Dr. Babasaheb Ambedkar Marathawada University,
Chh. Sambhajinagar (MS)

Academic Activities Report 2018-2023

Registrar,
Dr. Babasaheb Ambedk
Marathwada University

Prepared by

Internal Quality Assurance Cell,
Dr. Babasaheb Ambedkar Marathwada University,
Chh. Sambhajinagar (MS)

Report on 59th Convocation Ceremony of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Date: 14 September 2019

Introduction

The 59th Convocation Ceremony of Dr. Babasaheb Ambedkar Marathwada University (BAMU), Aurangabad, was a significant event honoring the academic achievements of its graduates. The ceremony was graced by esteemed dignitaries, including Chief Guest Prof. Dr. Bhushan Patwardhan, Chairman Prof. Dr. Pramod Yeole, Chief Presence Prof. Pravin Wakte, and Director Examination and Evaluation.

Event Overview

- **Date:** 14 September 2019
- **Venue:** University Auditorium
- **Chief Guest:** Prof. Dr. Bhushan Patwardhan
- **Chairman:** Prof. Dr. Pramod Yeole
- **Chief Presence:** Prof. Pravin Wakte
- **Director Examination and Evaluation:** Dr Ganesh Manza

Ceremony Highlights

The 59th Convocation Ceremony commenced with a procession of faculty members and dignitaries, accompanied by the academic regalia, symbolizing the university's commitment to scholarship and excellence.

Inaugural Session

- **Welcome Address:** The ceremony began with a welcome address by, highlighting the significance of the convocation ceremony in celebrating the accomplishments of the graduating students and the academic excellence of BAMU.
- **Introduction of Chief Guest:** Prof. Dr. Bhushan Patwardhan, a distinguished scholar and researcher, was introduced as the Chief Guest of the ceremony. His presence underscored the university's commitment to promoting research and higher education.

Awarding of Degrees

- **Presentation of Graduates:** Graduates from various disciplines were called to receive their degrees and diplomas, marking the culmination of their academic journey at BAMU. Each graduate was recognized for their dedication and hard work in their respective fields of study.

Address by Chief Guest

- **Keynote Speech by Prof. Dr. Bhushan Patwardhan:** Prof. Dr. Patwardhan delivered an inspiring keynote address, emphasizing the importance of education in shaping the future of individuals and societies. He shared insights into the evolving landscape of higher education and research, encouraging graduates to contribute meaningfully to society.

Recognition of Faculty and Staff

- **Acknowledgment of Faculty and Staff:** The ceremony also acknowledged the contribution of faculty members and administrative staff who played pivotal roles in mentoring and supporting the students throughout their academic journey.

Closing Remarks

- **Closing Address by Prof. Dr. Pramod Yeole:** Prof. Dr. Pramod Yeole, Chairman of BAMU, delivered closing remarks, expressing pride in the achievements of the graduates and reaffirming the university's commitment to academic excellence and societal impact.

The 59th Convocation Ceremony of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, was a memorable event that celebrated the academic accomplishments of its graduates. The presence of Chief Guest Prof. Dr. Bhushan Patwardhan, along with other distinguished dignitaries, added prestige to the occasion. The ceremony not only recognized the hard work and dedication of the graduates but also highlighted BAMU's role in nurturing future leaders and scholars.

Registrar,
Dr. Babasaheb Ambedkar
Marathwada University,

Report on 61st Convocation Ceremony of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Date: 25 June 2021

Introduction

The 61st Convocation Ceremony of Dr. Babasaheb Ambedkar Marathwada University (BAMU), Aurangabad, was a momentous occasion celebrating the academic accomplishments of its graduating students. The ceremony was graced by distinguished dignitaries, including Chief Guest Prof. Dr. Anil Sahastrabudhe, Chairman Shri Bhagat Singh Koshyari, Chief Presence Prof. Shyam Shirsath, and Director Examination and Evaluation Dr. Yogesh Patil.

Event Overview

- **Date:** 25 June 2021
- **Venue:** University Auditorium
- **Chief Guest:** Prof. Dr. Anil Sahastrabudhe
- **Chairman:** Shri Bhagat Singh Koshyari
- **Chief Presence:** Prof. Shyam Shirsath
- **Director Examination and Evaluation:** Dr. Yogesh Patil

Ceremony Highlights
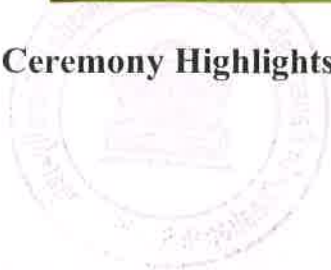
The 61st Convocation Ceremony commenced with a ceremonial procession of faculty members, dignitaries, and graduates, symbolizing the culmination of years of hard work and dedication in pursuit of knowledge and academic excellence.

Inaugural Session

- **Welcome Address:** The ceremony began with a warm welcome address by , highlighting the significance of the convocation ceremony as a milestone in the academic journey of the graduates and the growth of BAMU as a center of learning and research.
- **Introduction of Chief Guest:** Prof. Dr. Anil Sahastrabudhe, an eminent academician and leader in the field of higher education, was introduced as the Chief Guest of the ceremony. His presence underscored the commitment to excellence and innovation in education at BAMU.

Awarding of Degrees

- **Presentation of Graduates:** Graduates from various disciplines were presented with their degrees and diplomas, symbolizing their academic achievements and readiness to embark on their professional journeys. Each graduate was recognized for their academic accomplishments and contributions to their respective fields of study.

Address by Chief Guest

- **Keynote Address by Prof. Dr. Anil Sahastrabudhe:** Prof. Dr. Anil Sahastrabudhe delivered an inspiring keynote address, emphasizing the importance of higher education in shaping the future of individuals and societies. He highlighted the role of innovation, research, and lifelong learning in addressing global challenges and fostering sustainable development.

Recognition of Faculty and Staff

- **Acknowledgment of Faculty and Staff:** The ceremony also recognized the dedication and commitment of faculty members, administrative staff, and mentors who supported and guided the graduates throughout their academic journey at BAMU.

Closing Remarks

- **Closing Address by Shri Bhagat Singh Koshyari:** Shri Bhagat Singh Koshyari, Chairman of BAMU, delivered closing remarks, expressing pride in the accomplishments of the graduates and reaffirming the university's commitment to academic excellence, research, and societal impact.

Conclusion

The 61st Convocation Ceremony of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, was a memorable event that celebrated the achievements of its graduates and highlighted the university's role in shaping future leaders and scholars. The presence of Chief Guest Prof. Dr. Anil Sahastrabudhe and other distinguished dignitaries added prestige to the occasion, underscoring BAMU's commitment to academic excellence and innovation.

Registrar,
Dr. Babasaheb Ambedke
Marathwada University.

A Grand Celebration of Knowledge: The 62nd Convocation Ceremony of Dr. Babasaheb Ambedkar Marathwada University

On the 19th of November, 2022, the auditorium of Dr. Babasaheb Ambedkar Marathwada University (BAMU) in Aurangabad was abuzz with excitement and anticipation. The occasion? The 62nd Convocation Ceremony, a grand event that celebrated the academic triumphs of its students and the relentless pursuit of knowledge.

The ceremony was graced by an impressive lineup of dignitaries, including the Chief Guest, Prof. Dr. Vijay Bhatkar, a luminary in the field of education and technology. The Chairman, Shri Bhagat Singh Koshyari, and other esteemed guests such as Shri Sharad Pawar, Shri Nitin Gadkari, Union Minister of Road Transport and Highways, and BAMU's own Vice Chancellor, Prof. Dr. Pramod Yeole, Pro Vice Chancellor, Prof. Shyam Shirsath, and Director Examination and Evaluation, Dr. Ganesh Manza, added to the grandeur of the event.

The ceremony kicked off with a vibrant academic procession, a visual testament to the university's esteemed faculty, dignitaries, and the stars of the day - the graduates. This procession set the tone for a ceremony steeped in tradition and jubilation.

The welcome address was delivered with gusto, emphasizing the significance of this convocation as a tribute to the graduates' hard work and BAMU's unwavering commitment to academic excellence. The introduction of the Chief Guest, Prof. Dr. Vijay Bhatkar, underscored the university's dedication to innovation and research.

One by one, graduates from various disciplines ascended the stage to receive their degrees and diplomas. Each name announced, each degree conferred, was a testament to their dedication and scholarly achievements. The applause and admiration from the audience were palpable.

The keynote address by Prof. Dr. Vijay Bhatkar was a tour de force, inspiring the graduates to leverage their knowledge and skills to drive innovation and effect positive change in society. His words served as a beacon, guiding the graduates as they embarked on their professional journeys.

The speeches by the dignitaries were equally inspiring. Shri Sharad Pawar commended the graduates on their achievements and emphasized the importance of continuous learning in a rapidly evolving global landscape. Shri Nitin Gadkari highlighted the critical role of infrastructure and innovation in national development and encouraged the graduates to contribute to the nation's progress. Prof. Dr. Pramod Yeole expressed his pride in the graduates and reiterated the university's commitment to fostering a nurturing environment for academic and personal growth.

The ceremony also took a moment to honor the contributions of the faculty and administrative staff, acknowledging their unwavering dedication to mentoring and guiding students throughout their academic journey.

The closing address by Shri Bhagat Singh Koshyari was heartfelt and moving. He congratulated the graduates on their accomplishments and encouraged them to uphold the values and knowledge imparted by BAMU in their future endeavors.

In conclusion, the 62nd Convocation Ceremony of Dr. Babasaheb Ambedkar Marathwada University was a resounding success, a spectacular event that celebrated the academic achievements of its graduates. The presence of esteemed dignitaries added immense prestige to the occasion, reinforcing BAMU's status as a premier institution of higher learning. The day was not just a celebration of academic excellence, but also a testament to the university's dedication to fostering innovation, societal impact, and above all, the indomitable spirit of its students.

Registrar,
Dr. Babasaheb Ambedkar
Marathwada University

AIU West Zone Vice-Chancellors' Meet 2022-23

on

Evaluation reforms for Transformative Higher Education

hosted by

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

February 21 – 22, 2023

INTRODUCTION

The West Zone Vice-Chancellors' Meet (2022-23) of the Association of Indian Universities (AIU), was organized during February 21-22, 2023. The first day deliberations of the two-day AIU West Zone Vice-Chancellors' Meet 2022-23 commenced with the Inaugural Ceremony on February 21, 2023. The conference was themed around *"Evaluation reforms for transformative Higher Education"*. The congress witnessed an august presence of Vice-chancellors (both in Online and Offline mode); besides an assembly of institutional representatives, academicians, veteran educationists, media and researchers. The conference had a total of three technical sessions; besides the Apex Body Meet, AIU Business, Inaugural and the Valedictory Celebrations.

INAUGURAL SESSION

The meet was set to a perfect tune in the august presence of Prof. Suranjan Das (President – AIU and Vice-Chancellor – Jadavpur Univerity, Kolkata), Shri. Atul Kothari (Secretary – Shiksha Sanskriti Utthan Nyas), Dr. Pankaj Mittal (Secretary General – AIU); and Professor (Dr.) Pramod Yeole (Vice-Chancellor, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad) at the inaugural ceremony.

The maiden session commenced with paying respects to the sacred portraits of Chhatrapati Shivaji Maharaj and Bharatratna Dr. Babasaheb Ambedkar, followed by lighting of the lamp. Prof. Suranjan Das presided over the celebrations; and Shri. Atul Kothari gracing as the Chief Guest. At the onset, the Welcome Address was extended by the host: Professor (Dr.) Pramod Yeole; while Dr. Pankaj Mittal had set the prologue to the two-day deliberations, with her enunciation.
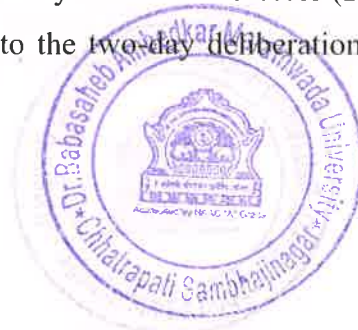
The inaugural session embarked on the remarkable endeavors of AIU, following which Professor (Dr.) Pramod Yeole, in his introductory brief, mentioned the host university's accolades. Dr. Babasaheb Ambedkar Marathwada University, Aurangabad has an academic edifice which spans across 46 department in Aurangabad and marks its presence in Osmanabad, Ratnagiri, Ghansawangi and Santhpeeth at Paithan. The University was recognized for spearheading quality education in the region, especially for disadvantaged masses; besides being one of the sought-after varsities for student-aspirants from Egypt, Yemen, Iran and others. Sir, stressed on the holistic contribution of the university, via all domains of academic endeavours, for nation building. Professor (Dr.) Pramod Yeole made a mention of the complex global forces and disruptive changes to influence the performance of human-resources. The host, concluded by marking that academic congress like these serve as catalysts to drive transformative reforms. Finally, Professor (Dr.) Pramod Yeole briefed on the holistic approaches of the University to adhere to global requisites while maintaining the heritage of ancient Indian academic excellence. He emphasized on requirement of skilled human resource to confront fast changing global needs; while discussing of threats with prevailing evaluation system.


Dr. (Mrs.) Pankaj Mittal commenced with wishing everyone on the International *Matrubhasha Divas*. She briefed on the commendable legacy of AIU for the past 98 yrs.; while making a due mention of the stalwart presidents of the association in the past; Dr. Sarvepalli Radhakrishnan,

being one amongst them. She limelighted the merit of being one of the world's largest association of universities with an assemblage of 931 universities. She made a mention of how AIU is spearheading the whole academic transformation in the country, vide their novel initiatives of the International Moot Court Competition, AIU Women Youth Parliament, *Khelo India* University games and others. Remarkable in her narration was the mention of 44 players of the Olympics, were participants in the AIU *Khelo India* initiative. Dr. Mittal stressed on capacity building of teachers and active assessment pedagogy while employing technology tools for personalized teaching assessment and evaluation. She made a mention of the need of Active Assessment of the wards; and using technology to augment personalized teaching, assessment and evaluation.

Presidential Address of Prof. Suranjan Das had a due mention of the 1948 Radhakrishnan Commission. In his talk, he stressed that NEP-2020 talk was the assertion that HEIs have established themselves as catalysts of human development, while holistically influencing economic and socio-cultural progress. He stressed on the need for diversification of HEIs, integrating technology in the fabric of academia and internalization, for newer domains. He initiated from the foundational definition of 'assessment', and introduced concepts like curriculum flexibility, outcome-based education, accountability, multiple entry & exit opportunities, credit transfers, collaborative learning and others. He made an introduction of the various assessment taxonomies: formative, evaluative and others. Prof. Das, through historic contexts, emphasized on the contemporary-nature of the conference theme. He conclusively suggested a need for tuning-in dual degrees, international academic ecological systems, and decolonization of education by imbibing education in vernacular education

The Chief Guest of the Inaugural function: Shri. Atul Ji Kothari, portrayed the need for a trimester academic curriculum, with a holistic approach to evaluation by integration of evaluation and indigenous systems. He said that assessment is the highest, important fulcrum of education. Shri. Kothari hinted at the need for a multi-pronged evaluation approach: by inclusion of stakeholders i.e., students themselves, teacher's evaluation and pivotal is parent's evaluation of the progress of their ward. He mentioned that reforms should happen gradually and a step-wise planning is critical. He informed that education should have a multi-pronged approach of being practical, skill-oriented and should include co-curricular tasks, environment sensitivity, life-skills, value-education, civic sense and others. His scholastic talk culminated with the need for holistic approach to evaluation, pedagogy, syllabus revamping and integration of IKS. Shri. Kothari stressed on the need to train teachers, create a task-force of students for

3
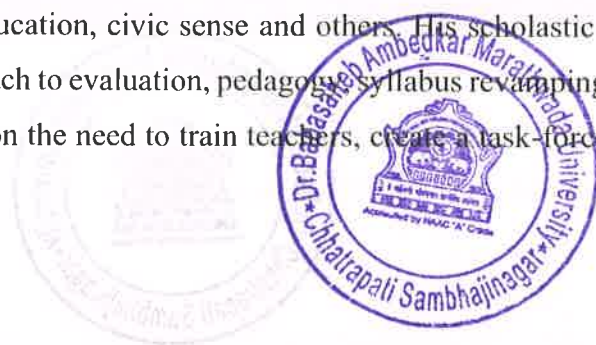
NEP implementation, and others. He concluded his inaugural address by saying that it's the responsibility of the HEIs to create *Atmanirbhar Bharat,* by creating *Atmanirbhar* students.

The inaugural segment concluded with the release of AIU *University News,* a periodical with the legacy of 93 yrs., editor: Sistala Rama Pani.

The vote of thanks for the session was extended by Prof. Mustajeeb Khan, Director of Student Welfare, Dr. Babasaheb Ambedkar Marathwada University and Coordinator for the two-day AIU West Zone Vice-Chancellor's Meet 2022-23.

APEX BODY MEET:

The integral segment of Apex Body Meet, was graced by Chairperson: Prof.G.D.Sharma, Vice-President AIU and Vice-chancellor, USTM, Meghalaya; Co-chair: Dr. Pankaj Mittal, Secretary General – AIU; and Speakers Dr. Ajeet Singh, Regional Officer and Asst. Director, WRO, Mumbai AICTE; NAAC Advisors: Dr. M.S.Shyamshundar and Dr. L. Manjunath Rao; and Dr. R. C. Agarwal, Deputy Director General, Indian Council of Agriculture Research. While the

session hinted at socio-digital transformation, multi-stakeholder inclusion in NAAC initiatives and Institute-Management System (IMS); substantial contributions were made by the recommendations, that were voiced.

Verbal recommendations:

1. Reduction in need for land-infrastructure from 40 acres to 10 acres, for initiating B.Sc. Course in Agriculture,
2. Pertinent to health-sciences studies, need for WFME equivalence to Indian Residential / Internship Programme,
3. Need for support from AIU towards establishing Incubation facilities in Universities,
4. Request for integrating NAAC and ICAR accreditation.
5. Need for distinct NAAC Accreditation for universities bearing the character of Research University and that of Academic University.


Written recommendations:

- The accreditation Process is based on the inputs with an emphasis on the availability of resources and facilities, but it should be measured by the outcome and NAAC should correlate inputs with quality outcomes.

- Many HEI struggle with limited budgets and it is a challenge then to invest in infrastructure and faculty development programme. This aspect needs consideration at the time of assessment.
- NAAC may give emphasis on the implementation aspects of the NEP-2020 while improving their parameters especially on curriculum/pedagogy/evaluation.
- NAAC may reconstitute the evaluation mechanism in line to the NEP-2020 criteria. Evaluation and learning should follow direct, indirect and blended method. Evaluation mechanism should be continuous and frequent. Curriculum by 360 degree assessment of student and staff must be conducted with sufficient input.
- There should be one nation - One accreditation (NAAC)- One Ranking (NIRF).
- NAAC should come out with flexible format /different modules to include all sciences particularly in agriculture, research, teaching, extension should get place.
- NAAC should have one module common for all sciences and one module specific to the subject like agriculture/law/medical etc.
- NAAC and NIRF should conduct frequent workshop to make Universities to learn how to put right content, in right manner, at right time.
- NAAC has to think about evaluative reforms for multidisciplinary aspects of NEP 2020.
- What if University ties up with other specialized University- how NAAC is going to evaluate?
- AIU should think about collaborative Multidisciplinary Education.
- Research should be encouraged for selection of parameters in Assessment and Accreditation Framework.
- Credits of online foreign Universities can be considered for recognition under partnership arrangement.
- As NEP has extended concept of separate Research University and Teaching University; NAAC should also consider two have two parallel and independent systems for Research and Teaching University.
- According to NEP, the National Accreditation Council may bring about overall unity among accreditation and ranking agencies.
- Long term Planning and vision is required to make the Universities multidisciplinary by 2035.
- For starting agriculture-based programme, requirements should be reduced.
- High scoring metrics should be more discussed as afar as grade inflation is concerned.
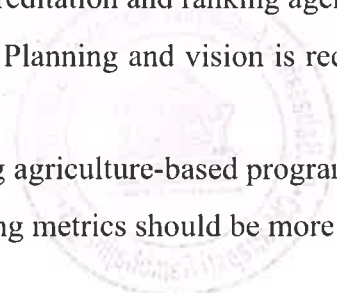
- Number of seats needs to be increased in Agriculture Courses. This could be made possible by relaxing requirement/constraint to establish agricultural colleges by private players.
- Specific and technically in-depth information about NAAC accreditation is needed to be publicized by NAAC.
- NAAC accreditation process is needed to be considered for further simplification.
- As a policy, accreditation should be financially incentivized.
- Timeline should be strictly followed (from NAAC side) during accreditation process.
- Specialized HEI in social sciences should be exempted from the indicators related to:
  - Incubation Centers
  - Patents
- NAAC should develop separate manuals for specialized research institutes. These institutions don't function like general Universities.
- More reforms are required for NAAC accreditation process, particularly to make arrangement of NAAC for Sankrit University.

The chairman in his concluding remarks stressed on integrated efforts of regulatory bodies towards holistic NEP implementation.

TECHNICAL SESSION 1:

Technical deliberations themed *"Continuous Assessment and Evaluation"* under the chairmanship of veteran academician Prof. Marmar Mukhopadhyay and speakers Prof. Ami Upadhyay and Prof.B.K.Tripathy; were magnanimous and influential. The session delved into the multi-pronged recommendation of innovation, and capability development as pivotal for knowledge creation; wherein patents and awards should be offered thrust, besides the many other scholastic creations of knowledge. The session also embarked on the need for frequent assessment of knowledge and learning skills; wherein the assessment is considered as yet another tool for learning. Prof. Upadhyay recommended the need for technology-enabled assessment with extreme transparency; while the inclusion of industry in the whole gamut of assessment. The session deliberated on the momentous role of Board of Studies towards designing of effective assessment system. The involvement of industries in evaluation pedagogy was also hinted on; while lack of proper teacher education was deeply regretted for.

The thespian Chairman, in his concluding remarks, portrayed the importance of making the students skilled in tools of learning, developing cognitive approach and methodical feedback process. He illustrated the effectiveness of horizontal communication in learning, through co-creation as one of the prominent strategies.

Written recommendations:

- There should be formative assessment (70%) and terminal/conclusive/summative assessment (30%).
- Trimester system is best for formative assessment.
- Assessment should include curricular and co-curricular, both aspects (70%); behavioral, environmental sensitiveness, ethics and values etc. (30%).
- Self-Assessment (10%), Teacher Assessment (70%), Assessment by classmates (15%) as is done in program like big boss (this will improve day to day behavior); and societal assessment (5%).
- In continuous assessment and evaluation should be student-centric and we should assess the students on daily basis by adopting different ways of student-centric evaluation assessment.
- Other stake holders of the course and programme may also be part of individual assessment and evaluation.
- Challenges towards practical implementation of continuous assessment that needs sincere address are as per following:
  o Do we have faculty members who are well aware of these implementations in real sense?
  o Industry evaluation is a great concept but they do not come forward. Things are worse in TIER II and TIER III cities.
  o Industry should be suggested with some unique model for real time implementation.
  o Large volume of students should be considered for accommodation in industry.
- Innovative continuous assessment should be implemented in reality. Prevailing 70% and 30% concept should be changed.
- Teaching load of faculty members should also include time spent is assessment design and implementation.

8

- There is no uniform pattern for weightage to be given for internal evaluation and summative evaluation at the end of semester. A guideline on ideal weightage to be given for ideal and semester end examination is needed to be given to Universities by the AIU, UGC and other regulatory bodies.

- 'Open Day' practice is needed to practiced where assessed answer paper of students are shown to them immediately after examination. (Such practice is prevailing at KBCNMU, Jalgaon).

TECHNICAL SESSION 2:

Following the TS-1, was this conclusive segment of Day 1 themed *"Using Technology for Assessment and Evaluation"*, under the Chairmanship of Dr. N.J.Pawar, Vice Chancellor, Dr. D.Y.Patil Vidyapeeth, Pune and speakers Dr. Shiv Tripathi, Dr. G. Sundar and Dr. Basheerhamad Shadrach.

Across the deliberations, the session recommended the need for local consortia and collage of education-technology for collaborative success. The inclusion of AR-VR-XR, AI-ML and blockchain technology in the teaching-learning-evaluation process; was yet another significant takeaway of the scholastic meditations. It was unanimously accepted that AI based approaches have its limitations and challenges; still, they can be of great aid in augmenting teaching-learning process. Finally, it was aptly pointed out that only a teacher has the capacity to inspire a student, and certainly it is the mainframe of any academic endeavour.

Written recommendations:

- To adopt AI for higher education, support from ministry of higher education and UGC is necessary. As the cost involved in adopting AI is very high, many universities and colleges cannot adopt the technology for evaluation. Education ministry may allocate sufficient budget to help the universities and colleges to adopt technology for evaluation.

- High end tool and technology are must for evaluation & assessment and indicating the weakness. AD/ AR/ VR/ XR/ ML are the cutting-edge technologies need to use. A combination of teacher assessment and technology is need of the hour —not only

technology assisted assessment. Transparency with quickness and objectivity will increase with the newly technology assisted assessment.

- AIU may take initiative to develop such software based on AI for evaluation. The country as a whole (all university) would be able to adapt economically and that shall be uniform across the country.

- Use of technology is ok but which technology? Respective university will decide or any regulatory body decides or suggests?

- NAAC has developed an effect periodic system of all the stages of assessment of institutions. However, there is a dearth of such periodic declaration of system with regard to the disposal of cases of appeals against original decisions. In case of negative disposals ,the NAAC does disposes appeals in time, however in positive disposal NAAC does delay.

- To use technology for assessment and evaluation the initiative should be restrictive. For traditional programme PBL should not work due to large number of students with less number of teachers. No one is ready to monitoring the internship on above mentioned point, some guidelines should be provided.

- General mechanism for various assessment /evaluation should be released, which can be adopted as per the need of subject/ course/ program. There are regulatory authority like NMC, NCH, nursing council, etc., suggest full syllabus, pedagogy and evaluation system, how these can be changed to continuous assessment should be discussed. Use of technology is great but having internet B/W till tier 2/3 location should also be focused. can we do collection at source (for evaluation data). AR/VR/XR/ AI can be useful but data sensitivity mechanism to be explored.

- To improve due technological process in HEI there is need to organisation of workshops of controller of examinations and need to trained the manpower working in the university. Some proposal can we move to UGC and education department from granting funding to develop the technological resources.

TECHNICAL SESSION 3:

The conclusive Technical Session delved on *"Innovative Assessment Methods & Capacity Building of Faculty"* under the Chairmanship of Prof. Sandeep Sancheti (Vice-chancellor, Marwadi University, Rajkot); characterized thematic speeches from Prof. V.N.Rajasekharan

Pillai (Vice-chancellor, Somaiya Vidyavihar University), Prof. G.C.Bimani (Vice-chancellor, Saurashtra University) and Prof. Karbhari V. Kale (Vice-chancellor, Dr. Babasaheb Ambedkar Technological University).

The Chairman brought to the fore, the need for embedded personalization of innovation and technology; while hinting on open-book examinations and team examinations, being in vogue. Prof. Pillai hinted at Diagnostic Evaluation; wherein teacher to be at the nucleus of assessment and technology to be augmented with teacher expertise for a sustainable assessment system, to exist. He asserted that if freedom, is extended to institutions; each edifice has the potential to be "premier". Talk of Prof. Bimani made a due mention of simulation, digital games, competency-based assessment, micro-assessment and field assessment; as potential mediums of evaluation, to foster a sense of community and collaboration. Culminating of the technical session was the brief of Prof.K.V.Kale. The expert while making a due mention of Nalanda and Takshashila, hinted on the revamping of whole system in the NEP regime. Sir made a prologue to the need for inclusion of all stakeholders, wherein exam system should be aimed at assessing *human* skills of incumbents, besides the theoretical knowledge. Prof. Kale expressed his view that the freedom and concoction of assessment, should be based on the discipline and course, it caters to.

The session witnessed recommendations for the need for Education research; feasible, practical and implementable – technical solutions for assessment; besides the need for having a central testing agency, catering to the specific needs of state universities.

Written Recommendations

- Capacity building is an investment in the effectiveness and future sustainability. Hence it depends on structure & competencies. We should be called self-financing University instead of private university, because we are abide by the rules & regulations of UGC.

- Private universities should be called as self-finance universities, since they generate finances on their own and do not ask anything, they should be given due respect. In the philosophy, objects of liberation initiated by legendry Prime Minister like Mr. Narsihma rao and Mr. Narendra Modi should be understood in spirit by academic regulators, UGC and Govt. officials and they should change their mindsets in this regard.

- Evaluation of teachers by students should be made as mandatory by UGC. Returning the answer scripts after the evaluation to the students should be also made as mandatory.

- Policy documents available with the UGC regarding transformative higher education should be well structured and focussed on the issues of attainment and assessment level of the students.

- We first have to build / keep trust with our faculty & students. It will help us to implement most of innovation suggested. Capacity building of faculty is required in this aspect. Decentralized exam patterns –models quite appreciated. On demand exam –good option but synergizes all there students/ terms but with NEP 2020 practice it may become good choice. COEs of universities under AIU should be called along with VCs for bringing some innovativeness in process.

AIU BUSINESS SESSION:

The session embarked on some of the critical initiatives of AIU, delivered by Dr. Pankaj Mittal, that included initiatives like *Dekho Apna Desh;* and due mention of *Khelo India* initiative. She informed that this year, the games will be held at Lucknow; and appealed the universities to send their representation for participation at the sports event.

She informed of the vehement struggle that AIU has initiated to seek the equivalence of MBA for PG Diploma courses; and how AIU has already sought the equivalence for four other degrees. She informed of AIU's spearheading role for collaboration of overseas universities with national varsities. Her talk made a due mention of their collaborative initiatives with trans-national firms like World Bank, UNESCO, British Council and others for inflow of foreign nationals seeking education in India. She also made a passing mention of Student Development Index and the need for measuring it, to improve the panorama of education in the country. *Aniveshan* was yet another initiative that she made a mention of. She spoke of the need for tangible outcomes, as a culmination to national and international publications; and the incessant efforts for AIU for common avenue of sourcing and accessing research journals for the affiliate universities. She concluded with the need to have scholarships on the lines of Fullbright and Erasmus in India; so that we have brand-ambassadors of quality education across the country.

Written recommendations:

- Open book exam should be promoted in most of the university attainment are not calculated or it is calculated for the sake of calculation if same some guidelines are

12

placed or instead of marks, of only attainment as required to be displayed in mark sheet, it would be great.

- Technology based solution in assessment and evaluation should be:
    i. Feasible,
    ii. Practical and
    iii. Implementable based on ground realities in majority of public funded state universities in our country.
- 1 more initiative are required to improve enrolment of international students as around 200000 students go abroad for higher studies spending about Rs. 50 lacs per students per year. Need to offer them opportunities in education and employment in India in addition to this need to attract students from different countries.

VALEDICTORY SESSION

The session progressed with the brief Report reading of the two-day deliberations; followed by a crucial address by Professor (Dr.) Pramod Yeole, Vice Chancellor, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Following which, Dr. Pankaj Mittal briefed on the key ten take-aways of the conference:

i. Evaluation systesm should test to assess the attainment and creation of knowledge,

ii. Autonomy has to be rendered to the teachers and students,

iii. Ratio of internal and external evaluation is under scrutiny and for formative assessment, teacher is the best judge;

iv. Need for capacity building among students for revised assessment systems,

v. Customization and personalization of learning and evaluation systems,

vi. The capacity for 'learnability' has to be imparted to students and even to be tested;

vii. Team Assessment is primal, wherein a question for competition vs. cooperation in learning systems have to be deciphered,

viii. A provision for on-demand examination,

ix. Purpose of evaluation in synergy with peer, students, teachers and parents,

x. Need for collection of best practices; and sharing of innovative Evaluation system.

The presidential Speech of Prof. G.D.Sharma, embarked on encouraging inclusiveness in exam to minimize drop-outs; and deliberate on creation of highest level of trust amongst students for the teachers. The spoke of trustful, transparent evaluation should be fostered, towards achieving reliable evaluation system. He made a thrust on, flexibility of evaluation system, while ensuring that student's quality is maintained and primal for HEIs. He embarked on the need for

appraising students on the changing phases of evaluation patterns. He stressed on the need for question banks and model answers to facilitate students for taking-up examinations; and encourage them for self-learning; and ultimately mold students towards successful, continuous learners.

Conclusively, it was stated that there is a need for activity-based education; and the need for filling of vacant academic positions; and support universities with potential for progress. Finally, he embarked on the need for continuous learning by teaching fraternity and collaborative research with domain-specific advanced organizations, while appreciating each other for progression.

Apart from direct recommendations by dignitaries, major recommendations that could be followed from deliberations, are furnished below:

- Assessment and evaluation pedagogy should look forward towards augmentation of analysis and applied skill set of students, while gradually decreasing prevailing practice of assessing memory based learning skill.

- Assessment process should not pose a burden for the students, rather the same should act as a platform to bring the best of cognitive, assertive and psycho-motor skills out of students.

- Activities of AIU have deep fathomed roots in multidimensional facets and all Universities should register themselves at respective domains in AIU portal to garner maximum advantage from the assistance(s) offered by AIU.

- In purview of continuously changing global challenges, definition of assessment needs a philosophic yet practical reformation. It should act as an integrated process with teaching and learning and should have a balanced spread over entire instructional time. It is time to accept that examination and evaluation are potent tools for changing mindset of students to look towards academics, and therefore, needs serious re-shaping.

- UG courses are needed to be unpacked to facilitate multiple entry and exit with clear definition of every exit outcome.

- Decentralization of learning system should be adapted through practices like flip classroom, collaborative learning etc. While self evaluation and peer evaluation must form compulsory parts of holistic evaluation process.

- While the changing phase of academic practices in our country may go through innumerable experiments with innovative assessment and evaluation system,

14

accountability of organizations towards maintaining highest professional ethics in assessment process must find highest priority.

- In order to come out with a universally acceptable formative assessment and evaluation pattern, gradual efforts through a considerable period should be taken allowing considerable span for experimentation, sharing of best practices/ difficulties, and gradual implementation of re-worked policies, thereafter.

- The concept of holistic assessment and evaluation has perpetually remained the central chord of the meet. While (i) signifying stress on formative assessment, (ii) tools for decentralized assessment, (iii) technology enabled assessments have formed a significant part of deliberations, regarding structured holistic development, following components have been suggested -

  - Skill development, vocational education and internship
  - Co-curricular and extra curricular activities
  - Environment sensibility
  - Ethics, values and life skills
  - Cleanliness and civic sense
  - Sense of Nation building
  - Yoga and health
  - Outreach activities
  - Sports based activities

- In order to have all-inclusive evaluation of students, apart from self-evaluation, evaluation by peers and evaluation by teachers, there should be well defined structure for evaluation by parents. However, as a serious matter of concern, at present, there is almost no participation of parents in HEIs in India. This needs serious re-thinking.

- Mechanism to allow language neutral representation by students in answer sheets needs to be encouraged and eventually implemented with necessary practical considerations.

- HEIs should augment digital culture with significant emphasis on socio-digital transformation.

- In ensuing days, HEIs need to cohesively work on making their websites to reflect maximum information as regulatory bodies may use the same as authoritative evaluation tool for accreditation process.

- From the standpoint of a regulatory authority, it has been advised by NAAC that A++ grade Universities may assist 6 colleges for accreditation process.

- From the standpoint of a regulatory authority, it has been advised by ICAR that creation of digital content for every course being taught, is required which may relax residential requirement of students and make conventional academic practices resilient to unforeseen sudden circumstances.

- Question bank with model question answers should constitute part of every course being taught and should be made available to students.

- Since assessment is an all encompassing domain, following domains need consideration while designing any specific assessment process -

    - Socioeconomic background of individual student

    - Size of a particular class

    - Customized assessment for individual student

    - Increased emphasis on face-to-face assessment of student/spoken assessment

    - Level of transparency

    - Feedback process to enable a student to particularly work on weak areas

    - Formulation of mechanism for outcome assessment

- HEIs should frame clear and distinctive perception of assessment and evaluation and accordingly reform examination framework. In this cognition, training of teachers need to play a pivotal role.

- Teachers/HEIs should work on developing meta-cognitive approach among students, to enable them in mastering art of acquiring information instead of mere receiving the same.

- Assessment of learning skill should be given a significant thought process as it is learning skill of a student that assists him/her in mastering knowledge. Any pathway, that leads to self learning, should be adapted and this may certainly vary from student to student.

- It has to be ensured that while moving towards advanced technology enabled evaluation processes, the fundamental diagnostic standpoint of examination is not getting defeated. Irrespective of evaluation mechanism, identification of exact difficulties of students must be identified.

- Possibility of on-demand examination should be explored to make the evaluation process more student responsive.
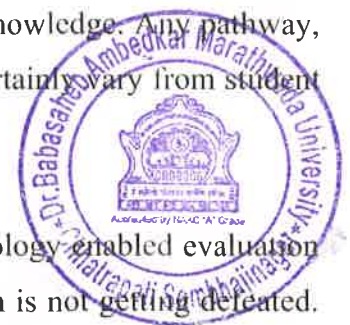
- Relative grading has hitherto remained an underrated tool in examination fabric in HEIs and needs consideration.
- Unified grading system and conversion factor between grading and marks is a prominent need of hour.
- During Question Answer Session after AIU Business Meet, following recommendation came on floor -

  - Possibility that AIU may create pool of thrust areas of research expertise so that potent Universities can come together for significant tangible output
  - Possibility of creation of a Central Assessment and Examination platform by AIU for all Universities
  - Possibility of AIU involvement in minimizing gap between academic regulatory bodies
  - Possibility that AIU would decide and disseminate some thematic areas for holding conferences
  - Possibility that AIU may come up with policies towards capacity building courses for faculty members.

= = = = = = =

Registrar,
Dr. Babasaheb Ambedkar
Marathwada University,