annotation in Bodo.** (Dr. Bhupen Narzaree), Department of Bodo, Bodoland University, Kokrajhar.

English

1. Bhatt, Ravi. **Buddhism, Marxism, and post-modernism: A study in relation to the configuration of knowledge, experience, and reality.** (Prof. B I Guru), Department of English and Other European Languages Languages, Dr Harisingh Gour Vishwavidyalaya, Sagar.

2. Choubey, Neha. **A comparative analysis of the voices of protest in the selected novels of Indian and Canadian women writers.** (Prof. Nivedita Maitra), Department of English and Other European Languages Languages, Dr Harisingh Gour Vishwavidyalaya, Sagar.

3. Lavanga, Jyothsna. **Feminist consciousness: A study of Shobha De's selected novels.** (Prof. V Srinivas), Department of English, Telangana University, Nizamabad.

4. Shobha Rani, A. **Anita Nair's fiction: A study of**

themes and techniques. (Prof. V Srinivas), Department of English, Telangana University, Nizamabad.

5. Sumer, Deisami. **History as myth in Wilson Harris' novels: A selected study.** (Prof. Sujata Gurudev), Department of English, North Eastern Hill University, Shillong.

Hindi

1. Baria, Sarojben Maansing. **Chitra Mudgal ke katha-sahitye ka samajshastriye adhyayan.** (Dr. P P Rathod), Department of Hindi, Saurashtra University, Rajkot.

2. Chaudhari, Jambaben Madhubhai. **Ahirani Lokgeet evam Dakshin Gujarat ke Chaudhary, Gamit evam Kunkana Janjati ke lokgeetoan ka samajshastriye adhyayan.** (Dr. Rekhaben Z Patel), Department of Hindi, Saurashtra University, Rajkot.

3. Dave, Trupti Pranlal. **Hindi kavita mein Haiku: Ek anusheelan.** (Dr. M K Trivedi), Department of Hindi, Saurashtra University, Rajkot.

4. Dhol, Shitalben Prafulbhai. **Mamta Kalia ke kahaniyoan ka samajshastriye adhyayan.** (Dr. B K Kalasava), Department of Hindi, Saurashtra University, Rajkot.

5. Sanjay Kumar. **Hindi alochna ke pratiman aur dalit sahitye.** (Prof. Chanda Bain), Department of Hindi, Dr Harisingh Gour Vishwavidyalaya, Sagar.

6. Shindhav, Ghanshyambhai Laljibhai. **Mridula Garg ke upanyasoan ka samasyagat adhyayan.** (Dr. N M Dodiya), Department of Hindi, Saurashtra University, Rajkot.

7. Thakur, Rana Kunjar Singh. **Bhumandlikaran ke chunotiyoan aur samkaleen kahani: Sandarb-1990-agatan.** (Dr. Ashutosh Kumar Mishra), Department of Hindi, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Kannada

1. Godihal, Kanteshareddi Ramaraddi. **International centre for studies in Vachana, Kudalasangama.** (Dr. K Ravindranatha), Faculty of Language, Kannada University, Hampi, District Bellary.

2. Gulabi, Poojarthy. **Experiments in Kannada short stories of last quarter century (1985-2010).** (Dr. A Subbanna Rai), Department of Dravidian Cultural Studies, Kannada University, Hampi, District Bellary.

3. Gunavathi, S. **In Tejaswi and Nagesh Hegde's lyrics-The nature of environmental consciousness.** (Dr. M Mallikarjuna Gowda), Department of Kannada, Kannada University, Hampi, District Bellary.

4. Jogi, Hareesha. **Educational dimension of Yakshagana.** (Dr. Udayakumar Shetty), Faculty of Language, Kannada University, Hampi, District Bellary.

5. Prasanna, K P. **A critical analysis of studies on Navodaya poetries.** (Dr. A B Umesha), Kuvempu Kannada Study Centre, Kannada University, Hampi, District Bellary.

6. Prema. **Travelogues of Shivaramakarantha: A narration.** (Dr. J Raja Gundapura), Faculty of Language, Kannada University, Hampi, District Bellary.

7. Sannakotramma, K. **Women representation in Kannada folk epics.** (Dr. M Mallikarjuna Gowda), Faculty of Language, Kannada University, Hampi, District Bellary.

8. Sowmya, A R. **The Pattern of conflicts in Shanthinatha Desai's fictional works.** (Dr. Karigowda Beechanahalli), Faculty of Language, Kannada University, Hampi, District Bellary.

9. Vinodha. **Basis of resistance writings of coastal in the literary.** (Dr. Varadaraj Chandragiri), Faculty of Language, Kannada University, Hampi, District Bellary.

Sanskrit

1. Ambaliya, Mukesh Kantilal. **The contribution of Varadraj in the tradition of Panini's grammar: With reference to Laghusiddhant Kaumudi.** (Dr. R C Fichadiya), Department of Sanskrit, Saurashtra University, Rajkot.

2. Neeraj Kumar. **Dashavataracharitam Mahakavye ka auchityeparak parisheelan.** (Dr. Shashi Kumar Singh), Department of Sanskrit, Dr Harisingh Gour Vishwavidyalaya, Sagar.

3. Shrimali, Ashokbhai Keshavlal. **A poetic study of Uttarasitacarita of Revaprasada Dwivedi in the context of his Kavyalamkarakarika.** (Dr. R C Fichadiya), Department of Sanskrit, Saurashtra University, Rajkot.

Telugu

1. Dodla, Satyanarayana. **Telugulo Sweeyacharitalu-Nirmana paddathulu.** (Dr. V Triveni), Department of Telugu Studies, Telangana University, Nizamabad.

2. Guruvula. **Chandra Shekara Sharma-Jeevithmu-Telugu Rachanalu.** (Dr. K Lavanya), Department of Telugu Studies, Telangana University, Nizamabad.

3. Jyothi, Annamdas. **B S Ramulu kathalu-Telangana janajeevanachitrana.** (Dr. ChLaxmana Chakravar), Department of Telugu Studies, Telangana University, Nizamabad.

4. Patha, Ashok. **Jagtial Zilla Grama devathalu-pariseelana.** (Prof. P Kanakaiah), Department of Telugu Studies, Telangana University, Nizamabad.

Linguistics

1. Singh, Ajay Kumar. **Reception of Buddhism through translations with reference to Europe.** (Prof. Avadhesh Kumar), School of Translation Studies and Training, Indira Gandhi National Open University, New Delhi.

Performing Arts

Folklore

1. Revathi, C M. **The Terekattuva rituals of Kodagu: An analytical study.** (Dr. Hebbale K Nagesh), Department of Folklore Studies, Kannada University, Hampi, District Bellary.

Philosophy

1. Dondor Khongdup, P. **Actuality and potentiality: A study on Heidegger.** (Dr. Basil Pohlong), Department of Philosophy, North Eastern Hill University, Shillong. □


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GONDWANA UNIVERSITY, GADCHIROLI

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The University is offering 104 Programmes through 210 affiliated colleges & 12 Post-Graduate Teaching Departments in University Campus catering to over 62,000 Students every year. The University has adopted from the inception Credit Based Grade System and presently adopted Choice Based Credit System in all faculties and has brought IT reforms in examination system. The University has sponsored Science & Technology Resource Centre by RGSTC, Mumbai.

The Maharashtra Public Universities Act, 2016 provides for a transparent and an objective process for selection of the Vice-Chancellor and is aimed at selecting a scholar of eminence with leadership and administrative abilities who would be able to transform the university into a Centre for Academic and Professional Excellence.

The Chancellor, the Hon'ble Governor of the State of Maharashtra has formed a three-member Search Committee for recommending the suitable names for the post of Vice-Chancellor of this University. The Search Committee now invite nominations/applications from eminent academicians who fulfil the qualifications and experience prescribed for the post of Vice-Chancellor as per the Gazette of Government of Maharashtra, dated 27th May, 2009 and who are willing to take on this challenging assignment. All the necessary details regarding essential qualifications and experience, desirable experience, expected skills and competencies and application format are available on Gondwana University website www.unigug.ac.in

Interested individuals may submit a detailed resume in the format available on the University website along with a two pages justification for his/her candidature, two pages vision statement for the University and the names and contact details of three distinguished individuals well acquainted with his/her work. Institutions may also nominate suitable candidates.

The Search Committee has appointed **Prof. (Dr.) G.S.Bajpai, Registrar National Law University Delhi** as the **Nodal Officer**. Nominations/Applications may be sent in prescribed format in hard (4 copies) as well as soft copy to the Nodal Officer at the under noted address so as to reach **on or before 12/10/2020**. Applications received thereafter shall not be entertained.

Email ID : searchcommittee.gu@nludelhi.ac.in

Address: National Law University Delhi, Sector 14 Dwarka Delhi 110078

Mobile No.: 9718225340 • Telephone: 011 28034255

If needed, short-listed candidates would be invited for personal interaction with the Search Committee.

This is an excellent opportunity for educational administrators to take this prestigious centre of higher learning to greater heights through innovation, research and overall development of the student community.

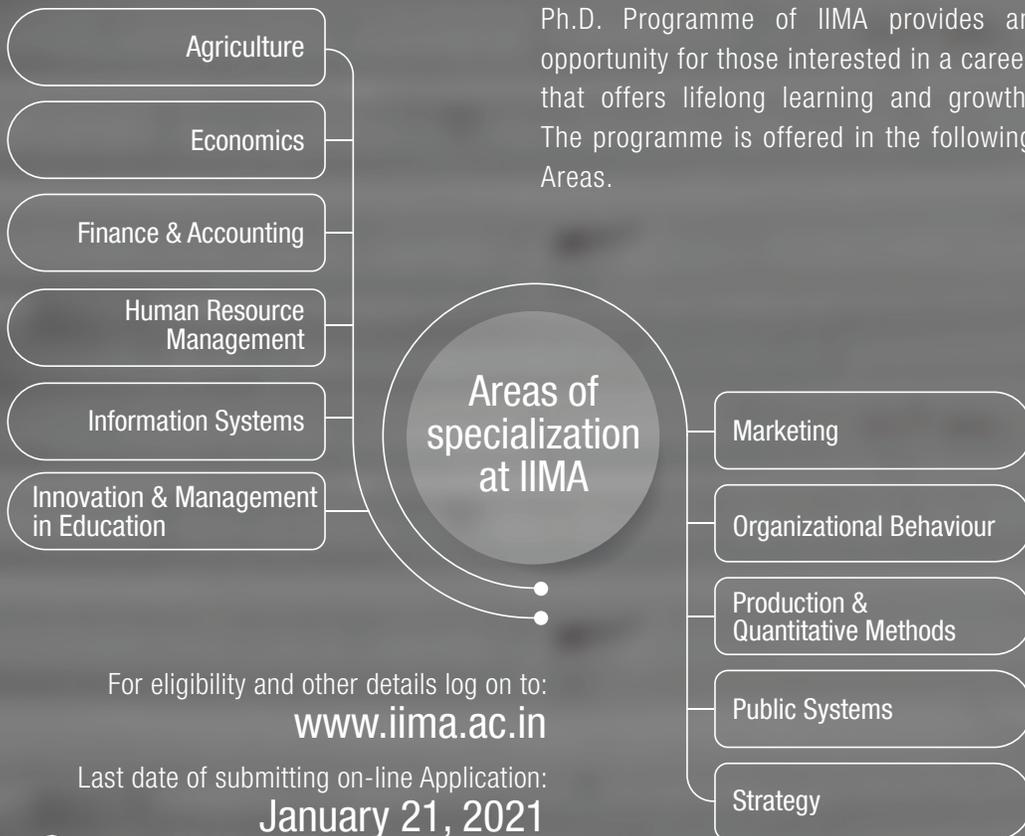
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**Chairman,
Search Committee**

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Special Number on Implementation Strategies of National Education Policy -2020

A Special Number of the University News on the theme 'Implementation Strategies of National Education Policy-2020' is being brought out during the first Week of November, 2020.

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

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

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