

# GAP-KALPATARU

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## GAP-HARD

### **JNU tops with graduation outcome of 99.12 despite impasses**

As per report published in The Hindu on April 06, 2018, It may have faced flak in recent times over the ongoing impasse on mandatory attendance and online invective over ageing research scholars, but Jawaharlal Nehru University (JNU) tops all higher educational institutions in the country in terms of students' success in finding placement in industry and government or in taking up higher studies.

As per the latest National Institutional Ranking Framework (NIRF) report of the Ministry of Human Resource Development, JNU is the only higher educational institution in the country across fields of study with a graduation outcome of 99.12.

### **Tamil Nadu parties slam posting of 'outsider' as Anna University VC, educationists say don't politicise**

As per the report published in the news minute on April 06, 2018 Stalin, Ramadoss and others have opposed the appointment of MK Surappa. An educationalist asks why no one protested when Tamilian VC Anandakrishnan was made the chairman of IIT Kanpur. A day after Tamil Nadu Governor Banwarilal Purohit appointed M.K Surappa, a native of Karnataka as the new Anna University Vice Chancellor, opposition parties have questioned the move. DMK Working President MK Stalin has warned the Governor against saffronising TN university campuses while PMK

founder S Ramadoss has said that students will be mobilised to protest against the appointment.

According to reports, Surappa has been teaching for about three decades, after pursuing his doctorate in metallurgical engineering. He is also a Fellow of the Indian National Science Academy and a Fellow of Indian National Academy of Engineering. He spent over two decades at the Indian Institute of Science (IISc), Bengaluru and has 150 research publications and four patents to his credit. He was selected by the Governor after he personally interviewed three shortlisted candidates. The appointment has put an end to the two year long wait for a vice chancellor. The other two candidates who were shortlisted included UGC vice-chairman H. Devaraj and S. Ponnusamy, a retired professor of Mathematics in IIT Madras.

### **NIRF Law College Rankings, 2018**

As per the article published in livelaw on April 5, 2018, National Institutional Ranking Framework (NIRF) places National Law School of India University (NLSIU), Bangalore at the top of the list, followed by National Law University, Delhi. A total of 71 law schools had applied for the ranking, while NLIU, Bhopal and GNLU did not participate. However, according to an NDTV report, it will be mandatory for public universities to take part in the exercise from next year.

Here is the complete list of the top 10 law colleges, along with the respective scores (out of a total score of 100):

- NLSIU, Bangalore: 75.79
- NLU, Delhi: 74.58
- NALSAR, Hyderabad: 70.95
- IIT Kharagpur: 67.07
- NLU, Jodhpur: 63.50
- Jamia Millia Islamia, Delhi: 59.91
- NUJS, Kolkata: 59.17
- RMLNLU, Lucknow: 54.82
- Symbiosis Law School, Pune: 54.25 DR.
- BR Ambedkar College of Law, Vishakhapatnam: 50.93

The participating colleges were ranked on the basis of the following five parameters: Teaching Learning and Resources (TLR) Rank Weightage – 0.30), Research and Professional Practice (RPC) Ranking Weightage – 0.20), Graduation Outcome (GO). Ranking Weightage – 0.25). Outreach and Inclusivity (IO) Ranking Weightage – 0.15), Perception (Ranking Weightage – 0.10).

### **33 Opposition MPs Write Letter to HRD Minister Prakash Javadekar, Allege JNU Flouting Reservation Rules**

As per report published in news18 on April 5,2018, an open letter has been written by 33 opposition Members of Parliament to Union Minister of Human Resource Development Prakash Javadekar, alleging Jawaharlal Nehru

University was violating the reservation policy in 2018-19 MPhil, MPhil/PhD admissions. This comes after the JNU Students' Union petitioned the Lok Sabha to intervene and "restore" the benefits awarded to students belonging to Schedule Castes, Schedule Tribes and Other Backward Castes in the university. Similarly, in the letter, the MPs said that "removal of the reservation policy for the SC/ST/OBC and PWD in JNU is evident from the clauses" imposed in the university's admission this year.

### **IIT to offer 779 seats exclusively to women in new academic session**

As per the report published in The Indian Express on April 08, 2018, Indian Institute of Technology (IITs) will collectively offer 779 seats over and above the normal intake exclusively for female candidates this year, in a bid to improve the poor gender ratio in their B.Tech programmes. The "supernumerary seats" are expected to almost double the number of women admitted as opposed to last year — this year's JEE (**Advanced**) will be held on May 20. Of the 779 seats, the largest chunk of 113 seats, is with IIT Kharagpur, followed by IIT-Dhanbad (95 seats), IIT-Kanpur (79), IIT-BHU (76), IIT-Roorkee (68), IIT-Delhi (59), IIT-Bombay (58) and IIT Guwahati (57). Over the last five years, the composition of female students in IITs has remained more or less constant, hovering between eight per cent and 10 per cent (see box). On the other hand, the gender ratio in PG programmes in IITs is roughly 22 per cent.

## **India is in the middle of an engineering education crisis**

As per the article published in the economic times on April 9, 2018, While Prime Minister Narendra Modi promotes his Make in India mission and the country hopes to reap a demographic dividend through its predominantly young population, quality of engineering education plays a spoilsport. India's problem of substandard engineering education is now widely known. Except IITs and other prestigious technology institutes, most engineering colleges are unable to provide education to engineering student that would get them suitable jobs. At the root of the problem is mushrooming of low-quality engineering colleges over the years. As students from such colleges fail to get suitable jobs, they face decline in enrolment. Now a large number of these colleges are being shut down. There will be around 80,000 less seats in engineering this year in the country. This will lead to around 3.1 lakh seats less in four years. According to the All India Council for Technical Education (AICTE), nearly 200 'substandard' engineering colleges have applied for closure.

## **Boost your credit with a clean-up act: UGC**

As per the news published in Bangaloremirror on April 9, 2018, the Governor of Karnataka issued a diktat to the state universities to adopt a village. Now, the University Grants Commission (UGC) has gone a step further in asking the universities to introduce a similar elective course under the choice based credit system (CBCS). The elective would provide 'summer

internships' for students who go and engage in activities like cleanliness and sanitation in villages.

Recently, Bangalore North University (BNU) adopted a village near Kolar. This village was given to the Master of Social Work (MSW) students from the university. The objective was to completely transform the village into a model village. "In the rural areas, what is lacking is awareness amongst the people. When the students go and work with people there, the residents and students learn a lot of things. This is something that has to be done as part of social activities," said Professor T D Kemparaju, vice-chancellor, BNU.

### **High Court order on faculty quota will create 'greater inequity', Centre to tell SC**

As per the report published in The IndianExpress on April 10, 2018, the UGC order was based on the High Court verdict of April 2017 when, while hearing a case on teachers' recruitment at Banaras Hindu University, it had said each department, rather than the entire university, should be treated as the "unit". The Centre will file a Special Leave Petition in the Supreme Court this week in a bid to rollback UGC's March 5 order. The Union government is set to approach the Supreme Court to oppose the Allahabad High Court order, which paved the way for the UGC's new formula for calculating reservation in faculty positions across universities, on the ground that it will drastically reduce the number of reserved posts, leading to "greater inequity" and "inadequate representation" of the SC and ST community.

## **Raghuram Rajan at Harvard: India poised for higher growth, but has to stay away from autocratic path**

As per the article published in the Indian Express on April 12, 2018, Former Reserve Bank of India Governor Raghuram Rajan on Wednesday said India was poised to chart a higher growth path and stay there provided it does not go down the autocratic path along the way.

Once catch-up growth happens, which may be 10 years, and once it is closer to the frontier, it will stay there for long given its liberal market democracy, Rajan said, addressing Harvard Kennedy School students. In a conversation moderated by HKS Dean Douglas Elmendorf, Rajan, who is the Katherine Dusak Miller Distinguished Service Professor of Finance, The University of Chicago Booth School of Business, said, many compare India with China. "This is unfair to India... the two are very different countries. India pales in comparison with China. Today China is five times India's size, and the per capita income is five times more with populations approaching a similar size."

## **Higher Education Minister metric pass, leaders question criteria**

As per the report published in The tribune on April 24, 2018, The Chandigarh's new Higher Education Minister is a matriculate, while the Minister of School Education a higher secondary pass-out. In the allocation of portfolios for the newly-inducted Cabinet ministers, Malerkotla MLA Razia Sultana has got Higher Education and Amritsar (Central) MLA OP Soni

School Education. Previously, both departments were held by Dinanagar MLA Aruna Chaudhary, a graduate. Now, the portfolio of education has been split between the two ministers.

### **MCI Amendment: Passing Criteria for MD, MS, and PG Diploma revised**

As per an article published in Medical dialogues on April 23, 2018, through a recent amendment in the post graduate medical education regulations, 2000, the medical council of India has revised the passing criteria for the medical examinations for PG medical courses in country including MD, MS and PG diploma courses. With the amendments the apex medical council has revised the passing criteria for the individual subject exams while keeping the overall pass percentage of theory exam the same as before. The said amendment was published in the gazette in the month of April 2018. With the amendment in the clause 14 under the heading “Examination” of the “post graduate medical education regulations”, 2000, following shall be substituted as follows “Obtaining a minimum of 40 % marks in each theory paper and not less than 50% cumulatively in all the four papers for degree examinations and three papers in diploma examination. Obtaining of 50% marks in practical examination shall be mandatory for passing the examination as a whole in the said degree/diploma examination as the case may be.

## **PhD Not Required For Promotion to Post of Professor in Medical College under AMU: SC**

As per the report published in Livelaw on April 24, 2018, the Supreme Court has held that PhD is not required for promotion to the post of Professor in a medical college under Aligarh Muslim University. The Allahabad High Court, interpreting Clause 12 (19) of the Ordinances (Executive) as amended by the University provides for prescription of the minimum qualifications for candidates from the faculty of medicine by the Medical Council of India (MCI), held that fulfilment of 'other conditions' as laid down in the Ordinances (Executive) would include Clause 12 (5) which mandates a PhD degree for promotion to the post of Professor. Referring to various clauses of the ordinance, the bench observed: "The other conditions laid down in the Ordinances (Executive) are with reference to Clauses 12(6) to 12(18) and not Clause 12 (5). The finding of the High Court that the teaching staff in the medical college should have qualification as prescribed in Clause 12 (5) would be rendering Clause 12 (19) otiose. Clause 6.4.8 and Clause 12.5 are inapplicable to the teaching staff working in medical colleges as they would be governed by the regulations framed by the MCI."

## **Here's why we are no more talking about big fat IIM salaries anymore**

As per an article published in the Economic times on April 24,2018,Salaries of graduates from India's top management institutes have started to plateau as campus hiring becomes a buyer's market. "Organizations continue to offer a substantial premium for Tier 1 talent but the hype around exorbitant packages at the campus has clearly been subdued," says Aon Campus

Study 2017-18. MBA Tier 1 compensation at campus placements has displayed an average increase of 9.3% till 2016. However, since then this growth has begun to plateau at 3.3% annually. Surprisingly, salaries for graduates from Tier 2 and Tier 3 management institutes have showcased a constant increase, in the range of 6.5% - 7.5%, over the last seven years. To understand their campus strategies for identified educational qualifications, across different tiers for 2017-18, Aon Hewitt surveyed 379 organizations across eight industries—hi-tech, ITeS, e-commerce, consumer products, services, financial institutions, manufacturing and life sciences. The data for the study was collected between October 2017 to December 2017. "Today, India is flooded with a large number of educational institutions, churning lakhs of graduates every year, who join the talent pool, looking to find their footing in the Indian job market. This heavy influx of talent, coupled with limited job opportunities, seems to be the primary cause of high rates of unemployment amongst this workforce. Furthermore, the lack of formal accreditation amongst these colleges poses increasing number of questions on the employability of such talent, thereby adding to the woes of an average Indian graduate," the study says.

### **UGC releases list of 24 'self-styled', fake varsities in country**

As per the news published in The times of India on APRIL 24,2018, the University Grants Commission has released a list of 24 "self-styled" and fake varsities across the country including eight in the national Capital. Students and public at large are informed that at present following 24 self-styled and unrecognised institutions are functioning in contravention of

the UGC Act in various parts of the country," a notice issued by the UGC read."These universities have been declared as fake and are not entitled to confer any degrees," it added.The fake universities which have been found functioning in Delhi include Commercial University, United Nations University, Vocational University, ADR-Centric Juridical University, Indian Institution of Science and Engineering, Viswakarma Open University for Self-employment, Adhyatmik Vishwavidyalaya and Varanaseya Sanskrit Vishwavidyalaya.Other universities which have been identified as fake include one each from Pondicherry, Aligarh, Bihar, Rourkela, Odisha, Kanpur, Pratapgarh, Mathura, Kanpur, Nagpur, Kerala, Karnataka, Bihar and two universities in Allahabad.

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**-UGC to suggest focus areas for doctoral research work on universities:-**

The University Grant Commission plans to soon suggest core areas and subjects on which research by doctoral students will be encouraged in varsities.

India's University Education regulator is in the process of beginning consultations with subject experts in various disciplines after which a list of major thrust areas will be developed in various subjects.

UGC Chairman D.P Singh said that “we want all the research work to be focused and socially, locally or nationally relevant. For e.g., universities in tribal dominated areas should come up with work that helps in tribal upliftment and lens relevant information and data for the government to frame policies.

**-Graded Autonomy to University, Colleges, and Teacher’s Body March against ‘Destruction of Higher Education.**

The granting of ‘graded autonomy’ to 60 universities has led to an uproar within the academia, with the University Teachers Body saying that it will lead to “Commercialization” and “Blatant” privatization of public education with differential fee structures, compromising the question s of equity and access.

**News 18 March 28, 2018**

**-Include ancient Indian Traditions in education system says Dalai Lama: -  
New Delhi**

Tibetan spiritual leader the Dalai Lama on serious discussions on how to include the ancient Indian traditions in educational system said that India has the capability to combine modern education with its ancient traditions to solve problems in the world. The greatness of the Indian civilization is its spiritual brotherhood and harmony he said, adding, it has produced the greatest philosophical thinkers and preachers who gave rise to the Nalanda tradition of Buddhism based on reason and logical conclusions.

### **-International live updates from the world education forum:-**

The world education community is gathered in Incheon, Korea, at the World Education Forum, the most important education meeting in a generation and a key step in setting the next education agenda to ensure that all children are in school and learning by 2030.

### **-Fresh updates available on UNESCO's global Database on the Right to Education:-**

The Global Database on the Right to Education is a rich resource and powerful tool offering 195 country profiles and an online library of over 1200 documents to learn more about the status of implementation of the right to education around the world.

In the context of the Education 2030 Agenda, the sharing of information on the database can also help to improve the quality of education. UNESCO's member states are strongly encouraged to inform the UNESCO's Right to Education program of any recent information so as to further update their country profile and to offer access to the latest national laws and policies.

### **-Global Action Week for Education 2018: Free Public Quality Education for All 23<sup>rd</sup> April, 2018**

As we celebrate Global Action Week for Education 2018, Education International calls on its affiliates and education activists to urge governments

to invest in free public quality education and to recognize and support educators

Global Action Week for education (April22-28) highlights the theme “Accountability for SDG4 through citizen participation” with focus of holding governments and the international community accountable for a full implementation of the social development goal 4 (SDG4) asking them to “keep your promises” to work towards financing public equitable, inclusive and free education for all.

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## GAP ANALYSIS

SWAYAM – Learn by self, Learn for self, Learn of self

“I don’t love studying, I hate studying, I like learning, Learning is beautiful.”

- Natalie Portman

SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning

resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

This is done through an indigenous developed IT platform that facilitates hosting of all the courses, taught in classrooms from 9th class till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to the residents in India. More than 1,000 specially chosen faculty and teachers from across the Country have participated in preparing these courses.

The courses hosted on SWAYAM are in 4 quadrants:

- (1) video lecture,
- (2) specially prepared reading material that can be downloaded/printed
- (3) self-assessment tests through tests and quizzes and
- (4) an online discussion forum for clearing the doubts.

Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy/ technology. In order to ensure best quality content are produced and delivered, nine National Coordinators have been appointed:

- ✓ AICTE for self-paced courses
- ✓ NPTEL for engineering

- ✓ UGC for post-graduation education
- ✓ CEC for under-graduate education
- ✓ NCERT & NIOS for school education
- ✓ IGNOU for out of the school students
- ✓ IIMB for management studies.

Courses delivered through SWAYAM are available free of cost to the learners, however students wanting certifications shall be registered, shall be offered a certificate on successful completion of the course, with a little fee. At the end of each course, there will be an assessment of the student through proctored examination and the marks/grades secured in this exam could be transferred to the academic record of the students. UGC has already issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 advising the Universities to identify courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM.

SWAYAM platform is indigenously developed by Ministry of Human Resource Development (MHRD) and All India Council for Technical Education (AICTE) with the help of Microsoft and would be ultimately capable of hosting 2000 courses and 80000 hours of learning: covering school, under-graduate, post-graduate, engineering, law and other professional courses.

SR. NO.	LAYER OF EDUCATION	AFFILIATED BODIES
1.	School Education	<ul style="list-style-type: none"> <li>• National Institute of Open Schooling</li> <li>• National Council of Educational Research &amp; Training</li> </ul>
2.	Out of School Education	<ul style="list-style-type: none"> <li>• Indira Gandhi National Open University</li> </ul>
3.	Under Graduate Education	<ul style="list-style-type: none"> <li>• Engineering Education (National Programme on Technology Enhanced Learning)</li> <li>• Management Education (Indian Institute of Management, Bangalore)</li> <li>• Consortium of Educational Communication</li> </ul>
4.	Post Graduate Education	<ul style="list-style-type: none"> <li>• Engineering Education (National Programme on Technology Enhanced Learning)</li> <li>• Management Education (Indian Institute of Management, Bangalore)</li> <li>• University Grants Commission</li> </ul>

Link for Apps

- <https://play.google.com/store/apps/details?id=in.gov.swayam.app>
- <https://itunes.apple.com/in/app/swayam-online-education/id1146833429?mt=8>
- <https://www.microsoft.com/en-in/store/p/swayam/9nblggh4xxml>

“Learn, Unlearn and Relearn are concepts for success,

While, Learn, Self-Learn and Self-actualization are concepts for excellence.”

- Dr. Parth Rashmikant Bhatt

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# DO HIGHER EDUCATION INSTITUTIONS ACTUALLY NEED AUTONOMY?

## **Introduction:**

The overall development of any country depends on the education system of the country. Swami Vivekananda rightly said 'Education can unlock all the doors for progress'. The progress and advancement of any country depends upon the intelligence and education of the youth which relies upon its strengthened education system.

The economic and technological growth of India is too contingent upon the talented intellectual workforce of the country where their talent and intelligence depends upon the quality of higher education they acquire. The quality and academic excellence of Higher Education is further contingent upon the 'Institutions' which are vested with this job.

## **Current Scenario of Higher Education:**

University Grant Commission of India is the apex institution set up by the Indian Union Government for coordination, determination and maintenance of standards of higher education. It provides recognition to universities in India, disburses funds to such recognized universities and colleges and regulates and controls their working. Various Central Universities, State Universities, Deemed Universities, Private Universities, IITs, IIMs, AIIMS and other autonomous institutions have to work within the framework of law. They have to abide by the regulations of UGC, Central/State Government as well

as the statute under which they are established. The uniform set of rules and regulations, funding and pay scales for each of such institutions belonging to different faculties of Arts, Science and Commerce have curtailed their working and advancement. The major limitation in the form of Delayed Decision making and indulgence of Regulators in each and every aspect of an institution have had a greater impact on the quality of education, research and global rankings.

Indian Higher Education Institutions have lost and are further losing their global rankings over the years because of below mentioned reasons

- Lack of Skill and Knowledge based education
- No updation of Curriculum to commensurate with the industry
- Old Pedagogy
- Deficiency of Innovations and Creativity
- Inadequate Research
- Poor Funding & Investment in the Education Sector
- Absence of Collaborations with industry and Foreign universities

To address these crucial issues and realize India's full potential, one of the solutions is 'Autonomy to Higher Education Institutions'. Autonomy is considered the most prominent solution to set higher benchmarks for quality and processes.

### **Autonomy - Concept & Requisite:**

Autonomy is understood as Self-rule, Self-government, Independence, Sovereignty or Freedom of decision making without external control or

influence. A status or level of discretion conferred upon which brings in immense responsibility and accountability.

Briefly, Autonomy to Higher Education Institutions involves freedom of designing their own curriculum, fee structure and introduction of innovative teaching and new strategies. It would also comprise launching of new research programmes, hiring foreign faculty, enrolling foreign students and give faculties higher pay including incentive-based emoluments without the approval of UGC.

Autonomy is the need of the hour and is a requisite for the below mentioned reasons:

- To incorporate unique Pedagogical developments & practices.
- To meet the emerging & evolving needs to synchronize with the industry.
- To provide Skill and Knowledge based education required to prepare young workforce for Industrial Revolution 4.0.
- To focus on Innovations & Creativity as emphasized by industry experts.
- For Updation of Syllabus, Designing modules, Contents to be covered, Examination System, Evaluation method, Practical Learning, etc.
- Training & Up-gradation of Teaching Faculties.

### **Impacts of Autonomy:**

Union HRD Minister, Prakash Javedkar announced in March, 2018 that 52 Higher Education Institutions and 8 colleges will get autonomy based on various parameters of Quality and Accreditation. Autonomy is not just decentralization of powers but a self-regulation providing decision making freedom with full commitment for accountability. Autonomy is the academic, administrative and financial decision making power accompanied with responsibility and accountability to the stakeholders especially to provide quality education to the youth which creates employability and resultant growth and development of the nation.

Autonomy to Higher Education Institutions has ushered in favourable and unfavourable arguments and discussions, all over the country.

The positive impacts of this move, as discussed above, shall not only raise the quality standards of higher education institutions but provide India with academic and employable excellence. It can be seen as a major educational reform for innovations, experimentation, transparency, quality improvement, relevance, expansion and optimum utilization of potential. The move also implies academic freedom to teachers to create interactive climate by innovative means or modes of teaching. Hiring and appointment of foreign faculties on campuses from top 500 foreign universities shall prepare the students with the latest innovations and prospective advancements in technology. It shall also raise the standards of admitting the students to the institutions i.e. each of such institutes shall have their

own criteria and cut-offs for admissions whereby the meritorious students may easily seek admissions at top institutes purely based on their merit. It shall curtail brain drain and would lead to reverse brain drain, brain retain and sustain. The basic objective of granting autonomy is to create talented intellectual work force with readily employable skills at the 'world of work' and also to inculcate global professional skills.

Autonomy to Higher Education Institutions, a move by Central Govt. has been criticized on various grounds by a number of teaching faculties and universities. This 'autonomy' is certainly the liberty of decision making to expand perspectives and open the bounds of creativity. But it largely consists of financial autonomy for administration and management bodies of the universities in freely deciding the fee structure and starting their own self-financed courses. Starting up new courses and programmes without seeking permission of UGC implies no funding by the Govt. or UGC. It means such programmes are to be financed by autonomous institutions themselves. Teachers and students of varied top institutes are of the opinion that this would lead to the commercialisation of public education. They also think that this move would lead to high fees, ad hoc teaching appointments and the neglect of academic disciplines less immediately connected to industry. Fee Hikes would mean expensive education secluding meritorious and under privileged students from procuring education at such higher educational institutions. It certainly violates the right to equity and access of higher education. Reservation of some seats for foreign students means

cutting down the available seats for Indians i.e. those seats if filled up by admission to foreign students wouldn't be available to our students.

### **Summarization:**

Ancient Indian Universities like Takshashila and Nalanda were provided with equivalent autonomy as enjoyed by today's colleges and universities but they were at the top in global rankings. India was the foremost destination to acquire quality education during that period. People from different countries came to these universities to pursue in-depth knowledge of varied subjects.

What has changed now?

Why are the educational institutions asking for autonomy?

Do higher education institutions actually need autonomy?

Are they not vested with autonomy since independence?

The society is the ultimate stakeholder of the education system. The society has already vested autonomy to the entire education fraternity from the apex institution up to the teachers teaching at school level. Parents, students or be it industry, they have given complete freedom to the teaching fraternity regarding what is to be taught, at what level, skills to be imparted, method of teaching, etc.

The question is 'Have educational institutions performed up to the mark to achieve the objective of education, have they fulfilled their responsibility,

have they utilized the given authority in the right manner for the right purpose and are they accountable and answerable for all the given rights’.

The answer lies within these questions themselves. Autonomy invites more responsibility and accountability. Autonomy, at its best will yield desired outcome in education, of course with certain pre-conditions related to the strict monitoring, scrutiny and achievements; otherwise there are chances that unmindful experimentation with exercising autonomy in education would lead to utter chaos and put all the stakeholders in a state of confusion. The dichotomy prevailing, in inception of autonomy in education has its roots in the fact that not much has gone into consideration as to why such autonomy cannot be exercised within the existing framework and why there is any need of introducing autonomy beyond what we have on hand, at present. A lot would still depend upon the clarity and maturity of vision, with which we intend to incorporate the autonomy. As an academic exercise, it seems attractive, appealing and at times even fanciful; however it does call for greater emphasis on our definition of ‘academic freedom’ and concept of ‘liberty’ that Government is actually ready to part with all the stakeholders of education. Much more remains to be assessed especially when we attempt to make ‘autonomy’, an integral part of Higher Education.

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A PICTORIAL REPORT ON 7TH INTERNATIONAL CONFERENCE BY GAP  
ISAC AND TASC 14<sup>th</sup> -15<sup>th</sup> April,2018



The 7<sup>th</sup> International Conference on Interdisciplinary Research in Contemporary Women's studies was held on 14-15 April, 2018, at Hotel Mass, Puducherry. The conference was organized by Tagore Government Arts & Science College (TGA&SC) in association with Grand Academic Portal (GAP) & International Society for Applied Commerce (ISAC).

Around almost 200 delegates nationally internationally registered themselves to participate in this conference and attendees from Egypt and

9 states across the country had made the conference even more live. The opening ceremony had special welcome address by Dr. Sasi Kant Dash Principal of TGA&SC. The Kiran Bedi ; the lieutenant Governor of Puducherry gave a inaugural address as usual she was full of energy and very motivational in her talk. She urge initiated the moment to fight against evil and injustice to female of any age, call for to raise the voice against such bad from society. She gave the slogan **“BETI BACHAO BETA SAMJHAO”** and appeal all the high organs of the country The Government- the Governor Kiran Bedi, The Policy makers-The Hon’ble Chief Minister Thiru V. Narayanasamy,

The Hon’ble Education Minister Thiru R. Kamalakannan, The Vice chancellor of the university Prof.Gurmeet Singh , the principal of the college Dr.Sasi kant Dash, Women strengths Prof. Rekha Pande from Hyderabad, Conference Director Dr. Preeti Oza Grand Academic Portal Gujarat, Dr. Gurudutta Japee-founder of GAP Dr.Bhavesh Lakhani Founder of ISAC, Dignitaries & Delegates from law field, the academician, the research scholar every one and all present over there to join hands for this campaign.

The next part of the function is unveiling our journal vidhyawarat in which whole theme of the conference with issues challenges and solution are sum up. The honorable madam was much delighted to have this journal and appreciated well the efforts of GAP and ISAC with TAG&SC for being much conscious about the issues...



### Conference Highlights:-

The conference addressed a variety of topics relevant to the main theme including specific questions about the research on presenter on their particular sub theme and topics. The special delegates from Egypt had made presentations on Arabian Women: Challenges & Achievements.



Thereafter Prof. Rekha Pande from University of Hyderabad gave a special lecture on Endangering Higher Education through the centers of women studies. After having delicious lunch again we started our technical session simultaneously of all 5 track chaired and co-chaired by Dr. Anuradha Padegar- Ms shweta krishnaapa, Prof. Rekha Pandey- Dr.Bhavesh Lakhani, Dr.Preeti Oza-Dr. Gurudutta P.Japee, Dr. Vidya Ram Kumar-Dr, Meera krishnaapa presenter flourish with their knowledge, thoughts and way out on their various topics like Thinking beyond gender, Gendering as a conscious process, Dalit women in modern India, Media as a tool for women empowerment, Gender tourism and many more...



At the end of the we have certificate distribution by Hon'ble Education Minister Thiru Kamal Kannana who had made lot of sense that minister was in no hurry to goand he continued to sit through out the end and give away the certificates .



As beginning was good end of the day was too good with lovely cultural program arranged by the host college showcasing the different classical and folk forms of dances were performed by young artist with full zeal and enthusiasm and all female delegates wear gajjar in her hair as a cultural symbol of the territory.





On the next day, we are invited to the Raj Nivas as Kiran Bedi ji has opened the Governor House to tourists and within span of one hand a half year we were the 182<sup>nd</sup> delegation to visit there. Kiran Bedi ji at morning very energetic, hardworking and motivational and bringing a difference with her unique style of administration is a very good role model for youngsters.



A visit to Puducherry incomplete without visit to Auroville and Arvindo Ashram it's having delicious meal without feast. But our host gave full justification and enjoy at fullest of being beloved guest to them for 2 days.

**Very Nice, Enlightened, Memorable experience**

Thank you organizers looking forward for this kind of academic journey to gather...

Arundhati

### Know Us More

Dear all

GAP TEAM is happy to announce the new initiative today . With your support, GAP is launching three online Journals...

GAP BODHI TARU- A GLOBAL JOURNAL OF HUMANITIES.

GAP GYAN- A GLOBAL JOURNAL OF SOCIAL SCIENCES and

GAP INTERDISCIPLINARITIES- A GLOBAL JOURNAL OF INTERDISCIPLINARY STUDIES.

please visit [www.gapjournals.org](http://www.gapjournals.org)

Looking forward to the continued support, encouragement and solidarity from all our esteemed members....

Team GAP

Dear members ,

We are pleased to inform you that GAP is now a registered NGO named Gyan Adhyayan Parmpara Trust.

We have envisioned many academic and resource sharing activities under our NGO.

We will share further details about GAP NGO on our website.

Those who are interested to join the NGO as a member can drop their CV to [grandacademicportal@gmail.com](mailto:grandacademicportal@gmail.com).

We have also received certificate of 80G and 12A.

Hope and wish to get your continued support and encouragement.

Team GAP.

## EDU PUZZLE

### SUDOKU

Fill a 9x9 grid with numbers so that each row , column and 3x3 section contain all of the digits between 1 and 9.As a logic puzzle Sudoku is also a brilliant brain game. If you play it daily, you will soon see an enhancement in your attention and overall brain power.

6			9					
		8			7		1	
		5		1	6	8	9	
		1			5			
	5	9		3		6		
			8			7		
	6	7	2	5		3		
	8		7			9		
					9			7

Answer:

6	1	2	9	4	8	5	7	3
3	9	8	5	2	7	4	1	6
4	7	5	3	1	6	8	9	2
8	4	1	6	7	5	2	3	9
7	5	9	1	3	2	6	8	4
2	3	6	8	9	4	7	5	1
9	6	7	2	5	1	3	4	8
1	8	4	7	6	3	9	2	5
5	2	3	4	8	9	1	6	7

MCQS for the Preparations of NET Exams Paper-1

1). How a teacher should behave with the students?

- (a) General
- (b) Father
- (c) Friends
- (d) Leader

2). The major objective of education is

- (a) Reforming the society
- (b) making students disciplined
- (c) Developing inherent abilities /powers of students
- (d) Making students followers of teacher.

3). Teacher should study the educational philosophy because

- (a) They do not know it
- (b) They do not have their own philosophy
- (c ) Philosophy is the backbone of all disciplines
- (d) They may improve their work by clarifying their own philosophy.

4). Meaningful learning takes place when

- (a) Students are interested in topic taught.
- (b) Explanations are given within reach of students.
- (c) The new content being taught is related to the previous knowledge of the students.
- (d) Students raise questions and get them clarified.

5). Research is born out of

- (a) Human curiosity
- (b) Human requirements
- (c) Natural incidents
- (d) None of these.

6). The biochemical process taking place in the body is known as

- (a) Catabolism
- (b) Metabolism
- (c) Anabolism
- (d) None of the above.

7). All students are not geniuses conclude that

- (a) Many students are not genius
- (b) All geniuses are students.
- (c) No students are genius
- (d) None of these

8). Data in computer science can be represented as

- (a) Hexadecimal
- (b) Decimal
- (c) Binary
- (d) All of the above

9). Ozone layer depletion is mainly to

- (a) CFC
- (b) Carbon Monoxide
- (c) Carbon dioxide
- (d) Methane

10). which of the following is wrongly matched

- (a) Froebel-Progressivism
- (b) Dewey- Pragmatism
- (c) Skinner-Gestalt
- (d) Herbart- Apperception.

**Answers:**

- (1).d
- (2). d
- (3).d
- (4). a
- (5).a
- 6). b
- (7). a
- (8).c
- (9). a
- (10).c

**JARGON /BUZZWORD**

Here are 10 jargons and buzzwords which are pithy words or phrases, adopted by people who want to appear advanced or cool, whether they understand it or not, to convey one's intelligence often do just the opposite and this make them look like duffers. They are vague in meaning so not everyone understands what you are talking about, and it tends to be exaggerated and pompous. The less we use them the better it would be for us, our colleagues and clients. Better avoid them.

1. Window of opportunity.
2. Circle back.
3. Move up the value chain.
4. Raise the bar.
5. Peel the onion.
6. Build it from the ground up.
7. Cast a wide net.
8. Bleeding edge.
9. Scalable.
10. Put it on the back burner.

## PARAPROSDOKIANS

The first time I heard about Paraproisdokians, I liked them. Paraproisdokians are figures of speech in which the latter part of a sentence or phrase is surprising or unexpected and is frequently humorous.

1. Always borrow money from a pessimist. He won't expect it back.
2. When tempted to fight fire with fire, remember that the fire department usually uses water.
3. A bus is a vehicle that runs twice as fast when you are after it as when you are in it.
4. Change is inevitable, except from a vending machine.

5. I can read minds, but I am illiterate.
6. If I could just say a few words, I did be a better public speaker.
7. She got her good looks from her father he's a plastic surgeon.
8. If everything seems under control, you are just not going far enough.
9. I thought I wanted a career; turns out I just wanted paychecks.
10. I sleep eight hours a day and at least ten at night.

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*Ahmedabad, Gujarat.*

