NOVEMBER 2020
Fifteenth Edition
Monthly

The Indian Education Review

ISDC
International Skill Development Corporation
Skills for Tomorrow

www.isdcglobal.org

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Editorial

Role of Analytics in Education Industry

With changing market dynamics in education industry, the Educational institutions needs to redefine its marketing and admission strategy to have the right economic size in each batch of the programme. The Institutions should have a data based strategy for admission and marketing using Analytics. Further with academic perspectives, the Institutions should adopt Learning Analytics.

The Indian education industry is more than US $ 44 billion excluding EdTech Industry. The higher education trend keeps changing, particularly with the growing number of autonomous colleges, private universities and deemed to be universities. With the education industry being competitive in terms of diversity and intellectual quality, in terms of quality of students and quality of teachers, the institution needs to reinvent and analyse.

Analytics gives a wonderful opportunity for academia-industry interaction. Analytics needs to be applied to the education sector. In India the two social sectors of the economy are health and education. While analytics has penetrated into the health sector, unfortunately it has not penetrated the education sector. But the world over, the education sector has adopted the analytics particularly in learning analytics, economics of education and pricing strategy.

The data science and analytics tools are going to redefine the process and systems in educational institutions to ensure a data based decisions by educational leaders.

The analytics will support education industry to analyse:

- ·Academic curriculum and delivery model across the faculties
- Trends in economics of education including pricing
- Admission, marketing communication
- Operational data helps identify specific patterns and trends
- Student support service is one of the nerve centre for student (customer) satisfaction in the institution
- Tracking and also predicting students' performance across schools, dropouts
- To predict the student outcomes over the period
- This insight helps to take better strategic decision
- To adopt to learning analytics
- To get effective connect with Alumni data
- Use of Predictive analytics based on previous information for future strategic decision. Predictive analytics involves various techniques viz. statistics, modelling, machine learning and data mining
- The student drop out assessment can be done by Data mining to understand the reasons to drop out

Analytics & Data science is emerging as required knowledge in the higher education sectors in India but at the global level the statistics indicate that in the next few years, we will need one billion professionals in the field. An article in the Harvard Business Review considered the job of data scientist as the “sexiest job” of the 21st Century.

Application of Analytics solutions to education sector globally, enabling them to achieve accelerated learning and support system impact by harnessing the power of data. Data Science and Analytics helps to make data driven decisions across academic and non-academic processes to create sustainable education impact.

Editor

Higher Education

UGC Guidelines for Higher Education Institutions to offer Apprenticeship / Internship embedded Degree Programme

Striving to fulfil this objective of improving employability and forming robust industry-academia linkage, the UGC has framed Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme and have been issued in July 2020. The UGC Guidelines will provide an option for Higher Educational Institutions to embed Apprenticeship/Internship in any UG degree programmes specified by UGC. This will focus on outcome-based learning in degree programme and will enable students to demonstrate workforce professional abilities for potential employment.

India is going to have the largest working age population in the world by 2030. To capitalize on India's remarkable demographic dividend, it is essential not only to improve the quality of education but also to make it relevant in terms of providing employment opportunities. Aligned with the Sustainable Development Goats (SDGS), the Government of India has undertaken various initiatives to enable youth to fully participate in the job market and gain access to employment services. Despite this, gainful employment is a challenge for most of the graduating students from our universities. Particularly, when we consider this for the general stream students, limited employment for graduating student is a major challenge. The primary factor responsible for this phenomenon is “being non-employable”. Therefore, there is a need to bridge the disconnect between 'what is taught in the class' and 'what is required by the society'. The competencies demanded by the industry need to be embedded in our university curriculum so that the Employment-Employability gap is overcome.

The education system has to be tailor-made to suit the requirements of the society at large and the economy in particular. Further, with a large number of students enrolled in general degree programmes in India every year, there is a consensus among stakeholders for shift from “academic only” approach. The minimal linkage between the general degree curriculum and employer's requirement calls for an effective remodeling of degree programmes, driven by changing needs of the industry and service sector. This remodeling in turn needs a robust institutionalized framework for industry-academia linkage to increase the employability of the students.

Apprenticeship and internship have a huge rote to play in this context. World over, apprenticeship is considered as the most efficient and promising structured training for exposure to the real working environment. This has enormous potential to combine work-based learning with theoretical knowledge of related disciplines. Through apprenticeship/internship, students may actively engage with the practical side of their learning like problem-solving, creative thinking, digital skills, teamwork etc. This apprenticeship/ internship experience will augment the employability of students in the general stream substantially and will also forge a close functional link between education and industry/service sectors on a sustainable basis apart from helping the industry securing good quality manpower. Realizing this need, the Budget announcement of 2020'21 set out for the introduction of Apprenticeship Embedded Degree/Diploma Programme to improve employability of general stream students.

Amendments made to Apprenticeship Act and Apprenticeship Rules during 2014 to 2019 have opened the prospect of linking apprenticeship programme to education. The extant provisions enable non-engineering graduates, fresh non-graduates without any prior skill training, and students undergoing training as an integrated component of the curricula to undergo apprenticeship training for a minimum of six months to a maximum of three years. The flexible curricular structure will create new possibilities for outcome-based learning and facilitate graduation degree described in terms of such learning outcomes.

Accordingly, with the objective of making the fresh graduates employment- ready with necessary knowledge, competencies and attitude, UGC has formulated these **Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme** for embedding apprenticeship / internship in general degree programmes offered by the Universities. These guidelines will enable the apprenticeship / internship embedded Degree programme in general stream with cooperation between Industry and Academia.

OBJECTIVES

1. To improve the employability of students pursuing Undergraduate level general degree Programme.

2. To focus on outcome-based learning in degree programmes.

3. To promote active linkage between the higher education system and industry non-commercial and commercial enterprises/organizations.

Govt plans to recover the academic loss during 2020-21

Institutions and education regulators are looking at ways to increase the learning hours, cut vacations across colleges and universities to make up for the educational loss of the students due to COVID-induced disruptions in the country. The delay is almost 4-5 months.

“As we all are aware, that the country is going through a national emergency that has been prolonged due to the extended outbreak of COVID-19. Due to prolonged emergent conditions in the country and requests from various state governments and ongoing admission process of IIT's and NIT's, the AICTE permitted the state governments to continue with common admission process till 31st Dec.

The AICTE, however, has not given this concession to Management Institutions under its jurisdiction and has asked them to continue with their academic calendar without waiting till December.

The University Grants Commission (UGC) has issued a notification underlining that it has received several representations from the colleges and universities. Based on such appeals, UGC has extended the last date for completion of admission process in ODL (open and distance learning) and online mode for September-October academic session of 2020 to 30th November 2020.

First year students of undergraduate and postgraduate courses are unlikely to get a summer vacation to accommodate the learning loss and recover from the delay in the beginning of the academic session in 2020.

Besides, the UGC has also advised the colleges

and universities to increase learning hours per day or hold classes six days a week instead of five to make up for the shortfall and maintain social distance. “Teaching hours in a day may be extended, as per requirements of the institution…six-day schedule may be followed so that classes can be conducted in phases and the seating arrangement be made keeping in view the requirements of physical distancing," the UGC has informed institutions.

IITs, NITs to deliver courses in regional languages from 2021

From the next academic session, the top engineering institutes including IITs and NITs will offer engineering courses in their respective regional language as well. Till now, the mode of delivering lectures is officially English in almost all top-ranking Indian engineering institutes.

The decision to teach in regional language was taken at a high-level meeting chaired by Union Minister of Education Ramesh Pokhriyal Nishank on Thursday. This is in line with the new National Education Policy (NEP) 2020 which promotes regional language as a mode of delivering education.

A seminal decision was made to start technical education, especially engineering courses imparting education in mother tongue will be opened from next academic year. A few IIT and NIT are being shortlisted for the same.

Recently, there have been demands of holding the entrance exams including JEE, NEET, CAT etc. in regional languages as well. In NEET which is offered in English, Hindi, Assamese, and several other Indian languages, most of the applications; over 79 per cent come for English, and English and Hindi combined make for 91.88 per cent of candidates. In 2019, English only made of 79.31 per cent while in 2020 it was 79.08 per cent, as per NTA.

In an e-Adda hosted by The Indian Express, Union Education Minister Ramesh Pokhriyal had said, “We are not against English but we are saying that the 22 languages in the Eighth schedule of our Constitution should be strengthened, else they will perish…. We are not against any language, learn English too, but we should do justice to the child and his talent”.

University of Auckland announces micro-internship programme

The University of Auckland launched a virtual micro-internship programme for international students both in New Zealand and those studying with the University from overseas.

The micro-internship is a three-week programme involving around 20 hours of work per week. Interns will work in small

teams to tackle a business challenge for an Auckland-based employer. The programme includes an online induction and briefing session to get to know the team and the project.

In response to the COVID-19 pandemic, the university held a pilot micro-internship programme for 100 students with Auckland businesses including KPMG and Deloitte, among others, over the inter-semester break this year. After the pilot project was received a good response, it is being offered to international students. It is now being delivered in partnership with Global Talent Solutions and the internship will be extended to 500 students over two new rounds of the programme. The first round commenced on November 23 while the second will run in February 2021, the university informed.

"With an aim to support students in developing their employability skills, this initiative will help students gain real-world industry experience with leading New Zealand organisations," the university claims in an official statement.

Brett Berquist, director international at The University of Auckland said, “This programme is just one of the many approaches we have taken to support our international students impacted by Covid-19. Most importantly, it provides an avenue for those who are still outside New Zealand to remain connected with their peers here in Auckland and contribute to the city's economic recovery. It's great to see our students bringing their skills and global perspectives to the project.”

Karnataka to Implement Digital Learning in Government Higher Educational Institutions

The Govt. of Karnataka plans to implement Learning Management System (LMS) based digital learning in Government Higher Educational Institutions. 'Karnataka LMS' will be implemented in 430 Government first-grade colleges, 87 Government polytechnics and 14 Government engineering colleges, an official release said.

This measure will have a progressive impact on the teaching of about 24,000 teachers and learning of about 4.5 lakh students. This program is being implemented at an expenditure of Rs 34.14 crore in two ways- LMS based digital learning and establishing 2,500 ICT enabled classes.

In LMS, students can access study material anytime and anywhere. This teaching, learning, continuous evaluation and corrective measures

make it comprehensive. LMS based digital learning will help students of Government higher education institutions, especially those from socially and economically disadvantaged sections of society.

Stating that it is a platform to revolutionize the teaching and learning process by effecting transformative changes in the delivery of content, access and assessment, the release said it is a comprehensive system which empowers teachers, enriches students and bridges the digital divide.

Multilingual e-Content in the form of PPTs, videos, quizzes, assignments and e-study materials congruous with both self-learning and classroom teaching is being developed as per the University prescribed syllabi of 14 affiliating Universities by the faculty of the Department of Collegiate and Technical Education.

In the LMS, there will be analytics for scientific assessment of various parameters related to academics. There will also be scope for ranking of students, teachers and colleges, cumulative performance report, students' feedback, content rating, tracking of e-content usage by teachers in classrooms and students and detailed analytical report, it added.

Technical Education

SC: Universities can prescribe enhanced norms and standards for affiliation

The Supreme Court held Universities cannot dilute the prescribed norms and standards by AICTE for any courses in colleges but they certainly have the power to stipulate enhanced level and norms for grant of affiliations.

The top court observed that in present times, no university can afford to have a laid-back attitude, when their own performance is being measured by international standards and therefore, the power of the universities to prescribe enhanced norms and standards, cannot be doubted.

A bench of Chief Justice S A Bobde and Justices AS Bopanna and V Ramasubramanian set aside an order of Kerala High Court and upheld a decision of state-run APJ Abdul Kalam Technological University fixing enhanced norms for affiliation of courses offered by colleges.

"In such circumstances, we are of the considered view that while universities cannot dilute the standards prescribed by AICTE, they certainly have the power to stipulate enhanced norms and standards," the bench said.

The bench noted that in today's times the universities are being ranked according to the quality of standards maintained by them and even the Union Ministry of Human Resources Development launched an initiative in September 2015, known as National Institutional Ranking Framework (NIRF), for ranking institutions including universities in India.

It noted that the ranking is based on certain parameters such as teaching, learning and resources, research and professional practice, graduation outcomes and others.

Health Education

Online Teaching-Learning in Medical Education:

The Covid-19 pandemic has dramatically changed the medical education environment and made the shift to online learning inevitable. Close human contact that was the essence of clinical teaching now looks so distant. The current coronavirus pandemic has forced us to explore non-conventional ways of teaching-learning and assessment. Medical Colleges will now need to be prepared to train the next generation of digital learners using virtual learning environments. This does not mean that traditional classroom teaching will become obsolete, but there is now an opportunity to use both methods efficiently in a hybrid manner, to make the process of learning efficient and effective.

Though online learning has been in vogue for many years now, its application in medical education, especially in India, is rather new. Some teachers have had the experience of online learning – some as facilitators, and others as students during earlier faculty development interventions; but its use for undergraduate education is a relatively new phenomenon.

The 'theory' of online learning is more or less the same when compared to face-to-face instruction, but there are subtle differences and similarities. The educational cycle, the learning processes, need for interactivity, integration, assessment and feedback are similar in both formats. The use of technology, the spatial distance between the teacher and students, and learner isolation stand out as prominent differences.

Different people have different ideas, interpretations and perspectives about online learning. Depending on the purpose, technology, context and institution, various terms such as e-learning, distance learning, web-based learning, web-facilitated learning, virtual learning, internet learning, distributed learning, computer-based learning, and technology-based learning have been used rather loosely and interchangeably to denote non face-to-face (f2f) learning.

Online learning is defined as "'learning that occurs entirely (purely online learning) or partially (blended learning) through the internet".

Several factors influence the effectiveness of online learning in medical education. These factors include technical skills, academic skills, learner motivation, administrative issues, social interaction, time management, technical problems, cost, and accessibility to the internet. Poor design of courses and inadequate availability of multimedia materials could affect the quality of online medical education.

If faculty in higher education are not adequately trained in educational methods, the problem of ineffective teaching gets exaggerated during online sessions as it has special requirements.Online teaching requires a learner-cantered approach.

Emphasis on online learning Medical Education:

- As a lifelong learner, the Indian Medical Graduate is expected to "demonstrate ability to search (including through electronic means), and critically evaluate the medical literature and apply the information in the care of the patient"
- One of the objectives of Foundation Course is to "to enable the learner to acquire enhanced skills in use of information technology"
- The new curriculum has reserved time for self-directed learning during every phase of the MBBS course
- The document recommends mandatory provision of skills laboratory in every medical college
- It also recommends mandatory provision of virtual lecture theatres

Global Education Perception

University Rankings methodology need a rethink

World league tables for higher education are flawed, poorly used and entrench inequity. Institutions and Researchers across the world often complain about the indicators that hiring and grant committees use to judge them. Even in India, few IITs expressed certain reservations in the ranking parameters. In the past ten years, initiatives such as the San Francisco Declaration on Research Assessment and the Leiden Manifesto have pushed universities to rethink how and when to use publications and citations to assess research and researchers.

The use of rankings to assess universities also needs a rethink. These league tables, produced by the Academic Ranking of World Universities (ARWU) and the Times Higher Education World University Ranking (THE WUR) and others, determine eligibility for scholarships and other income, and sway where scholars decide to work and study. Governments devise policies and divert funds to help institutions in their countries claw up these rankings.

The International Network of Research Management Societies (INORMS), a collective of research-management organizations, had met recently and unanimous about top concern: the need for fairer and more responsible university rankings. When the society drew up criteria on what those would entail and rated the rankers, their shortcomings became clear.

The Global Research Council, which includes heads of science- and engineering-funding agencies, is gathering experts online to discuss how assessments can improve research culture. This should include how university rankings are constructed and used.

The rankings with the largest audiences (ARWU, QS World University Ranking, THE WUR and US News & World Report global ranking) were found most wanting, particularly in terms of 'measuring what matters' and 'rigour'. None of these 'flagship' rankings considered open access, equality, diversity, sustainability or other society-focused agendas. None allows users to weigh indicators to reflect a university's mission. Yet all claim to identify the world's best universities.

Ultimately, rankers need to be made more accountable. The European Commission's 'Towards 2030' vision statement calls for higher education to move beyond current ranking systems for assessing university performance because they are limited and “overly simplistic. It is believed that drawing attention to their weaknesses will draw in allies to push for change, such as neutral, independent oversight and standards for ethics and rigour as applied to other aspects of academia.

Such pressure could lead to greater alignment between the world rankers' approaches and the higher-education community's expectations for fair and responsible rankings. It might also help users to wise up to rankings' limitations, and to exercise due caution when using them for decision-making. Either would be progress.

Trends

Building new workplace norm in Educational Institutions:

The Academic year 20-21 is almost coming to end, even though it has not begun well!! The education industry is trying to understand the learning curves of 2020-21, and those insights could help us reframe the academic year 2021-12. It is important to redefine the future of workplace.

In spite of vaccinations, the road to recovery from the global pandemic remains challenging. Economies have been badly affected by COVID-19, and many of these effects will be felt for years. Education economy is not an exception and needs to promote truly sustainable recovery. The pandemic has also fundamentally reshaped our lives. Many aspects of modern work have changed –the rise of home-working is one of the most visible examples. Education Industry is also equally at cross roads with the following concerns:

- Decrease in Learning hours by students
- Reduced content and delivery hours by Institutions
- Continuous changes in Govt. policy on working norms for educational institutions
- Underpaid/Unpaid faculty and staff
- Financial crisis to Management of Institutions due to unpaid fees, in few cases
- Total lack of collaborative learning among students
- No Extracurricular activities
- No beyond class room learning to students

It's time to redefine our processes and system with most useful insights and revealing perspectives from the past year. The Managements of Institutions and Academic Leaders, should rethink the challenges with the right strategy, operational issues and delivery with a value perspective.

Developing the right strategy: Institutions must enter the new year with their eyes on the immediate risks and opportunities for the next academic while realizing a vision for accelerated transformation. The strategy would be:

Plan for continuity.. Operating in the era of COVID-19 needs fast track approach in quick deployment of survival mechanisms, like getting operations in place, with right faculty mix both for online and offline teaching, technology specialists, Cost and financial experts to drive the right economics of education, marketing specialists to understand the market dynamics in education industry and people with home working capabilities. This will ensure long-term continuity.

Identify critical dependencies.. The economic, social and psychological recovery from COVID-19 will be challenging. Leaders need to know which components essential for effective continuity, from human resources to logistics frameworks or students base with quality– and decide which of these capabilities needs to change permanently. This will ensure to create long-term value for stakeholders.

Accelerate digital transformation.. Digital transformation isn't going away, and Institutions need to be ready for it with right investment, in right time, for right purpose for a Successful digitized future.

Design People centric Digital transformation.. The process of human transformation happens in

an educational institution, with its leadership, the teachers, the raw material and finished product, and is basically human centric activity. Education Institution is a Human Enterprises – hence institutions should put human needs and goals at the heart of their transformation and growth strategies.

Position yourself for growth.. If 2021 is to be a year of rebuilding after the profound disruption of COVID-19, then it is important that organizations effectively position themselves for growth in terms of relevance, intellectual leadership, industry funded projects, improvement in the performance indices as per international ranking parameters with the right Governance and Leadership to the Institute. What new skills are required? Will current sizes, composition and Governance structures help in achieving the necessary agility to navigate to rebuilt education growth? And how to pursue strategies that maximize benefit/satisfaction for all stakeholders?

Don't aim to return to normal, reframe what normal should be.. The world is finally moving into the reconstructive phase of the pandemic. This could end up fundamentally redrawing some of the basic assumptions of Institutional and Educational traits. The Institution needs to adopt new normal, needs to understand and implement as per external stakeholders norms and also define new normal at institutional level.

Transform HR Policy and Practiced.. The year 2021-22 will require agile new Institutional and education strategies and new ways of using data and technology. But effective execution of any strategic imperative, at any scale that matters, means creating a renewed workforce of adaptable employees. That requires a HR policy framework that itself is transformed in a way appropriate for the demands of a thriving Human Enterprise.

Institutions to have human-focused leader.. Organizations that will thrive in the years of reconstruction from 2021 and beyond will be those demonstrating leadership in technology and transformation. Invest in people and to nurture their human capabilities. It's human workforces that are at the heart of driving an effective recovery from the uncertainty. Investing in your workforce helps create a new innovative model of recovery in the new norm of working. The leadership should ensure ethical practices, with no short cut to success, and navigate the renewed eco system with integrity. This approach will have long-term sustainable in reframing the future.

Like many other Industrial organizations around the world, the operating aspects of an educational institution life has changed dramatically. The ability to look ahead, adapt and transform at speed, are critical characteristics for all. It's time to demonstrate Institution's values, the purpose and culture of compassion and teaming more than ever before. As Institutions look beyond the pandemic, one has to believe that institution can do better than returning to normal.

Regulatory Notifications

AICTE Circular - Implementation of National Academic Depository

The Government of India vide its letter F. No. 5-312016-U.Policy dated 31.10.2016 has designated University Grant Commission (UGC) as an authorized body for implementation of the National Academic Depository (NAD) project. Since the launch of NAD, many academic institutions including various Central Universities, State Universities, Private Universities, Central Higher Educational Institution's, School Boards etc., are uploading the academic awards on NAD. Also, many students are using NAD for accessing their academic awards online and verification seeking entities are also using NAD for verification of academic awards. NAD was being implemented through NSDL Database Management Limited (NDML) and CDSL Ventures Limited (CVL).

It is brought to the notice of all AICTE Approved institutions that Erstwhile Ministry of Human Resource Development, (now known as Ministry of Education) Dept. of Higher Education, Government of India, vide its letter no. F. No. 8-21/2019.U.policy dated 18.03.2020 has communicated that:

(i.) NAD shall NOT be implemented through NDML and CVL and to take necessary action in this regard

(ii.) NAD to be implemented as a permanent scheme without levy of any user charges, by Digilocker through the Ministry of Electronics and Information Technology (MeitY) as a single entity'

(iii.) UGC to be authorised to implement NAD as a permanent scheme, in cooperation with the Digilocker.

(iv.) To undertake necessary action for delinking all applications currently using NAD portal through NDML and CVL and linking them through Digilocker.

In view of above, it is hereby informed that Digilocker is the single Depository for NAD and previous depositories NDML and CVL are not part of NAD now. For seamless transfer of data from NDML and CVL to NAD-Digilocker, UGC has already written letters to both depositories to transfer the data and to Digilocker to take charge as the sole depository of NAD.

Hence, now onwards, all AICTE Approved institutions are requested to upload data of academic awards of their institution with Digilocker. Further, to enhance the reach of the programme' all Academic Institutions are requested to:

- Designate Nodal Officers and set up a dedicated NAD cell for implementation of NAD and reflect their details on their website.
- Advise their students to register on NAD website.

The contact details of the authorities of Digilocker and UGC-NAD are given as under:

UGC – NAD	**Digilocker**
Dr. Surender Singh, Joint Secretary, UGC – National Academic Depository, South Campus, Benito Juarez Marg, New Delhi – 110021. Email: nad.ugc@gmail.com, ssingh.ugc@nic.in Ph: 011-2604225, Mobile: 9560228560	Mr. Durgaprasad Dash, Addl. General Manager, National e-Governance Division (NeGD), Ministry of Electronics and Information Technology (MeitY), Government of India, New Delhi – 110003. Email: durga@digitalindia.gov.in Mobile: 7735001000

AICTE Circular - Compliance of Self disclosure deficiencies generated on portal relating to infrastructure & faculty in respect of the Institution applied during AY 2020-21

All the AICTE approved Institutions are directed to go through the Extension of Approval granted during AY 2020-21 and see, if any deficiencies are mentioned in the Extension of Approval based on the Self disclosure application of AY 2020-21.

The Institutions under which the deficiencies were mentioned in the EOA for AY 2020-21 are requested to submit the compliance of the deficiencies at the earliest, as Scrutiny of documents are likely to be started at any point of time to examine the compliance of deficiencies.

If the deficiencies have not been complied, penal action will be initiated based on the nature of deficiencies.

UGC: Implementation of the Cyber Security Awareness.

Cyberspace is a complex environment consisting of interactions between people, software and services, supported by Information and Communication Technology (ICT) devices and networks. It is vulnerable to a wide variety of incidents, whether intentional or accidental, manmade or natural. Therefore, Cyber security awareness has become a prime concern in today's networked world.

Government of India is in the process of formulating National Cyber Security Strategy document. In the meantime, it has been decided that Cyber security awareness should start at school level where syllabus can start with cyber safety measures and progressively include offensive and defensive aspects at IIT/Higher Education level.

The Higher Educational Institutions are advised to take appropriate action on the implementation of the cyber security awareness. HEIs may further encourage, promote and facilitate the academic fraternity to work on cyber-security start-ups and conduct of hackathons. This may also be brought to the notice of colleges affiliated to your university.

UGC : Revision of curriculum based on Learning Outcomes based Curriculum Framework (LOCF)

Reference is made to the resolution adopted in the National Conference of Vice-Chancellors and Directors on Research & Innovation held between 26th to 28th July 2018.

One of the resolutions was to 'Adopt and implement Learning Outcome based Curriculum Framework (LOCF) in HEIs, by updating curriculum from academic year 2019-20 and adopting learner centric teaching learning processes by suitable improvement in the pedagogy. To facilitate the task of revision of curriculum in various subjects, UGC has constituted subject specific Expert Committees. The Committees after having detailed deliberations and wider consultations at national level has developed the LOCF reports in different subjects. For implementation of outcome-oriented curriculum to achieve expected learning outcomes, final LOCF reports of 27 subjects Physics, English, Mathematics, Botany, Anthropology, Human Rights, Criminology, Psychology, Library Science, Electronic Science, Hindi, Statistics, Environmental Science, Mass Communication and Journalism, Public Administration, Biochemistry, Microbiology, Geology, Geography, Law, Archaeology, Sanskrit, Defence Studies, Chemistry, Zoology, Social Work and Computer Science are already available on UGC website. In continuation of this,

02 subjects Political Science, Visual and Performing Arts are available on UGC website (www.ugc.ac. in).

Universities are advised to take necessary measures for appropriate revision of the curriculum and send action taken report in this regard to locfugc@qmail.com and neethuthulasi.ugc@gov.in.

UGC :"Vidwan / IRINS Portal of INFLIBNET"

One of the recommendations of National Education Policy (NEP) is to develop a system of mentorship by distinguished and retired faculty. The Ministry of Education has conveyed vide a communication, dated 23rd September, 2020 that in order to have a comprehensive database of distinguished teachers, all the Higher Education Institutions (HEIs) and their faculties need to register on VIDWAN portal and Indian Research Information Network System (IRINS), both maintained by Information and Library Network Centre (INFLIBNET), an Inter University Centre of UGC. Only those institutions which are registered on IRINS and only such faculty who are registered on VIDWAN portal will be considered for funding by UGC / Ministry of Education.

In view of the above, all Higher Education Institutions and faculty are advised to register on VIDWAN portal and IRINS of INFLIBNET at the earliest.

UGC : Guidelines for Re-Opening the Universities and Colleges Post Lockdown due to COVID-19 Pandemic

Universities and other educational institutions across the country have been closed since 16th March, 2020 when the Government of India announced a countrywide lockdown as one of the measures to contain the COVID-19 outbreak.

Keeping in view of the COVID-19 pandemic and subsequent lockdown, the University Grants Commission issued "***Guidelines on Examinations and Academic Calendar for the Universities in View of Covid-19 pandemic and subsequent Lockdown***" on 29th April, 2020 and then, on 6th July, 2020. The universities and colleges have put in their best efforts to continue their academic programmes and complete the syllabi using various ICT tools of teaching and learning since their closure from mid-March onwards.

The new academic session is going on and the universities and colleges need a customized plan, as per the local conditions where they are located, to deal with any eventuality arising due the COVID -19 before resuming the activities on campuses. The top priority, while opening the institutions, should be the safety, health and well-being of the students, teachers and staff. In view of this, UGC has framed "Guidelines for Re-Opening the Universities and Colleges Post Lockdown due to COVID-19 Pandemic" (available in UGC website) which provide in detail the measures to be taken before re-opening of campuses. These Guidelines have also been vetted by the Ministry of Health & Family Welfare and approved by the Ministry of Home Affairs and the Ministry of Education. The Guidelines may be adopted by the institutions as per the local conditions and directives of the Government authorities.

The Institutions are advised to adopt these guidelines and take necessary steps to implement them accordingly. Further, the universities/colleges have to ensure that it is prepared in all respects to carry out the academic activities following necessary advisories / guidelines /directions issued by the Central / State Government, Ministry of Education (MoE) or UGC from time to time to prevent the spread of COVID-19.

Sources: UGC and AICTE Official website

Global Education Perception

Top 10 Emerging Technologies of 2020

1. MICRONEEDLES COULD ENABLE PAINLESS INJECTIONS AND BLOOD DRAWS

2. SUN-POWERED CHEMISTRY CAN TURN CARBON DIOXIDE INTO COMMON MATERIALS

3. VIRTUAL PATIENTS COULD REVOLUTIONIZE MEDICINE

4. SPATIAL COMPUTING COULD BE THE NEXT BIG THING

5. DIGITAL MEDICINE CAN DIAGNOSE AND TREAT WHAT AILS YOU

6. ELECTRIC AVIATION COULD BE CLOSER THAN YOU THINK

7. LOW-CARBON CEMENT CAN HELP COMBAT CLIMATE CHANGE

8. QUANTUM SENSORS COULD LET AUTONOMOUS CARS 'SEE' AROUND CORNERS

9. GREEN HYDROGEN COULD FILL BIG GAPS IN RENEWABLE ENERGY

10. WHOLE-GENOME SYNTHESIS WILL TRANSFORM CELL ENGINEERING

Sources: Scientific American website

2020- Module 8 Online Learning and Assessment

NATIONAL MEDICAL COMMISSION

COMPETENCY BASED UNDERGRADUATE CURRICULUM FOR THE INDIAN MEDICAL GRADUATE

Knows | Knows how | Shows | Shows how | Performs

Describe
Enumerate
Observe
Demonstrate
Assist

Counsel
Prescribe

Analyse
Integrate

Guide
Communicate

Correlate
Interpret

Online learning & Assessment Module 8

Critique
Collaborate

Clinician | Communicator | Team Leader | Professional | Lifelong Learner

Knowledge | Skills | Attitude | Values | Responsiveness | Communication

Curriculum Implementation Support Program

Sources: National Medical Commission (NMC) website

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Published by
International Skill Development Corporation
The Old Court House
Hughenden Road
Buckinghamshire, HP13 5DT
United Kingdom

An Initiative of ISDC Consulting, India