

IONEDUCATION NEWS-LETTER

August 2018 - Volume 1 / Issue 29



HRD ministry notifies new UGC-approved norms on plagiarism: Teachers to lose jobs, students their registrations



Student researchers found guilty of plagiarism may lose their registration and teachers could lose their jobs as the Ministry of Human Resource Development (HRD) approved new regulations on plagiarism drafted by the University Grants Commission (UGC).

The ministry notified the UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Education Institutions) Regulations, 2018, this week. The UGC had approved the regulations in its meeting held in March this year, prescribing graded punishment for plagiarism.

According to a gazette notification, for students, plagiarism of up to 10 percent would not invite any penalty, while that of between 10 percent and 40 percent would mean the students will have to submit a revised research paper within six months.

In case the similarities are between 40 percent and 60 percent, students will be debarred from submitting a revised paper for one year. A student's

registration for a programme will be canceled if the similarities are above 60 percent.

Teachers whose academic and research papers have similarities ranging from 10 percent to 40 percent with other papers will be asked to withdraw the manuscript. In case the similarities are between 40 percent and 60 percent, they will not be allowed to supervise new masters, MPhil, PhD students for two years and will also be denied the right to one annual increment, it said.

In case of repeat plagiarism of over 60 percent similarity, the faculty members will be suspended, even dismissed.

The new regulations prescribe that if any member of the academic community suspects with appropriate proof that a case of plagiarism has happened in any document, he or she shall report it to the Departmental Academic Integrity Panel (DAIP). "Upon receipt of such a complaint or allegation, the DAIP shall investigate the matter and submit its recommendations to the Institutional Academic Integrity Panel (IAIP) of the Higher Education Institutions (HEI).

"The authorities of HEI can also take *Suo Motu* notice of an act of plagiarism and initiate proceedings under these regulations. Similarly, proceedings can also be initiated by the HEI on the basis of findings of an examiner. All such cases will be investigated by the IAIP," the regulations read.

On Friday, Parliament was informed by the government that the UGC found three cases of plagiarism in writing PhD thesis, including two involving vice-chancellors of different universities.

Link:<https://www.firstpost.com/india/hrd-ministry-notifies-new-ugc-approved-norms-on-plagiarism-teachers-to-lose-jobs-students-their-registrations-4893741.html>

KSHEC to chart the course for outcome-based education for academic programmes

With a view to anchoring teaching, learning, and evaluation in the State's universities, on pre-specified and clearly spelled-out outcomes, the Kerala

State Higher Education Council (KSHEC) has set in motion a drive to train academics in the art of ‘outcome writing’ for various types of academic programmes.

Council vice chairman Rajan Gurukkal told *The Hindu* that the aim was to make all courses in universities outcome-driven in a year’s time. Experts in Outcome-Based Education (OBE) had already trained the chairmen of the boards of studies of science subjects in the University of Kerala, MG University, CUSAT, and the KTU in creating outcomes for courses.

Similar training would soon be given to personnel of the Calicut and Kannur universities and to the chairmen of the boards of studies of non-science subjects.

Concept note

A concept note on OBE prepared by Dr. Gurukkal points out that teaching, learning, and evaluation are independent of any outcome at present. The primary emphasis is on remembering. The focus needs to shift to multi-layered understanding of concepts.

“Outcomes should evolve out of the contents, instructional strategies, learning experiences, methods of evaluation, and assessment. At different levels of higher education, each course should have its own expected outcomes, explained logically through a linked process, which can be defended as to its ability to produce graduates with predetermined outcomes,” Dr. Gurukklal says.

Precise outcomes enables clarity of purpose in teaching and learning and run as a “thread of quality control” through the planning of curriculum, selection of instructional strategies, choice of learning experience, and preparation of tests.

OBE also enables concurrent self-assessment by learners and helps them measure their progress towards attaining the outcomes and also to “demand new learning experiences”.

Since the expected outcomes of courses are clearly stated, the teachers also have the legitimate right to test whether the learners have attained these stated goals.

Dr. Gurukkal also argues that transcending the stereotypical, OBE provides opportunities to learn differently, naturally, and creatively. "It is mastery learning but with criticality and creativity," he points out.

Strengthening the teaching and learning systems in higher education institutions today means a package of curriculum design, course design, instruction design, and test design following global standards.

Re-articulation of higher education in tune with OBE is no more a matter of choice today, Dr. Gurukkal points out.

Link: <https://www.thehindu.com/news/cities/Thiruvananthapuram/kshec-to-chart-the-course-for-outcome-based-education-for-academic-programmes/article23790654.ece>

Academics applaud Center initiative on outcome-based education



After attending a workshop on outcome-based education (OBE), the experts came to the conclusion that Centre's OBE policy is the need of the hour. "OBE emphasizes on learner-centric education than teacher-centric education. It focuses on outcomes of a course that can be seen as quantifiable attributes in a graduate. After the course, a graduate should develop cognitive ability in the particular subject and also should cultivate values such as teamwork, communication skills, and emotional values," said Sudhanshu Bhushan, head of the department of higher education, National Institute of Educational Planning and Administration, New Delhi.

After the session, the academicians also added that the education system, which focuses on the goals or outcomes that a student needs to achieve at the end of the course, isn't a single-method approach. The workshop was organized by the Association of Self-Financing Arts, Science and Management Colleges of Tamil Nadu recently.

Marmar Mukhopadhyay, director, Educational Technology, and Management Academy, Haryana said that the OBE focuses on the efficiency of learning. "The system seeks to provide evidence that learning has really happened. Today, there is a lot of open educational resources available on

the internet. When a 15-minute video could be much more an effective teaching tool than a four-hour lecture, it's time teachers change their approach," he said.

Academics said though OBE was almost a 25-year-old idea, Indian academia has just woken up to it. "The first book on OBE was published in 1994. Countries like Malaysia had implemented OBE in 2007. It originally started in medical education, where outcomes are essential," said Mukhopadhyay.

Link: <https://www.jagranjosh.com/news/centres-outcome-based-education-is-need-of-the-hour-says-experts-146209>

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HRD considers introduction of 3 new professional courses

The Ministry of Human Resource Development on Monday said that the government is considering the prospect of introducing three professional courses to create more employment opportunities. The information released in a written reply by Minister of State (HRD) Upendra Kushwaha mentioned the three courses under consideration are B.A. (Professional), B.Sc. (Professional) and B.Com. (Professional).

To further enhance the employability of graduate courses, the government has created a Community College programme to engage school dropouts and other youths. The programme will be offered in educational institutions falling under All India Council for Technical Education (AICTE) and University Grants Commission (UGC).

The government said in a statement that this programme will help the

secondary school dropouts to re-enter three-year courses based on appropriate credit system. Flexible in nature, the programme comprises 40% general and 60% Skill components.

B.Voc. is another course where vocational education is imparted in 85 trades of different industry sectors in the country. The offered degree is recognized by UGC. Courses from Levels 1 to 6 in the National Skill Qualification Framework (NSQF) are offered in B.Voc courses.

The government is also providing short-term, industry relevant skill training to the youth under Pradhan Mantri Kaushal Vikas Yojana (PMKVY-TI). AICTE affiliated institutions will be offering these opportunities.

Apart from this, there are 63 Deen Dayal Upadhyaya Kaushal Kendras in the country that offers advanced skills of Levels 5 and above in the NSQF. These kendras work as Centers of Excellence in Skill Development in specialized areas.

Link: <http://zeenews.india.com/india/hrd-considers-introduction-of-3-new-professional-courses-2128849.html>

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