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NIRF 2019 RANKINGS: IIT MADRAS TOPS OVERALL, IITS DOMINATE LISTS



National Institutional Ranking Framework or NIRF India Rankings 2019 has been announced. President Ramnath Kovind announced the NIRF Rankings for Indian educational institutes at Vigyan Bhawan, New Delhi today. IIT Madras topped the Overall category and IISc Bangalore is placed as the top institute in Universities category. In Universities category IISc Bangalore and JNU New Delhi are placed in top two positions respectively. In its fourth year of Rankings, the NIRF 2019 has been released in 9 categories - Overall, Universities, Engineering, Colleges, Management, Pharmacy, Medical, Architecture, and Law. The parameters on which the NIRF 2019 are based are - Teaching, Learning and Resources, Research and Professional Practices, Graduation Outcomes, Outreach and Inclusivity, and Perception. According to officials more than 4000 institutes had submitted their data for NIRF ranking this year.

Here are top 10 Indian universities according to NIRF 2019.

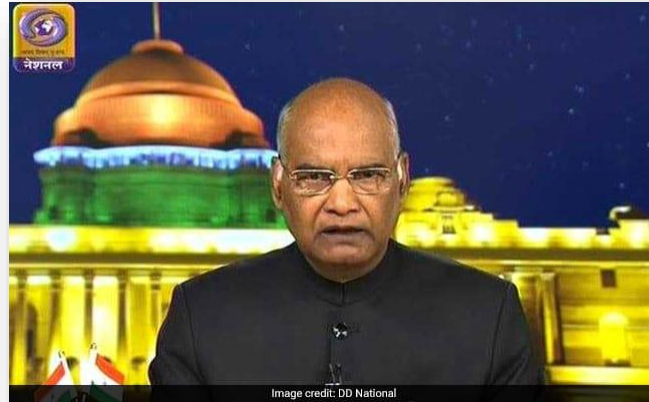
Rank	University	City
1	Indian Institute of Science	Bangalore
2	Jawaharhal Nehru University	Delhi
3	Banaras Hindu University	Varanasi
4	University of Hyderabad	Hyderabad
5	Calcutta University	Kolkata
6	Jadavpur University	Kolkata
7	Anna University	Chennai
8	Amrita Vishwa Vidyapeetham	Coimbatore
9	Manipal Academy of Higher Education	Manipal
10	Savitribai Phule Pune University	Maharashtra

Here are the top 10 educational institutes in overall category according to
NIRF 2019

Rank	Institution Name	City
1	Indian Institute of Technology	Madras
2	Indian Institute of Science	Bangalore
3	Indian Institute of Technology	Delhi
4	Indian Institute of Technology	Bombay
5	Indian Institute of Technology	Kharagpur
6	Indian Institute of Technology	Kanpur
7	Jawaharlal Nehru University	New Delhi
8	Indian Institute of Technology	Roorkee
9	Indian Institute of Technology	Guwahati
10	Indian Institute of Technology	Varanasi

Read more: <https://www.ndtv.com/education/nirf-india-rankings-2019-today-live-updates-2019661>

FEMALE GRADUATES DOMINATE TOPPERS LIST, BUT ENROLMENT IN HIGHER EDUCATION SYSTEM LOW: PRESIDENT



As per news published in ndtv.com on 9th April 2019, President Ram Nath Kovind said that while female graduates dominate the lists of toppers and medalists at convocations, the enrolment of girls in higher education system in the country is relatively low and an area of concern. "I must point out relatively low enrolment of girls in higher education system, particularly in the eastern institutions. This is not only an area of concern, but also a paradox since girl students tend to do well in school examinations outscoring boys. When allowed the opportunity, girl students maintain this in higher education as well," he said. Kovind was addressing the gathering at the launch of the Ministry of Human Resource Development's national rankings of higher educational institutions for this year. "Since I have been travelling to convocations of universities across the country, I have been happy to find that female graduates dominate the topper lists and that of medalists. Many families deny girls this chance and we need to address this as a society and a country," he said. The president said recent

expansion of higher education in India has widened access and improved equity. "Even so, the quality remains a concern. While there are islands of excellence, both in the public and private sectors, overall standards are uneven. As our higher education infrastructure continues to grow, and as enrolment rises, it is important to lift the bar," the president said. Kovind said a nuanced approach is essential to ensure that higher education not only fulfils individual aspirations, but also achieves national goals and priorities. "It is critical that there is a significant Indian presence in global rankings of leading universities and higher educational institutions in the very near future. We live in the age of the Fourth Industrial Revolution amid a knowledge society and an innovation economy.

17-member panel to reform higher education in Delhi



As per the news published in The times of India on 11th March,2019, the Dialogue and Development Commission (DDC) of Delhi government has formed a 17-member committee to [reform](#) higher [education](#) in the city. The committee, which will recommend goals, metrics, policies, and actionable

plans for reforming Delhi's higher education system within a year, will be chaired by DDC vicechairperson Jasmine Shah. Entrepreneurs and leaders from academia, industry, government, and civil society members from different parts of the country and the world are part of this panel. Nalanda 2.0 — a non-profit policy think tank is the knowledge partner of DDC in this project. "Over the last few years, Delhi has become known all over the world for innovations in its government schools, be it the happiness curriculum, infrastructure overhaul, teacher training initiatives or the entrepreneurship curriculum. We also wish to make the capital a knowledge and innovation centre where some of the best talent in the world would want to live, study, and work as faculty members, students, and professionals," said state education minister and deputy CM Manish Sisodia.

Read more: <https://timesofindia.indiatimes.com/city/delhi/17-member-panel-to-reform-higher-education-in-city/articleshow/68349216.cms>

10 Per Cent Quota to Promote Social Equality: Centre in Top Court

As per the news published in ndtv.com on 13th March, 2019, The Centre justified in Supreme Court its recent law granting 10-per cent quota for Economically Weaker Sections (EWSs), saying it was brought in to promote "social equality" by providing "equal opportunities in higher education and employment to those who have been excluded by virtue of their economic status".

The government said the new law will not be covered by the Indra Sawhney versus Union of India (popularly called Mandal Commission verdict) of 1992 as provision for reservation was made after amending the Constitution. "That the Constitution Amendment (103rd) Act 2019 was necessitated to benefit the economically weaker sections of the society who were not covered within the existing schemes of reservation, which as per statistics, constituted a considerably large segment of the Indian population," an affidavit filed by the Centre said. It said in order to do justice across all weaker sections of the society, "it was therefore considered imperative that the Constitution be appropriately amended to enable the State to extend various benefits, including reservations in educational institutions and public employment to the EWSs of the society who are not covered by any of the existing schemes of reservation...".

Read more: <https://www.ndtv.com/india-news/10-per-cent-quota-to-promote-social-equality-centre-in-top-court-2006693>

Govt advised' central Universities to ensure'national priorities' in research

As per the news published in the economics times on 25th March, 2019, The Human Resource Development (HRD) ministry clarified it had not issued any directive to restrict choice of subjects for research, but documents accessed by ET show that the government had 'advised' 11 Central Universities to ensure Phd topics are in keeping with 'national priorities'. In

a meeting held on 15th December, 2018, all Central Universities were 'advised' to "discourage research in irrelevant areas' and ensure that PhD topics for Fellows admitted "should be in accordance with the national priorities", minutes of the meeting accessed by ET show.

There was no clarity or elaboration on these 'national priorities'. The circular became a controversy after a professor with the Central University of Kerala quit in protest over it. The meeting was chaired by Secretary Higher Education, Human Resource Development ministry R Subhramanyan and University Grants Commission Chairman Prof D P Singh. It was held to review the implementation status of all the parameters indicated by Central Universities in the tri-partite MoU.

VC's of 11 Central Universities attended the meeting. As per the minutes, among the 15'decisions' taken at the meeting, there was mention to 'discourage non -NET in order to ensure good quality research scholars/papers'.

The next point recorded in the minutes mentions the contentious issue of discouraging research in 'irrelevant areas', doing away with the practices of allotting 'privilege topics' to PhD students and ensuring that while Fellows are admitted for PhDs, the topics of thesis should be in accordance with 'national priorities'.

TIME HAS COME FOR INDIA TO RE-ESTABLISH ITSELF AS A KNOWLEDGE AND INNOVATION HUB: VENKAIAH NAIDU



As per the news published in the economics times on 3rd April, 2019, Naidu while addressing the 32nd convocation of the Indira Gandhi National Open University (IGNOU), said quality assurance is important for improving the higher education sector. Commercialisation and poor governance are the root cause of the problems being faced by educational institutions in the country, Vice President Venkaiah Naidu said and asserted that the time has come for India to re-establish itself as a knowledge and innovation hub. Naidu said quality assurance is important for improving the higher education sector. "For that (establishing India as a knowledge hub) to happen, we have to completely overhaul our higher education system to cater to the fast changing requirements of the 21st century in different sectors.

"Apart from remoulding the syllabi and pedagogy, the stress should be on learning-bydoing," he told the students. The Vice President said, "The root cause of the problem in private and government-funded institutions is commercialisation and poor governance respectively." Higher education should transform an individual into a responsible human being with social, moral and ethical values embedded in him or her apart from making the person more productive," he stressed.

Now, A Handbook On Higher Education Courses for CBSE Students

As per the news published in ndtv.com on 22nd March, 2019, CBSE students can now learn about different career options, as early as, after class 10

board exams. In order to help students with various course choices, the Board has released a comprehensive guidebook giving details of courses offered in approximately 900 universities and over 41,000 colleges in the country. "A compendium of courses after +2, is an earnest effort of the Board to facilitate students while scouting for right course choices leading to higher education later," said the Central Board of Secondary Education.

Read more: <https://www.ndtv.com/education/cbse-students-to-have-a-handbook-on-course-choices-for-higher-education-2009941> 2/2

MEMBERS OF SCHEDULED TRIBES OCCUPY JUST 23 FACULTY POSTS ACROSS IIMS, IITS



As per an article published in the scroll.in , Members of Scheduled Castes, Scheduled Tribes, and Other Backward Castes constitute just 6% of total faculty members across 18 Indian Institutes of Management, and 9% across the 23 Indian Institutes of Technology. According to data submitted by the Ministry of Human Resource Development to the Parliament in December, the IIMs had 784 sanctioned faculty posts. Of this two posts were filled by members of the Scheduled Tribes, eight from Scheduled Castes, and 27 members from the OBC category. Around 590 faculty posts were occupied by those from the general category, while the remaining were vacant. Scheduled Tribes occupy only 21 faculty posts out of the 8,856 sanctioned faculty strength in the IITs, Minister of Human Resource Development [Prakash Javadekar](#) told the Lok Sabha in response to a question on December 31, 2018. Scheduled Castes occupy 149 posts, while Other Backward Castes take up 329 posts, and 4,876 are

from the general category across the 23 IITs. Educational institutions are mandated to ensure 15% reservation for Scheduled Castes, 7.5% for Scheduled Tribes and 27% for OBCs in faculty positions. However, IITs and IIMs are allowed to hire from the general category if they do not find eligible candidates for the posts.

THE UNION GOVERNMENT HAS GRANTED AUTONOMY TO UNIVERSITIES THAT SAY THEY DID NOT APPLY FOR IT



The report published in scroll.in states that when word reached Jadavpur University that the Union government had granted autonomy to their university, leaders of the institution's teachers' association asked each other: "Who on earth applied for it?" Jadavpur University was among the 60 universities and colleges that Union Minister of Human Resource Development Prakash Javadekar said on March 20 had been granted a degree of freedom from the oversight of the University Grants Commission, which regulates higher education in India. The University Grants Commission had finalised its policy for graded autonomy a few weeks earlier, in February. The University Grants Commission replied to

Scroll.in's questions after the story was published. It said all universities granted autonomy had applied for it.

IITS WILL OFFER 500 SEATS TO CANDIDATES FROM ECONOMICALLY WEAKER SECTIONS FROM THIS YEAR



As per an article published in the scroll.in on 3rd April, 2019, The Indian Institutes of Technology will offer, on average, 500 seats to candidates from the economically weaker sections from the 2019-'20 academic year, reported [Hindustan Times](#). The move follows the Centre's introduction of [10% reservations for the poor](#) among upper castes in January. The total number of seats will be increased to bring in students from economically weaker sections. "With the introduction of EWS [economically weaker sections] category in 2019, IITs are going to offer around 500 seats to EWS candidates, which is approximately [a quota of] 4%," IIT-Roorkee Director AK Chaturvedi told the daily. "The increase in the total number of seats will be less than 9%. Thus, the total number of seats will cross 12,500." IIT-Roorkee, which will conduct the Joint Entrance Examination

(Advanced) this year, has said that the top 2.45 lakh candidates from the JEE (Main) would be eligible for the JEE (Advanced) this year. This includes 9,310 candidates from the General-economically weaker sections category and 490 for the General-economically weaker sections-disabled category.

The Modi Years: What has the government done to improve higher education in India?

An article published in scroll.in states that, Modi Government has withdrawn grants from public universities and pushed them to take loans instead.

- The last five years have been marked by shrinking autonomy for public universities
- The Modi government has replaced grants to public universities with infrastructure loans
- It has controversially selected a non-existent institute being set up by the Reliance Group in its list of Institutions of Eminence
- Towards the end of its term, it introduced a 10% quota for upper caste poor in both public and private universities

The Bharatiya Janata Party's 2014 manifesto promised a restructuring of the University Grants Commission, which regulates higher educational institutions in India. Four years and several false starts later, in July 2018, the Modi government drafted a bill to scrap the Commission and [replace it](#) with a [Higher Education Council of India](#) with different composition and

functions. This bill is yet to pass, but other initiatives taken by the Ministry of Human Resource Development have significantly altered the higher education landscape. It has practically replaced grants to universities with loans for infrastructure development, clearing the way for private investment in public institutions. It has freed some institutions from the Commission's regulatory grip, including six "Institutions of Eminence". One of them is [the non-existent Jio Institute](#) that the Reliance Group plans to set up. At the same time, the Commission prescribed more regulations to standardise syllabus, research programmes and even discipline – issues that universities earlier dealt with internally.

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Reducing gender inequalities in education means better outcomes for businesses & society.

The benefits of diversity in the workforce are known to give companies a competitive edge and this, in turn, enables higher growth. A 2018 McKinsey & Company Report, "Delivering through Diversity", found out that companies in the top quartile for gender diversity on their executive teams were 21 per cent more likely to experience financial returns above their national industry means than the companies in the fourth quartile.

While the research findings point towards positive correlation between financial performance and greater inclusion of women in leadership roles,

it is essential to address the issue of gender disparity in education as this sector helps in developing professional capacities in both men and women.

As the world moves closer to covering the gender gap in education, with only 5 per cent of the gap remaining, one of the issues which mask under gender parity in education is the lower participation of both men and women which is preventing the world from fully utilizing the human capital.

The Global Gender Gap Report, 2018 (WEF, 2018) points out that globally, there were on average 65 per cent girls and 66 per cent boys who were enrolled in secondary education and only about 39 per cent girls and 34 per cent boys who were participating in tertiary education. Thus, the gender gaps cannot be completely closed until the participation increases in education at all levels.

Further, to the issue of the lower overall participation, particularly in the tertiary sector, is the fact that although there are more females graduating than males globally, when it comes to the skills for the lucrative jobs, women tend to lag behind men. According to the Global Education Monitoring Report Gender Review (UNESCO, 2018), in countries such as Chile, Ghana and Switzerland, women account for less than one-quarter of all STEM (Science, Technology, Engineering, Mathematics) degrees. Among the South Asian countries, India has about 42 per cent tertiary graduate females pursuing a STEM programme, which is much higher than many developed countries. The only few countries where the majority of STEM graduates are females are Algeria, Tunisia and Albania.

In the era of the 4th Industrial Revolution, when the in-demand skills in the job market include Artificial Intelligence (AI) and machine learning, these gender gaps in STEM studies, if left unchecked, will broaden gender disparities across the industries. Currently, there is a significant gender gap among the AI professionals, with only about 22 per cent of them being female and 78 per cent being male. Regional analysis across the globe reveals that the top three countries where AI talent is the most prominent are United States, India and Germany - along with a significant gender gap in AI skills biased against women (WEF, 2018).

Industry-level workforce data for the gender gap indicates that the top three sectors where the proportion of men is much greater than women are manufacturing, energy and mining sector and software and IT services. Out of these, the third sector employs about 40 per cent of the AI professionals in total workforce, with women accounting for just 7.4 per cent of the AI talent pool. The other two sectors have a very low percentage of AI-skilled work-force.

Another sector where the share of professionals possessing AI skills is high is education, accounting for about 19 per cent of the total workforce - of which women account for just one-third of the male talent pool. However, education is also one of the few sectors where the number of women working are greater than the men.

If the current trend of male domination in STEM disciplines at the college level or in acquiring emerging skills at the workplace continues unabated, it can lead to wider gender disparities across industries due to the rising demand for the AI skills, irrespective of being a traditionally male or a

traditionally female oriented sector. Efforts towards achieving gender parity in education beyond enrolments, to take account of equality in choosing skills which are a gateway to employment opportunities, will help in creating a gender-equal workforce in the future and greater financial gains.

Addressing the gender disparity issue in education not just results in financial improvements for businesses, and greater growth, but also helps in achieving better development outcomes. For instance, in the health sector, there is a global shortage of 17.4 million healthcare workers, including 2.6 million doctors, 9 million nurses and midwives (WHO, 2016). While women form the majority of the sector's workforce, they are primarily clustered in the lower-level positions, with senior positions being held by men.

Efforts to attract more males to nursing courses and elevating the status of care related work can help to break the feminization of the nursing profession and address the shortage of workforce to some extent. For women to move up to senior positions amidst the rapidly digitizing technology, efforts towards re-skilling them can close the gender gaps in senior positions.

As for improvements on other fronts, the water and sanitation sector, for instance, faces a significant shortage of qualified professionals. While the importance of involving both men and women in management of water and sanitation facilities has for long been recognised globally, mostly men are still seen as the primary decision makers.

Thus, alleviating gender inequalities in education can bring out more qualified female professionals in the decision-making roles.

49 INDIAN UNIVERSITIES IN THE TIMES HIGHER EDUCATION EMERGING ECONOMIES UNIVERSITY RANKINGS

India has increased its representation in the Times Higher Education (THE) Emerging Economies University Rankings, up to 49 universities from 42. That includes 25 in the top 200, a rise from 17 last year. The overall 2019 ranking comprises nearly 450 universities – expanded from 378 last year – from 43 countries, across four continents.

However, while the 2019 table sees several new entrants and high risers for India, there are also several institutions that drop back. The Indian Institute of Science (14th) is on top once again among the Indian institutes, followed by the Indian Institute of Technology Bombay (27th). However each slips back a place this year, largely due to increased competition.

IIT Roorkee, however, moves up 21 places - and into the top 40 - at 35th, courtesy improvements in its research (volume, income and reputation) and industry income (knowledge transfer). IIT Indore (61st) and the JSS Academy of Higher Education and Research (joint 64th) are the highest new entrants for India this year.

Savitribai Phule Pune University has moved up 87 positions to joint 93rd, alongside the National Autonomous University of Mexico, with a rise in its research score, and a significant rise to its citations (research influence) score.

Meanwhile, Banaras Hindu University and Amrita University have both jumped into the top 150, while the Indian Institute of Science Education and Research, Pune and IIT Hyderabad feature for the first time in this group.

Elsewhere, mainland China remains the most represented nation in the annual listing, with 72 institutions in total. The nation claims four of the table's top five positions. Tsinghua University surpasses Peking University as this year's top institution overall, while Zhejiang University rises three positions to 3rd, the University of Science and Technology of China climbs one place to 4th, with Lomonosov Moscow State University completing 2019's top five.

Ellie Bothwell, Global Rankings Editor for THE, said: "Indian institutions have immense potential for success – not only on the emerging stage, but globally. But, while progress is clearly being made, other economies that previously lagged behind – such as Egypt and Malaysia – are starting to advance at a much faster rate." According to Both well, while India's institutions perform well in teaching, they are significantly behind the global average in terms of international outlook. "Strengthening this will further elevate the nation's global reputation for higher education,

encourage important research collaborations and help attract international students,” she added.

HOW HIGHER EDUCATION IN INDIA IS TRANSFORMING INTO BROADER EDUCATION

Home to the world’s largest youth population (about 500 million in the age bracket of 5-24 years), India is also a country with the world’s largest higher education system. Riding on the demand, the higher education sector in the country has witnessed a phenomenal growth in student enrolment. From 25.2 per cent in 2017 it now stands at 25.8 percent this year.¹ Estimated at US\$ 91.7 billion in FY18 and expected to reach US\$ 101.1 billion in FY19, the growth of India’s education sector is a result of the growth in number of universities, aided by an increase in awareness of the value of higher education. Moreover, the Government of India’s target Gross Enrolment Ratio (GER) of 30 percent for higher education by 2020 is expected to drive investments in this domain. But increased access and investment in human capital is only one part of the equation – as the higher education sector in India continues to mushroom, capacity building will have to go hand-in-hand with quality, inclusion and a whole new way of thinking.

It is now a truth acknowledged in many quarters that our young graduates will have to live and work in a steadily more automated and disruptive world. The ability to think well, and think fast, will assume greater significance than it has thus far. The India Skills Report of 2018 states that

“With the changing nature of work and workplaces, business activities the traditional silos of departments are being questioned and this will mean a new set of skills are required at individual contributor and manager level. The desired skill sets of most occupations are likely to comprise of skills that are not yet considered crucial to the job today. As per certain estimates Cognitive Abilities, Systems skills, Complex Problem Solving, Content skills, and Social skills are ... likely to be a growing part of the core skills requirements for many industries.”

With many reports and studies coming up with similar indicators, there is a need for the higher education system in the country to respond accordingly. The colonial system of specialized education, set up to serve a specific need, is no longer adequate for those who are in a race to be future-ready and acquire 21st Century skills. Whether it is B-Schools, Institutes of Technology or universities offering various other courses in the humanities and social sciences, all will have to be increasingly multi-disciplinary and interdisciplinary in their approach.

This move away from silos in education and towards more collaborative and innovative learning is being reflected in the slowly growing engagement with the Liberal Arts in India. India had a tradition of liberal arts education, with internationally respected centres of learning at Takshashila and Nalanda. The curriculum at these grand institutions of the ancient world included grammar, philosophy, ayurveda, surgery, politics, warfare, astronomy, commerce, music, dance and much more. The success of such educational institutions was evident in their graduates –

Takshashila's alumni included the philosopher and economist, Chanakya; the father of Sanskrit grammar, Panini; and the Chinese traveler and Buddhist scholar, Hiuen Tsang.

Today's institutions are not just drawing upon such a tradition, but enhancing it with best practices from around the world. Efforts are on to incorporate the best of content, courses and knowledge that India has to offer and unite it with the best in contemporary pedagogy in terms of experiential learning, use of technology, grass-roots immersion and mentorship. As more and more students seek international exposure, many Indian universities and colleges have entered into joint venture agreements with international universities. The Indo-French agreement to facilitate Mutual Recognition of Academic Qualifications between the two countries is also a case in point. Through faculty and student exchanges, collaborative research, and the chance to study abroad for a semester or a year, students get the opportunity to broaden their perspectives and engage with a more global arena.

Year 2018 was a time when we witnessed the growth of these interesting trends in higher education. For instance, many institutions have been focusing on a multi-disciplinary approach, along with diversity and inclusion, to drive private education in India. There has been a small but steady growth in programmes and universities focusing on such an education, with many Asian leaders and educators investing in them. The long-held belief that Asian students and parents would not see value in such an education has been overturned, as institutions like NUS in

Singapore and Ashoka University in India showed the steady increase in enrolments.

This interweaving of disciplines and blending learning between the sciences and arts has also resulted in better prospects for students. This year, the employability score has taken a big leap as compared to the last, reaching a new level of 45.60% which has a sharp hike of 5.16% over the previous year's employability score as per the India Skills Report 2018. All of this indicates that while debates may ensue about the costs and relevance of such an education for the real world, Indian institutions are showing an innovative path forward. Robust demand, increasing investments, competitive advantages, and policy support are the factors driving the exponential growth in the Indian higher education sector – and will pave the way for private universities to continue to soar into the new year.

Source: <https://economictimes.indiatimes.com/topic/Higher-education-India/news>
<https://indianexpress.com/article>
<https://www.hindustantimes.com/topic/higher-education-in-india>

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HRD SAYS PHDS ONLY ON 'NATIONAL PRIORITY' TOPICS; KERALA PROF QUILTS CENTRAL UNIVERSITY BOARD

Meena T Pillai, a professor from the University of Kerala (which is different from the CUK), resigned from the Board of Studies of English and Comparative Literature on Wednesday to mark her protest against the university's decision.

By [Express News Service](#) | New Delhi | Updated: March 24, 2019 12:31:47

pm



Union Minister Prakash Javedkar during a press conference at BJP head office in New Delhi. (Express photo by Prem Nath Pandey)

A member of the Board of Studies of English and Comparative Literature at the Central University of Kerala (CUK) has resigned in protest against the administration's order asking all departments to prepare "a shelf of projects" in line with "national priorities" for PhD scholars. The directive came on March 13. The circular was issued at the behest of the Union HRD Ministry, which, at a meeting of vice-chancellors of central universities in December last year, had asked the V-Cs to "discourage research in irrelevant areas". "When Fellows are being admitted for PhDs, the topics for the thesis should be in accordance with the national priorities. Allotting privilege topics to the PhD students should be dispensed with," states the minutes of the meeting held December 15, 2018.

CUK subsequently wrote to all Deans and Heads of Departments to prepare a list of projects "considering national priorities". The circular states that students in future can only opt for research topics from the predetermined list. Under the current system, a PhD hopeful proposes a topic for her thesis during her interview at the university, and is grilled on it by the interview panel. The panel either approves the proposal, or makes some changes to it. But in general, students are free to pursue research in the areas they want.

Meena T Pillai, a professor from the University of Kerala (which is different from the CUK), resigned from the Board of Studies of English and

Comparative Literature on Wednesday to mark her protest against the university's decision. She was an external member of the Board of Studies. "Research on, say, a small tribal community in a remote village of Kerala would be a priority. So who decides what is relevant and irrelevant? Even to bring in specific classifications and categorisations in research is against the very spirit of higher education. Research is also critique, dissent and the right to ask questions. The moment you start deciding what areas of research one should limit oneself to, where is the academic freedom of the researcher?" Pillai told The Sunday Express.

This week, CUK issued a clarification to its March 13 circular, saying that by "national priorities" it meant research that was useful to society. CUK V-C Gopakumar declined to comment, and directed queries to the university Registrar. The Sunday Express could not reach the CUK Registrar.

Jindal Global University Launches Report On Higher Education In India

The Jindal Global University (JGU) has launched a report on improving higher education quality in India, a statement from the university said on Wednesday.

Education | NDTV Indo-Asian News Service | Updated: March 20, 2019
16:24 IST



The Jindal Global University (JGU) has launched a report on improving higher education quality in India, a statement from the university said on Wednesday. In the report "Diversity and Inclusion: Towards Building a Diverse, Equitable and Global University", the JGU high lighted its progress on 16 indicators including national origin, state origin, gender parity, age, religion and caste, education and professional background, disability, academic offerings and interdisciplinary, pedagogy, research and disciplinary diversity. The other indicators are international collaborations and partnerships, governance and leadership, student financial inclusion, inclusive teaching and learning, gender identity and sexual orientation, and community outreach and engagement.

"The idea of this pluralism is deeply embedded in India's rich cultural heritage," said C. Raj Kumar, founding Vice Chancellor of JGU and Director of the International Institute of Higher Education Research and Capacity Building, while launching the report here on Tuesday. All institutions and organisations inherently need to be as representative as

possible of the communities they are located within, in order to survive and thrive. Higher education institutions have an even greater obligation to accomplish such representation given the public character of their mission and purpose, and the broad societal goals they commit to achieve.

"These aims take on greater significance in India's developing context, and given the value that a robust higher education system can add to achieving national developmental goals," Kumar said. Releasing the diversity report, Professor Virandar S. Chauhan, Chairman of the National Assessment and Accreditation Council (NAAC) pointed out the multiple challenges for higher education institutions in attaining reasonable progress on indicators of diversity and inclusion. "A lot of universities which are celebrated in India are mono-universities and these tend to be focused on a single discipline. Institutions must consider offering courses outside of their traditional disciplinary orientations... You have to have diversity in faculty, and in the subjects that you offer," he added.

"10 Per Cent Quota To Promote Social Equality": Centre In Top Court

The government said the new law will not be covered by the Indra Sawhney versus Union of India (popularly called Mandal Commission verdict) of 1992 as provision for reservation was made after amending the Constitution.

All India | NDTV Press Trust of India | Updated: March 13, 2019 03:50 IST



The Centre on Tuesday justified in Supreme Court its recent law granting 10-per cent quota for Economically Weaker Sections (EWSs), saying it was brought in to promote "social equality" by providing "equal opportunities in higher education and employment to those who have been excluded by virtue of their economic status".The government said the new law will not be covered by the IndraSawhney versus Union of India (popularly called Mandal Commission verdict) of 1992 as provision for reservation was made after amending the Constitution."That the Constitution Amendment (103rd) Act 2019 was necessitated to benefit the economically weaker sections of the society who were not covered within the existing schemes of reservation, which as per statistics, constituted a considerably large segment of the Indian population," an affidavit filed by the Centre said.

It said in order to do justice across all weaker sections of the society, "it was therefore considered imperative that the Constitution be appropriately amended to enable the State to extend various benefits, including

reservations in educational institutions and public employment to the EWSs of the society who are not covered by any of the existing schemes of reservation...".

The Centre's affidavit was filed in connection with a matter where a batch of petitions have challenged the validity of the Constitution (103rd Amendment) Act, 2019 on the ground that it is contrary to the decision of this court in IndraSawhney versus Union of India and violates the basic structure of the Constitution."It is submitted that the conclusions drawn in IndraSawhney are inapplicable to the present case as the said judgment was delivered while determining the constitutional validity of certain Office Memorandums issued by the Government of India in the year 1990, which provided for reservations for the backward classes of citizens in services under the State," it said.

The affidavit said the present challenge, however, is in relation to the validity of a constitutional amendment made wherein Article 15(6) and Article 16(6) have been inserted, which did not exist on the book when IndraSawhney verdict was delivered. "IndraSawhney verdict and the findings therein can therefore have no application thereafter," the affidavit said. The Centre contended that merely affecting or impinging upon an Article embodying a feature that is part of the basic structure of the Constitution is not sufficient to declare an amendment unconstitutional."To sustain a challenge against a constitutional amendment, it must be shown that the very identity of the Constitution has been altered," it said.

The government said the impugned amendment is in conformity with the constitutional principles and therefore does not violate the basic structure doctrine."That in order to provide reservation to EWS without disturbing the existing reservations for SCs, STs and OBCs, the constitutional amendment has provided for a maximum of 10-per cent reservation for EWSs in addition to the existing reservations. The limit of 50 per cent is only applicable to reservation made under Article 15(4), 15(5) and 16(4) and does not apply to Article 15(6)," the affidavit said. It said several committees were set up wherein quantifiable data was collected highlighting the need for having reservation for the economically weaker sections of the society."Accordingly, the constitutional amendments were necessitated for providing opportunities in higher education and employment to those who have been excluded by virtue of their economic status," it said and added that it was essential that the EWS gets access to these facilities as mandated in the Constitution.

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GAP HARD (International)

Most international universities in the world

Explore the most international universities in the world using data from the *Times Higher Education* World University Rankings

March 20 2019



Prospective students looking to study in the most international environments in the world should look to apply to universities in Switzerland, Hong Kong, Singapore or the UK.

Universities, by their nature, are global institutions. Typically, they are home to communities of students and scholars from all over the world, and they tackle some of the globe's most pressing problems through research.

But this table, compiled using the international student score, international staff score, international co-authorship score and international reputation

metrics collected for the Times Higher Education World University Rankings 2019, shows that the above four countries are home to the 10 most international universities in the world.

These institutions all have a high proportion of international students and staff, collaborate on research with scholars from across the world and have a strong global reputation to match. Read the full methodology here.

Research suggests that diverse communities of students improve the teaching and learning experience while opportunities for students to spend time abroad better prepare them to become global citizens.

UNITED KINGDOM

Ministers launch new international education strategy

Brendan O'Malley

The United Kingdom's Department for Education and Department for International Trade have launched a new International Education Strategy, aiming to increase the value of education exports to £35 billion (US\$46 billion) per year and raise the total number of international students to 600,000, achieving both targets by 2030.

JAPAN

Probe launched after 700 foreign students 'disappear'

Kyodo 23 March 2019

A government investigation has been launched in Japan to probe the disappearance of about 700 foreign students who have stopped attending

classes, and have been out of contact since last April, because some no longer hold valid visas, reports Kyodo.

Tokyo University of Social Welfare had 5,133 foreign nationals enrolled as of 1 May, the second-largest foreign student body after Waseda University's 5,412, according to the Japan Student Services Organization.

But the private university attended by some 8,000 students in total said last week it had lost touch with about 700 of the roughly 2,600 foreigners who had attended the university's Oji campus in Kita Ward, Tokyo. The students were enrolled as researchers for the current academic year, which ends later this month. The students include nationals from Vietnam, Nepal, China and other countries, and have been removed from the university's student register, according to its public relations office in Nagoya.

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US govt looks at cutting higher education costs to woo Indian students

Many US community colleges are now offering top quality higher education at lower costs, a senior official said.

Concerned over increased international competition from other countries that are drawing [Indian students](#), the US government is looking at strategies to cut costs of higher education. "India is an important partner for us and we have second largest number of [international students](#) from here. One of the initiatives that we are promoting among Indian students is

the 2+2 bachelors degree programme through which they can study the first 2 years in a community college, where the cost of education is lower, and then go to the better degree granting institution for the final two years,” Caroline Casagrande, deputy assistant secretary for academic programs at the US bureau of educational & cultural affairs told ET, during her visit to Delhi on Wednesday

The senior US government official added that many of the [US community colleges](#) had improved and grown over the last couple of years and now offered top quality higher education at lower costs. “They also have exclusive relationships with some of the top universities which give the international students a better opportunity of joining top courses of their choice and studying in two different institutions for their degree, hence experiencing more diversity as international students in the US,” she added.

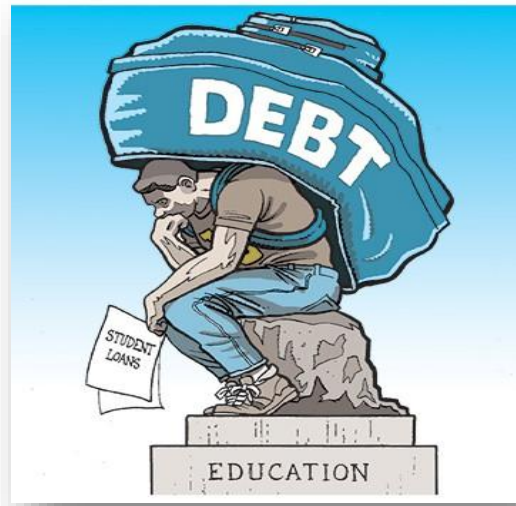
<https://economictimes.indiatimes.com/industry/services/education/us-govt-looks-at-cutting-higher-education-costs-to-woo-indian-students/articleshow/>

India, Afghanistan collaborate on digital education initiatives, rope in IITs to design programs

One of the main objectives of the MOU is to facilitate students and faculty from Afghanistan to enroll and learn from the courses offered on SWAYAM. The Ministry of Human Resource Development signed a memorandum of understanding with the Ministry of Higher Education, Afghanistan to work

on Digital Education Initiatives that will include many programs developed by Indian Institutes of Technology. IIT Madras will also be a part of the collaborations. The Fields of Cooperation include: Sharing of Online Education Platform, named 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) developed by Government of India, facilitating use of Massive Open Online Courses (MOOCs) available in SWAYAM Platform by students and faculty of the educational institutions in Afghanistan, imparting training to the faculty and students in the educational institutions in Afghanistan for using the SWAYAM Platform and Capacity building of Afghanistan faculties and related staff in e-learning, assisting in uploading and publishing of existing courses developed by educational Institutions in Afghanistan on the SWAYAM Platform, assisting Ministry of Higher Education, Afghanistan to develop/set up Afghanistan's own MOOC platform. Talking about the collaboration, Ministry of Human Resource Development secretary R Subrahmanyam said, "The historic ties between India and Afghanistan would grow further with this collaboration. This would enrich the lives of young people achieve their aspirations." One of the main objectives of the MOU is to facilitate students and faculty from Afghanistan to enroll and learn from the courses offered on SWAYAM, which will expose them to latest technology courses and also upskill them in areas of their interest, a note from IIT Madras said.

The Feasibility of Free Higher Education



Taylor Boggs

November 22, 2015

Filed under [Breaking News](#), [Perspectives](#)

By Taylor Boggs '16, Perspectives Section Editor

According to recent surveys conducted by the College Board regarding college pricing, the average “sticker price” of a university during the 2015-2016 school year is \$24,061 at an in-state public college and \$47,831 at a private college. Mind you, these are considered “moderate” budgets among the many. The college budget however is in fact much more than this “sticker price” and requires money for several different areas bringing the net price to a usually-inconvenient sum. Many things go into the college cost: tuition (payment for the instruction that an institution provides), major-specific tuition (especially for engineering, sciences, pre-med), fees of service (for use of library and athletic facilities), room and board (average \$10,138 at public schools to \$11,516 at private schools),

books and supplies (usually an extra \$1,000-\$2,000), and not to mention any personal expenses. Disregarding inflation, the cost of college continues to rise. Comparing tuition in fees of the 1975-76 academic year to the 2015-16 academic year in 2015 dollars, private four-year universities have gone from \$16,213 to \$43,921 and public four-year universities have gone from \$7,833 to \$19,548.

In another example, at Harvard University the annual tuition and fees, not including room and board, is \$45,278. This is 17 times the 1971-72 cost. If it had only tracked the inflation rate the tuition would be \$15,189. Ray Franke, a professor of education at the University of Massachusetts said “if you look at the long-term trend, [college tuition] has been rising 6% above the inflation rate.” So why does receiving a degree cost so much? First, schools are competing for applicants and to obtain them they must constantly be improving their campuses and offering the best facilities that they can. The increased cost can also account for the rising cost of college sports and salaries, expenses devoted to student services, and expanding payrolls. The only thing that has remained relatively constant is professors’ salaries. Last, it also seems as if the students and parents have to pay for more of the college cost because state funding has been cut for public higher education in a lot of cases and there have been smaller subsidies at private schools.

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India Is No Lesser Than Any Other Country In Education: Princess Of Sharjah

Princess of Sharjah, Sheikha Hend Bint Faisal Al-Qassemi lauded the Indian higher education system and medical institutions, saying it was on par with those abroad. She said Indian talents have found pride of place in global companies and space agencies like Google and NASA. At Google, 20 to 30 per cent of its employees were from India.

she said.

- "India is no lesser than any other country in this world in terms of education and the rich environmental resources," Al-Qassemi said while interacting with the students of the Nehru Arts and Science College here.
- "I am very proud to say that India also matches high quality in medical and education and I have seen many promising Indian students who are working to develop this country," and appreciated the country's contribution to the global community.

The princess said educational institutions in India were developing rapidly, while in Sharjah, the standards were high, as also in medical care. She said Sharjah provides free education for top ranked students and suggested that private educational institutions and Universities in India come forward to provide merit scholarship who earned good marks in examinations. Noting that every country has problems of unemployment and poverty, she said the people of India have the capacity to overcome them.

Over the last two decades, the IT sector in India had seen very rapid growth she said and suggested that India utilize their knowledge to eradicate poverty in the world. On tackling crimes, she said installation of CCTV cameras in all streets in many Arab countries had helped in drastic reduction of incidents. In India, many city administrations had come forward to install CCTV cameras in public places to ensure the security of the public, she noted. The princess expressed happiness of being associated with the Nehru Group of Institutions and promised to work together for the cause of higher education.

India needs to improve its educational outcomes to catch up with China

Both China and India started building their national education systems under comparable conditions in the late 1940s. Different policies and historical circumstances have, however, led them to different educational outcomes, with China outperforming India not just in terms of its percentage of literate population and enrollment rates at all levels of education, but also in terms of number of world-class institutions in higher education, and greater research output.

The roots of China's successful education system date back to the Cultural Revolution (1966-1976), which unintentionally expanded access to the primary education through democratising the schooling system, which was previously elitist in character, thus addressing the problem of mass illiteracy.

In contrast, India continued to focus on its higher education system since independence and only realised the importance of basic education in

1986, keeping it behind China and many other countries in Asia in educational development. In terms of enrollment, China reached a 100 percent gross enrollment rate (GER) in its primary education in 1985, whereas, India attained that level only in 2000.

In terms of secondary school enrollment, India and China both started at the similar rates in 1985, with about 40 percent of their population enrolled in secondary schools. However, due to a wider base of primary school students, the rate of increase in China has been much faster than in India, with 99 percent secondary enrollment rate in China and 79 percent in India in 2017.

India is closing in on the Chinese rate in terms of access to education, but on the literacy level front, there is a huge gap in the percentage of literate populations in the two countries. In the age group of 15-24 years, India scores 104th rank on literacy and numeracy indicator, compared to China's 40th rank.

The OECD Programme for International Student Assessment (PISA), which assesses after every three years the domain knowledge of 15-year-old students in reading, mathematics, science and finance, revealed that students in China performed above the OECD average in 2015. Moreover, one in four students in China are top performers in mathematics, having an ability to formulate complex situations mathematically. Further, China outperforms all the other participating countries in financial literacy, by having a high ability to analyse complex finance products. For India, the comparable data is not available as it was not a participating country in PISA 2015.

However, in India, the Annual Status of Education Report (ASER) 2017 provides data for rural youth, aged 14-18, with respect to their abilities to lead productive lives as adults. According to this survey, only about half of the 14-year-old children in the sample could read English sentences, and more than half of the students surveyed could not do basic arithmetic operations, like division. For basic financial calculations, such as managing a budget or making a purchase decision, less than two-thirds could do the correct calculations. With regard to the higher education system, both India and China dominate the number of tertiary degree holders because of their large population size, but when it comes to the percentage of the population holding tertiary degrees, only about 10 per cent and 8 per cent of the population possess university degrees in China and India, respectively. By contrast, in Japan, almost 50 per cent of the population holds a tertiary degree, and in the United States, 31 per cent of the population hold a tertiary degree.

In terms of the international recognition of universities, the Times Higher Education (THE) World University Ranking for 2019 places seven of the China's universities in the top 200, compared to none for India. The global university rankings, which are based on various performance metrics, pertaining to teaching, research, citations, international outlook and industrial income, shows progress for several of China's low-ranked universities, largely driven by improvements in its citation. In fact, the Tsinghua University has overtaken the National University of Singapore (NUS) to become the best university in Asia due to improvements in its

citations, institutional income and increased share of international staff, students and co-authored publications.

While India has progressed in terms of massification of education, there is still a lot which needs to be done when it comes to catching up with the China's educational outcomes. China's early start in strengthening its primary and secondary education systems has given it an edge over India in terms of higher education. Moreover, Chinese government strategies are designed in line with the criterion used in major world university rankings, especially emphasis is on the two factors which weigh which weigh heavily in the rankings -- publications and international students.

The relentless publications drive, which is very evident in China, is weak in India and has led to a growing gap in the number of publications contributed by the two countries. Further, China enrolled about 292,611 foreign students in 2011 from 194 countries, while India currently only has 46,144 foreign students enrolled in its higher education institutions, coming from 166 countries. The large number of international enrollments in China is a reflection of its state policies granting high scholarships to foreign students.

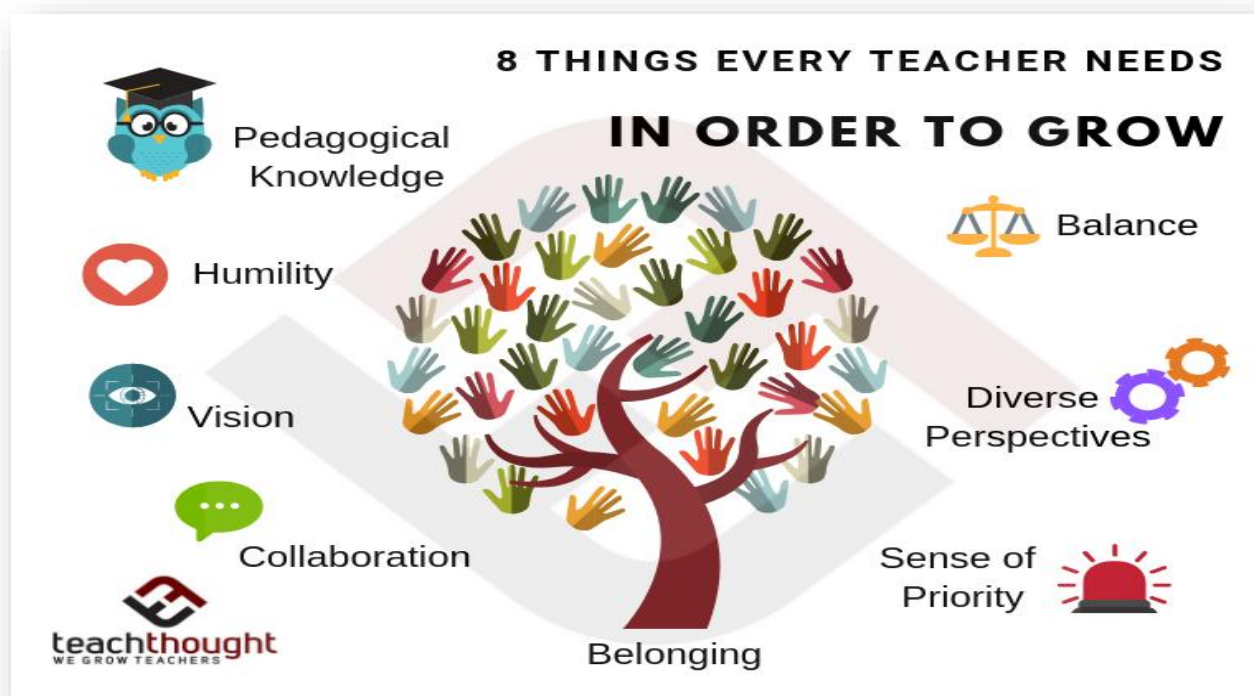
To catch up with China, India needs to lay emphasis on improving its educational outcomes. Massification drive for education has helped India raise its student enrollments, but a lot needs to be done when it comes to global recognition for its universities. Further, it needs to focus on building

the foundation skills which are acquired by students at the school age, poor fundamental skills flow through the student life, affecting adversely the quality of education system.

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ARTICLE

8 Things Every Teacher Needs In Order To Grow



What do teachers need to grow?

Training, books, words of encouragement, degrees and certifications, Professional Development ([TeachThought Professional Development](#), for example), meetings, assistants, rules, policies, laptops these are the traditional fare of teacher improvement.

But to truly improve teacher capacity over time in a sustainable way, it's more about mindset (it doesn't always have to be a '[growth mindset](#)', either), curiosity, and a sense of progress and belonging. Below are eight things I've noticed that every teacher needs in order to grow.

1. Humility

You're probably very good at what you do at least part of it. You're also probably very bright, compassionate, and driven or you wouldn't have made it to whatever place you're currently in as an educator.

But change requires self-awareness and a humble approach to your craft. [Instructional strategies](#) are great, but the ability to see yourself and the need for change within or around you is the most critical step in any process of growth and change.

Be honest with yourself, your strengths and weaknesses. Your needs versus student needs. Reflecting on how that lesson or activity went, or why that assessment went the way it went. Content that's fun versus content that changes students. Admit when you were wrong, or when an idea you said was good turned out badly or vice-versa.

Honesty coupled with humility leads to growth.

2. Vision

Teachers who grow have the ability to see the ‘big picture’ what’s most important, the value of an idea or strategy, the drains on their own creative energy, etc. They ‘see’ what’s happening around them and learning and make adjustments and grow.

As often as possible, strive for a balance of thinking, tools, strategies, and related resources. The most popular, clicked, shared, and currected content on the internet is probably lists. Top 10 Strategies For _____, 25 Apps _____, 8 Tips For _____, etc. This is probably because they’re easy to skim, extract takeaways, save, and move on with your life.

But to really see a change in your teaching, strive to have a balance of content—of thought leadership, tools, strategies, frameworks, and other resources that, in fragments, combine to make a fuller, clearer picture of the complexity of teaching and learning. Depending on your own expertise, experience, and comfort level, you may need more of one area and less of another and that’s fine. But resist the temptation to skip anything longer than a few paragraphs and go straight for the pretty graphics, books, blog posts, and webinars with whiz-bang titles that promise you the world.

Your time is valuable but because it is valuable, that’s all the more reason to seek out the strategy to use with the app in the learning model that followed up on the thinking in the inspiring piece you read last week. Think of your needs as a kind of spectrum or hierarchy—or even a system of needs.

And a crucial part of vision is what you see. A teacher who grows in capacity over time has the vision to see what's working and what's not to separate what is and is not important and have a clear sense of improvement and progress around the former while being able to navigate around the latter.

3. Meaningful Collaboration

It's all well and good that you've found a great [literacy framework](#) or strategy, ed-tech tool, or framework for collaboration, but you're only one person. Share the knowledge and with a diverse audience of folks you think will read it, value it, and share it themselves. Start a ripple.

Share it in diverse ways. Print a copy and leave it on a colleague's chair. Send it through email. Share it on your own blog. Use Pinterest, twitter, or some other method of socializing the thinking. And don't just share with new teachers and friends, but your superintendent, state commissioner, neighboring principals, and perhaps most critically, parents not just online, but people in your local community that you know and understand.

4. A Sense of Belonging

Consistently look to integrate the content you read with committees, PD plans, professional learning communities, parents, curriculum, student work, etc. Don't just seek to "use" things, but rather to fuse them with other important pieces of the teaching and learning process.

If you want to go fast, go alone; if you want to go far, go together.

5. A Sense of Priority

Be selective in what you read. A lot of titles and headlines promise thinking and utility that just isn't delivered in the content itself, whether it's a book, blog post, video, or other media. And some of it may be from reputable sources.

Be selective. There is only so much information you can consistently use. Pare down the sources anywhere from five to ten blogs or social channels should be more than enough to support your growth as an educator and allow for change.

6. Diverse Ideas & Perspectives

You may tend towards content that justifies your own opinion [confirmation bias](#) being what it is. And there's nothing wrong with that. The bulk of your content should likely reflect the tone and philosophy of your teaching and learning worldviews.

But don't be afraid to challenge yourself by diversifying confronting new possibilities with a critical eye and an open mind. This is how you grow.

And as mentioned in item #1 (Balance), diversify in terms of types of content as well. Curricula, curricula, frameworks, dialogic content and conversations, and so on.

7. Pedagogical Knowledge

Knowledge is everything, it spawns creativity, potential, and purpose.

Knowledge about how your content area obviously is crucial, as is knowledge about how to actually teach (pedagogical knowledge). But also

core to this is knowledge about [how people learn](#) neurology, psychology, etc.

8. Reflection

And a big part of this is time having the time (chronological) and mental space (psychological) to make it happen in an authentic and organic way.

Take a moment and look at the work students complete, and the strategies you use to bring them to and prepare them for that work. Take a close look at how you interact with students, colleagues, and parents.

Scrutinize your curriculum, assessments, and assessment results; [student engagement](#), and the tone of the conversations they have that you don't lead. Look closely, think carefully, and see if you can trace back anything, from macro perspective to a very micro strategy, to something you read, watched, or observed. The vast majority of the time you may not be successful here, but try.

(Source: <https://www.teachthought.com/>)

Dr. Parth Rashmikant Bhatt

Academician,

India.

Mail for feedback: parthbhatt16@gmail.com

A Small initiation from you may quench the thirst of

Summer is at its peak ,lets all take a small initiation to place a bowl of fresh water everyday on our terrace or outside compound wall to quench the thirst of stray animals and birds .

Let this small thought come into action to help the helpless creatures. Take 5 minutes of your time to place a bowl of water , sometimes a drop could save a life .Lets be responsible and feel the pleasure of being humane .



Dr Sai Madhavi D
Associate Professor
CSE DEPT ,RYMEC
Ballari

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80.	Dr.Joseph George	Life Member	Department of Management St.Joseph's College, MoolamattomIdduki Kerala.
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GAP (Grand Academic Portal) is an initiative to provide a supplementary and complementary element to the existing formal higher education system in India. GAP is a network group functioning in the field of Higher education in India.

Here are some current events which are going on under GAP umbrella.

1. Academic Material

GAP invites academic material to be shared on GAP website in the form of e-content from esteemed members.

Those who are interested can send their original power point presentation (PPP) on their chosen area or subject to email id grandacademicportal@gmail.com

Please see the link given here for the reference.

<http://www.grandacademicportal.education/home/details/46/academic-material>

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GAP is delighted to announce its new initiative - GAAC - GLOBAL ACADEMIC ACCREDITATION CONSORTIUM.

GAAC is being carried out in India by GAP (Grand Academic Portal) to facilitate awareness among colleges in the country about processes and systems that can ensure quality enhancement and realization of goals set in higher education.

GAP- GAAC invites LOI - letter of Intent - from the colleges / Universities / Institutions who wish to go for the GAAC accreditation. Please check website <http://gaac.grandacademicportal.education/> for the reference.

3. GAP – Journals

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A Global journal of Social sciences with ISSN 2581-5830

GAP Interdisciplinarity

A Global journal of Interdisciplinary Studies with ISSN 2581-5628

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4. Subject Experts

GAP invite well qualified and well learned faculties as subject experts in GAP Google form link is <https://docs.google.com/forms/d/e/1FAIpQLScAtKWKthEx7GPhx800EuG5gN7BDsbNlbgJhIXe-dpv4diWUA/viewform>

Or visit website <http://www.grandacademicportal.education/>

5. Book Project

GAP since its inception in 2017 has brought out 17 top rated unique edited books contributed by authors across world. All the 17 book projects

were completed after serious brain storming on the title and contents of the books on GAP.

For more information: <http://www.grandacademicportal.education/>

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Apart from above GAP is operational in many areas of higher education like research, consultancy, project management, faculty development and training, resource mobilization and mentoring.

For details please visit <http://www.grandacademicportal.education/>

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.

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

Answer:

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

MCQS for the Preparation of Competitive Examination:

1).When was the first parliamentary forum on water conservation and management constituted?

- (a) 1950 (b) 2005 (c) 1970 (d) 1985.

2). When was the first parliamentary forum on youth constituted?

- (a) 2010 (b) 2008 (c) 2006 (d) 1985.

3). When was the first parliamentary forum on Global warming and Climatic change constituted?

- (a) 2005 (b) 2006 (c) 2007 (d) 2008.

4). When was the first parliamentary forum on Disaster management constituted?

- (a) 2011 (b) 2009 (c) 2010 (d) 2008.

- 5). When was the first parliamentary forum on Children constituted?
(a) 2006 (b) 2007 (c) 2008 (d) 2009.
- 6). Which of the following describes India as a Secular state?
(a) Fundamental rights (b) Directive principles of state policy
(c) Fifth schedule (d) Preamble of the constitution
- 7). "The Independence of Judiciary" in Indian Constitution is taken from
(a) Britain (b) USA
(c) South Africa (d) Australia
- 8). Satellite communication works through
(a) Radar (b) Transponder (c) Receptor (d) Transmitter
- 9). Sunder ban in Hooghly delta is known for
(a) Grasslands (b) Conifers (c) Mangroves (d) Arid forests
- 10). Identify the main principle on which the parliamentary system operates.
(a) Responsibility of Executive to Legislature (b) Supremacy of Parliament
(c) Supremacy of Judiciary (d) Theory of Separation of Power

Answers:

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

➤ **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. Hammer it out.
2. Pushing the envelope.
3. Boil the ocean.
4. Kept in the loop.
5. Moving forward.
6. Get our ducks in a row.
7. Getting on a soapbox.
8. Eat the elephant one bite at a time.
9. Due diligence.
10. Kudos.

WE ARE PROUD OF YOU



1. Dr. Purohit Bhavin *has completed his Doctor of Philosophy in the subject of English under the faculty of Arts with title of the thesis "Contemporary Indian Dalit Women and Hijra Autobiographical Narratives: A Study of Subaltern Identity" under the Supervision and Guidance of Dr. Mahesh Kumar Dey from Veer Narmad South Gujarat University, Surat, Gujarat.*

GAP is extremely proud of him for accomplishing this achievement with hard work. We congratulate him for being crowned as “Doctor” and wish him and his guide all the luck and success in life.

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It is hereby notified that on recommendation of the Board of Examiners appointed to adjudicate on the Thesis submitted by the following candidate, the VICE-CHANCELLOR has accepted the reports (assessment and viva-voce) of the Board of Examiners and declared him eligible for the award of Degree of DOCTOR OF PHILOSOPHY (Ph.D.) in the SUBJECT of ENGLISH under the FACULTY of ARES with title of the Thesis CONTEMPORARY INDIAN DALIT WOMEN AND THEIR AUTOBIOGRAPHICAL NARRATIVES : A STUDY OF SUBALTERN IDENTITY as per the UGC (MINIMUM STANDARDS AND PROCEDURE FOR AWARD OF Ph.D. DEGREE) Regulations, 2009.

Name of the Candidate	Photo of Candidate	Ph.D. Regl. No. & Date	Name of the Supervising Teacher	Photo of the Supervising Teacher
PURDHIT BRAVEN KISHORCHANDRA		3057 17-04-2013	Dr. Mahesh Kumar Dey Professor, Department of English, Veer Narmad South Gujarat University, Surat.	

No : PG /Ph.D./4696/2019
Dt. 15th March, 2019.

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- (6) The Dean of the Faculty concerned.
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- (8) The Editor, University News, (A I U), 16, Conna Indrajit Gupta Marg (Kotla Marg), New Delhi-110002.

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2. *Dr. Seema Hariramani has been awarded Best Doctoral researcher-2018 award from Archers and Elevators publishing house at Shridevi Institute of Engineering and Technology, Tuakuru.*

GAP is highly delighted to hear of the honour bestowed on her and is extremely proud of her for accomplishing this award with hard work, dedication and enthusiasm. We congratulate her for the recognition, well merited honour and award being accorded to her by a prestigious Institute and wish her many years of great achievements.

